



THE ROLE OF E-PORTFOLIO ASSESSMENT IN STUDENTS' REFLECTION FOR ENHANCING EFL LEARNERS' OUTCOME

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Info Article	Abstract
Submitted: 15-04-2025 Final Revised: 17-04-2025 Accepted: 20-04-2025 Published: 22-04-2025	<p><i>This research explores the role of e-portfolios in enhancing reflective practice and language proficiency among English as a Foreign Language (EFL) learners. E-portfolios provide a structured platform for students to document learning artifacts, engage in self-reflection, and monitor progress, fostering deeper insights into their language development. The research aims to evaluate the effectiveness of e-portfolios in improving learning outcomes and identify challenges in their implementation. Using a mixed-methods approach, data were collected from 161 EFL students and teachers in East Java, Indonesia, through online questionnaires and Likert-scale assessments. Findings reveal that 74.6% of students had positive experiences with e-portfolios, with 70% noting improved language competency through regular reflection. Teachers (85%) viewed e-portfolios as valuable for tracking progress and engagement, though some lacked training. Key challenges included time management (60%) and varying student confidence levels in reflection (42.9%). Best practices for effective implementation include teacher professional development, curriculum integration, peer collaboration, and structured feedback. The study highlights e-portfolios' potential to transform EFL education but notes limitations due to its regional sample. Implications suggest broader adoption of e-portfolios, supported by training and policy frameworks, to enhance reflective learning and language proficiency in diverse EFL contexts.</i></p> <p>Keywords: <i>E-portfolio; Reflection; EFL Learners; Language Proficiency; Teacher Competence</i></p>

INTRODUCTION

E-portfolios are increasingly recognized as a transformative educational tool, particularly in the English as a Foreign Language (EFL) classroom. E-portfolios provide a structured platform for students to engage in reflective skills, allowing them to gain deeper insights into their learning process, showcase learning artifacts, enable self-reflection, enhance language competency, identify areas for improvement, and monitor their progress over time (Barrot, 2020, 2021a, 2021b; Ghoneim et al., 2020).

Technology integration in education has revolutionized assessment methods, with e-portfolios emerging as a powerful tool in language learning. E-portfolios enable a more dynamic and personalized approach to assessment, where students can take ownership of their learning journey, document their progress, and receive ongoing feedback (Jenson & Treuer, 2020). Furthermore, e-portfolios facilitate a shift from traditional summative assessments to more formative and ongoing assessments that encourage active learning

and self-regulation (Chang, 2021). Research has shown that e-portfolios can significantly increase student engagement and motivation, leading to better learning outcomes in language acquisition (Carless & Boud, 2020).

E-portfolios serve as dynamic educational tools, allowing students to record their learning experiences while encouraging ongoing reflection and self-assessment. By documenting their learning journey, students gain a deeper understanding of their progress and can more effectively identify areas for improvement. This ongoing process of reflection enhances their ability to critically assess their work and fosters ownership of their learning (Carless & Boud, 2020). Additionally, e-portfolios provide a personalized space where students can set goals, track their progress, and receive feedback, increasing motivation and engagement in the learning process (Blaschke & Marín, 2020). Furthermore, e-portfolios have been shown to support the development of metacognitive skills, as learners must plan, monitor, and evaluate their learning process (Barrot, 2021a). This reflective approach enhances language proficiency by encouraging deeper engagement with language tasks and prepares learners for lifelong learning in a rapidly changing world (A. Qasim & Fadda, 2021; A. H. Qasim & Fadda, 2021). In addition, e-portfolios provide a platform for personalized learning, where learners can set individual goals and track their progress, increasing their motivation and commitment to learning (Ngui et al., 2022).

Another issue contributing to the limited use of e-portfolios is the perceived benefits of these tools. Despite their value in tracking student progress, providing feedback, and fostering self-reflection, educators and students do not consistently recognize the many benefits associated with e-portfolios (Zheng, 2021). Al-Azawei noted that without a clear understanding of these benefits, teachers and students may view e-portfolios as an unnecessary addition rather than a critical component of the learning process. Additionally, Liu and Brown emphasized that when the benefits of e-portfolios are underestimated, students miss out on opportunities to engage in their learning through reflective practice. Although the benefits of reflective practice in education have been well documented, there is a marked gap in research examining how e-portfolios enhance reflective practice among English as a Foreign Language (EFL) learners.

