

Facilitating an Implementation of Online Portfolios in an EFL Writing Class

Silih Warni*

University of Muhammadiyah Prof. DR. HAMKA (UHAMKA), Jakarta, Indonesia

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This article presents part of a study on the implementation of online portfolios in an EFL writing class and is focused on the facilitation of online portfolio implementation. Students' experiences in learning EFL writing using the online portfolios and my experiences in facilitating the online portfolio implementation were explored through action research. As for methods for generating data, this study involved students' interviews, my reflective journals, and an analysis of students' online portfolio entries. The study reveals that throughout the action research, problems emerged dealing with the use of a blog as the online portfolio platform, online feedback activities and students' reflection. Some changes in the instructional plan were made throughout the three action research cycles in this study which include; guidance for peer feedback and reflection, organization of students' online portfolios and procedure of peer commenting. The study suggests that the success of the online portfolio implementation in facilitating students' learning of EFL writing requires teachers' understandings of their own roles as well as their willingness to undertake and develop their roles as facilitators in an e-learning environment.

Keywords: online portfolio, blog, feedback, reflection.

Artikel ini menyajikan bagian dari sebuah penelitian tentang penerapan portfolio online dalam sebuah kelas academic writing yang difokuskan pada fasilitasi penerapan portfolio online. Pengalaman mahasiswa dalam belajar menulis bahasa Inggris sebagai bahasa asing menggunakan portfolio online dan pengalaman saya dalam memfasilitasi penerapan portfolio online dieksplorasi melalui penelitian tindakan kelas. Metode pengumpulan data dalam penelitian ini meliputi wawancara, jurnal reflektif, dan analisa entri portfolio online. Penelitian ini mengungkap bahwa selama proses penelitian tindakan kelas, beberapa masalah muncul berkaitan dengan penggunaan blog sebagai platform portfolio online, aktifitas umpan balik secara online dan penulisan refleksi mahasiswa. Beberapa perubahan dalam rencana pembelajaran dilakukan dalam tiga siklus penelitian tindakan kelas ini yang meliputi; bimbingan dalam menulis umpan balik dan refleksi, pengorganisasian portfolio online di blog dan prosedur aktivitas umpan balik secara online. Studi ini menunjukkan bahwa keberhasilan pelaksanaan portfolio online dalam memfasilitasi siswa belajar menulis

* Corresponding author. Email: silihwarni@uhamka.ac.id

bahasa Inggris sebagai bahasa asing membutuhkan pemahaman pengajar akan peran mereka sebagai fasilitator serta kesediaan mereka untuk melakukan dan mengembangkan peran tersebut dalam pembelajaran menggunakan e-learning.

INTRODUCTION

The use of Information and Communication Technology (ICT) in language learning has become one of the prominent challenges in language teaching. Specifically in the Indonesian context in the globalization era, with the rapid development of science and technology, it may, with its potential, engage students in language learning (Kariman 2005). The availability of the internet which can serve as a source of various materials, and a medium for publication as well as for intercultural communication makes its value in language teaching undeniable.

The potential benefits of ICT to support teaching and learning processes have encouraged me to utilize the ICT tools to facilitate students to learn English writing skills. Although writing is an important skill to which all EFL programs at Indonesian universities give a high priority, based on my experience, many students still face serious difficulties in achieving good competence in this skill. My observations and experiences as an EFL learner and teacher in Indonesia suggest some possible reasons why it is difficult for many Indonesian students to achieve a good competence of EFL writing. Among the possible reasons I highlight is students' lack of enthusiasm to learn and practice the EFL writing skills. Learning tools that enable students to develop enthusiasm and continuously improve their writing competence need to be developed and implemented.

