The use of e-portfolio-based assessment to develop students’ self-regulated learning in English language teaching

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Abstract

Traditional assessment ways like multiple choice tests have been used to evaluate students’ performance in English language teaching (ELT) at schools, but these assessment methods are not effective and efficient because they do not show the real performance of students. On the other hand, student-centeredness is the main focus of many teaching and learning methods and techniques used in ELT. It emphasizes learning by doing. As the main focus is on learning by doing, assessing this process requires different assessment methods that take factors, such as students’ understanding and personal difference into consideration, while evaluating learners’ performance. Therefore, educators need to develop new student-centred assessment methods to evaluate learners in ELT. One of these ways is the use of e-portfolios. E-portfolios can be used as an assessment in courses effectively to improve different learning styles of learners. One of them is self-regulated learning, which focuses on students’ taking responsibility for their learning from the beginning to the end. This process includes setting goals and organizing learning environments according to their determined goals, but finding research on the use of e-portfolios as an assessment tool in self-regulated learning in ELT is rare. Therefore, this paper aims to find out whether e-portfolio-based assessment can be used to improve students’ self-regulated learning through reviewing the literature. The result of the literature review indicates that e-portfolio-based assessment can develop students’ self-regulated learning in ELT.

Keywords: E-portfolio; E-portfolio based assessment; Self-regulated learning

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1. Introduction

For many years, traditional assessment styles like multiple choice tests have been used to evaluate students’ performance at school, but these assessment methods are not effective and efficient because they do not show the real performance of students and are mainly based on the behaviourist approach, which defines education as “habit formation.” Therefore, traditional ways of assessment are not enough to measure the skills of learners in different courses. On the other hand, the constructivist approach, which focuses on students, supports student-centred activities in classroom and defines education as “learning by doing,” and is the basis of modern education methods and techniques, such as the problem-solving method or the project-based method. As the main focus is on learning by doing, assessing this process requires different assessment methods that factor in students’ understanding, personal differences, and individual performance when evaluating learners’ performance. Unlike traditional assessment ways, the new assessment ways should be student-centred. Consequently, some new ways, such as e-portfolios are developed to assess learners. E-portfolios can be defined as electronically collected works and reflections of students, which are used to show their growth and development during the learning process (Gülbahar and Tinmaz, 2006, 311). The works and reflections of students are stored in electronic formats, such as graphics or CDs (Gülbahar & Tinmaz, 2006). Educators, instructors, and teachers know how to use e-portfolios in their courses, but they cannot use them effectively to improve the different learning styles of students. One of them is self-regulated learning that focuses on students taking responsibility of their education from the beginning to the end. This process involves setting goals and maintaining a learning environment according to their determined goals (Zimmerman, 1990). However, the use of e-portfolios as an assessment tool in self-regulated learning has not been researched much in the English language-teaching field. Therefore, the aim of this paper is to find out whether e-portfolio-based assessment can be used to improve students’ self-regulated learning by reviewing the literature about e-portfolios, e-portfolio-based assessment, and self-regulated learning in English language teaching. The present paper aims to answer the following question: Can e-portfolio-based assessment be used to develop students’ self-regulated learning in English language teaching? If so, how does e-portfolio-based assessment develop students’ self-regulated learning in English language teaching?

2. E-portfolio

In order to evaluate the relationship between e-portfolio-based assessment and self-regulated learning, this section explains what an e-portfolio is, along with its benefits and characteristics. This section starts with the definition of an e-portfolio. Then the section focuses on benefits of an e-portfolio and ends up with its characteristics.

2.1. Definition of e-portfolio

Rhodes (2011) mentions, “…ePortfolios might be the biggest thing in technology innovation on campus. Electronic portfolios have a greater potential to alter higher education at its very core than any other technology application we’ve known thus far” (p. 7). This emphasizes the importance of the use of e-portfolios in education because it can make students work digitally and in an organized, searchable, and transportable way, as Rhodes mentions. The definitions of e-portfolio focus on the features of being digital, organized, searchable, and transportable. In one definition, Lorenzo and Ittelson (2005) define an e-portfolio as “a digitized collection of artefacts including demonstrations, resources, and accomplishments that represent an individual, group, or institution” (p. 2). They also add that e-portfolios are “personalized, Web-based collections of work, responses to work, and reflections that are used to demonstrate key skills and accomplishment for a variety of contexts and time periods” (p. 2). In another definition, an e-portfolio is defined as “the product, created by the learner, a collection of digital artefacts articulating experiences, achievements and learning” and as “a purposeful aggregation of digital items – ideas, evidence, reflections, feedback, etc., which presents a selected audience with evidence of a person’s learning and/or ability” (Gray, 2008, pp. 6-7). Consequently, the definitions indicate that e-portfolios include the artefacts of students that help others understand and observe the learning processes of students.

