

# The Importance of Using Electronic Portfolio as a Tool for Raising Awareness in the Assessment of English Language Students

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## Abstract

This study reveals the important role of electronic portfolios, or e-portfolios, in learning English second/foreign language courses for students. The goal of this article is to reflect the kind of assistance students need to enhance their skills using e-portfolios. It suggests that these students require more specialized instruction in language skills that are essential in English syllabi, as well as in the form of their e-Portfolios. It is about raising learners' awareness towards the different types of e-portfolios used as tools to assess knowledge. The researchers follow a deduction analysis method based on methodologies investigated in some recent case studies. It shows the strengths and weaknesses of using e-portfolios in enhancing active learning and reflecting them as valuable tools in the process of learning English that can help students in achieving higher scores. E-portfolio plays an important role in motivating students to master the different skills in the class sessions. Using e-portfolio allows researchers to identify and bridge the gaps in the English language learning journey. There are a lot of challenges that need to be overcome, especially that most recent learners have little information on e-portfolio. The findings in most case studies indicate that the potentials of e-portfolio usage empower teachers and students to participate in their own assessment, instill in students a desire to learn and enhance students' better understanding of their English language skills and the need for improvement. It is recommended that both teachers and students should increase their understanding of how to use e-portfolios in assessment areas. Students' learning abilities should be developed and improved through the usage of e-portfolios. These should be graded, and tutors and students' experiences with e-portfolios should be regularly evaluated.

**Keywords:** E-portfolios, digital portfolios, authentic assessments, metacognitive skills, critical thinking, formative and summative assessments, digital platforms, technical challenges, pedagogical challenges, socio-cultural challenges.

## Introduction

Recent studies state that e-portfolios in language assessment frequently ignores the particular difficulties faced by various educational contexts, such as bilingual classes or schools with differing levels of technological access, in favor of concentrating on homogenous environments. To ensure fair assessment procedures, it is crucial to comprehend how e-

portfolios work in culturally and linguistically varied environments. While some teachers and students are proficient with technology, others can find it difficult to use simple digital tools, which could result in uneven engagement and evaluation results. In order to close this gap, elements like prior training, technological access, and experience with digital platforms are essential.

Maximizing the potential of e-portfolios in English language instruction requires addressing these inequities through professional development initiatives and fair access to digital resources. In today's learning environments, educational assessment is playing a more advanced social and pedagogical role. A new approach to authentic assessment, the electronic student portfolio (e-portfolio), is classified as an alternative form of assessment (Barrett, 2000; Papathanasiou & Manousou, 2011). It is the digital version of the traditional portfolio. The successful use of e-portfolios in English language assessment may be hampered by differences in digital literacy. E-portfolios are typically employed as intricate resumes that highlight all of one's accomplishments, but they can also facilitate flexibility and succession planning for lifelong learning. Many educational institutions provide their students with e-portfolio creation platforms that include templates. The curriculum, schedule, and campus life are all included in these e-portfolios. By employing hashtags related to specific interests in e-portfolios, educational institutions will be able to offer future students corresponding lessons. It will increase the variety of programs and courses available to students and enable them to design their own educational pathways in response to shifting labor market demands.

E-portfolios have become a cutting-edge evaluation tool in English language instruction as a result of the move toward digital learning settings. Students can present their writing samples, record their progress, and reflect on their learning journeys with e-portfolios (Barrett, 2005). By facilitating self-evaluation and offering ongoing feedback, they help formative assessment. E-portfolios also promote independence and critical thinking abilities, both of which are necessary for language learning.

## **Background**

Since the late 1980s, e-portfolios have been a part of higher education courses (McCowan et al., 2005). This is because e-portfolios may be used to encourage independent reflective thinking and active, self-directed learning in addition to showcasing accomplishments (Ciesielkiewicz, 2019; McCowan et al., 2005; McDermott-Dalton, 2022). Numerous studies on the e-portfolio have been conducted at all educational levels, using both theoretical and

practical approaches. E-portfolios, and numerous other organizations and institutions worldwide are involved in the e-portfolio and its implementation through a number of studies conducted in collaboration with researchers (Ritzhaupt, Singh, & Seyferth, 2008), as well as universities, colleges, and schools at all educational levels (Hallam & Creagh, 2010; Klampfer & Köhler, 2013; Hsieh & Chen, 2015).

