

Implementing E-portfolios in English Speaking Assessment: Vietnamese Students' Perspectives

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Abstract

English speaking is an essential skill that university students need to develop, particularly those studying in non-native English-speaking countries. However, research has shown that traditional assessment methods such as standardized tests and oral exams may not always accurately capture students' speaking ability, which highlights the need for alternative assessment methods that can better evaluate students' language proficiency. E-portfolio assessment is one such alternative that has emerged as a promising method. Therefore, this study seeks to explore the perspectives of 268 Vietnamese university students on the use of e-portfolios for English-speaking assessment through a survey questionnaire. The findings reveal students' positive attitudes towards the application of e-portfolios in speaking assessment in terms of washback and self-regulated learning. The study also delves deeper into the potential of e-portfolio assessment for English-speaking proficiency in Vietnamese higher education. It hopes to contribute to pedagogical implications to improve the efficacy of teaching and learning English speaking in Vietnamese higher education with regard to the use of e-portfolios.

Keywords: Student's perspectives, e-portfolio, speaking skills, assessment, self-regulated learning

Introduction

Testing and evaluation play a crucial role in teaching a second language (L2) no matter the level of the learners. In addition to revealing the student's areas of strength and improvement, tests may provide data regarding the efficacy of different teaching methods (Henning, 1987) and school assessment procedures that affect classroom instruction and student learning (Cheng & Warren, 2005). In Vietnam, traditional speaking assessments have been widely used to evaluate oral proficiency among students. However, these assessments have several drawbacks that can impede accurate evaluation. According to Vu (2021), teachers and administrators usually use oral interviews as the assessment method to evaluate EFL students' progress in the language. Such exams have been praised for their interactivity and authenticity, but they have also been criticized for their subjective grading, ineffective administration, and lack of replay capability (Tian et al., 2023). Besides, for non-English major students, most universities designed

summative assessments to check students' grammar and sentence structure but did not assess students' writing, speaking, or listening abilities (Huang & Hung, 2010). As a result, the effectiveness of EFL education and training has also been undermined by the absence of a speaking component in assessments and examinations of the language. Another concern is related to the exam-oriented education system (Nguyen et al., 2014). Students only focus on what is tested rather than the improvement of their language proficiency. Specifically, this situation of an exam-oriented education system is also noted by Chen and Goh (2011), who state that instructors and students will only be encouraged to work on their speaking abilities if they are tested on them. Because of the nature of the exams and the pressure to succeed, teachers and students become tied to the textbook provided (Tran & Tran, 2020). There are a lot of students who are completely aware of how important it is to improve their English-speaking abilities, but there are also a lot of students who concentrate more on just developing their grammar and vocabulary so that they may do well on their tests (Tran & Tran, 2020). Lastly, the domestic language testing system is accused of being unreliable (Lam, 2018). Even while most Vietnamese college students do well enough academically to graduate, they still need to gain the necessary proficiency in spoken English to interact with foreigners or fulfill the demands of their jobs (Lam, 2018).

Altogether, these problems show that the speaking assessment in higher education needs to meet the Ministry of Education and Training (MOET) learning outcomes. As a result, it is essential to look for new ways to evaluate holistic and student-focused students and include assessment throughout the learning process. Evidence suggests that portfolio-based assessment is useful as a teaching tool in addition to an evaluation tool (Hamp-Lyons & Condon, 2000; Ok & Erdogan, 2010). Some studies, such as Campbell (2003), Godwin-Jones (2003), Hsu et al. (2008), and Huffaker (2004), are only examples of the many forms of process-oriented assessments that have evolved in recent years. Few studies have addressed the issue of measuring oral communication abilities using e-portfolios, despite its importance (Huang & Hung, 2010; Özdemir-Çağatay, 2012; Kwak & Yin, 2018).

According to Mapundu and Musara (2019), e-portfolios allow students to construct their knowledge by organizing and presenting evidence of their learning experiences. By curating a collection of their work, students can reflect on their progress and development over time, fostering a deeper understanding of the subject matter. Additionally, e-portfolios provide a platform for students to showcase their skills and achievements, which can be beneficial for future job applications or further educational pursuits. Furthermore, the collaborative nature of e-portfolios allows for peer feedback and interaction, enhancing social learning and the exchange of ideas. As Mapundu and Musara (2019) stated, e-portfolios have the potential to foster a sense of ownership and autonomy in students as they take responsibility for their own learning and showcase their unique perspectives.

