THE EFFECT OF ELECTRONIC SPEAKING PORTFOLIOS ON EFL LEARNERS’ SPEAKING ABILITY

1DARARAT KHAMPUSAEN, 2JIRAPORN LAO-UN

English Language Department, Khon Kaen University, Khon Kaen, 40002 Thailand, English 40002 E-mail: 1darkha@kku.ac.th, 2jirapornl@kumail.com

Abstract - While English speaking is a vital ability for communication, the exposure to English use is limited in most non-English speaking countries. This lack of exposure to English language in the authentic English setting obviously hinders fluency in the language among the EFL learners in Thailand. This quasi-experimental design implemented the use of e-portfolio to study its effect on the English speaking ability of the 44 Thai EFL nursing students. Throughout the semester, the participants videotaped themselves while completing the four speaking tasks. This study also collected the learners’ opinions towards the use of e-portfolio to enhance their speaking ability were investigated. Data analysis was carried out by using the constructed rubric to analyze the speaking video portfolios uploaded onto the e-portfolio website by the participants. The results suggested the effectiveness of the tool on improving speaking ability, learner autonomy and media literacy skills. In addition, the interview results revealed positive opinions towards the e-portfolio. The discussion offers the current status of English speaking ability among Thai EFL students which reconfirms the gaps between the EFL speaking ability and the CEFR ‘can do’ descriptors. In addition, the author raises the light on integration of the 21st century IT tool to enhance these students’ speaking ability. Lastly, the theoretical implications and recommendation for further study in implementing electronic tools to promote language skills in the EFL context are offered for further research.

Index Terms - CEFR, EFL speaking, e-portfolio, 21st century skills

I. INTRODUCTION

Speaking is recognized as one of the most necessary skills in areas of English as a second or foreign language. Also, speaking is vital for effective communication in the language. The notion of English as a global language has strengthened the importance of English speaking skills. To comply with international demands of English communication skills, English courses have been enriched and adapted continuously. In Thailand, English language was introduced into Thai education for hundreds of years. It has been used as the main foreign language in order for communication in tourism, education, and international affairs including diplomatic, trade, and general communication. English is regarded a very significant foreign language and has been taught as a foreign language (EFL) for many years from the primary school to the university level in Thailand. Thai students normally spend approximately 9-12 years learning this language before they reach their high education study. It seems however difficult for Thai learners to be mastering the English speaking skills. While it is considered a major foreign language (EFL) offered to all levels of the Thai education. This has become a concern for the Thai government as the country has been a member of the ASEAN Economic Community (AEC) and follows the ASEAN Framework Agreement on Services (MRAS), which means that Thai labors are competing for jobs with ASEAN Economic Community (AEC) citizen in the labor market. Meanwhile, the minister of Public Health assured of plans to develop Thailand medical tourism capabilities and praised all agencies involved for implementing the Medical Hub policy since the medical tourism is a star industry in Thailand [3]. Nursing, according to the Mutual Recognition Arrangements (MRAs) that the Thai government signed to facilitate the movement of skilled labor, was indicated as one of the eight occupations among the ASEAN nations. However, Thailand finds it challenging to produce adequate numbers of qualified healthcare professionals to satisfy ASEAN customers and medical needs. One significant problem being found is that most of these health workers are not well prepared to face the language challenges that will increase from the establishment of the AEC and globalization in general. In relation to professional nurses, English speaking skills has been playing a crucial role in facilitating nursing students for professional requirements, training and study so that they can communicate with their foreign patients in English effectively in workplace challenges according to Mobility of professions in ASEAN community. Deficiency in English language skills, especially for speaking skills, become a major disadvantage for Thai nurses for their career success, which might be a result of the context of English teaching and learning in Thailand. Root of the poor English speaking skills amongst nursing students could be defined in detail to draw insight into the problem of this study. Considering that there are some factors, could be studied and improve for a better result. There are previous studies attempt to solve these problems to promote speaking skills of Thai EFL learners by using different teaching technique and method. Yet, there is no evidence on using e-portfolio to the development of speaking ability of Thai EFL learners. The researchers therefore conducted an experiment to find ways to enhance the
English speaking ability of the Thai EFL nursing students.