The assessment in English education has undergone significant changes, with teachers switching from traditional pen and paper exams to other alternative modes of evaluation (Jain & Luran, 2015). As a result, e-portfolios are being used as an assessment tool to help students record their learning. The usage of e-portfolios allows students to reflect on their own learning, which results in more multifaceted people who meet the learning objectives of all modules. In short, e-portfolio, is a methodical compilation of work, learning resources, and evidence that documents a user's accomplishments based on a topic (Gray, 2008). E-portfolios, sometimes called digital portfolios or online portfolios, are learning evidences that are stored on the Web and comprise a variety of media. There has been a significant shift in educational assessment in recent years, with teachers switching from traditional pen and paper exams to other alternative means of evaluation (Gray, 2008; Chau & Cheng, 2010).

Most recent studies highlight the fact that English language students worldwide are increasing due to the current status of "English as a global language." Students participating in these courses, however, frequently lack real-world experience and a possible career path. As students build self-regulated, goal-driven behaviors while creating their e-portfolio, it has been discovered that using an e-portfolio as an assessment tool helps them become independent thinkers. Surveys of primary school students, where the e-portfolio was introduced, as well as secondary school students, have also been done. These studies document the opinions and attitudes of teachers (Paroutsas, 2011) and elementary school students about the use of the traditional portfolio (Tsoutstou & Bertsou, 2013). The current article is also concerned with reflecting such opinions and attitudes of both teachers and students about the use of e-portfolios.

### **Theoretical Framework**

Learning and teaching methods are supported by educational theories and frameworks. According to Paris and Ayres (1994), authentic strategies are used in activities that assist students in deal with every day, real-life circumstances by promoting self-evaluation and reflection, which helps in the development of social and metacognitive skills (Segers, 1999).

Using a range of methods, such as simulating real-world scenarios, authentic assessment is an alternative method of evaluation that combines the evaluation of conventional academic material with the knowledge and abilities crucial for lifelong learning (Zafiropoulou & Darra, 2019). Because it fosters a positive alignment between teaching, learning, and evaluation, it is integrated into the educational process and is scientifically grounded in the idea of social constructivism (Vygotsky, 1978 in Rekalidou, Zantali, & Sofianidou, 2010).

Authentic teaching is a prerequisite for authentic assessment, which is subsequently followed by the evaluation of learning. Students build their new knowledge on top of what they already know, drawing from both personal and group experiences. This guarantees the student's capacity to act, form, and evaluate themselves while also fostering a comprehensive view of the world through experiential scenarios (Hendrickson, 2012). Another kind of student assessment is the e-portfolio. The primary goal of alternative assessment formats, in contrast with the more constrictive traditional techniques, is a multifaceted evaluation of students' attitudes, opinions, and performance.

### ***Formative and Summative Portfolio Assessment***

Since the late 1980s, portfolio assessment has been a widely discussed topic in academia. As a result, when one searches databases using keywords and phrases like "portfolio assessment in higher education," numerous diverse and international results are produced that present various viewpoints on the subject. During the height of the pandemic, these viewpoints included student opinions on the digital literacy required by digital portfolios (also known as electronic portfolios, e-portfolios, online portfolios, and other names), their usefulness in evaluating incoming undergraduate students, and the particular value of portfolio assessment with remote and blended learning (Norberg, 2023).

Methods of portfolio assessment in higher education are being adopted more and more each year, but the initial process of their successful implementation and ongoing development at various institutions and programs is a topic that has not been thoroughly investigated (Caner, 2010). By allowing students to choose which of their work will be assessed, the portfolio assessment process aims to develop their ability to think independently and solve problems. The portfolio evaluation in language instruction "is a device used to assess various samples that the learner compiles" (Shohamy, et al., 1992, p. 14).