In the Vietnamese context, more attention still needs to be paid to the utilization of e-portfolio assessment. There have been a few studies investigating the benefits of e-portfolios in learning and teaching; however, there needs to be more research examining students' perspectives on e-portfolio assessments for speaking at the university level. Therefore, this research aims to investigate students' perspectives on e-portfolios to evaluate English as a foreign language (EFL)

speaking skills at the university level in Vietnam.

Literature review

Definitions of e-portfolios

A learner's portfolio is a collection of their work that is kept on paper and serves two purposes: it allows instructors to track the growth of their students, and it enables students to evaluate both their strong and weak points to strengthen their areas of weakness (Kovacek & Bode, 1996). Based on this definition, according to (Joyes et al., 2010), an electronic portfolio is a learner's product, which is a collection of digital artifacts that articulates their experiences, successes, and learning. In addition, the definition of an e-portfolio states that the electronic equivalent of traditional portfolios enables students to document their own development over time (Dougherty & Coelho, 2017). According to Gulbahar and Tinmaz (2006), e-portfolios may be characterized as electronically collected works and reflections of students, which are used to highlight their progress and development while they are participating in the learning process. There are a few different definitions of an e-portfolio. However, the three primary emphases of an e-portfolio are the following three points: being digital, being learner-centered, and containing proof of the student's learning experience.

Benefits of e-portfolios

Goldsmith (2007) states that e-portfolios provide educational institutions and learners advantages. Institutions may use e-portfolios as a means to evaluate the effectiveness of their educational practices. At the same time, learners can employ them to evaluate their educational experiences, accomplishments, and alignment with personal objectives. According to Joyes et al. (2010), an e-portfolio may be used by students while they are enrolled in classes, by instructors and institutions when evaluating the student's work, and by graduates while they are looking for employment. Consequently, using e-portfolios is an exercise in lifelong learning that sticks with the person for many years.

Another benefit of e-portfolios is that students are motivated to study and become actively autonomous learners (Chau & Cheng, 2010; Stefani et al., 2007). Firstly, this intervention facilitated learners in assuming agency over their language acquisition process and acknowledging the educational experiences outside the confines of the classroom. Secondly, individuals have the potential to comprehend and develop an awareness of the significant intangible elements, processes, and mindsets associated with the acquisition of language (Gonzalez, 2009).

An additional advantage of e-portfolios is the opportunity for feedback and evaluation, particularly self-reflection. E-portfolios refer to digital compilations of learner artifacts, encompassing their learning objectives, experiences, accomplishments, and ideas. These portfolios necessitate learners to self-reflect on their learning processes, thereby evaluating their own work and assessing individual achievements and the efficacy of courses, programs, departments, or institutions (Goldsmith, 2007; Reese & Levy, 2009). The inclusion of reflection inside e-portfolios is seen as significant as it facilitates learners in comprehending their learning

process and furnishes them with tangible proof of their ability to engage in critical thinking, analytical reasoning, and integrative learning (Alawdat, 2013).

Another benefit of e-portfolios is their ability to facilitate academic advising or supervision (Reese & Levy, 2009). This is achieved via the integration of self-reflection and feedback, enabling constant information about learners' individual learning processes. By monitoring learners' progress through the requirements of the e-portfolios, advisors, and supervisors can get valuable insights into their development (Bashook et al., 2008).

In summary, the use of e-portfolios is proven to be a successful and efficient tool in the realms of teaching, learning, and evaluation due to its direct correlation with learners and its incorporation of their specific artifacts. The use of e-portfolios empowers learners to assume responsibility for their learning via the facilitation of content organization and control, self-reflection, self-assessment, and personalization. Therefore, electronic portfolios have the potential to be used for continuous learning throughout an individual's lifetime.

E-portfolios and speaking assessment

With the benefits mentioned above, e-portfolios have emerged as a valuable tool in enhancing speaking assessment methods. According to Alawdat (2013), e-portfolios provide a platform for students to showcase their speaking skills by including audio or video recordings of their presentations or speeches. This allows for a more comprehensive and authentic assessment of students' speaking abilities, as it captures their actual performance rather than relying solely on written assessments or oral exams conducted in the classroom (Kabilan & Khan, 2012). Moreover, e-portfolios allow students to reflect on their speaking performance, as they can review their recordings and identify areas for improvement (Barrett, 2010). This reflective practice is crucial for developing speaking skills, as it encourages students to critically analyze their strengths and weaknesses and make targeted efforts to enhance their speaking abilities.