2.2. Benefits of e-Portfolio

According to Goldsmith (2007), institutions and students can benefit from e-portfolios since they allow them to understand “how well they are educating their students” and they are able to assess “their educational experiences and achievements, and how these are linked to their personal goals” (p. 31). They connect students’ coursework to the outcomes of institutions, so students can “understand these connections as well as the connections between their own lives and their academic work” (Goldsmith, 2007, p. 37). This stems from a need to evaluate the improvement of students’ “understanding of the self and the curriculum” (Gray, 2008, p. 9).
According to Goldsmith, e-portfolios can enhance the learning process and assess learners authentically because of its requirements. They include taking the responsibility of their learning by making students organize their material for a specific purpose, self-evaluating their work, and reflecting their findings about their learning process, experiences, and skills. Students, therefore, can be in charge of their own learning and be motivated to study (Akçıl & Arap, 2009). Also, e-portfolios can assist to facilitate and document learners’ experiences authentically (Reese & Levy, 2009). Consequently, they require students to be engaged in the process, so they can contribute to the enhancement of learning process and authentic assessment. Since students are responsible for their own e-portfolio process, they can individualize and personalize their learning (Schmitz, Whitson, Heest, & Maddaus, 2010; Gray, 2008).

In addition, e-portfolios can save students’ and teachers’ time and energy. Through the use of e-portfolios, students can store information easily, give easy access for viewing and review purposes, and minimize the any risks of loss (Goldsmith, 2007). E-portfolios can promote student autonomy. According to Gonzalez (2009), the European Language Portfolio encourages the use of e-portfolio assessment in language education because e-portfolios can increase students’ awareness of the “language learning process and its implications” (p. 373). This process can help students become autonomous. First, they can find out and “become aware of all the important invisible factors, procedures, and attitudes involved in language learning” (Gonzalez, 2009, p. 382). Second, students can become the owners of their language learning and recognize that learning has to also occur outside the classroom.

E-portfolios promote feedback, reflection, and self-reflection. They possess digital collections of student artefacts related to their goals, achievements, experiences, ideas, and so on, and require students to reflect on their learning processes. Therefore, they can contribute to the assessment of students’ own products and individual achievement and to the effectiveness of courses, programs, departments, or institutions (Reese & Levy, 2009; Goldsmith, 2007). They enhance the reflection of students since students understand their learning and have the “evidence of their capacity for critical thinking, analytic reasoning, and integrative learning” (Rhodes, 2011, p. 5). In one study, Lin (2008) indicates that reflection helped students revisit their learning experiences and make a change in the way they viewed their learning. According to Lin, students can develop a sense of purpose and focus through the use of e-portfolios because upon reflection, students make a comparison between their artefacts and the standards in order to understand and check first whether their artefacts meet the standards or not, and then how and why they meet the standards if so. Also, it can assess students formatively in terms of the evaluation of student learning, and summatively in terms of the evaluation of student progress and achievement as Rhodes mentions (2011). According to Rhodes, it can help learners to become active in the presentation and representation of their learning, so this can motivate them to do their best. Also, Goldsmith (2007) mentions that e-portfolios can provide students with individual feedback about their learning, experiences, achievements, and can provide feedback about the effectiveness of their work. Therefore, e-portfolios can improve students’ learning through feedback and reflection, which supports permanent learning (Akçıl & Arap, 2009) and makes them more willing to overcome problems (Gray, 2008).

In short, e-portfolios can be used effectively and efficiently in teaching, learning, and assessment as they are learner-centred. They make students responsible for their learning by enabling them to organize and control the content of their e-portfolios, which helps them to personalize their e-portfolios. This responsibility requires students to reflect and assess their own learning.

