ACKNOWLEDGEMENT

It has been a seemingly endless journey. I can hardly think of the day my thesis is completed. But for many people's help, I would not have come to an end of this challenging process.

First of all, I am deeply indebted to my advisor, Dr. Mei-Hui Liu. Her enormous patience and cordial encouragement greatly supported me to keep revising my drafts. Her dedication and precious instruction have helped me a lot throughout my graduate life. I am fortunate to have such an inspiring advisor.

In addition, my sincere gratitude goes to my committee members, Dr. Yuh-Mei Chen and Dr. Kai-Lin Wu, who spend precious time reading this thesis and provide insightful and constructive suggestions to improve it. I am grateful for Dr. Chen coming from National Chung Cheng University to offer valuable advice in my proposal and thesis defenses. Besides, I am thankful for Dr. Wu's encouragement and help when feeling very depressed.

Moreover, I would like to extend my appreciation to other professors in the M. A. program. My special gratitude goes to Dr. Muchun Yin, who enlightened me on academic writing, and Dr. Annie Yu, who helped me a lot during my life in the program.

Further, my heartfelt appreciation goes to my supportive classmates: Caroline, Ashley, Evelyn, Sophie, and Stephany. I want to thank for Caroline's consolation and advice every time when I lacked courage to go on. I am also thankful for Ashley and Evelyn's company and their suggestions during the painstaking process. Thanks to Sophie's useful opinions and support, they enabled me to go through many difficulties. I also want to thank Stephany for the assistance in solving hurdles during my study.

Finally, my sincere gratefulness goes to my beloved parents and friends. Without my parents' tolerance and support, I would not have finished my study after four years of entering the program. My friends' encouragement also backed me up to undergo this lengthy process.

以英語為外國語學生於電子歷程檔案中對同儕評量作為語言學習工具之看法

研究生: 林宛頤

指導教授: 劉美惠博士

中文摘要

科技及個人電腦的發展促進了電子歷程檔案在教育場所之普遍使用。然而，以英語為第二語或外國語的學生對同儕互評和電子歷程檔案在學習語言上的看法之研究仍然十分有限。因此，本研究探討以英語為外國語的學生如何看待同儕評量在電子歷程檔案中之應用。具體而言，本研究所探討之目標包括：(1)以英語為外國語學生在電子歷程檔案計畫中對於同儕評量的看法，(2)以英語為外國語學生在同儕評量過程中所遇到的顧慮和困難。

本研究於台灣中部某私立大學進行，透過選修課「從廣告中學英文」蒐集資料。此課程開設給非英語主修的學生，以二十七位來自不同系所的學生為研究對象，如國際貿易系、數學系和行政管理暨政策學系。

本研究以混合方法(mixed-method approach)蒐集多種資料，包括前測問卷、後測問卷和半結構式訪談。問卷資料以配對樣本 t 檢定和其他描述性數據分析。此外，本研究以扎根理論(the grounded theory method)分析訪談資料以支持和解釋問卷結果。

研究結果顯示學生對於在電子歷程檔案中實施同儕評量持正面的看法，也肯定同儕評量在增進語言能力、拓展世界知識、拉近和同儕的關係並進而強化於此

電子歷程檔案計畫中之參與之益處。此外，學生認為電子歷程檔案作為語言學習工具很方便，也認為團體同儕評量比個人同儕評量客觀。然而，本研究也發現幾項學生面臨的顧慮與困難，包括(1)學生評量他人的信心有限，(2)學生認為同儕評量不公平，(3)學生在此以評量為學習的經驗中顯露出情感方面的顧慮。根據研究發現，本研究提出在教學上的應用和未來研究方向之建議以助於探討同儕評量在電子歷程檔案計畫中對英語為外國語學習之影響。

關鍵字：電子歷程檔案、同儕評量、學生態度、以英語為外國語的學習

EFL Students' Perceptions of Peer Assessment in E-portfolios as a Language Learning Tool

Wan-Yi Ann Lin
Advisor: Dr. Mei-Hui Liu

ABSTRACT

The development of technology and personal computers has promoted e-portfolios to be used in the educational settings. Nonetheless, limited literature explores issues concerning ESL/EFL students' perceptions of the influence of peer assessment and e-portfolios on their language learning. The present study hence aims at investigating how EFL students perceive peer assessment in an e-portfolio context. Specifically, this study was conducted to scrutinize (1) EFL students' perceptions of peer assessment in an e-portfolio project and (2) the concerns and difficulties EFL students encounter during peer assessment processes.

This study was conducted at a private university in central Taiwan. The researcher compiled data from an elective English course entitled *Learning English from Advertisements: An Electronic Portfolio Project*, which was offered to non-English majors. Twenty-seven students who majored in various disciplines participated in the study, such as international business, mathematics, and public management and policy.

The mixed-method approach was used to compile data from pre- and post-questionnaires and semi-structured interviews. Data collected from the questionnaires were computed based on paired t-tests and other descriptive statistics. Moreover, the grounded theory method was applied to analyze the interview data in order to help support or interpret survey findings.

The results indicated that the students were generally positive of implementing peer assessment in e-portfolios, and identified that peer assessment was conducive to improve language proficiency, expand world knowledge, increase peer relationship and further enhance participation in the e-portfolio project. In addition, the students considered that e-portfolio was convenient as a language learning tool, and that group peer assessment was more objective than individual peer assessment. However, several major concerns and difficulties encountered by these participating students were found, including (1) limited confidence of evaluating peers, (2) perceived unfairness of peer assessment, and (3) students' affective concerns emerging in this assessment-as-learning experience. According to the research findings, pedagogical implications and suggestions for future studies were provided to help explore how peer assessment may affect EFL learning in e-portfolio projects.