According to Richards and Renandya (2002), writing has been viewed as the most difficult skill for second and foreign language learners to master. The skills involved in writing are highly complex as foreign language writers have to be concerned with higher level skills of planning and organizing as well as lower level skills such as spelling, punctuation and word choice (Richards & Renandya, 2002). The complexity of skills required in foreign language writing requires writing teachers to explore and examine teaching approaches and innovative tools with the potential to support EFL writing. Badger and White (2000) suggest an approach that takes into account the product, process and genre of writing which they refer to as process-genre approach. In this approach, the writing class essentially recognises that writing involves students' knowledge about language, knowledge about the context of the writing particularly the purpose for the writing, and the development of students' skills in using the language in their writing occur by "drawing out the their potential and by providing input to which the learners respond" (Badger & White, 2000, p.158).

Reading literature on the approaches in teaching writing and the tools to assist writing development as well as having a reflection on my English teaching and learning experiences using technology tools, I came up with an idea to introduce and facilitate the use of online portfolios in an EFL writing class by drawing on process-genre approach. An online portfolio is part of online space where learners purposefully select and store diverse evidence of what they have learned at particular times and which they have reflected on and designed for a particular audience (Barrett 2005; Hartnell-Young, Harrison, Crook, Pemberton, Joyes, Fisher & Davies, 2007; Joyes, Gray & Hartnell-Young, 2010). The use of the online platform enables students to publish their work and develop learning activities such as giving constructive

comments and input to their peers' work. Online portfolios can be created and developed in various online platforms such as a blog, which is a personal web page that is easy to use and gives the users the opportunity to present information and interact with other users (Sim & Hew, 2010). The online portfolio can link students to other learners for collaboration and feedback. Specifically in a writing context which is the focus of this study, Freedman (1987) suggests a comprehensive definition of feedback. She states that:

feedback on students' writing includes all reactions to writing, formal or informal, written or oral, from teacher or peer, to a draft or a final version. It can also occur in reaction to talking about intended pieces of writing, the talk being considered a writing act. It can be explicit or less explicit (p.5).

The above definition is suitable within the current study as the online feedback activities incorporated in the online portfolio implementation became a process of communication through which learners involved in dialogues about their writing performance and writing criteria. In this context, the feedback is intended to provide input for students to develop their writing performance. In this regard, the purpose of feedback is relevant to the concept of assessment for learning. Assessment for learning is intended to provide information on students' performance which is useful to support students' learning and to improve teaching (Black & William, 1998; Parr & Timperley, 2010).

There is a well-established body of literature focusing on the use of technology to facilitate students' learning EFL writing. However, relatively limited research has been conducted which focuses on the exploration of students' experiences in using an online portfolio to develop their writing skills and teacher's experiences in facilitating the online portfolio implementation, particularly in the Indonesian context. Considering the tools which it has such as posting, documenting and commenting tools, I assume that the online portfolio has great potential to facilitate students' writing development. Any effort to examine the potential of an online portfolios in the EFL writing class would, I believe, be worthwhile. Moreover, I believe that implementing such technology tools in the Indonesian context can have unique challenges which would be explored through this study.

In order to ensure that technology skills do not become factors hindering students from the potential advantage of technology to support students' learning, teacher's facilitation of students' technology skills throughout the technology implementation is very crucial. As the e-learning concept implemented in this study involved an online environment in addition to the face-to-face teaching, "it is important to develop an insight into the complex online teaching processes and strategies to build the necessary skills and competencies to teach online" (Harasim, Hiltz, & Teles, 1997; Stephenson, 2001, as cited in De Laat et al., 2007, p. 260). Goodyear, Salmon, Spector, Steeples and Tickner (2001, p.68) suggest that a wide range of competencies and skills is needed by the online teachers to enable them to play their main roles: the *Process Facilitator* (facilitating the range of online activities that are supportive of student learning (contrast with content facilitator), the *Adviser-Counselor* (working with learners on an individual or private basis and offering advice or counselling to help them get the most out of their engagement in a course), the *Assessor* (providing grades, feedback, and validation of learners' work), the *Researcher* (engaging in production of new knowledge of relevance to the content areas being taught), the *Content Facilitator* (facilitating the learners' growing

understanding of course content), the *Technologist* (making or helping make technological choices that improve the environment available to learners), the *Designer* (designing worthwhile online learning tasks), and the *Manager-Administrator* (dealing with issues of learner registration, security, record keeping, and so on).