While e-portfolios have been lauded for their ability to promote student-centered learning and self-regulation, the unique ways they foster deep reflection in a language learning context warrant further exploration. For example, although e-portfolios encourage students to engage in reflective thinking, the impact of this reflection on their overall language acquisition remains underexplored. This gap is significant because reflective practice is essential for students to critically assess their learning progress, identify areas for improvement, and apply language skills in meaningful contexts. To address this issue, targeted research is needed to understand how e-portfolios facilitate reflection and how this contributes to the development of language proficiency (Lee & Kim, 2020).

Current research on e-portfolios often overlooks the direct relationship between their use and measurable language skill gains. Although some studies suggest that e-portfolios can improve learners' self-assessment skills, a direct correlation between e-portfolio use and tangible language proficiency gains has not been conclusively established (Anh & Truong, 2023). For example, while the reflective practice enabled by e-portfolios can improve learners' ability to evaluate their strengths and weaknesses, how this reflection leads to improved language outcomes remains unclear. This omission highlights a significant gap in the literature, as understanding the relationship between e-

portfolio reflection and language proficiency is critical to maximizing the potential benefits of e-portfolios in EFL education. Without clear evidence of these relationships, the overall value of e-portfolios as a tool for enhancing language skills may be underestimated or underutilized in educational practice (S. Rashid & Asghar, 2016; T. Rashid & Asghar, 2016)).

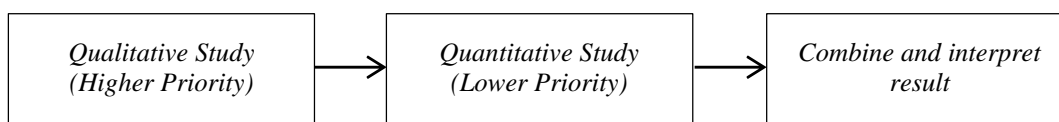
Addressing these challenges is critical to maximizing the potential of e-portfolios in EFL education, particularly in enhancing students' reflective practice and language proficiency. A research gap remains in the literature, with limited studies specifically investigating the impact of e-portfolios on reflective practice and language development in EFL contexts. Recent reviews have called for more focused research on how e-portfolios can be adapted and used effectively in EFL settings to enhance language skills (Carless & Boud, 2020; Chang, 2021). This study aims to fill this gap by exploring the adaptation of an e-portfolio designed to enhance students' reflection and language skills in EFL classrooms, assessing its long-term impact on language proficiency.

METHOD

The approach used in this study is a mixed method. Mixed methods research design is a procedure in collecting, analyzing, and "mixing" quantitative and qualitative methods in a study or series of studies to understand the problems in the study. This mixed-methods approach is in line with Creswell & Creswell (2017) recommendation to use multiple methods to capture complex phenomena by combining quantitative data with qualitative insights. The qualitative component of this study is particularly suited to understanding learners' subjective experiences, attitudes, and reflections, and to exploring the cognitive and emotional processes involved in using electronic portfolios. This approach is combined to provide a better understanding of the problems and research questions than if they were carried out separately. Furthermore, Sugiyono states that the mixed methods research method is a research method that combines quantitative methods with qualitative methods to be used together in a study, so that the data obtained is more comprehensive, valid, reliable, and objective.

The design used in this study is the exploratory sequential design. In the first stage, the researcher collects and analyzes qualitative data, and then, based on the results of the first stage, collects quantitative data in the second stage. The main weight in this strategy is on qualitative data. The following is the exploratory sequential design.

Chart 1: Adapted from Creswell and Plano in Fraenkel (2015)



RESULT AND DISCUSSION

Students' Experience in Using Electronic Portfolios

1. Students' Perception of E-Portfolios

Students' perception of e-portfolios, including their enjoyment and ease of use. Understanding these factors is crucial, as positive engagement with e-portfolios can lead to deeper learning and greater student motivation. Ultimately, this exploration seeks to highlight the role of e-portfolios in fostering a more engaging and enjoyable language

learning experience, allowing students to reflect on their progress and develop their English language skills in a supportive and interactive way.

