

USING EPORTFOLIO TO DEVELOP STUDENTS' LEARNER AUTONOMY IN CHINESE LANGUAGE CLASSES

Hongying Xu Global Cultures and Languages, UW-La Crosse

Learner autonomy, the ability to take charge of one's own learning, is essential. ePortfolio enables students to select and reflect on their work. The present study explored if integrating a culture ePortfolio into an undergraduate Chinese class could help students develop their learner autonomy. Students created five posts throughout the semester on a particular cultural topic out of their own interest, each of which included a summary in Chinese, an analysis, and interpretation in English of the resource they found. They then read each other's posts and responded to at least two posts. They also had two in-class discussions about their posts. Students took a survey of their learner autonomy before and after the ePortfolio in addition to a reflective essay. Descriptive and qualitative analysis showed that students perceived improved learner autonomy, especially in their use of resources outside of class and their strategies in planning, monitoring, and evaluating learning.