However, not all of the above roles have equal importance in any particular circumstance of online teaching; some might be highly important while some others might not even be used in certain situations (Goodyear et al., 2001). In the learning which incorporates online environment, González et al. (2011) assert a transformation in the teacher role: “from a teacher who teaches directly, he becomes an instructional designer; from being a person who teaches, he becomes a learning facilitator; from being an advisor, he becomes a motivator” (p.155). The transformation of the teacher roles is characterised by the teacher’s ability “to adopt a learning model that meets the specific needs of the student and of the institution that welcomes them” (González et al., 2011, p.155).

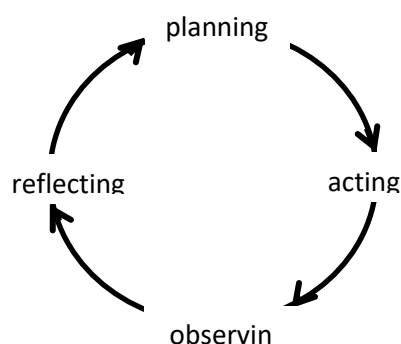
With regards to my intention to facilitate students to learn English academic writing skills using online portfolios, this study is intended to address the following questions: (1) How do I experience facilitating the online portfolio implementation in an EFL writing class? (2) What problems emerge during the online portfolio implementation?

METHODS

In an attempt to respond to the research questions, this study drew on action research (AR) approach. McKernan (as cited in Anderson, 2005) defines AR as “a form of self-reflective problem solving, which enables practitioners to better understand and solve pressing problems in social settings” (p. 4). Referring to this definition, AR enables me to investigate and evaluate my work, and create new theories about my practice (McNiff & Whitehead, 2005). As a practitioner, I am committed to continuously improve my own knowledge and at the same time offer explanations for how and why I am doing what I do (McNiff & Whitehead, 2005). AR in a classroom environment involves contributions from the teacher and students and a negotiation between them to formulate their ideal roles for the sake of improvement in the teaching and learning practices (McNiff, 1988).

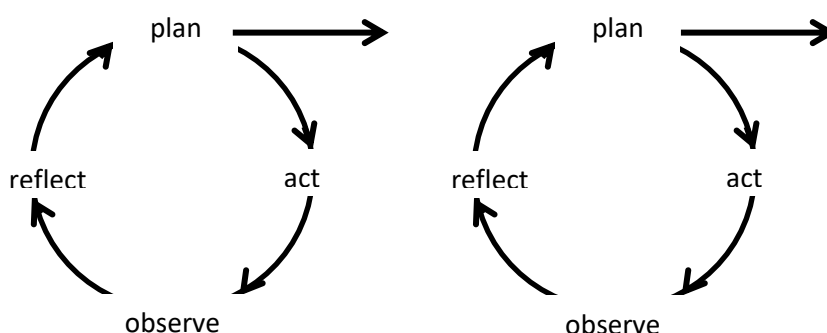
Many models of AR exist; however, an AR inquiry generally focuses on an educational setting which is defined by the practitioners themselves, and the inquiry topic is centred on a *looping* process or cycle (McNiff, 1988; Wallace, 1998). Lewin (as cited in McNiff & Whitehead, 1996) developed “a theory of AR as a spiral of steps involving planning, fact-finding (or reconnaissance) and execution, and which later came generally to be understood as an action–reflection cycle of planning, acting, observing and reflecting” (p. 40) that can be seen in the following figure:

Figure 1: Action-reflection cycle



Following this cycle, there would be the next cycle of re-planning, acting, observing and reflecting, and possibly produce a new cycle, as can be seen in the figure 2 below:

Figure 2: Sequences of action-reflection cycles



According to Kemmis and McTaggart (1988), *Planning* refers to formulating the question to be answered and the strategy to answer it. *Acting* is examining the strategy. *Observing* involves recording the results of the strategy implementation, thoughts and reactions towards the experiences. Based on the records of the entire experiences, the step is then continued with *reflecting* to conclude the experiences and become the basis to revise the original plan for the new cycle.

