

Effects of Using Padlet as E-portfolio Assessment on Rural Bilingual Learners' Writing: Perceptions, Performance, and Learning Attitude

Abstract

Assessment in bilingual classrooms has become a crucial issue in Taiwan's bilingual education (Kao, 2018; Kao et al., 2022). One important assessment method is e-portfolio assessment, which has been praised for its various benefits (e.g., Song, 2021). However, the use of e-portfolios in the rural bilingual classrooms has received scanty attention. To bridge this research gap, this study aims to investigate the effects of using Padlet as e-portfolio assessment on rural bilingual learners' perceived writing difficulty, perceived writing confidence, writing performance, and learning attitude.

Participants were 38 ninth graders from a special remote school in southern Taiwan. Research instruments were a writing perception questionnaire (WPQ), a paragraph writing task (PWT), and a questionnaire for learning reflection. Before the treatment, participants took a WPQ and a PWT as pretests. During the treatment, participants had to use Padlet as e-portfolios, in which participants collected their learning evidence and reflected on their own learning for 31 weeks. After the treatment, participants took a WPQ and a PWT as posttests and filled in the questionnaire for learning reflection. The collected data were qualitatively and quantitatively analyzed.

Results demonstrated that the treatment couldn't influence the participants' perceived writing difficulty and writing confidence. However, the use of Padlet could enhance the participants' writing performance and promote their positive attitude toward the learning. This study has provided pedagogical implications for the use of Padlet as e-portfolios in bilingual classrooms.

Keywords: e-portfolio, Padlet, writing, perceptions, performance, attitude

使用 Padlet 作為 E 化檔案評量對於偏鄉雙語學習者之英語寫作影響

摘要

雙語教室中的評量已成為臺灣雙語教育研究中的重要議題(Kao, 2018; Kao et al., 2022)。雙語評量中，E 化檔案評量是一種重要的評量方式，因其富含多種優點，並常為學者們關注(如：Song, 2021)。然而，E 化檔案評量在偏鄉雙語教室中的使用卻鮮少受到關注。有鑒於此，本研究旨在探討使用 Padlet 作為 E 化檔案評量對於偏鄉雙語學習者在英語寫作的四方面影響：感知的寫作困難度、感知的寫作信心、寫作表現及學習態度。

參與者為來自臺灣南部一所特殊偏遠學校的 38 名九年級學生。研究工具包括寫作感知問卷 (WPQ)、段落寫作任務 (PWT) 及學習反思問卷。在實驗前，參與者進行了 WPQ 和 PWT 的前測。在實驗過程中，參與者必須使用 Padlet 作為 E 化檔案評量，收集自己的學習歷程並反思學習心得。在實驗結束後，參與者進行了 WPQ 和 PWT 的後測，並且填寫了學習反思問卷。研究所收集之資料進行了質性和量化分析。

研究結果顯示，使用 Padlet 作為 E 化檔案評量是無法影響參與者的感知寫作難度和寫作信心程度。然而，使用 Padlet 能夠提升參與者的英語段落寫作表現，並能促進他們對學習保持積極的態度。本研究結果為雙語教室中使用 Padlet 作為 E 化檔案評量提供了教學啟示。

關鍵字：E 化檔案評量，Padlet，寫作感知，寫作表現，學習態度