Implementing ePortfolio Practice
into English Speech Class
Introduction

The use of electronic portfolios (ePortfolios) in higher education has begun to receive increasing attention. Institutions such as the American Association of Colleges and Universities have focused on ePortfolios in courses, programs, learning outcomes, and student evaluation. The notable advantages of developing an ePotfolio include the depth of students' involvement in selection of contents (Wiedmer, 1998), and a great amount of thinking that they apply to the contents (Holt, McAllister, & Ingram, 2001). Additionally, researchers confirmed that the interconnectivity of artifacts across pages in ePortfolio could promote a deeper understanding of the relationship between standards and performance, enhancing a sense of professional efficacy (Holt, et al., 2001; Pecheone, Pigg, Chung, & Souviney, 2005; Tucker, Stronge, & Gareis, 2003).

Electronic portfolios are applied in the educational settings for a variety of purposes—for evaluation/assessment, for career development, and for demonstrating students' learning experience and growth over time. Some emerging research suggests that ePortfolios can help students learn how to develop their identities as budding professionals (Alvarez & Moxley, 2004; Schatz & Simon, 1999; Schatz, 2004). In addition, teachers confirmed that the use of ePortfolio could help them increase their

confidence in their professional practice and an overall improved sense of personal empowerment (Wiedmer, 1998). Yet less emphasis has been put on the implication of ePortfolio in oral training courses.

Teaching English Speech in a university of technology has always been a challenge. As an instructor of English Speech course, I found that many students tended more towards a static lecture style rather than toward dynamic and active participation. In addition, providing feedback and evaluation for a large-size class is quite effort and time intensive. Therefore, there is a need for change in evaluation to enhance students' learning attitude and involve students in evaluating themselves.

This paper seeks to share the experience of implementing ePortfolio into an English Speech class.

數位化學習歷程檔案在大專英文演說課之應用研究

摘要

　　數位化學習歷程檔案具備檢視學習過程並紀錄自我省思回饋之特點，是輔助語言學習的有效工具。本研究旨在探討數位化學習歷程檔案於提升學生英文學習之效益。五十六位主修英文之大專生參與此為期一學期之研究，運用數位化學習歷程檔案於英語演說課程，進行自我省思。本研究嘗試發展數位化歷程檔案教學模式，

　　提升學生英文演說學習成效，希望可幫助學生在建構數位化學習歷程檔案過程中，主動學習英語演說技巧及相關知識，而非被動接受教師在課堂上的教學。本研究結果發現透過數位化學習歷程檔案，可有效提升學生在英文演說課程之學習態度與動機。

關鍵字：數位化學習歷程檔案、 英文演說