The implementation of online portfolios through AR was attempted to facilitate the process of students' writing. Prior to the online portfolio implementation, students were required to create their blog using the WordPress blog site as the platform of their online portfolios. Students were given instructions and guidance in creating the blog and using the blog features to create their online portfolios on their individual blog. By having an individual online portfolio in their blogs, the students were able to maintain ownership of their blog-based online portfolios. The students were required to complete all writing tasks and post them as their online portfolio entries. The number of entries every student had to post throughout the online portfolio implementation was 12. It consisted of three writing assignments with four entries in each assignment: original draft of students' writing, draft after self-editing, final draft, and reflection. With regards to the process of writing during the online portfolio implementation, the study drew on the process-genre approach theories of writing. Throughout the online portfolio implementation, different genres of writing were discussed and models of the writing with different genres were provided. Students then got involved in the process of writing using online portfolio tools. The process of writing involved writing the original draft, self-revising, peer feedback activities and writing the final draft. Some guiding questions of self-revision and peer feedback were given, highlighting specific important aspects in academic

writing such as “ a strong thesis statement, clear topic sentences, specific supporting details, coherence, and effective conclusion, and so on” (Oshima and Hogue, 2006, p. 313).

As students finished their second draft (draft after self-revising), they posted the draft on their blog and engaged in the online feedback activities. Students were asked to voluntarily make comments on their peers’ writing drafts. They were given the freedom to choose whose work to comment on, and they were allowed to write more than one comment. By asking the students to write comments voluntarily, it was expected that they would not feel it as a burden. In addition, every student received the teacher’s feedback on the writing draft they posted. The feedback from both peer and teacher was intended to be a form of assessment for learning.

The next writing process after receiving the teacher and peers’ feedback was to revise their second draft based on the feedback they received, and to post it as the final draft on their online portfolios. However, students were informed that they did not have to agree with every feedback they received. As emphasized earlier, the use of blog-based online portfolio was very supportive to the feedback activities. The availability of online commenting tools was expected to encourage the students to engage in the activities.

As the last activity in each online portfolio assignment, students reflectively wrote about the final draft they posted. Students reflected on the final draft of their writing with regard to the overall learning process they experienced that led them in producing their final draft. Every student wrote three reflective writings on their three final writing drafts, and guidance for students to reflect on their writing draft was given prior to the first reflective writing task. This study was carried out in an English education department at a graduate school in Jakarta, and five participants from the class took part in the in-depth interviews.

In order to generate data, this study applied qualitative research methods including semi-structured interviews, teacher’s reflective journal and students’ online portfolio entries (writing tasks, comments and reflection). Throughout the three cycles of aAR, students’ perceptions about the online portfolio implementation were gathered through interviews. There was an interview after each cycle. The data were analysed using thematic analysis methods and then discussed with regard to the literature in order to respond to the research questions. Pseudonyms for the participants are used in this study, and the participants were informed that the data were analysed and reported anonymously.

FINDINGS AND DISCUSSION

In this section, the results of data analysis are discussed. As mentioned, the AR in this study involved three cycles with one writing assignment in each cycle. Interviews with five participants were conducted after each cycle in order to gain students’ perceptions on the online portfolio activities they had done. Moreover, I observed and evaluated every phase of the online portfolio implementation in the academic writing class to identify any emerging problems and find their solution.

Preparing the instructional materials was one of the important steps prior to the first cycle. I started the instructional materials preparation by exploring references on teaching academic writing including teaching materials and approaches, as sufficient knowledge was required to underlie my teaching academic writing practice, particularly when it incorporated the use of technology tools. The knowledge became increasingly important particularly because implementing technology tools also has potential constraints that the teacher must be

prepared for. Another important step I needed to take was to make sure that every student could get access to the internet service provided by the university, and therefore I ensured that the university computer lab had a sufficient number of computers and internet access.