ILLITERATURE REVIEW

The literature review is based on the use of e-portfolios, their benefits and roles in various purposes. It also discusses on English speaking in the Thai EFL context, visualizing the current practice in Thai EFL classrooms which may vary in their curriculum arrangements and an individual teacher’s strategies.

A. English Speaking in the Thai Context

The teaching of English speaking in Thailand has hardly been neglected since English is currently more commercial in ASEAN. The education reform has been developed continuously to prepare students before entering job markets in the competitive world. This section provides previous studies concerning English speaking skills of Thai students. A number of factors contributes to the poor English among Thai EFL learners. The first factors being mostly discussed is personality. The perspectives of building up confidence in speaking was mainly mentioned as factors that strengthened speaking performance [5]. Khamkhien [6] viewed that learners are shy to speak out again when he or she recognized there might be mispronunciation during speaking, being shy to speak with their classmates and lacking confidence in speaking English [7]. Bruner et al. [11] maintained that learning styles of Thai learners were affected by a group-oriented Thai culture in which cooperation and group work was preferred over individual work. Thai learners trend to be norm-oriented. They do not want to take risk in learning a new language that will take them from their cultural norms [7]. Similarly, Bruner et al. [11] asserted that Thai learners often avoided working in individual communicative tasks such as volunteering, asking and answering questions and expressing opinions due to the fear of losing face. Also, as the Thai language is used as the medium of instruction in the classroom, it is difficult for Thai learners to master the English language, particularly in speaking and listening. The classroom environment in the Thai context is mostly teacher-centered in which teachers are not familiar with the aural-oral method of CLT. Thus Thai classroom environments and instructions are found critical factors responsible for limited success of English language learning and teaching English speaking in Thailand included lack of appropriate curricular, teaching approaches and which overly emphasized on grammatical details, students, learning media, inappropriate texts, and evaluation method. The roles of teachers cannot be overlooked as the majority of English Thai EFL teachers employed the Grammar-translation and Audio-lingual methods in English language classroom. Status of English language in Thailand is one interesting issue discussed among educators. English in Thailand has been placed as a foreign language. According to a number of studies in Thai EFL learners’ English proficiency, one of the most critical and obvious problems are the status of English language in Thai curriculum. Being a foreign language leads to the less emphasis of the language in classroom. Students have limited exposure to English language in the authentic contexts. In addition, due to a large class size in some Thai schools, students have inadequate speaking practice using the target language. It could be said that focus of English classes is on usage of English language and the vocabulary memorizing rather than to practice using the target language in various situations to promote the fluency and confidence in speaking, most importantly. With limited opportunities to exposure to English outside of class, most students are naturally not eager to use English. With low exposure and unclear objectives of English education in the Thai context, students are found lacking motivation and engagement in learning English language could be found in EFL learners in remote areas where the need for English language communication is unperceived.

In addition, one of the most important factor for the limitation of English speaking ability of EFL learners in Thailand is the differences between the phonetic and phonological systems of English and their first language (Thai). This is one of the obstacles that unavoidably hinders their fluent English speaking ability. Students with the lack of opportunity to use English in their daily life may find English speaking is bizarre. This problem is even more critical in Thailand where the terms such as “lose face” and “saving face” are used. Thus, some Thai EFL learners may avoid speaking English to avoid losing face for themselves. In the same vein, some of them may be worried of misinterpreting what they have heard in English. the Thai educational authority, known as the Ministry of Education (MOE), has recently adopted the CEFR to boost English language proficiency in 2015 to reduce the problems in raising the standard of Thais’ English communication ability. This is aimed to provide a basis for evaluating the knowledge and efficiency of teachers and students and learning, and the reform of learning and teaching and learning of English from the most basic education level to the professional community. Putting CEFR into practice requires well-planned strategies and steps toward clarifying language goals and raising English language standards in Thailand. Regarding this policy, CEFR has been used as framework to benchmark communicative language ability at three levels; basic users (Level A), independent users (Level B), and proficient users (Level C). In compliance with the policy, the MOE also has set the English language proficiency for Thai students; by the end of Grade 6 students should have reached A1 proficiency; by the end of Grade 9 students should
have reached A2 proficiency; by the end of Grade 12 students should have reached B1 proficiency. At present, the Common European Framework Reference (CEFR) has been a framework for the four skills teaching in Thailand. The teaching of EFL Speaking in Thailand has hardly been neglected in Thailand. Approach to the teaching of English speaking in EFL/ESL context has been reformed to appropriate methods. CEFR defines language users with the descriptions explaining what they are able to do with a language, and what they should know in order to be able to act [12]. Communicative language activities are organized in the three main categories: reception, interaction, production. For spoken mode, communicative activities are distinguished in to four main types: reception, production, interaction or mediation (in particular interpreting or translating) [12]. Thai EFL learners’ speaking skills, similarly to other skills, does not satisfy the framework. It also brings to The Thai educators a greater concern in producing graduates who will survive the demand of the 21st century. As a result, the researcher aims to use the Common European Framework of References (CEFR) as the guideline for the development of the speaking practice materials and strategies for improving students’ speaking ability, emphasizing on developing their oral production based on B1 CEFR level.