Another common, broad division of portfolios in higher education programs is by whether their purpose is for formative or summative assessment, even though there is once again overlap between these two categories (Klenowski et al., 2006; Ripley, 2013). Those divisions that are designated specifically for formative assessment are commonly differentiated as Learning Portfolios (LPs). The characteristics of LPs are defined as being processes, not specifically end products, that are flexible combinations of reflection and documentation and based upon evidence. They are further characterized by their deliberate focus on selected outcomes meant to both improve and assess learning in an ongoing, reflective, and analytical manner (Zubizarreta et al., 2009).

On the other hand, summative portfolios assessment, also known as the "traditional model" or the "assessment portfolio," are distinguished by typically consisting of a collection of student-generated documents along with written justification and self-evaluation for the materials. Predetermined requirements, rubrics, or other evaluation criteria are a crucial component of these assessment portfolios. They are known to often be used for promotion or appraisal purposes, and they carry high stakes, much like an exam, with little attention paid to the learning process, the learner's progress, the learning goal, or the environment in which it takes place.

### ***Theories of E-portfolio Assessment***

According to Jenkins (1999), educators must adopt a new perspective on their work and a new understanding of what it means to teach and learn in this changing society. The e-portfolio is an alternate means of evaluating students. Brown (1998) identifies four primary alternative modes of assessment: self-evaluation, portfolio-e-portfolio, descriptive assessment, and authentic assessment. Numerous authors make reference to techniques (not found in alternative assessment formats) such as calendars, group projects, external evaluation, systematic observation, storytelling, dramatization, consultative sessions, and opinion sharing (Tsagari, 2011).

As for Barrett (2005), the e-portfolio is founded on the following fundamental ideas: learner-centered active learning, reflection, and the growth of metacognitive skills; fostering students' interest in new technologies; enhancing their sense of responsibility; organizing and documenting their work; and emphasizing integrated and experiential learning. Depending on its intended application and function in education, e-portfolios can be classified into three primary categories: assessment, display, and developmental. A set of guidelines should be

established at the outset and adhered to during the implementation process for an e-portfolio to be successful.

An e-portfolio will support the process of assessment for learning if it can incorporate the required variety of learning artifacts, enable them to be added at any time, enable effective feedback on these artifacts from any location by students, teachers, friends, and parents, engage and motivate the learner by giving them control over their learning and utilizing technology, and celebrate learning. Such a role could simply represent the values and methods of effective instruction, but it could also represent a broader shift away from didactic presentation and toward a more facilitative teaching approach.

### ***Overview on Inception of E-portfolio Assessment***

Although the formative nature of e-portfolios is the main emphasis of this study, e-portfolios can also help in learning and development in educational settings. Fox (2008) describes three specific areas where portfolios can get better in his *Learning to Learn portfolio* model. First, by fostering students' metacognitive skills via goal-setting, introspection, and application of learning models. Second, he emphasizes that the portfolio is an evaluation instrument for learning rather than an evaluation of learning. The final topic is how portfolios can improve the communication between the family and the school. In this case, the portfolio helps parents have conversations regarding their child's education.

The purpose of e-portfolios is best explained by first describing what they are. "A collection of work that a learner has collected, selected, organized, reflected upon, and presented to show understanding and growth over time" is how Barrett (2006, p. 1) defines a portfolio. According to her definition, an electronic portfolio is a container made of electronic technologies that enable teachers and students to gather and arrange portfolio artifacts in a variety of media formats, including text, graphics, audio, and video. All these visual aids help students master English language skills. Hypertext links are used to arrange the content and link supporting evidence to relevant objectives, standards, or outcomes. Additionally, according to Cambridge (2003, p. 29), an e-portfolio is "what is produced when persons collect, select, reflectively interpret, and/or present their own evidence to support their assertions about what they have learned, know, and can or should do."