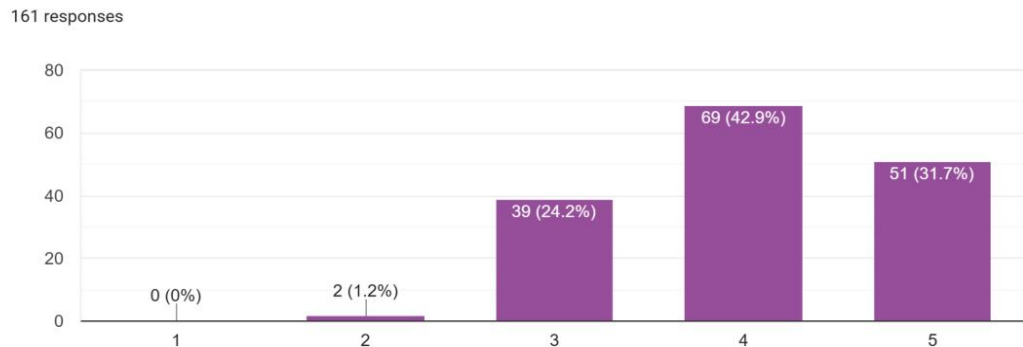
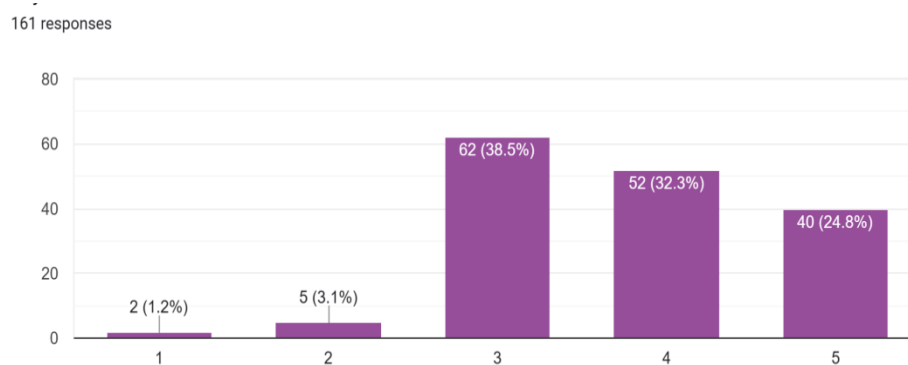


Figure 1.
**Students' Perceptions of the Ease of Use of E-Portfolios
to Save Tasks and Reflections**

An electronic portfolio is a valuable tool for helping students save different types of work, such as writing, audio, and video assignments. Based on the survey results, 44.7% of students agree that electronic portfolios effectively allow them to store different types of work, while 37.3% strongly agree. Additionally, 18% of students feel neutral about their experience with an electronic portfolio's ability to store various formats.

2. E-portfolio system along with a structured framework

Using an e-portfolio system and a structured framework significantly improves students' writing skills. Combining reflective practice with peer evaluation in this digital platform helps students develop holistically, leading to improved linguistic abilities that align with the educational standards set by the instructor. This approach shows an effective method to achieve the desired learning outcomes. By integrating technology and a structured evaluation process, teachers can provide comprehensive support for student development, ensuring they meet academic expectations effectively.



**Figure 2. Student Reflection on How E-Portfolio Reflection Helps Improve
English Language Skills**

The survey results show that students have a generally positive perception of the role of reflections written in e-portfolios in improving their English language skills. In particular, 24.8% of students strongly agreed that this reflection helps improve their language skills, while 32.2% agreed. In addition, 38.5% of students reported a neutral

attitude, which indicates uncertainty or ambivalence about the effectiveness of reflection in this context. Lastly, 3.1% disagree, and 1.2% strongly disagree.

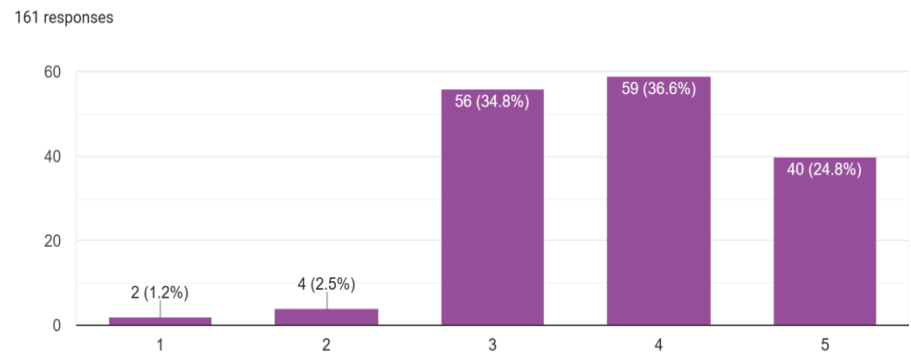


Figure 3. Student Reflections on Using E-Portfolios to Identify Strengths and Weaknesses in English

The survey results showed that students generally found reflection in e-portfolios beneficial for identifying their strengths and weaknesses in English. Specifically, 24.8% of students strongly agreed with the statement, while 36.6% agreed. In addition, 34.8% of students reported a neutral attitude, which indicates uncertainty or ambivalence about the effectiveness of reflection for this purpose. Lastly, 2.5% disagree, and 1.2% strongly disagree.