B. Use of E-portfolio in English Language Teaching

Being recognized as a paradigm for learner-centered classroom, Portfolios provide learners with opportunities to become more active learners by encouraging them to have ownership and responsibility for their own learning. An educational portfolio assessment was primarily used in the late 1980s in writing classroom to address the need for accountability [13]. Paulson, Paulson and Meyer [14] specified that portfolios can be considered as a powerful on education tools for encouraging students to take responsibility of their own learning. Also, portfolios allow student to assume ownership in ways that few other instructional approaches allow. Additionally, Nunes [15] declared that portfolio is considered as an instrument that can foster students’ reflection, and help them self-monitor their own learning. Portfolio, as a useful pedagogical tool, facilitates the adoption of a more learner-centered practices as well as the integration of assessment, teaching and learning with the curriculum. The portfolio can provide opportunity for the students to be more engaged in the learning. This has been suggested as a tool for constructing and managing students’ own knowledge.The power of the 21st century technology has transformed old-style language instruction methods. Technology provides a wide range way for us to help learner to improve skills. E-portfolios are an alternative storage system for traditional paper-and-folder portfolios. As one of the 21st century tools, e-portfolios are considered as a paradigm in constructivist e-learning. They are capable of fostering students’ deep learning while serving as a meaningful way for both students and faculty of engagement in outcomes-based assessment. E-portfolios have been shown as a validity way in documenting student progress, encouraging greater student involvement in the learning process, showcase work samples, and providing a method of learning outcomes assessment and curriculum evaluation [16]. E-portfolio employs 21st century skills such as learning and innovation skills of creativity which is critical thinking, problem solving, communications, and collaboration. Also, it supports necessary literacy skills such as information literacy, media, and technology artifact manipulation [17].

C. The use of e-portfolio

The implementation and adoption of e-portfolios varies depending on their types. Along with the definitions of e-portfolio described by different theorists and educators, e-portfolios can have multiple purposes: as an assessment tool, for marketing or employment, and to document the learning process and growth for learners of all ages. As a result, the following section the researcher aims to analyze the features of an e-portfolio for divergent purposes with its different components in detail, focusing on the implementation portfolio for the assessment. Barrett [13], the portfolio development process includes three general components: content, purposes, and process. Yet, first of the three is and the most significant act of portfolio preparation the decision of the purposes for the portfolio because the purposes and goals for each portfolio will determine the content, which refers to the reasons for e-portfolio development [13].

D. Related Studies

This part studies the use of e-portfolio in English language learning from different educators and researchers. The researcher purposely selected only the studies related to the e-portfolio implementation on speaking skills of EFL learners. Some previous studies had been conducted to investigate the effects of the use of e-portfolio on speaking skills. The related studies are categorized into groups according to the purposes of use.