2.3. Characteristics of e-portfolio

In reviewing studies related to the use of e-portfolios, ten common characteristics were noticed. The first characteristic of e-portfolios is being authentic. It is authentic because students take responsibility for their learning, so they are supposed to organize their e-portfolios, reflect on their own learning processes and findings, and improve their learning depending on their reflections (Goldsmith, 2007; Reese & Levy, 2009). Second, it is controllable since students can organize their e-portfolios, reflect and assess their learning processes, and make necessary changes to their e-portfolios according to their reflections (Goldsmith, 2007). Third, it is communicative and interactive because students need to communicate and interact with their peers and teachers to improve their learning (Bolliger & Shepherd, 2010; Lin, 2008). Fourth, it is dynamic since the structure of e-portfolios is continuously developing as a result of the organization of content, collection and selection of artefacts, the self-assessment and self-reflection of the learning process, and improvement made according to self-assessment and self-reflections. Fifth, it is personalized because students form their e-portfolios on their own (Goldsmith, 2007; Schmitz et al., 2010; Gray; 2008). Sixth, it is integrative since e-portfolios create connections between students’ lives and academic work (Goldsmith, 2007, p. 37). Seventh, it is multi-purposed in that it can be used for the assessment of students’ learning performances and of institutions’ education programs (Goldsmith, 2007), and for gaining
employment in the future (Goldsmith, 2007; Lin, 2008; Reese & Levy, 2009; Kocoglu, 2008). Eighth, it is multi-sourced as it provides students with feedback on their learning, teachers with the assessment of students’ performances, and institutions with the opportunity to assess their programs, courses, or departments (Goldsmith, 2007). Ninth, it is motivational because it gives students ownership of their own learning and leads to the improvement of their skills (Akçıl & Arap, 2009; Bolliger & Shepherd, 2010; Rhodes, 2011). Finally, it is reflective because e-portfolios requires reflection of one’s own learning, so students can self-reflect and assess their learning processes via e-portfolios (Goldsmith, 2007; Reese & Levy, 2009; Lin, 2008).

3. E-portfolio based assessment

Yastıbaş (2013) has carried out a theory on the use of e-portfolios in speaking classes as an assessment tool. The results of the study show that e-portfolio assessment improved students’ self-assessment skills because they could monitor their learning process, understand their strengths and weaknesses, and try to overcome their weaknesses. It also helped them to take responsibility for their learning and be aware of the progress of their learning (Yastıbaş, 2013). This makes the students more self-confident, motivated, and engaged in learning (Yastıbaş, 2013). In addition, the study suggests that e-portfolio assessment increased active participation because students had control over the organization, selection, and design of the content of their e-portfolios. In another study, Tonbul (2009) dealt with developing an e-portfolio model for a university. The study indicates that using e-portfolios in assessment and learning, students were able to reflect on their own learning and discover their strengths and weaknesses. According to Tonbul, it also increased collaboration and interaction between teacher and students, so it facilitated learning. It made students more responsible for their own learning, assisted them in monitoring their own learning by checking what they learnt, increased their self-assessment skills, and motivated them. In addition, Abbaszad Tehrani (2010) has used net-folio to improve writing skills. Net folio is another name used instead of e-portfolio. The results of that study show that net-folio motivated students and helped them to be responsible for their own learning because they took control of the content of their netfolios. It also improved the self-assessment and peer feedback skills of the students so that they could learn from each other, understand their strengths and weaknesses, monitor and follow progress in their own learning (Abbaszad Tehrani, 2010). In another study, Erice (2008) researched the impact of e-portfolios as assessment and learning tools in writing classes. According to Erice, e-portfolios enable students to be owners of their own learning processes, and helped them to reflect on their learning by improving their self-assessment skills, motivated them, and also allowed them to follow the progress of their own learning.