### ***Theories of Incorporating E-portfolio***

The focus of incorporating e-portfolio into the course is determined in part by the teacher's desired method of student engagement. Therefore, the integration of e-portfolio might be driven by any theory that a teacher would find valuable, such as Vygotsky's socio-cultural constructivism (1978). Vygotsky is considered to be one of the most important rules in the process of teaching English skills, since students are capable to use their critical thinking in analyzing any discourse. Recent studies state that e-portfolios are designed to assist students in actively inviting themselves to develop their own identities as individuals and as learners, their own agency as active creators and influencers of learning, and as educated participants in the creation of both their own world and the global environment they share. This demonstrates how effective e-portfolio pedagogy is in bringing about the much-needed pedagogical transformation, when instructors will no longer be the wise ones on stage but will instead serve as mentors. In addition to helping higher education develop lifelong learners, this will increase learner autonomy.

### ***Strengths and Weaknesses of E-portfolios***

The creation of an e-portfolio as an integrated assessment within the degree program of the student cohort in question can help students, whether international or not, identify their own strengths and weaknesses in workplace knowledge and skills in addition to such pre-employment training (Jackson, 2017). It has been stated that an e-portfolio increases students' active learning and involvement in their coursework (Cabau, 2017). Students' "self-efficacy," which is a personal belief in one's capacity to achieve in a particular area—in this case, academic studies—is subsequently enhanced. Also, an e-portfolio can serve as a means of promoting intercultural learning and comprehension for both the international student and their peers or prospective employers who speak English as their first language (Hsieh, 2024).

The inclusion of self-reflection on the student's real-world professional experiences is essential for the e-portfolio's material to be motivating and significant to the student. This self-reflection is totally connected to learning English skills since any language represents real-life experiences. It is necessary to scaffold learning through the presenting of exemplars and practice activities (such as reflective writing, especially for overseas students) when creating an e-portfolio. This also presupposes that peers and lecturers in a collaborative learning environment—which could be in-person or online—will provide timely, constructive, and regular feedback (Yang et al., 2016). This gives students the opportunity to

consider the criticism and enhance their e-portfolio (Modise, 2021). An e-Portfolio's look and content can then be organized to show "continuous learning, professional development, competence demonstration, performance evaluation ... [and/or] job seeking" based on its specific goal (Hsieh et al., 2015, p. 641).

### **Purpose of the Study**

This article shows the importance of using e-portfolio that can help assess the necessary English language skills. Standardized tests, written exams, and instructor evaluations have been the mainstays of traditional English assessment methods for determining student ability. These approaches frequently include essays, oral presentations, and multiple-choice questions to highlight vocabulary, grammar, and reading comprehension. Nonetheless, they have drawn criticism for their incapacity to capture students' creativity and critical thinking abilities, restricted feedback mechanisms, and lack of personalization (Shepard, 2000).

The primary objective of this study is to demonstrate to readers the effectiveness of e-portfolios as an assessment tool in second language learners' English classes. The study specifically aims to show how e-portfolios can improve learning outcomes for English students, encourage critical thinking, and offer a forum for ongoing self-reflection and feedback. The findings taken from case studies will draw attention to a different facet of technology use in the classroom. This paper includes stimulating discussion on how students make progress through their educational journey and how teachers improve assessment practices and their contribution to quality education. The objectives of the current article are to identify the transformation from using portfolio to e-portfolio; to analyze the information that students need to fill in the e-portfolio, and to show the views of English tutors and students on making progress through e-portfolio.

### **Problematic Issues**

Although e-portfolios are becoming more and more popular, there are few long-term studies that evaluate how well they work to improve English language proficiency over time. Validating e-portfolios' use in English assessment, however, requires an understanding of how they affect vocabulary retention, grammar accuracy, and fluency growth over the course of months or years.

The main goal of this paper is to show how e-portfolios help English language learning students build positive attitudes and beliefs about learning and school, as well as how they



help students develop their ability to evaluate themselves. Accordingly, it is conducted with the intention of addressing this gap and, more specifically, making it clear the role that the electronic portfolio, or e-portfolio, plays in teaching English as a second/foreign language. The outcomes of the course will demonstrate a different facet of the integration of technology into the teaching and learning process. In order to drive teachers to make the most of technology in the classroom, it is hoped that this would educate them of new opportunities for its usage and inspire researchers to investigate its potential for application in other areas.

## **Hypothesis**

This study explores the extent to which e-portfolios contribute to enhancing students' engagement with learning, their perception of the school environment—including classroom dynamics and overall school life—and their self-assessment capabilities.