1) To enhance spoken production and quality

For the purposes of language teaching, E-portfolios aare used to improve speaking skills in terms of language production. Huang and Hung [20], conducted a research to examine the effects of e-portfolio in terms of language quantity, lexical richness, and syntactic complexity of EFL college students’ oral performance in English conversation classes. Also, the study aimed at exploring students’ opinions towards the employment of the e-portfolios. The findings revealed that the portfolio group had
significantly better oral performance on the three indices which are language quantity, lexical richness of students' oral production in a substantial manner. However, the result showed that the students failed uphold such effects for the syntactic complexity. As claimed by Huang and Hung [20], in terms of language quantity, e-portfolio allows students to practice their own speaking before uploading their works onto their e-portfolio. This additional practice leads to a substantial increase in language production. Also, an additional practice in their speaking enables them to speak more fluently by organizing their opinions in communicating their messages. In lexical richness aspect, e-portfolio treatment fosters students’ speaking vocabulary by preparing themselves to make use of more diverse vocabulary to upload their recording for presenting themselves on a better light online. These additional practices allow students for constant document and monitoring of language learning progress, and decrease speaking anxiety. Furthermore, the possibility of revising and resubmitting their speaking recording as many times as they pleased facilitate them to learn. Apart from serving as a good tool, students consider that e-portfolio process motivates them to better engage in the effective practice of their own learning [20]. Similarly, Cepik and Yastibas [21], examined the effects of e-portfolio on the speaking skills of Turkish EFL learners, and examined whether e-portfolio has similar positive effect on improving speaking skills the way it does on writing skills. The finding of the study found that e-portfolio can improve students' speaking skills as it has done in writing skills. Moreover, the students' attitudes toward the use of e-portfolio in speaking are positive because the students though that e-portfolio can improve their speaking in terms of grammar, pronunciation, and vocabulary as well as in terms of self-confidence, motivation, and anxiety. Cepik and Yastibas [21], categorized difficulties in speaking as academic and affective improvement respectively. Academic difficulties are generally related to grammar, vocabulary, and pronunciation while affective difficulties are related to anxiety, self-confidence, and motivation. The researchers stated that pronunciation, and unknown words, which are categorized as academic difficulties, may create difficulties to students. Being nervous excited and not being self-confident, which are categorized as affective difficulties may cause difficulties in speaking as well. In implementation of e-portfolio in speaking, e-portfolio leads to an improvement in the learning process. The self-assessment contained in e-portfolio can enable students to assess their mistakes they make while speaking, and try to speak more fluently by trying to improve it. Moreover, e-portfolio allows students to assess their learning process in terms of what they did well and whether should improve. During this process, students understand that they make some grammar mistakes and incorrect use of some basic words. As a result, students can observe their improvement and correct their mistakes by recording, watching or listening to their speech on their speaking e-portfolio [21]. The results of the study are in line with Huang and Hung’s [20] study that e-portfolio provides students with positive practices, and they have thought that they benefit from these practices. During e-portfolio treatment, students speak English more in the class that allows them to develop their vocabulary skills.

2) To enhance self-monitoring
Self-monitoring harnessed the use of E-portfolios as advocated by Wang and Chang's [22]. Their study focuses on the effect of self-monitoring on students' speaking performance to provide useful guidance for instruction, use e-portfolio, CDs, and VCDs as instruments. The objective was to investigate the effects of e-portfolio on college students' speaking performance on communication apprehension. The results showed that the students in the portfolio group did not have significantly higher communication on apprehension than the students in the non-portfolio group. Northerlies, the findings found that the use of e-portfolio allowed students to learn from both teacher and peer feedback. As asserted by Wang and Chang [22], speaking portfolio provides students with opportunity to learn from their teachers. This implies that students attempt to learn from their peers' performances and notice their own strong and weak points by observing their peers' audio recording on e-portfolio. Consequently, students can improve their speaking throng self-reflection and feedback [22].

3) To provide feedback
Additionally, e-portfolios facilitated the exchanges of ideas and feedback. Regardless of peer and teacher feedback, more recent research conducted by Safari and Koosha [23], using e-portfolio as an alternative assessment, aims to examine the effects of speaking portfolio on Iranian EFL learners' speaking ability at the intermediate and advanced proficiency levels and also its impact on their attitudes. The participants randomly selected based on Oxford Placement Test, were assigned to four groups which are intermediate and advanced experimental groups, intermediate and advanced control group. The research finding showed that there was a significant difference between speaking video portfolios and enhancing the intermediate and advanced EFL students’ speaking skills as students using the video portfolio significantly progressed. Also, the majority of the students thought that speaking portfolio promoted their proficiency level in English especially in terms of self-reflection and peer-feedback. Safari and Koosha [23] proved that the employment of e-portfolio allows students to learn from them and their peer since e-portfolio provides with opportunity to evaluate themselves throughout self-assessment. They analyzed how well they had learned and what
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the need to work on next. Also, it is useful to give peer feedback and recognize their own mistakes by observing their peers' performances. In other words, when e-portfolio is implemented in speaking class, it can facilitate peer-feedback and promotes professional development [23].