Additionally, e-portfolios facilitate ongoing feedback and dialogue between students and instructors, as instructors can review students' recordings and provide specific feedback on their speaking skills. This feedback loop allows for continuous improvement and personalized guidance, ultimately leading to a more effective assessment of students' speaking abilities (Alawdat, 2013). Teachers can provide timely and specific feedback on students' speaking skills, which can help them make targeted improvements. Students can also engage in peer feedback, allowing for collaborative learning and developing critical evaluation skills (Kollar & Fischer, 2010). Moreover, e-portfolios provide a comprehensive and longitudinal record of students' speaking abilities, enabling teachers to track their progress over time. This longitudinal assessment approach allows for a more holistic understanding of student's speaking skills and provides evidence of growth and development (Huang & Hung, 2010). Overall, using e-portfolios to assess speaking skills in educational settings offers numerous advantages, including authentic assessment, self-reflection, ongoing feedback, collaborative learning, and longitudinal assessment.

E-portfolios and self-regulated learning

According to William (2006), self-regulation may be defined as the cognitive processes linked to knowledge acquisition. Additionally, he suggested that self-regulation facilitates the

development of meaningful understandings from learning encounters. The commencement of a novel learning scenario necessitates the establishment of specific objectives, with the use of effective learning techniques by students, to successfully navigate the learning experience. In this educational context, individuals assess their learning, identify areas of success and improvement, and use various learning techniques to address any challenges encountered. As a result, individuals engage in introspection and analyze their educational encounters within the context of this particular learning environment.

Self-regulated learning is crucial to academic success, and e-portfolios can serve as valuable tools to enhance this process. Lam (2022) states that e-portfolios offer several strategies for effective self-regulated learning. Firstly, e-portfolios enable students to set goals and track their progress, which enhances self-monitoring and self-reflection. Through the use of e-portfolios, students can establish clear objectives, break them down into smaller tasks, and monitor their progress toward achieving them. This process fosters self-awareness and helps students identify their strengths and weaknesses, leading to more targeted and efficient learning strategies. Secondly, e-portfolios facilitate the documentation of learning experiences and reflections. Students can record their thoughts, insights, and reflections on their learning journey, allowing for deeper metacognitive processing. By reviewing and analyzing their documented experiences, students can identify patterns, reflect on their growth, and make informed decisions about their future learning endeavors. Moreover, e-portfolios promote active engagement and collaboration. Students can actively curate and organize their work, showcasing their achievements and demonstrating their learning outcomes to peers, instructors, and potential employers. This process encourages students to take ownership of their learning and engage in self-regulation practices, such as goal setting, self-assessment, and self-reflection. In conclusion, e-portfolios offer valuable strategies for effective self-regulated learning by promoting goal setting, self-monitoring, self-reflection, metacognitive processing, and active engagement (Lam, 2022).

Previous studies

Hsieh et al., 2015 examine Taiwanese higher education students' views on e-portfolios. Thirty Taiwanese university students were interviewed, with 14 e-portfolios and 281 valid surveys from non-interviewed students analyzed. The research describes students' e-portfolio development views in language and images. The first author's three-stage approach connects five important success variables for Taiwanese e-portfolios. Promoting e-portfolios in Taiwanese higher education relies on students' perceived utility, university support, e-portfolio audiences (e.g., instructors, employers, and friends), and plans to visit. The research found that incentives like design competitions or encouragement via class, team, and extracurricular activities may boost the value of an e-portfolio. University students consider accessibility, interaction, and ownership while creating e-portfolios. The research offers principles for establishing e-portfolios in higher education, useful for nations with comparable cultural origins.

Another research by Dougherty and Coelho (2017) was to investigate the personal viewpoints of Arabic-speaking students about the efficacy of various instruments for language acquisition. Additionally, it aimed to ascertain any alterations in their viewpoints after their utilization of e-portfolios in their English courses. The authors choose to conduct a quasi-experimental research

study, supplemented with action research. The research included a total of 71 college-level students, both males and females. These students were enrolled in the first year of a scientific degree program at a tertiary institution located in the Middle East. The study findings demonstrate that the utilization of e-portfolios in English language courses for our Arabic-speaking millennial students resulted in a favorable response. These students acknowledged e-portfolios as an effective tool for improving their learning experience in English language classes. Concretely, they saw these digital tools as a method to cooperate with their peers and instructors, arrange and distribute their academic tasks, and preserve their academic work for subsequent utilization. Some students recognized the efficacy of e-portfolios as instruments for self-reflection and started using them to assume accountability for monitoring their own development. The pupils began the utilization of their e-portfolios to make strategies for their individual learning requirements and to substantiate their personal advancement.