These studies describe the contributions of e-portfolio based assessment, and these contributions are aligned with the ones mentioned in “Assessing with ePortfolios” (n.d.) and Chang (2008). The first study, “Assessing with ePortfolios” (n.d.) explains the contributions of e-portfolio assessment. It supports and encourages independent, self-directed, and individualized learning. It allows students to plan and compile the content. It enables students to reflect on their learning, performance, and achievement. It creates connections between students’ learning and assessment criteria. Students can be responsible for their own learning and assessment and regulate their learning through e-portfolios in and out of the class. It provides a personalized learning space. It is a kind of sustainable assessment as it helps students identify their learning, make judgments about it, and be ready for future learning. It is continuous and evidence-based assessment. It allows learners to connect tacit knowledge with constructed knowledge. It keeps track of students’ learning process. It enables students to own and direct their own learning as they select and reflect on their learning. In the second study, Chang (2008) categorized the contributions of e-portfolio assessment. According to Chang, students organize and develop their e-portfolios. It is the demonstration and reflection of students’ learning process and achievements. It develops students’ self-learning, self-evaluation, self-assessment, and self-reflection. It promotes teacher-learner interaction and reader evaluation. Students can participate in e-portfolio assessment actively. They can take part in the decision-making process actively (Chang, 2008, p.1757). It enhances the interaction between peers, peer assessment, and learning outcomes in the long run. Students are in charge of their own learning by planning their learning actively in e-portfolio assessment process. It supports students’ creativity. It is motivates students to learn and help them evaluate themselves with confidence. It enhances students’ technological skills.

4. Self-regulated learning

According to Zimmerman (2000), self-regulation is defined as “self-generated thoughts, feelings, and actions that are planned and cyclically adapted to the attainment of personal goals” (p. 14). In the academic arena, it requires the planning and managing of time, attention and focus on education, rehearsal, code, and the organization of information, making working environment productive, and utilizing social resources effectively (Schunk & Zimmerman, 1997). Also, Pintrich (1995) mentioned that academically it possesses self-directed processes that
require learners to monitor, control and evaluate their effects, cognition, behavior, and certain aspects of the environment. In addition, according to Bandura (1986), personal, behavioral and environmental processes are interactive and required in self-regulation. Besides, some psychological components including motivation, strategies, self-awareness of performance outcomes, and sensitivity to environmental and social settings are required in self-regulation (Zimmerman & Risemberg, 1997). Depending on the definitions, self-regulated learning motivates students to set their own goals and decide which plans and strategies should be used to attain those goals, which increases their self-awareness of their performance and makes them monitor their learning process and control the social and physical setting (Wang, 2004).

According to Bandura (1986) and Zimmerman (2000), being self-regulated has three important processes or phases. For Bandura, self-observation, self-judgment, and self-reaction are important in self-regulating one’s own learning process. Self-observation is the observing of one’s own behavior in an attentional way, self-judgment is comparing one’s own performances with that of a standard, and self-reaction is responding to self-judgment in an evaluative way (Bandura, 1986). Similarly, Zimmerman (2000) claimed that there are three phases in self-regulation that are cyclical and consist of three components: forethought, performance, and self-reflection phases. There are processes and beliefs such as motivation, self-efficacy, goal setting, and planning that trigger efforts to learn in the forethought phase, performance phase includes processes like attentional control, keeping records, and monitoring in which students concentrate on the task to optimize their performance, and self-reflection phase involves processes like self-evaluation in which learners compare their performance with a goal and evaluate their results (Zimmerman, 2000). To understand these phases better, Zimmerman (1998, 2002) considers some questions. In the forethought phase, learners can ask when and where they will write, how they will start, and what will help them to write. In the performance phase, they can try to find answer to the questions whether they accomplished the aim of the assignment, whether it is taking more time than the planned time, whether they can be encouraged to keep going, and what will help them. In the self-reflection face, the questions “whether the students did a good job, how they kept on task, what helped them, whether they gave enough time to complete the assignment, whether they chose the right study strategies, whether they set rewards and consequences for themselves, and whether the students followed their plans” are asked.


