

Abstract

## **Using Portfolios in Korean Language Classrooms —Aiming for learner-centered teaching—**

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In recent years, college education has been compelled to make qualitative changes in accepting and educating students who have diverse needs to address globalization and to respond to a rapidly changing society. This requires changes in both teachers and students: teachers moving away from lecture style classrooms, where their knowledge is sent one way to students, and students participating actively in class; thus teachers and students engaging in interactional classroom activities.

In this paper, the researcher aimed at classroom improvement through “learner-centered teaching” in Korean language classes in a university. Aiming at encouraging students’ active participation in Korean language classes, a “learning portfolio” was used for half a year. In compiling the “learning portfolio,” each student was asked to write a “reflection sheet” each time, for the special purpose of developing his or her self-expression. As a result, 87 out of 118 students surveyed answered that the “self-reflection sheet” was useful. Among other positive responses were “① It was useful in forming a good habit of previewing and reviewing, ② I could tell where I was in my learning, and ③ I felt closer to you (teacher) in communicating with you, even though it was in writing.”