In terms of using an e-portfolio as a speaking assessment method, a study conducted by Safari and Koosha (2016) used e-portfolios as a substitute evaluation method to investigate the impact on the speaking abilities of intermediate and advanced EFL learners. The study included a sample of 72 male and female students aged 14-18 who were enrolled at a language institution. The findings of the study indicated that the implementation of e-portfolios facilitated self-assessment among students, enabling them to recognize their strengths and weaknesses and thus fostering their development as independent and self-directed learners. After implementing the required adjustments, the individuals saw a significant improvement in their oral communication abilities. The authors suggested that students' acquisition of language learning awareness had a crucial role in enhancing their speaking proficiency.

Meanwhile, Mathur and Mahapatra (2022) conducted an experimental investigation to confirm that e-portfolio assessment may improve college students' academic communication skills. Using e-portfolio assessment led to a significant improvement in students' academic speaking abilities, as evidenced by their performance on tasks requiring short responses and responses to reading-based prompts as compared to those requiring extended responses and participation in a pair discussion. The findings of the research contribute to the productive use of e-portfolios in academic spoken literature, which has already shown the efficacy of e-portfolios as a teaching tool in written literature. The significance of the research lies in the fact that studies based on e-portfolios are uncommon in the area of speech. This research adds to what is already known about e-portfolio implementation. The empirical methodologies used to assess academic speaking abilities have never been so thoroughly disclosed in any other work. In addition, knowledge of how different kinds of oral tasks affect students' performance is expanded via their usage and evaluation. The research concludes by detailing how e-portfolio assessment may be used to improve students' oral communication abilities in the classroom. The method is grounded in constructivist and reflective ideas, and it envisions e-portfolio assessment as a recursive reflective-collaborative pedagogical approach.

Using a different approach, Rabbani and Kana'ni (2020) researched how high school EFL students' speaking fluency changes when they use video recording in Google Drive as the self-assessing e-portfolio. Thirty Iranian high school EFL students were randomly divided into two groups, one using an e-portfolio and the other serving as a comparison. The students in the

comparison group presented their work in class, whereas those in the e-portfolio group self-evaluated using Google Drive electronic portfolios. Both pre-and post-tests were used to evaluate the pupils' oral fluency. The students were graded using a speaking rubric. The use of video-based e-portfolios for self-evaluation led to a significant increase in the student's overall speaking fluency, as determined by an independent sample t-test.

In the context of Vietnam, not much attention has been given to e-portfolios in general, and specifically speaking e-portfolios, by both practitioners and scholars. Phung and Dang (2022) investigated the impact of e-portfolios on the speaking proficiency of EFL students. A quasi-experimental study was undertaken with a sample of thirty undergraduate Vietnamese EFL students, who were divided into two groups over the course of a fifteen-week semester. The data obtained from the pre-test and post-test scores of students demonstrated the limited impact of speaking e-portfolios on students' academic performance. The findings of this study indicate many potential factors that may have contributed to the observed outcomes, such as inadequate duration of intervention, limited language competency among students, and deficiencies in the design of the speaking e-portfolio.

Consequently, it is essential to grasp how Vietnamese students at the university level view e-portfolio assessment for speaking skills and how it contributes to the self-regulated learning process of students. To fulfill the purpose of the study, the survey was seeking to answer the following research questions:

1. What are Vietnamese EFL students' perspectives on e-portfolios as a speaking assessment tool?
2. To what extent does the implementation of e-portfolio assessment in English speaking enhance students' self-regulated learning?

Methods

Pedagogical Setting & Participants

The research study used a quantitative research design for data collecting and analysis. The researchers used a convenience sample strategy to gather data, since the focus of this study is restricted to examining the perspectives of students. The study was conducted at a private university in Southern Vietnam. The participants were 268 students (127 males and 141 females, aged 19-25 years old) from the A2 level, according to the CEFR; these students are in the seventh semester of university. They study English as a compulsory subject at the tertiary level in Vietnam. The primary goal of this course was to improve students' proficiency in listening, speaking, reading, and writing by using a communicative integrated approach that permanently fostered exposure to the actual use of the language. Regarding the purpose of the study, these students were chosen to participate in the research as they both conducted an e-portfolio as a part of the assessment for speaking skills and participated in the traditional oral test as the requirement of their curriculum.

In terms of the assessment procedure of speaking skills, the students are required to complete the e-portfolio and also attend the oral speaking test. The e-portfolio is the new assessment

approach applied in the last years at the university; it accounts for 10%, while the oral speaking test accounts for 20% of the total weighting score.