In relation to the phases and components of self-regulated learning, Zimmerman and Martinez-Pons (1986) found out that there are 14 different self-regulated learning strategies used. They are self-evaluation, organizing and transforming, goal setting and planning, seeking information, keeping records and monitoring, environmental structuring, self-consequences, rehearsing and memorizing, seeking peer assistance, seeking teacher assistance, seeking adult assistance, reviewing tests, reviewing notes, and reviewing texts. While heavily relying on the strategy list created by Zimmerman and Martinez-Pons, two other scholars, Pape and Wang (2003) developed another 11-item list of self-regulated learning strategies. They are self-evaluation, organizing and transforming, goal setting and planning, seeking information, keeping records and monitoring, environmental structuring, self-consequences, attentional control, rehearsing and memorizing, seeking social assistance, and reviewing records (Pang & Wang, 2003). All of these strategies are based on being self-initiated.

The definitions, phases, components, and strategies of self-regulated learning describe the characteristics of a self-regulated learner. According to Zimmerman (1990), learners are proactive and reactive during their learning process. They look for information proactively when they need and are ready to take the necessary steps to master their skills (Zimmerman, 1990). Also, they establish goals by using appropriate strategies, their self-efficacy beliefs towards their capabilities are high, and these two affect their goal setting and the level of commitment to attain their goals (Zimmerman, 1990). This means that self-regulated learners are active in their learning process in terms of
motivation, metacognition, and behavior (Zimmerman, 1990). According to Zimmerman, they are self-efficacious and possess positive attitudes toward learning, so they can act by selecting and structuring action. In addition, Schunk and Zimmerman (1997) mentioned that self-regulated learners are active participants because they can control their learning experiences in many different ways efficiently. They can do so by organizing and rehearsing information to be learned, holding positive beliefs about their capabilities, and putting a high value on learning (Schunk & Zimmerman, 1997). Consequently, the characteristics show that self-regulated learners initiate their own learning, use strategies to achieve their self-set goals, monitor their learning by checking what worked and what did not work. Therefore, they can have the ability to control and influence their own learning processes positively.

4.1. Studies related to self-regulated learning in English language teaching

Studies on self-regulated learning in English language teaching are based on the relationship between self-regulation and self-efficacy, motivation, academic achievement, and learning strategies. Also, some studies focus on the effect of self-regulation learning on writing, reading, listening, speaking, and vocabulary learning.

In Wang’s dissertation (2004), the researcher focused on the relationship between self-regulated learning strategies and self-efficacy beliefs of four Chinese students learning English as a second language. The results of the dissertation show that self-regulated learning strategies are related to students’ self-efficacy beliefs while they used the strategies more in reading than in writing. In addition, the study focuses on the connection between self-regulated learning strategies and a higher level of self-efficacy, which resulted in more engagement of students in reading activities.

Hirata (2010) concentrated on the relationship between motivation and self-regulated learning in second language acquisition related to Kanji learning. Hirata found that self-regulated learning has a positive effect on self-regulated learning. Different aspects of motivation including intrinsic motivation and value, self-efficacy, and self-concept are predictors of different types of self-regulated learning. To illustrate, intrinsic motivation and value are indicators of cognitive and metacognitive self-regulated learning while self-efficacy is related to behavioral regulation and self-concept is connected to environmental self-regulation (Hirata, 2010). Also, Al-Otaibi (2013) has studied the relationship between Saudi EFL learners’ vision of future self and their self-regulated learning behavior. According to Al-Otaibi, Dörnyei developed a second language motivational self-system in which ideal self and ought self are defined. Dörnyei’s system focuses on the discrepancy between a learner’s actual self and his/her ideal self (Al-Otaibi, 2013). The results of the study indicate that ideal self increases motivation and self-regulated learning. This makes them be motivationally, meta-cognitively, and behaviourally ready to be active in their learning (Al-Otaibi, 2013). Also, it makes them self-efficacious and they have positive attitudes toward learning (Al-Otaibi, 2013).

Mahmoodi, Kalantari, and Ghaslani (2014) have searched the relationship between self-regulated learning, motivation, and language achievement among Iranian EFL learners. They have found out that self-regulated learning strategies affect the motivation of the students positively, while there is no connection between self-regulated learning and second language achievement. Also, the research indicates that the students use cognitive and metacognitive strategies more than behavioral strategies. Besides this, Garrido-Vargas (2012) studied the relationship between self-regulated learning and academic achievement among English language learners. This dissertation indicates that self-regulated learning influenced motivation and self-efficacy in a positive way; therefore, self-regulated learning contributed to the learners’ academic achievement in reading and writing. Also, Andrade (2012) states that self-regulated learning can improve learning proficiency, make learners satisfied, and help them increase their capacity for autonomy.