The first cycle of my AR which was covered within the first five meetings was intended to inform the students of my AR agenda, to explain the course syllabus, to teach sentence structure, and to introduce the concept of online portfolio with all learning activities included (self-revising, feedback activities and reflection). Students were introduced to the concept of blog before they started to use it for the platform of their online portfolio. On the third week of the academic writing class, before they were asked to post their first online portfolio entry which was the first writing assignment, students were trained to create and operate their own blog. With different levels of technology skills among students, the time needed by each student to accomplish the task to create their blog varied; some students with experiences in working with the technology could finish the task more quickly than those without any experiences.

Students identified their unfamiliarity with a blog as one of the problems in working with the blog as the online portfolio platform in the first cycle. Some students faced difficulties in creating and managing the blog even though guidance was given. The problem in using the blog caused a slightly slower pace than expected for some students in the online portfolio activities. Some students stated that the features of the blog and how to operate them were not familiar to them. As a result, it took them some time to learn how to create the menu, how to create categories and how to manage them (interview#1 Arin). The following extracts of students' interviews also show that a few students faced difficulties in creating and operating the blog.

I have some technical problems ...how to upload, how to put this into the file, how to make menu. I think that is the difficulty I found during the time (interview#1 Arin).

However, there was a problem when I was about to post the writing because my writing was not posted successfully (interview#1 Wawan).

In relation to the students' unfamiliarity with the technology tools, some arguments and reports regarding the utilization of computers to assist language learning (CALL) have shown that besides the advantages that it offers, there are also some potential constraints that a teacher must be prepared for (Jones, 2001). Among those constraints is the learners' potential lack of technical competence. Moreover, Jones (2001) states "most initial CALL classes are likely to have a mixture of technical abilities, perhaps the whole range from complete or near-novices to expert users."

Working together in the online portfolio activities in the computer room, some students became aware of problems their friends faced dealing with the blogging activities. They noticed that some of their friends faced difficulties in the process of creating their blog and online portfolio. This was clear to them as those with problems did not hesitate to share the problems they faced with each other during the blogging activities. Moreover, there were some students who were more competent in working with information technology compared to other students

and they seemed to be willing to help other friends. With such a situation, the class developed activities of peer teaching or what was also labelled by Kalkowski (2001) as peer tutoring in its manifestation.

During the first cycle, internet connection was identified by students as another problem hindering the use of the blog in the writing class. Some students highlighted the same problems as demonstrated in the following extracts of students' interview.

Yes, sometimes there is an error in the blog. For example, when I tried to post yesterday, I did not know why there is a notification from WordPress, may be the connection was bad or may be another problem, but it is still like that now (interview #1 Tia).

Problems in the online feedback activities dealing with difficulties in writing comments and the commenting procedures emerged during the first cycle. Before writing a comment on their peers' writing for the first assignment, students were given guidance on writing feedback, which was drawn from the writing guidelines suggested in the academic writing handbook. Instead of grading a peer's writing draft, the feedback was given in a written comment form. Even though peer feedback guidance was given, some students were not confident in writing feedback for their peers as they were not experienced in writing comments on others' writing. For instance, a student in her interview stated:

To be honest this is my first time to give comments on others' works... Sometimes I found difficulties. For example, when it deals with my confidence. When we read our friend's writing draft, then we feel that we are not so sure whether our comment is right or wrong (interview#1 Tia).

The student's statement above also showed that not feeling confident to write comments was partly because they felt that they lacked knowledge about the aspects of writing they wanted to comment on. This issue was also demonstrated in the following students' statements.

... May be some of the difficulties is when I do not understand what they are writing about, and may be because of my grammar, sometimes I forgot, is this correct?... (interview#1 Arin).