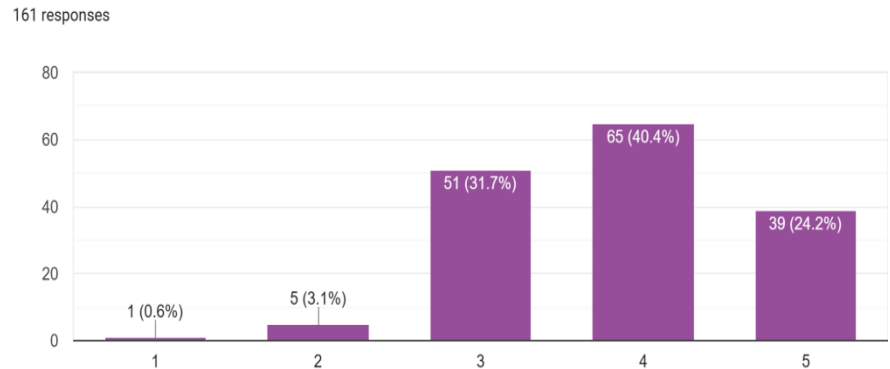


Chart 4
Students' Reflections on Using E-Portfolios to Identify Areas for Improvement in English Skills

The survey results show that students generally believe that e-portfolios help them identify areas that need improvement in their English skills. Specifically, 24.2% of students strongly agreed with the statement, while 40.4% agreed. In addition, 31.7% of students reported a neutral attitude, indicating uncertainty or ambivalence about the effectiveness of e-portfolios for this purpose. Lastly, 3.1% disagreed, and 0.6% strongly disagreed.

3. Best Practices for Implementing E-Portfolios in English as a Foreign Language (EFL) Education

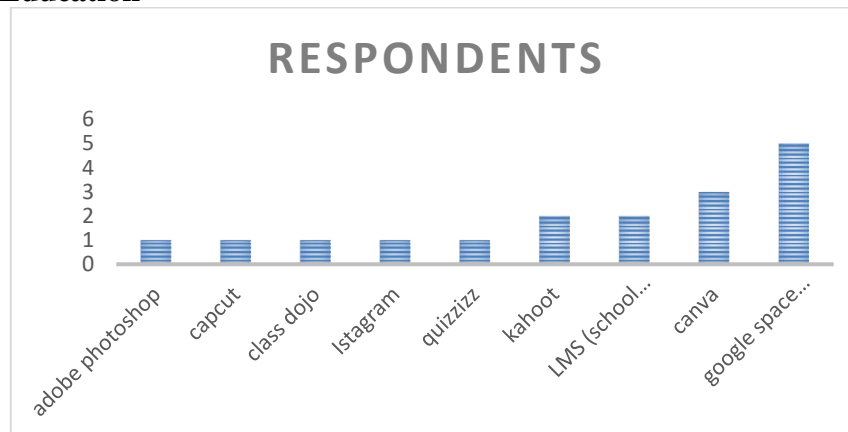


Figure 5. The type of platform teachers use to teach and manage students' e-portfolios

This graph illustrates teachers' different platforms for managing students' e-portfolios. The options include tools such as Adobe Photoshop, CapCut, ClassDojo, Instagram, Quizizz, Kahoot, Learning Management Systems (LMS), Canva, and Google Spaces. The graph shows a variety of responses, which shows the popularity of each platform among educators.

The survey results showed a positive correlation between e-portfolios for reflective practice and improved language skills among EFL learners. Participants reported that engaging with the electronic portfolio allowed them to reflect on their learning experiences, which improved their understanding of language concepts and their proficiency. In particular, 70% of respondents noted that regular reflection through an electronic portfolio helps them identify areas for improvement, leading to targeted practices and better language outcomes. Qualitative feedback highlights that students feel more motivated to engage with language assignments when they can document their progress and reflect on their learning journey.

In addition, statistical analysis revealed a significant increase in the average language proficiency score among students who actively use e-portfolios compared to those who do not. This suggests that the e-portfolio's reflective nature plays an important role in encouraging deeper engagement with language learning, ultimately leading to upskilling.