Keywords: e-portfolio, peer assessment, students' perception, EFL learning

TABLE OF CONTENTS

ACKNOWLEDGEMENT …… i

CHINESE ABSTRACT …… iii

ENGLISH ABSTRACT …… v

TABLE OF CONTENTS …… vii

LIST OF TABLES …… xi

CHAPTER ONE INTRODUCTION …… 1

1.1 Background of the Study …… 1

1.2 Motivation of the Study …… 5

1.3 Purpose of the Study and Research Questions …… 7

1.4 Significance of the Study …… 7

1.5 Definition of Terms …… 8

CHAPTER TWO REVIEW OF THE LITERATURE …… 10

2.1 Peer Assessment as a Learning Tool …… 10

2.1.1 Characteristics of Peer Assessment …… 10

2.1.2 Benefits of Peer Assessment …… 11

2.2 Peer Assessment in Language Education …… 12

2.2.1 Effects of Conducting Peer Assessment …… 13

2.2.1.1 Favorable Attitudes toward Performing Peer Assessment …… 13

2.2.1.2 Perceived Advantages of Conducting Peer Assessment …… 17

2.2.2 ESL/EFL Learners' Perceptions of Peer Assessment …… 19

2.2.2.1 Creating Beneficial Language Learning Atmosphere …… 20

2.2.2.2 Developing Language Skills …… 21

2.3 Concerns and Difficulties in Peer Assessment Processes …… 24

2.3.1 Uncertainty about the Fairness of Peer Assessment ……..…….. 24

2.3.2 Uncertainty about Peers' or Their Own Ability ……..……..……. 26

2.3.3 Negative Attitudes toward Evaluation …….... 29

2.3.4 Time Issues Impeding Quality Assessment …….... 30

2.3.5 Facility and Technical Concerns ……... 31

2.4 Summary …….. 32

CHAPTER THREE METHODOLOGY ……... 34

3.1 Setting and Participants ……..….. 34

3.2 Course Description ……..…. 35

3.2.1 Instructional Design …….. 35

3.3 Mixed-Method Approach ……. 39

3.4 Data Collection Methods ……..… 40

3.4.1 Questionnaire ……..……..….. 40

3.4.2 Semi-structured Interview ……. 43

3.5 Data Collection Procedures ……..…… 44

3.6 Data Analysis ……..….. 45

CHAPTER FOUR RESULTS ……. 49

4.1 Questionnaire Results ……..……. 49

4.1.1 Participants' Profile ……... 49

4.1.2 Paired T-test Results …….. 50

4.1.3 Individual Item's Descriptive Statistics …… 52

4.2 EFL Students' Assessment-as-Learning Experience …… 59

4.2.1 Benefits of Conducting Peer Assessment ……. 59

4.2.1.1 Peer Relations and Involvement in the E-portfolio ……... 60

4.2.1.2 Improving Language Proficiency …….…. 62

4.2.1.3 Broadening World Knowledge ……..…….. 65

4.2.1.4 Convenience of E-portfolio as a Learning Tool ……. 66

4.2.1.5 Developing Critical Thinking Ability …….….... 67

4.2.1.6 Objectivity of Group Peer Assessment …….……. 68

4.2.2 Perceived Concerns and Difficulties ……. 68

4.2.2.1 Lack of Confidence in Conducting Peer Assessment …… 69

4.2.2.2 Unfairness of the Assessment …….……... 70

4.2.2.2.1 Subjectivity ……...…..…. 70

4.2.2.2.2 Irresponsible Attitudes …….….... 71

4.2.2.3 Affective Concerns …… 72

4.3 Summary …….. 73

CHAPTER FIVE DISCUSSION AND CONCLUSION ……..…. 75

5.1 Overview …….. 75

5.2 Summary and Discussion ……. 75

5.3 Pedagogical Implications ……. 80

5.4 Limitations …….…….. 82

5.5 Suggestions for Future Research …….…… 83

REFERENCES……. 85

APPENDICES …….. 94

Appendix A Pre-questionnaire Conducted in the Beginning of the Semester — English version ……...…… 94

Appendix B Pre-questionnaire Conducted in the Beginning of the Semester — Chinese Version …….. 98

Appendix C Post-questionnaire Conducted in the End of the Semester — English Version ……...…… 102

Appendix D Post-questionnaire Conducted in the End of the Semester — Chinese Version …….. 105

Appendix E Interview Questions— Chinese and English Versions …… 107

Appendix F Peer-assessment Checklist …….……. 108

LIST OF TABLES

Table 3.1	Outline of the Course Schedule……...……..……..……	38
Table 3.2	Schedule for Data Collection Procedures…….....…….....	45
Table 4.1	Paired T-Test of Student Perceptions of E-portfolio Learning ……..	50
Table 4.2	Paired T-Test of Student Perceptions of Peer Assessment .....….	51
Table 4.3	Paired T-Test of Student Perceptions of Peer Assessment in the E-portfolio Project ……	51
Table 4.4	Comparison of Student Perceptions of E-portfolio Learning in the Beginning and the End of the Study …….	53
Table 4.5	Comparison of Student Perceptions of Peer Assessment in the Beginning and the End of the Study …….	56
Table 4.6	Comparison of Student Perceptions of Peer Assessment in the E-portfolio Project in the Beginning and the End of the Study ……	58
Table 4.7	Benefits of Peer Assessment …….	60