The issue of improving students' ability to write comments became part of my concern. In addition to the peer commenting guidance, involving teacher's comments in the online portfolio activities has been beneficial in helping students understand how to write comments. In this regard, the role of the computer for supporting the learning activities was not intended to replace the teacher's roles. Instead, it must be viewed as a medium to interact, generate questions to be asked, and work collaboratively with peers and teachers (Kern, 1996). For this reason, it was necessary for the teacher to participate in students' communication and learning. As well as providing guidance and assistance in students' development of technical skills, a teacher can take part in providing teacher's feedback in a writing class utilizing an online portfolio. In the blended learning environment, I had to understand my vital roles as a facilitator

“to provide feedback on the quality of the online discussion in the face-to-face class and activities which prepared and skilled students for their online activities” (Stacey & Gerbic, 2008, p.967).

As for the procedures of peer feedback activities, the decision in the first cycle to ask students to voluntarily write feedback did not run as well. It was expected that every student would write at least one comment for a peer and that they would have at least one peer comment posted on their own blog. In practice, the procedure did not run as expected. Instead of having at least one comment from a peer, some students received a number of comments while others did not receive any comments at all. Students also highlighted these problems of the commenting procedures, as can be seen in the following extract of a student’s interview:

But the negative side is that some students might not get any comments, and it is impossible for every student to check all their friends’ blogs to know whether they have got comments or not because we do not have that much time to work on the online portfolio. So we cannot make sure that every student get the same number of comments from their friends (interview#1 Arin).

Another emerging problem is related to the reflection as the last entry of each online portfolio assignment, which also became a concern for me to act on. At the beginning, students perceived reflective writing as a difficult task as it was a new experience for them. Some students were still not sure about what they should write and the language style they needed to use in writing reflection. The majority of students’ first reflections were dominated by a summary of the subject matters they learned and the activities they did rather than their reflection.

In the interview, one student stated that writing the reflection was a bit difficult to do. Because he did not have many personal ideas or had forgotten what he had done or learned during the learning activities, writing reflection became a difficult task. At the beginning, he was a bit shocked with the task of writing reflection on his final draft. He should have remembered more of what he had learned to make writing reflection easier for him. Moreover, he still had difficulty in terms of the writing style that he should use in writing his reflection (interview#1 Wawan). Another student shared a similar experience. She said that writing reflection was very confusing. She did not know exactly what kind of reflection she had to write, so she wrote the reflection without any clear understanding of what and how to write it (interview#1 Vina).

In the second cycle, I made sure that there was sufficient support from me as the facilitator and from more competent peer through peer teaching when dealing with students’ difficulties in operating and managing students’ online portfolios. Moreover, the ICT staff was ready to help whenever there was a technical problem in the internet connection.

Some changes were made on the peer feedback activities in this cycle. Students were assigned to comment on at least two of their peers’ works. They would see the list of students’ names on my blog as the link to their friends’ blogs. They would take one name above and one name under their names to comment on. This way, every student would get at least two comments. However, students were allowed to write more than two comments. Some problems

related to the content of peer feedback still emerged on the second cycle, as demonstrated in the following statements:

But I think the part that needs to be improved is giving comments because some friends just gave comments "yes or no"; they did not base the comments on the guidance book (interview#2 Vina).

The problems dealing with reflection during the first cycle discussed earlier partly relate to the degree of depth of reflection, and this problem became my concern in the second cycle. The issue regarding the depth of reflection while implementing it as a new practice was not surprising. The phenomenon of the use of reflective activities with students, concerning the depth of reflection was previously observed by Moon (2001). She revealed that reflection could be “superficial and little more than descriptive or can be deep and transformative (and involved in the transformative stage of learning)” (p.10). In a previous study, Hatton and Smith (as cited by Moon, 2001) also mentioned that it could be “difficult to get many students to reflect at greater depth” (p. 10). Regardless of the difficulties and challenges of implementing reflection, deep reflection is necessary when it is intended to support learning which is to result in behaviour change (Moon, 2001).

