

Portfolios in an EMI Academic Writing Course for Korean EFL Graduate Students

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Portfolios have been utilized in the teaching and learning of English of speakers of other languages as a tool for process-based writing and as an alternative for traditional assessment (Burner, 2014). A portfolio is commonly referred to as a dossier which enables learners to engage in self-directed learning through self-reflection (Lam, 2020). While extensive research has been conducted on the implementation of portfolios in EFL writing, limited attention has been given to their use for graduate students in a Korean EFL (English as a foreign language) EMI (English-mediated instruction) context. This study aims to address this gap by examining portfolios as a means to enhance the awareness of EFL writers at the graduate school level and to facilitate autonomous learning. A case study will be conducted on a singular course which focused on academic English writing for graduate students, majoring in applied linguistics. The context will be extensively delineated, starting with implementation specifics and logistics, such as data collection, reflection, and evaluation. Pedagogical choices made concerning procedures and the selection of portfolio topics will be discussed. In addition, practical classroom considerations regarding implementation will be examined, along with their implications for EMI courses at the graduate school level.

References

- Burner, T. (2014). The potential formative benefits of portfolio assessment in second and foreign language writing contexts: A review of the literature. *Studies in Educational Evaluation*, 43, 139-149.
- Lam, R. (2020). Writing portfolio assessment in practice: Individual, institutional, and systemic issues, *Pedagogies: An International Journal*, 15(3), 169-182.

Online Profile

Biography

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