Bloom (2013) has focused on the place of goal setting and self-monitoring in self-regulated learning. He mentions that self-regulated learning strategies enables students to make higher academic achievements, make greater effort to solve problems, overcome obstacles, and motivate them to learn. Goal setting and self-monitoring are two of these strategies and help them to be aware of their learning, judge their learning ability, and adjust themselves according to their own evaluation (Bloom, 2013). Self-regulated learning increases self-confidence, self-efficacy, and motivation, so it results in active participation and increased collaboration (Bloom, 2013).

Çelik, Arkun, and Sabriler (2012) researched EFL learners’ use of Information Communication Technologies (ICT) for self-regulated learning. They have found out that ICT provides learners with opportunities to regulate their learning outside of the class by reaching their language learning goals and motivating themselves via ICT, making language learning an enjoyable process. Also, Cheng and Chau (2013) have investigated the relationship between self-regulated learning ability and e-portfolio achievement. The study shows that cognitive skills, metacognitive
control strategies, and collaboration have a positive effect on students’ e-portfolio achievements.

Lin and Gan (2014) studied Taiwanese college students’ use of English listening strategies and self-regulated learning. The study finds out that self-regulated learning made students plan and evaluate their own listening education, give them a desire to acquire the knowledge, motivated them to succeed, and take action to become proficient (Lin & Gan, 2014). This process helped them to be more active in their learning, discover their strengths and weaknesses and use effective methods to succeed; therefore, self-regulation made them good listeners (Lin & Gan, 2014). Aregu (2013) studied the relationship between self-regulated learning and speaking efficacy and performance among Ethiopian students. As Aregu (2013) states, self-regulation made the Ethiopian learners more motivated and responsible for their learning. Therefore, self-regulated learning improved their speaking efficacy and performance.

In Filate’s study (2012), the impact of self-regulated language learning among the reading achievements of grade 9 students was assessed. The results of the study show that cognitive self-regulation strategies were indicators of the students’ reading performance and contributed to their reading performance. In Zarei and Hatami’s research (2012), the relationship between self-regulated learning components and L2 vocabulary knowledge and reading comprehension of Iranian EFL learners was studied. The self-regulated learning components that were examined in this study were planning, self-check, effort, and self-efficacy. The study indicates that these components do not have an effect on vocabulary knowledge, while only self-check and effort have a direct and positive effect on reading comprehension. Pratontep and Chinwonno (2008) have focused on self-regulated learning among Thai university students in an EFL extensive reading program. The study reveals that self-regulated learning training about the strategies particularly related to metacognitive and performance improved the students’ reading comprehension. Al Asmari and Ismail (2012) have searched self-regulated learning strategies as predictors of reading comprehension among students of English as a foreign language. Their study indicates that self-regulated learning strategies such as rehearsal, self-talk, and elaboration are indicators of reading comprehension. Mizumoto (2013) has dealt with enhancing self-efficacy in vocabulary learning through a self-regulated learning approach. According to Mizumoto, self-regulated learning increased self-efficacy in vocabulary learning. Hence, it helped the participants improve their vocabulary knowledge. Hamedani (2013) studied the relationship between self-efficacy and self-regulation in vocabulary acquisition of Iranian EFL learners. Hamedani mentions that there is a strong relationship between self-efficacy and self-regulation, which results in an increase in vocabulary acquisition.

The study of Soureshjani (n.d.) has focused on the relationship between self-regulation and motivation and Iranian EFL learners’ writing achievement. The results of the study point out that there is a strong connection between motivation and self-regulated learning, so it has a positive impact on the learners’ writing performance. Zhang (n.d.) focused on self-regulated learning in an online ESL writing class. According to Zhang, self-regulated learning has a positive influence on motivation; therefore, the students could benefit from an online writing course.