In order for students to be able to have deep reflection, support from a teacher/facilitator was required. As the content of reflection could be very personal, an environment with a relationship of trust was created to make students feel comfortable to share any feelings related to the learning they experienced. Moon (2001) suggested that reflective writing is a skill that can be developed through training and guidance. My role as a facilitator was to make sure that sufficient support was in place whenever students faced any difficulties in writing deep reflection. Since students were inexperienced in working with reflection and time allocated for training them to write reflectively was very limited, I kept reminding them that in writing a reflection, the reflective aspects were more essential than the summary of the subject matters they learned, or the description of the activities they experienced. Since every student might encounter different problematical aspects in writing a reflection, I encouraged them to ask for the teacher’s support and more personal guidance if required. After practicing, experiencing and discussing any unclear aspects of reflection, students felt more comfortable when writing their reflection in the subsequent writing task (interview#2 Tia).

The third cycle of the online portfolio implementation was done during the last two meetings. Students did not face any technical problems while working on the third online portfolio assignment, and I noted that they could work on their online portfolios smoothly. Most of the technical problems dealing with students’ unfamiliarity with the blog occurred only in the early stages of the blogging activities, as can be seen in the following statement:

The thing that didn't run well was the first time when I got confused how to make menu and how to make the parent or things that I think most of it is...that part of because it was my first time using the blog, that later on after how many times I use it I know very well how to use a blog (interview#3 Arin).

As discussed earlier, even though I have tackled some emerging problems in the previous cycles, a problem of writing comments was still present in the second cycle, and I needed to be concerned with this problem in the third cycle. Some of the students' comments in the second online portfolio assignment still did not highlight specific writing aspects that were helpful for their peers to improve their writing drafts (interview #2 Tia). In the third cycle, I reviewed and emphasized the criteria used in the writing rubric. I gave students opportunities to ask about any writing aspect included in the writing rubric which was still unclear to them. As I noted in my reflective journal, students looked more confident in writing comments on their peers' work. I could see students' cooperation in working on their online portfolios. They could work as a team, not only with the peers to whom they wrote their comments, but also to other peers. Students, particularly those who were very interested in the online portfolio and willing to support their friends, could create the cooperative atmosphere which was very helpful for those who were less motivated.

As I implemented the online portfolio through an action research project, which took into account my professional development, problems and their solutions naturally became part of the process. What I needed to do was to give students the opportunities to experience the excitement of working with online portfolios and the benefits of using the tools in their learning. Students had to understand that any emerging problems throughout the learning process would be discussed and solved together and were part of the learning process that enabled students and me as a facilitator to make use of the ICT facilities and to improve both their technology and writing skills.

CONCLUSIONS

Having discussed the results of data analysis related to my experiences in facilitating online portfolio implementation and the emerging problems, I thought the tasks involved in the online portfolio implementation comprising blogging, self-revising, peers and teacher's feedback (commenting) activities, and reflection generally worked well. However, there were some minor obstacles caused by intermittent problems with internet connection, students' technology skills, online feedback activity procedures, and students' unfamiliarity with the concept of reflection.

As part of my AR agenda, I observed the abovementioned problems, researched relevant references, made changes, observed and reflected on the consequences of my decision, reflected on the results of my decisions, and then made other changes accordingly following my action research cycles. The online portfolio had become a meaningful tool for students to support their learning, particularly to improve their EFL writing performance in their academic writing class. Moreover, the study suggests that the success of the online portfolio implementation to facilitate students in learning EFL writing is determined by teachers' understandings of their own roles as well as their willingness to undertake and develop their roles as facilitators in an e-learning environment. The institution intending to support the incorporation of ICT in the teaching and learning facilities should provide training for teachers who are willing to utilize ICT in their learning. As revealed in this study, the teacher's skills in facilitating students' learning can be developed through AR. When more than one teacher

intends to implement ICT in their teaching in the same term, AR can be conducted collaboratively.

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