The researcher hypothesizes that the integration of e-portfolios fosters a more constructive and reflective approach to learning and evaluation for both students and teachers. Specifically, students are expected to strengthen their classroom participation and self-assessment skills, while teachers may gain deeper insights into assessment methods and overcome traditional evaluation challenges, as compared to conventional assessment tools.

## **Literature Review**

There is little emphasis on systems of support for English language evaluation and teacher training. To successfully incorporate e-portfolios into English assessments, teachers must be prepared and able to use digital resources to enhance student learning. Nevertheless, there are not many thorough professional development programs that give educators the pedagogical and technological know-how they need. Teachers may find it difficult to handle technical issues, monitor student progress, and give insightful comments in the absence of sufficient support systems. Teachers' confidence and proficiency in using e-portfolios for English language assessment can be increased by putting in place frequent training sessions, peer collaboration tools, and technical support.

E-portfolio implementation enables an educational program to closely connect with students' future career plans," according to Hsieh et al. (2015, p. 643). In connection with this, students say that e-portfolios are a helpful tool for their post-graduation professional growth and advancement. For their prospective employers, these portfolios highlight their accomplishments and personal growth (Ciesielkiewicz, 2019; Morales et al., 2016).

### ***From Portfolio to E-portfolio***

It is important to concentrate on the documentation style of the 1970s and 1980s, when the idea of a portfolio was starting to take shape in the United States. The portfolio concept was advanced by the notion of presenting proof of the caliber of instruction within the educational system. The Latin words *portare*, which means "carry," and *foglio*, which means "sheet of paper," are the roots of the English word portfolio. Therefore, "carrying sheets of papers to demonstrate evidence" is a rough analogy for a portfolio (Raturi, et al., 2021).

The concept of a teaching portfolio encourages reflection on learning and growth for aspiring student teachers. The way the researcher displays and continuously improves the professional image has changed due to the widespread use of information and communication technologies (ICTs). Based on the same basic pedagogy that supported paper-based portfolios, technology makes it simpler to add to and edit one's portfolio. According to Barrett (2005, p. 5), technology also enables "enhancement of portfolio through archiving, linking/thinking, storytelling, collaboration, and publishing." Thus, it should come as no surprise that virtual portfolios are replacing physical ones. Based on information and communication technology (ICT), the electronic portfolio (e-portfolio), or digital version of the classic portfolio, is a study method of authentic evaluation (Barrett & Knezek, 2003) and is classified as an alternate type of assessment (Barrett, 2000).

The idea of recording and presenting evidence of learning has been around for a while. As time and resources have changed, so too has the nature of documentation. Documentation procedures have advanced to a whole new level due to the advancements in information and communication technology. A digital portfolio containing virtual artifacts has now taken the role of what was formerly a portfolio of tangible artifacts. The documentation method has multiple benefits and is motivated by a well-defined requirement (Raturi, et al., 2021). E-portfolio is a perfect tool for lifetime learning because of the learning possibilities it provides.

### ***Benefits of E-portfolios***

Using an e-portfolio offers a number of benefits to those involved in this process. In terms of the students, the e-portfolio enables them to transform from a passive role to one which allows them to take an active part in the process of instruction, learning, and evaluation. It catches their attention because they are accustomed to new technologies and can readily meet the requirements of organization and management. It also boosts their confidence once they

take charge of their education (Sherry & Barrett, 2005). Moreover, an e-portfolio is characterized by flexibility and adapts to the needs, interests, and particular skills of the students (Love & Cooper, 2004; Barrett, 2005). In addition, it does not limit learning in the classroom because students can use it in their free time (Health, 2005). It expands learning beyond the classroom because students can use it outside of it (Health, 2005), improves teacher-student collaboration (Barrett, 2005), encourages a student-centered approach to learning, fortifies the feedback process because it is a place of interaction, viewpoint sharing, evaluation, and self-evaluation, and improves cooperative learning and helps in the development of communicative skills (Barrett, 2005).