The speaking e-portfolio was embedded in the learning management system. Each semester lasts about six weeks. The task was established to enable each student to video or record their talks and then upload them to their thread, serving as their personal portfolio. Multiple-reply posts may be generated in response to each student's speech, allowing for the inclusion of recorded peer-reflection speech and self-reflection notes. The students are required to deliver three video presentations, each ranging from one minute and thirty seconds to two minutes, on the assigned subject matter. In addition, students were mandated to provide peer reflections on the speech delivered by their assigned classmate, as well as engage in self-reflection on their own speech. They needed to submit their e-portfolio in week 3-4-5. After each week's submission, the teacher would evaluate and grade students' performance.

Regarding the oral speaking assessment, the students were required to attend the oral test at the end of the semester (week 6). They would conduct a pair discussion and interview according to the topics given by the faculty of English.

Research instrument

The main instrument in this research was a closed-ended questionnaire. According to De Vaus (2013), surveys are a viable approach for gathering data pertaining to individuals' emotions, inclinations, actions, and perspectives on values. De Vaus (2013) also states that surveys provide a convenient and efficient means of gathering data while also allowing for adaptability. In light of the previous research and the goals of the current study, the questionnaire was designed and adapted from the study of Ritzhaupt et al. (2010) and Cabrera-Solano (2020). Its purpose was to uncover the students' perceptions regarding the applications of e-portfolios in speaking assessment in higher education. Specifically, the questionnaire aimed to explore the students' views on the application of e-portfolio assessment and the self-regulated learning effect after completing the e-portfolio for their assessment in English speaking.

Data Collection and Analysis

A questionnaire was created using a Google form to gather data. The English version of the questionnaire was then translated into Vietnamese so that the participants could be certain that they had a complete grasp of its meaning. The authors came to the students' summer classes to administer the questionnaire. The participants were instructed to fill out a survey that included 25 Likert-scale questions, which were adapted from the study of Ritzhaupt et al. (2010) and Cabrera-Solano (2022). This activity took place within a scheduled class period, and there was no specified time constraint. The data collected from the questionnaires was subjected to quantitative analysis, and the corresponding findings are reported in the subsequent section.

To analyze the data obtained from the questionnaire, the statistical program SPSS (version 26) was used to generate descriptive statistics, namely the mean (M) and standard deviation (SD). The interval scale was interpreted in terms of effect level as follows: 1.00-1.80 was classified as strongly disagree, 1.81-2.60 as disagree, 2.61-3.40 as neutral, 3.41-4.20 as agree, and 4.21-5.00 as strongly agree.

Findings and Discussion

Students' Perspectives on e-portfolio in Speaking Assessment

Overall, the students showed positive attitudes towards the application of e-portfolio as an assessment approach. This positive attitude is a crucial factor in terms of developing self-regulated learning habits (Zimmerman, 2002) as the students need to take up the responsibility for their own education and work independently toward the achievement of a predetermined set of learning objectives. Table 1 displays the attitude of students towards the application of e-portfolios in speaking assessment.

Table 1. Student's perception regarding the use of e-portfolio assessment

Item	Statement	Mean	SD
1	The technological factors do not affect my process of constructing an e-portfolio	3.66	1.19
2	I would feel more comfortable with the e-portfolio being used by the lecturer as a tool to assess my speaking skills in my English course in comparison to oral tests.	3.64	1.20
3	I would feel less stressed with the e-portfolio being used by the lecturer as a tool to assess my speaking skills in my English course in comparison to the oral test.	3.65	1.20
4	I would be more confident in my English speaking when the e-portfolio is used by the instructor as a speaking skills assessment tool in my English course in comparison to oral tests.	3.61	1.22
5	I would be more motivated in my English speaking when the e-portfolio is used by the instructor as a speaking skills assessment tool in my English course.	3.72	1.17
6	The process of building an e-portfolio helped me identify one or more areas where I had to put more effort into developing my English-speaking skills when I listened to my performance.	3.74	1.19
7	The process of giving peer feedback also helped me practice my English skill	3.75	1.15
8	Feedback from e-portfolios is better than traditional reviews in defining my weak points to improve.	3.69	1.15
9	Feedback from e-portfolios is helpful for me to improve my assignment every week.	3.73	1.16
10	The teachers do not only focus on the content required in the e-portfolio in class.	3.74	1.16
11	The teachers are supportive in guiding the process of conducting an e-portfolio	3.71	1.18

Specifically, the students expressed confidence in using technological devices to construct their e-portfolio for speaking skills, including recording video and audio (Item 1, $M=3.66$ and $SD=1.19$). This result is different from other studies showing students' resistance and difficulties when using technology in assessment (Deeley, 2017; Binnahedh, 2022). Besides, the success of using e-portfolio evaluation may be influenced by several factors, such as the accessibility to the internet, the prevalence of portable computing devices, and the level of digital literacy. These inadequacies might be subject to additional investigation in future research endeavors.