5) To enhance self-reflection
Moreover, e-portfolio were used as a form of valued assessment and reflection promoting self-reflection and self-assessment. It is proved from several studies that e-portfolio can be used effectively in English speaking teaching and learning since it can improve students' speaking skills. E-portfolio leads to self-reflection. It enables students to improve their speaking by evaluating themselves and finding out their mistakes while speaking. E-portfolios also allow them to learn from teacher and peer-feedback. Speaking portfolios makes students become autonomous learner because it helps them to aware of important factors, procedures, and attitudes of their learning process.

From the review of using portfolios, while it seems to be a useful teaching tool, there are only a limited number of works done in EFL speaking with the combination of portfolio types, especially in the Thai EFL context. Thus, the researcher aims to integrate and combine the components of different e-portfolio types due to the objectives. As a result, the web-based e-portfolio adapted for use in this can be categorized as a combination of a learning and assessment portfolio, which provides the formative and summative assessment. The objective is to assess of the students at intervals as well as link assessment and learning by involving in the assessment process, by using teacher feedback and self-reflection.

III.METHODOLOGY

3.1. Participants
The study included 45 undergraduate nursing students at, a Thai College of Nursing, who enrolled in English for Everyday Life course in the second semester of the 2017 academic year. The 44 nursing students were selected by using the purposive sampling method. According to CEFR, recently adopted by the Ministry of Education, these students should be at B1 language users. However, they have similar educational background and English abilities since all of them didn’t pass the English standard test in their early year. As a result, for the purpose of English classroom communication, these participants could be qualified samples for the study aiming at developing speaking ability to non-English speakers.

3.2. Research Instrument
There are two main types of researcher instrument used to acquire data from the finding of the study. To find out what are Thai EFL nursing students’ strengths and weakness in English speaking, the researcher employed the e-portfolio to assess and collect participants’ speaking performance. The procedures were initiated by the teacher who gave constructed speaking lessons with the accompanied exercises in an e-portfolio, speaking tasks called monologic speaking tasks, and guidance for all participants for their self-study.

To elicit the participants’ opinion about the use of e-portfolio on promoting their speaking ability, oral overall self-reflection was developed. They were required to complete the oral self-reflection on the process of doing their speaking assignments after completing each speaking task weekly, what they have learnt from, and the perceptions towards the use of e-portfolio in promoting their speaking ability by videotaping their own oral self-reflection videos.

3.3. Data Collection and analysis
1)The data was collected during 2 months of the course. It was done both during and after the treatment. The speaking task was distributed to the students to examine their strength and weakness in their speaking performance.

2)The students were required to complete the speaking tasks weekly as additional out of class. English speaking practice by uploading to their own e-portfolio to the researcher. During the e-portfolio process, the students could be able to rerecord their speaking tasks as much as desired, and they had additional practice and rehearsal of the speaking performance before uploading to their own e-portfolio and submitting them to the researcher. The speaking tasks were transcribed to be analyzed to search for the answers to the first research question. After submitting each speaking task, teacher feedback in electronic form was to be provided to the students via e-portfolio individually so that they know about their speaking ability, allowing them to learn from their mistakes and find way to improve.

3)For the answers to the second research question, the students were required to describe their self-reflection on their speaking ability according to the speaking competence (e.g. accuracy, fluency, pronunciation). Besides; the overall reflection of their opinion towards the use of e-portfolio on promoting their speaking ability was submitted to the researcher for descriptive data analysis.

IV. RESULTS
The major finding was presented based on the two research questions. The first area focuses on students’ strengths and weaknesses of their speaking ability. The second one addresses students’ opinion towards the use of e-portfolio on enhance their speaking ability. The findings in this section were obtained from the recordings of videos speaking tasks and oral self-reflection videos, and the information was categorized.
4.1 Strengths and weaknesses of speaking ability

To provide an account for these findings, the data was categorized in terms of accuracy, fluency, and pronunciation. The findings in this section derived from speaking tasks gathered through e-portfolio revealing that weaknesses were found in accuracy, fluency, and pronunciation.