Regarding *students*, the e-portfolio gives each one a more complete picture (Love & Cooper, 2004). It is a more efficient way to evaluate students' abilities and knowledge (Barrett, 2000; Health, 2005). It also makes the student's performance announcement easier (Wade, Abrami & Sclater, 2005). Moreover, creation and management expenses range from negligible to nonexistent (Health, 2005). For parents, the e-portfolio is a better starting point for communication between the instructor and the parent and offers them relevant and intelligible information about their children's learning development (Strudler & Wertz, 2005).

Many educators, however, dislike the e-portfolio because they think it requires specialized knowledge of cutting-edge technologies. They point out that the process is challenging and time-consuming. It takes a lot of time to review and complete the final assessment (Galanou, 2007). In addition, software upgrades and logistical infrastructure are required (Health, 2005). They criticize that there is a chance that students' assessments will focus more on their technological expertise and less on their abilities. They strengthen the fact that there are several important concerns, including data management, folder access (Young, 2002), and safeguarding students' copyrights and intellectual property (Challis, 2005). At last, they say that the e-portfolio cannot be evaluated using a single assessment guide (Galanou, 2007). Evaluating e-portfolios presents challenges and raises concerns about the assessment's dependability (Linn & Gronlund, 2000).

### ***Privacy and Data Security Concerns in English Language Assessments***

There are serious privacy and data security concerns when e-portfolios are used in English language assessments. Academic progress and personal reflections are examples of sensitive student data that has to be shielded from breaches and illegal access. Additionally, while using digital technologies for evaluation, educators need to be trained to handle ethical issues

and maintain student data appropriately. Adoption of technology-based English examinations is hampered by a number of issues that fall into three general categories: sociocultural, pedagogical, and technological challenges.

- *Technical Challenges*

A significant concern is that technology-based tests may place too much focus on quality, which might raise expenses and lengthen administration times. Due to technical and cost limitations, this disparity may discourage institutions from undertaking such reviews.

- *Pedagogical Challenges*

The attitudes and views of educators have a big impact on how technology is incorporated into examinations. Some teachers show opposition because they are skeptical of the effectiveness of technology in assessing language competency or because they lack confidence in their technological abilities. This resistance is sometimes attributed to insufficient assistance and training, underscoring the necessity of all-encompassing professional development initiatives.

- *Socio-Cultural Challenges*

Due to the fact that unequal access to technology can worsen educational gaps, the digital divide poses a significant obstacle. The greater use of technology-based tests during the COVID-19 epidemic brought to light problems with connectivity and digital access, especially for pupils from lower-income families.

***Factors Influencing the Progress of an E-portfolio***

Students' motivation and commitment to the process are prerequisites for creating a high-quality e-portfolio. Compared to previous generations, today's student cohorts frequently exhibit greater ease speaking across various media platforms and "are open to broadcasting their life experiences to the world and mashing up media to communicate their ideas" (Reese & Levy, 2009, p. 3). As a result, e-portfolios enable students to share their work in familiar ways while also facilitating introspection. This does, however, presuppose that students receive enough and continuous help and direction during the creation of their e-portfolio, with

regard to both the technical aspects of its building and its content, as was previously mentioned. Their classmates may also provide this kind of support, in addition to their instructors and tutors (Ciesielkiewicz, 2019).

With the use of e-portfolios, students can think deeply about their beliefs, aspirations, and professional knowledge and abilities. This technique may help students create their (future) professional identities. It may, however, also be a personal, emotionally taxing, and stressful process for some people (FitzPatrick & Spiller, 2010). This may be especially true for international students who are unfamiliar with the demands of a western education. In light of this, assistance and direction are essential when they create their e-portfolio. This learner-centered e-Portfolio architecture can empower students as they develop into self-assured, self-directed learners if it is made available (Van Wyk, 2017).

### ***Implementation of E-portfolios***

The procedure described by Burke et al. (1994) appears to be more cyclical in nature than sequential. It allows for revisiting elements to make the e-portfolio a genuinely student-directed and structured process, as opposed to following a project through to completion in a systematic manner. A student might reach the reflection stage, for instance, where they are deliberately considering what they have learned, the goals of the learning, and if the artifact will accurately reflect those goals. The student may discover that it doesn't at that point or during a conference with the teacher, and they resume the cycle at selection. The method places a lot more focus on students taking charge of their education.