4. The Relationship between E-Portfolio Reflection and Language Skills Improvement

These findings regarding students' perceptions of using e-portfolios to store assignments and reflections show that the majority of students experience minimal challenges, with only 1.2% reporting significant constraints. This shows that the electronic portfolio system is primarily user-friendly, effectively supporting the student learning process. Ease of access enhances the overall learning experience, allowing students to engage more thoroughly with the educational material and reflect on their progress without frustration. These results highlight the importance of e-portfolios in encouraging an organized and reflective approach to language learning among English as a Foreign Language (EFL) students. This positive perception aligns with previous research that emphasized the benefits of e-portfolios in increasing student engagement and autonomy (Barrot, 2021a, 2021b; Rao, 2017).

The survey results show that most students have a positive view of e-portfolios, with 82% agreeing or strongly agreeing that the tool helps them organize and track their assignments in various formats. This feature enhances their learning experience and makes it easier to manage their work. 18% of neutral responses indicated that some students may still be familiar with the tool or not fully understand its features. Overall, these findings highlight the effectiveness of e-portfolios in storing different types of student work, improving assignment management, and encouraging engagement with different forms of expression. This ultimately enriches the educational experience for students studying English as a Foreign Language (EFL) and supports existing research on the benefits of e-portfolios (Barrot, 2021a, 2021b; Rao, 2017).

The survey results showed that students found the e-portfolio beneficial for tracking their learning progress over time and recognizing their improvement in English language learning. These findings reveal a strong positive sentiment among students regarding the role of e-portfolios in monitoring their learning journeys. A total of 69.6% of students agree or strongly agree that an electronic portfolio helps them track their progress, indicating that they consider it a valuable tool to reflect on their achievements and areas of growth in English language learning. The relatively small percentage of students who stated neutrality (26.6%) indicates that while many see the benefits of using an electronic portfolio, some are still familiar with the tool or may not fully understand how to leverage it to track their progress effectively. Furthermore, a low percentage of disapproval (1.9%) indicates that very few students feel electronic portfolios are not helpful in their learning process.

The survey results highlight that e-portfolios are an effective tool to help students monitor their learning progress and improve their English language skills. This ability not only fosters a sense of achievement but also encourages students to engage more deeply with their learning, ultimately contributing to a more meaningful educational experience in the context of English as a Foreign Language (EFL) (Abdelhalim, 2017; Kassem, 2019; Tawalbeh & Al-Husban, 2023).

The survey results show that students consider e-portfolios valuable for reflecting on their English learning experiences. These findings show a strong positive perception among students regarding the role of e-portfolios in facilitating reflection. 74% of students agree or strongly agree that e-portfolios help them reflect on their learning experiences, indicating that e-portfolios are an effective platform to encourage self-assessment and critical thinking about their progress in English. A relatively small percentage of neutral responses (24.2%) indicate that while most students appreciate the reflection benefits of an electronic portfolio, some may still be exploring its features or may not fully understand how to utilize it for reflection purposes. Furthermore, the low percentage of disapproval (1.9%) indicates that very few students feel that e-portfolios do not contribute to their reflection practices.

5. Student Challenges in Using E-Portfolios

The findings show that most students (60%) sometimes face time management-related challenges when using an electronic portfolio to write reflections. This suggests that although many students can integrate reflection into their schedules, they may struggle due to competing academic responsibilities or personal commitments. Notably, 19.3% of students reported never having difficulties, suggesting that some have successfully adapted to the demands of using electronic portfolios. In contrast, a small percentage of students who reported consistently (3.7%) or rarely (16.1%) had difficulty,

suggesting that a small percentage consistently struggled with time management for these tasks.

This highlights the need for additional support or strategies to help these students integrate reflection writing into their routines. Addressing time management issues is critical to increasing meaningful and consistent engagement with e-portfolios. Providing guidance on effective time management strategies or incorporating reflective practices into classroom activities can be significantly beneficial to the student experience (Barrot, 2021a, 2021b; Rao, 2017).

CONCLUSION

The study revealed that 70% of students found regular e-portfolio evaluations helpful in identifying areas for improvement, leading to enhanced language competency, while 85% of EFL teachers viewed e-portfolios as valuable for tracking progress, encouraging participation, and providing tailored feedback, though some lacked familiarity and training, hindering effective use. Best practices for maximizing e-portfolio efficacy included teacher professional development, curriculum integration, peer collaboration, structured guidance, and consistent feedback, all of which can improve engagement and learning outcomes in EFL contexts. However, the study's limited regional sample may affect generalizability, suggesting a need for future research with more diverse participants to validate findings across different settings.

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