4.2. Studies related to self-regulated learning and e-portfolio

There are few studies whose focus is on the enhancement of self-regulated learning through e-portfolios in different areas rather than English language teaching. In one of these studies, Alexiou and Paraskeva (2010) have worked on enhancing self-regulated learning skills through the implementation of e-portfolios in a computer science university. The results of the study show that e-portfolios make students more engaged and enthusiastic about their learning, and also there was a high correlation between cognitive, motivational, and affective factors. They suggest that the use of e-portfolios supports and promotes students’ learning, so the structuring of e-portfolios can enhance self-regulated learning skills. In addition, there are some e-portfolio systems such as the Electronic Portfolio Encouraging Active Reflective Learning Software (ePEARL) (Abrami, Wade, Pillay, Aslan, Bures, & Bentley, 2008) and MySelf E-portfolio (Alexiou & Paraskeva, 2013) that are developed and used in some studies. Abrami et al. and Alexiou and Paraskeva mention that their e-portfolio systems are structured according to the phases of self-regulated learning developed by Zimmerman. Abrami et al. have found out that the efficiency and effectiveness of e-portfolios depends on the enhancement of self-regulated learning skills, since teachers and students were not familiar with self-regulated learning, and it was difficult for teachers to teach self-regulated learning strategies. Alexiou and Paraskeva (2013) emphasize that a self-regulated oriented e-portfolio could increase motivation and self-efficacy and could be used for professional and academic development. Also, the study shows that students could acquire some skills of self-regulated learning, and so e-portfolios could be used to improve self-regulated learning. In another study, Jenson (2011) focused on how to promote self-regulation and critical reflection through students’ writing e-portfolios. The results of the study have indicated that e-portfolios could develop self-regulation and critical reflections of students in writing. Similarly, Mackenzie (2014) has studied medical students’ experiences using an e-portfolio for self-regulated learning. Mackenzie has stressed that e-portfolio helped the students acquire
some elements of forethought and reflection phases, but they did not acquire elements of performance phase, so e-portfolios could enhance students’ self-regulated learning skills, but to make it more effective and efficient, self-regulated learning instruction should be given more importance. Lou and Blaustein (2014) compiled a literature review study on the relationship between e-portfolios with motivation, self-regulation, and academic achievement. Their review of the literature indicates that the use of e-portfolios is associated with motivation and reflection, can increase learners’ strategies, motivation, academic achievement, and technology aptitude, is student-centred, offers user-control, and needs full commitment and planning. In addition, a review study on self-regulated learning in technologically enhanced learning environments was carried out in Europe. The review implies that technological tools can be used to promote and enhance self-regulated learning (Carneiro, Lefrere, & Steffens, 2007).

5. Conclusion

The literature review indicates that e-portfolio-based assessment can be used to develop students’ self-regulated learning in English language teaching because the focus is primarily on students. This focus has some certain characteristics that promote and support the conclusion mentioned. First, e-portfolio-based assessment requires students to be active participants in the learning process because they are in charge of every step of e-portfolio-based assessment, such as selecting and organizing the content of e-portfolios, setting goals, and evaluating their learning process. Similarly, self-regulated learning aims to make students active in their learning process by helping them to take responsibility for their own learning. Being responsible for one’s own education enables them to control their own learning processes, which is another common thing between e-portfolio-based assessment and self-regulated learning. Third, e-portfolio-based assessment provides students with artefacts that they can use to monitor their own learning process. Monitoring one’s own learning can enable one to assess and reflect on one’s own work, which can help to understand one’s strengths and weaknesses, what worked and what did not work, and improve learning according to those findings. Like e-portfolio-based assessment, self-regulated learning requires self-reflection that can allow students to find out their strengths and weakness, and whether the strategies they choose worked or not, and to improve their learning. In addition, both self-regulated learning and e-portfolio-based assessment can motivate students since they are individualized learning types and can enable students to monitor the development in their learning. In e-portfolio-based assessment and self-regulated learning, motivation to study can assist students in forming positive attitudes toward learning, as they can understand what they can achieve. This feeling can make students more self-efficacious and self-confident. Hence, both self-regulated learning and e-portfolio-based assessment can prepare students behaviourally, metacognitively, and motivationally for their learning processes. Consequently, the aim of this form of assessment is to enable students to individualize and personalize their learning by supporting and encouraging active participation, taking responsibility of one’s own learning, observation and reflection of learning by students. This indicates that both of them can be connected to each other, and e-portfolio-based assessment can promote self-regulated learning.

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