When examining the impacts of e-portfolios, it was observed that students believed that instructors do not adopt a teaching-to-the-test strategy in the classroom, which is often seen as a negative effect in terms of assessment (Item 10: $M=3.74$, $SD=1.16$).

Furthermore, it is worth noting that a significant proportion of students, namely 59.3%, hold the perspective that e-portfolio assessment serves as a source of motivation (Item 5: $M=3.72$, $SD=1.17$). Besides, an e-portfolio is also a good source for them to self-assess their speaking skill after listening to their performance (Item 5: $M=3.74$, $SD=1.19$). The present findings provide support for the outcomes documented by Wang and Jeffrey (2016), wherein a substantial proportion of college-level students in China demonstrated elevated levels of engagement and motivation, leading to notable enhancements in their English proficiency through the implementation of portfolio assessment.

Regarding students' emotions, the majority of students felt less stressed in their performance when an e-portfolio was used as an assessment form compared to the oral examination (Item 3: $M=3.64$, $SD=1.2$). Additionally, the use of e-portfolios might enhance students' self-confidence (Item 4, $M=3.65$, $SD=1.20$). Enhancing self-confidence and alleviating anxiety have the potential to increase students' desire to engage in verbal communication. The results are in line with other studies such as Bergil & Atli (2012), Boonkit (2010), Sultana et al. (2020), and Vo (2023). Despite their differences, these studies have identified similar factors, including motivation, engagement, self-confidence, and anxiety. According to their research findings, when students possess high levels of motivation and self-confidence, their anxiety levels tend to decrease, leading to increased participation in verbal communication activities. The results indicate that the use of e-portfolios has a positive impact on reducing students' anxiety levels and facilitating a more relaxed speaking environment. It is noteworthy to acknowledge that a significant proportion of students in the Vietnamese educational setting have a tendency towards shyness, which makes the act of public speaking in front of their peers a formidable and daunting endeavor. Hence, the act of capturing speech via recording, as opposed to performing oral presentations in the classroom, was seen as a more secure alternative for these individuals. Over time, many students managed to overcome their shyness by acquiring heightened self-assurance, which is in line with the result from the study of Vo (2023) that students prefer the electronic form of assessment and have more efficient performance in comparison to the conventional form of oral assessment. Consequently, the utilization of e-portfolios has the potential to enhance students' oral communication abilities via the reduction of anxiety levels and the augmentation of self-assurance.

However, the current study also shows different results from other studies, such as Jiamin et al. (2021), Phung and Dang (2022), and Binnahedh (2022). Firstly, the technological issues did not

hinder the students in this study from conducting and submitting their e-portfolio or giving feedback to their peers. It is a very good sign of improvement as the CALL can be integrated into classroom practice better without the technical issues and lack of technical ability on the students' side. Another significant result is that the students show their appreciation towards the feedback they receive from their peers and teachers after completing their e-portfolio, which they cannot find from the traditional form of assessment (Item 7: $M = 3.75$, Item 8: $M = 3.96$ and Item 9: $M=3.73$). The e-portfolio in the chosen setting requires students to conduct three assignments during learning and receive an evaluation after each assignment. The students evaluated their own speaking samples by doing both self- and peer evaluations of their performances. In addition to that, the instructor made sure to provide them with feedback consistently. The incorporation of regular weekly feedback within the framework of the e-speaking portfolio cycle facilitated notable improvements in the participants' performance. While it is true that many assessment methods provide students with feedback for reflection, the majority of these methods do not consistently track the progress students have made based on the input they have received. In this particular scenario, the participants had a strong inclination to engage in individual practice sessions as a means to enhance their performance in the subsequent video recording scheduled for the next week. Additionally, they were able to address any shortcomings identified in the feedback cycle independently. These exercises could have prompted students to reflect, boosted their confidence, and reduced their fear (Cepik & Yastibas, 2013), all of which are essential for successful language acquisition, particularly when it comes to speaking.

Students' evaluation of e-portfolio speaking assessment regarding their self-regulated learning

Regarding the second research question about self-regulated learning, the current study only focuses on students' perspectives on the advancement of self-regulated learning when conducting e-portfolio assessments. The results of this part are illustrated in Tables 2 and 3.