### **Methods highlighted in the presented Case Studies**

#### ***Developing Abilities***

Forty second-grade students from the city of Rhodes' elementary school were selected for a survey, which was conducted during the first trimester of the 2016–2017 academic year. The study adopted an experimental approach which consists of two pre- and post-measurements, as well as an experimental and control group. According to the survey results, students in both groups (control and experimental) have a more favorable attitude toward learning at the end of the intervention, but the experimental group that used the e-portfolio had even more positive comments. Additionally, students in the e-portfolio experimental group assessed their performance higher than their teacher's assessment, indicating that the e-portfolio helped them develop their ability to appraise themselves (Zafropoulou & Darra, 2019).

### ***Supporting Ongoing Skill Improvement and Individualized Learning***

Recent research has demonstrated that American higher education institutions employ e-portfolios to assess students' proficiency in the English language. Accordingly, e-portfolios in higher education settings successfully facilitate self-directed learning and language development. E-portfolios assist students in improving their writing, speaking, and comprehension skills by giving them a way to record their progress, get feedback, and reflect on their educational experience. E-portfolios have been successfully used by universities like Indiana University and the University of California to evaluate students' English language ability, showing increased academic achievement and student engagement (Zubizarreta, 2009). These examples demonstrate how e-portfolios can support ongoing skill improvement and individualized learning.

### ***Improving Learning and Incorporating Self-evaluation Process***

Rhodes (2010) asserts that the act of choosing items for an e-portfolio demonstrates the extent to which a student has gained knowledge from a particular project or course. Both textual and multimedia content may be included in the curated artifacts. These can be reports, individual and group projects, creative writing (essays, stories, poetry, etc.) in a range of formats, from a basic word document to audio clips, videos, apps, etc., and individual contributions to a group project to show one's commitment to the group effort. The student may complete this assignment alone or in collaboration with the teacher, depending on the e-portfolio requirements established by the instructor. In either scenario, it is evident that students are active learners rather than passive ones.

### ***Supporting Balanced System***

Barrett (2005, p. 1) reported that e-portfolios' capacity to support both rigorous student learning and high-stakes exams can create a paradoxical situation. Accordingly, they support a "balanced system" that is based on the values of portfolios for self-assessment and lifelong learning. Barrett (2009) expands on this point by mentioning situations in which e-portfolios are utilized as a display and as a workspace, both of which are contradictory and necessitate striking a balance. Perhaps the best way to summarize what e-portfolio can give is to reiterate that it will be most beneficial if we approach it as a process and keep improving the final product. Nonetheless, it is our responsibility as educators to establish the rules and possibly even conduct experiments to determine how the two opposing mindsets might be combined.

### ***Increasing Students' Motivation***

In their study, Driessen et al. (2007) stated that, in comparison to their paper-based equivalents, e-portfolios are more user-friendly for portfolio assessors, increase student motivation, and provide the same level of content quality. Additionally, they discovered that creating an electronic portfolio required significantly more time from students than creating one on paper. Nonetheless, there are a number of reasons why students spend more time on e-portfolio completion, most likely as a result of the challenges associated with technical technology resources and similar issues (Gijbels, van de Watering, Dochy, 2006). Researchers have come to the conclusion that building a portfolio enhances the metacognitive capacity of reflection, even though this was not addressed in the Driessen et al. (2007) study.

### ***Difficulties in Upholding Academic Integrity in Language Evaluation***

Academic integrity issues are raised by the usage of e-portfolios in English language assessments. The authenticity of their progress may be endangered if students are inclined to turn in work that is not their own or depend on outside help. Furthermore, it can be difficult to confirm authorship and identify plagiarism in e-portfolios due to their digital format. Institutions can reduce these risks by putting in place plagiarism detection software, encouraging academic integrity regulations, and offering precise instructions on referencing and citation. Dishonest behaviors can also be decreased by creating a positive learning atmosphere that values creativity and critical thinking.