Concerning the extent to which the arrangement of the digital portfolios aided the act of speaking, students can identify their own strengths and weaknesses (Item 1: $M = 3.73$ and $SD = 1.16$ and Item 2: $M = 3.68$ and $SD = 1.17$). Therefore, most students had a positive perception of using digital portfolios to facilitate the self-assessment process (Item 5: $M = 3.72$ and $SD = 1.18$). The implementation of a continuous progress recording system was well-received by several students, as it facilitated the establishment of personal objectives aimed at attaining a greater level of competence (Item 3: $M = 3.69$ and $SD = 1.18$). This was particularly beneficial for students with lower academic performance, as they indicated a strong desire to reach the proficiency levels shown by their high-achieving peers. Besides, the result also showed that the implementation of the speaking e-portfolios assessment allowed students to conveniently retain their speeches and monitor their progress over a period of time (Item 9: $M = 3.69$ and $SD = 1.19$). In addition, the process of sharing and looking at peers' e-portfolio also supports students' improvement (Item: 6: $M= 3.71$ and $SD = 1.20$). It is consistent with the result about finding the right strategies for learning outside the classroom (Item 14: $M= 3.73$ and $SD = 1.19$).

Table 2. Student's perception regarding building E-Portfolios for English Speaking Assessment and Practice.

Item	Statements	Mean	SD
1	The process of building the e-portfolio was very helpful in understanding my strengths in speaking English.	3.73	1.16
2	The process of building the e-portfolio was very helpful in understanding my weakness in speaking English.	3.68	1.17
3	The process of building an e-portfolio has been very helpful in looking at my current level in comparison with the level I want to reach.	3.69	1.18
4	The process of building an e-portfolio helped me identify one or more areas where I had to put more effort into developing my English-speaking skills.	3.69	1.21
5	The process of building my e-portfolio has facilitated the practice of speaking English outside the classroom.	3.72	1.18
6	The process of building my e-portfolio has facilitated the self-assessment of my English-speaking ability.	3.71	1.20
7	Having samples and sharing my portfolio for speaking skills with others helps me improve my portfolio even better	3.69	1.20

Additionally, the behaviors of the participants in the current study are also in line with the definition of self-regulated learning by Pintrich (2000) as the process through which students take responsibility for their learning by establishing goals, keeping track of their progress, and exercising self-control over their thoughts, emotions, and actions so that they are consistent with those goals and their surroundings. The results is illustrated in Table 3.

In terms of the feedback received from peers and teachers to support the process of self-regulated learning, the majority of students express agreement and strong agreement about the feedback from the e-portfolio supporting them to have a goal in speaking learning (item 6: $M = 3.70$ and $SD = 1.19$). Besides, the feedback from the e-portfolio also supports their speaking practice outside the classroom (Item 5: $M = 3.72$ and $SD = 1.19$). In light of this matter, speaking portfolios provide learners with notable advantages, such as opportunities for self-reflection, peer feedback, and self-assessment of their speaking abilities. As a result, this practice empowers students to take control of their learning process and choose the trajectory of their educational journey. The indicators have a substantial impact on the improvement of students' self-regulated learning while engaging in designated tasks.

Table 3. Vietnamese students' perception regarding self-regulated learning enhanced by e-portfolios

Item	Statements	Mean	SD
1	After completing my speaking e-portfolio, I can use the feedback to improve my speaking skills.	3.69	1.21
2	After completing the e-portfolio for speaking skills, I feel more motivated to practice speaking English.	3.69	1.19
3	I will use the e-portfolio as a way to track my speaking skills as they develop over time.	3.72	1.20
4	I will use the e-portfolio to guide my knowledge development for speaking skills.	3.67	1.18
5	I will use the feedback from my e-portfolio to support my speaking practice outside the classroom.	3.72	1.19
6	I will use the feedback from my e-portfolio to create a goal for my speaking learning.	3.70	1.17
7	I find my e-portfolio building very helpful in scheduling my studies.	3.73	1.19
8	I find my e-portfolio-building process very helpful in choosing the right learning methods outside of the classroom (e.g. discussion, mutual assessment, reflection, questioning, etc.)	3.73	1.16

On the other hand, conducting an e-portfolio assessment took place in a period of preparation and practice, which paved the way for students' practice of speaking outside the classroom as well as students' responsibility in organizing and scheduling their practice (Item 7: $M = 3.73$ and $SD = 1.19$). Gonzalez (2009) argues that e-portfolios foster self-awareness about their learning experiences and the consequences, resulting in increased autonomy. Students assumed responsibility for their learning by organizing videos, choosing content, monitoring progress, assessing outcomes, and enhancing areas for improvement. The successful execution of this procedure requires active engagement from students in acquiring knowledge.