### ***Supporting Bilingual Classes and Social Networking***

According to Cummins (2000), research on e-portfolios in English assessment frequently ignores the particular difficulties faced by various educational contexts, such as bilingual classes or schools with differing levels of technological access, in favor of concentrating on homogenous environments. To ensure fair assessment procedures, it is crucial to comprehend how e-portfolios work in culturally and linguistically varied environments. To better assist varied student groups, future study should examine how e-portfolios might be tailored to various geographic locations, socioeconomic backgrounds, and teaching philosophies.

According to Riedinger (2006), the digital format of e-portfolios allows for reflection not just on an individual basis but also in group discussions with professors and peers via written, spoken, video, or graphical representations before, during, and after learning. Online e-portfolios give students "much greater flexibility in gathering, documenting, updating, and

maintaining the evidence of their learning over time... represent greater flexibility and may be updated by students anywhere, anytime," according to Harris et al. (2007). According to Attwell (2007) and MOSEP (2007), e-portfolios' capacity to support social networking gives them an additional layer of functionality. Depending on the application's design, they can give students the chance to utilize computers in the same ways that they do in social situations—to network, share, and create. Parents, instructors, classmates, and students can work together to modify and adapt ideas and criticism to a student's evolving needs and objectives.

### **Review outcomes**

Although e-portfolios give students a chance to demonstrate their critical thinking and creativity, little is known about how well these abilities are developed online. The cognitive and creative components of writing and communication are often overlooked in favor of technical ability and topic knowledge in current studies (Hyland, 2016). Examining the ways in which e-portfolios promote creativity, problem-solving, and critical thinking can shed further light on their educational worth. These higher-order abilities may be further supported by including reflection exercises and peer review systems in e-portfolios.

The results of this study supported the findings of (Driessen et al., 2007; Gijbels et al., 2006), who concluded that most students find creating an e-portfolio inspiring since it allows them to express their creativity and become more reflective. The study's participants also indicate that they maintain an e-portfolio more effectively since it's convenient for them to take pictures and record other pertinent learning data on their tablet computers. Nevertheless, the results of this study also imply that before including e-portfolios into the evaluation, educators should focus further on a number of difficulties. According to the data gathered, students require extra time to prepare for their e-portfolios since they must consider both the technical aspects and the breadth of the content that is provided on the platforms they have selected. Additionally, it appears appropriate to offer a practical course to introduce students to the widely available platforms and suggest that they utilize a standard portfolio host for all modules. Pre-service teachers might also learn about the purpose of their private e-portfolios through this program, which would help to curb the growing concerns about fair use, particularly in this advanced digital age.



## Conclusion

An e-portfolio is a potent instrument in the hands of young learners, and their participation in its development motivates and incentivizes them to engage in the educational process. It is found that the experimental groups in most cases have a productive perspective regarding the e-portfolio's contribution to the formation of more positive attitudes toward school and the classroom, since the majority believe it improves their relationships with the school and the in-class environment. Learning is made more engaging by the use of technology to create the e-portfolio, which engages students in creative and productive work. Regarding the e-portfolio's role in helping students develop their self-assessment abilities, it seems to boost their self-esteem and enhance their perception of themselves.

In conclusion, it can be said that the pre-service teachers' critical thinking is stimulated by the usage of e-portfolios in the modules as part of the evaluation. It satisfies the objective of reflective practice that the teacher training program set out to accomplish for its future graduates. Given that research shows that many younger workers lack these employability skills, which is frequently a factor in their inability to obtain or maintain employment, this suggests an urgent need for explicit pre-employment training in these soft skills, both for international students and perhaps for many domestic students as well (Mainga et al., 2022).

## Future Research

Future research should monitor student's development, collect teacher input, and examine performance information to evaluate the long-term effects of e-portfolios on language learning. A study by Wilson et al. (2018) that looked for studies on how ethical issues are handled in e-portfolios brought attention to this issue.

To better assist varied student groups, future studies

should examine how e-portfolios might be tailored to various geographic locations, socioeconomic backgrounds, and teaching philosophies. Numerous studies on the e-portfolio should be conducted at all educational levels, using both theoretical and practical approaches.

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