Thereupon, previous studies (Gonzalez, 2009; Dougherty & Coelho, 2017; Hsieh et al., 2015; Cabrera-Solano, 2020) have established that e-portfolios can facilitate reflective practice, which, in turn, contributes to improved self-regulation in language learning. Our findings align with this trend, as we observed that many Vietnamese students in our study embraced the reflective components of e-portfolios to enhance their self-regulation skills. The ability to review their own speaking performances, set goals for improvement, and monitor their progress appeared to affect their self-regulation positively. Besides, in contrast to some prior studies (Dougherty

& Coelho, 2017; Hsieh et al., 2015), where students primarily used e-portfolios for the storage of speaking artifacts and self-assessments, we found that Vietnamese students in our study particularly benefited from the individualized goal-setting features within the e-portfolio assessment system. This feature allowed them to set specific language learning objectives and plan their speaking activities accordingly. It appeared to encourage a more proactive approach to self-regulation compared to cases where e-portfolios were used for mere documentation. In addition, our research indicated that the time management aspect of e-portfolios played a crucial role in self-regulation. Students in our study appreciated the ability to track their language learning progress over time. This feature allowed them to develop better time management skills, which are integral to the self-regulation process. In contrast, some earlier studies may not have emphasized the importance of time management to the same extent (Hsieh et al., 2015; Cabrera-Solano, 2020).

In short, it can be concluded that regulation is the process through which students take charge of their education by directing their own ideas, emotions, and actions toward a goal, with the knowledge that they are capable of achieving that goal. According to Ormrod (2009), regulation also involves the capacity to direct and improve one's educational growth. As the Vietnamese students were mostly described with passive learning habits, by conducting their e-portfolio for assessment, the students in this study could observe the improvement in their self-regulated learning, which is a good sign of advancement in the context of Vietnam EFL classroom. In addition, with the issues in the assessment systems in Vietnam, the e-portfolio assessment can be taken into consideration as the potential assessment approach to foster the positive aspects of assessment.

Conclusion

The current research used the quantitative approach to investigate Vietnamese students' perspectives on using e-portfolios as an alternative method of assessing speaking skills at the university level. The findings indicate that e-portfolio assessment for speaking skills promotes positive learning attitudes among students and facilitates self-regulated learning.

The study's plausible findings yielded valuable recommendations for stakeholders in the field of assessment. Firstly, the use of e-portfolio assessment led to a positive attitude and impact from the side of students in the EFL classroom at the tertiary level in Vietnam. It is recommended that the application of e-portfolios help lower the anxiety levels of students and promote their motivation for further practice, which is crucial for EFL students who may not have much exposure to the English-speaking environment. As a result, faculty administrators should consider the application of e-portfolios in the curriculum as well as increase the weighting of this type of assessment in the weighting scheme.

Secondly, the present research incorporates e-portfolio assessment as a means to provide students the opportunity to engage in feedback provision, as well as foster interaction with peers and instructors over their completed tasks. Besides, the implementation of e-portfolios contributes to the out-of-class practice of students, which is crucial for EFL students who may not have much exposure to the English-speaking environment. As a result, teachers and

administrators should consider the use of digital portfolio assessment to facilitate the development of students' speaking abilities in real-life practice rather than considering it as a test with pressure.

Thirdly, in terms of self-regulated learning, the process of creating and maintaining an e-portfolio encouraged students to reflect on their learning progress and take ownership of their own learning. These findings highlight the transformative impact of e-portfolio assessment on student attitudes and out-of-class practice in EFL education, emphasizing the importance of integrating e-portfolio assessment into the curriculum of the context of Vietnam.

Lastly, the efficacy of using an e-portfolio as an instructional instrument has been documented mostly in terms of writing skills. This study's findings contribute to the existing body of academic discourse by highlighting its advantageous use in the realm of speaking assessment. The study has significance due to the scarcity of research on e-portfolio studies, particularly in the area of speaking assessment, within the setting of Vietnam University.

Despite the contribution, the results of the current study lack sufficient diversity for the derivation of statistical conclusions across various groups. Moreover, it should be noted that the applicability of the e-portfolio assessment is constrained to the specific environment of this particular institution and its programs. In addition, the favorable effects of the e-portfolio assessment also provide opportunities for more investigation into the long-term and organized implementation of e-portfolio assessment strategies across diverse ESL/EFL settings. Several elements, like internet availability, portable computing devices, and digital literacy, may play a crucial role in determining the effectiveness of using e-portfolio assessment. These deficiencies may be further investigated in future studies conducted. Besides, in order to establish the validity, reliability, and fairness of the e-portfolio assessment, future studies should consider gathering other relevant measurements.

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