In regard to accuracy included the vocabulary use and grammatical structure of the sentences, the students used a limited range of appropriate vocabulary to talk about the topics. Focusing on grammatical structure, the students produced incorrect tenses although they used simple of grammatical forms. Another weakness was speaking fluency, the students produced responses which were characterized by short phrases and frequent hesitation such as “er” or “ah”. In oral production, only some of them could be able to use basic cohesive devices and discourse markers. Additionally, although contributions are mostly relevant, some repetition was produced. Lastly, in terms of pronunciation, the speech gendered by the students showed phonological feature errors of both utterance and word levels. The finding suggested that the utterances generated by the students were with little pitch movement, in a monotone voice. The pronunciation, especially, word stress and the final sounds of some English words such as / tʃ /, / s / or / z / seemed to be the common weakness. However, the use of e-portfolio as an additional practice tool eventually led to their English speaking improvement. In addition, electronic teacher feedback played an important role in raising awareness, enabled the students to realize their mistakes they made while speaking. Students’ opinions towards the use of e-portfolio Results of the items covered in the self-reflection questions are presented in this section. The categorizations were developed depending on the content of the overall oral self-reflection: the students’ perception of the use of e-portfolio, advantages and disadvantages of the use of e-portfolio, and the students’ suggestions and requirements.

<table>
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<tr>
<th>Content</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
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<tbody>
<tr>
<td>The electronic portfolio improved students’ speaking ability</td>
<td>74%</td>
<td>26%</td>
<td>0%</td>
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Based on the students’ opinion towards the use of e-portfolio on enhancing their English speaking ability, more than half of them (74% Strongly Agree and 26% Agree) reported that e-portfolio became a good and useful additional practice tool to help them enhance their speaking ability in terms of accuracy (42%), fluency (30%), and pronunciation (28%) respectively. This proves that the students had positive opinions towards the use of e-portfolio on improving their speaking ability. As additional out-of-class practice tool, the e-portfolio provides the students with positive English speaking practices. Because of the possibility of revising and resubmitting their speaking recording as many times as they desired, the e-portfolio enables them to learn. Student #3: I find the use of e-portfolio very useful in improving English speaking. Normally, I not speak English at all, but the e-portfolio allows me to practice English speaking that I can apply them to use in my real life.

Student #29: I get a chance to practice speaking English. When I find my mistakes, I can revise and resubmit my speaking tasks. Comparing the traditional speaking assessment and face-to-face speaking, the e-portfolio treatment fostered self-confidence of the students, and could be able to decrease their anxiety while speaking. Additionally, the findings revealed that the e-portfolio motivated them to speak English more with the use of correct grammatical sentences and pronunciation. No students considered the use of e-portfolio as a alternative tool to improve their speaking ability as drawback, implying that the students embraced this tool with open arms. Student #5: Thanks to the e-portfolio, I spent my out-of-class time on English speaking practices. It decreases my shyness of speaking. It makes me more confident as well. Student #17: E-portfolio motivates me to speak English because in e-portfolio, I can track my English speaking progresses that encourage me to improve

Fig. 1 Strengths and weaknesses of speaking ability

Fig. 2 Descriptive statistics of The Students’ Opinion on the Use of E-portfolio
my speak more and more. Although I speak with grammatical errors, I do not fear of making these mistakes because there is a teacher who give me feedback that guide me to improve my speaking. With regard to students’ requirements, the response from one of the student indicated during the e-portfolio process, if there were more instructors or teachers in a course providing the students with teacher feedback individually, it would be better for them to realize and find way to improve their speaking as there was only one teacher per 44 students in the e-portfolio treatment.

In other word, teacher feedback has an important role when learning a foreign language in e-portfolio process. Also, teacher feedback helps learners to aware of their learning. Student #28: I think it would be better if there are more teachers in the class with a small group of students such as a teacher per a group of 10 students. That is because one teacher with a large class size, teacher does not have time to give students feedback for each student. With the speaking practices, one of the students reported stated that English speaking practices in monologic tasks were insufficient to apply to use in daily life. Student #14: It would be better if I get a chance to practice English conversations as well. The results above suggest that students should have opportunity to practice English speaking in vary situation, both monologic and dialogic speaking tasks.

CONCLUSION

The current study conducted to investigate the strengths and weaknesses of Thai EFL nursing student as well as to explore their opinion towards the use of e-portfolio on enhancing their English speaking ability to understand the problematic factors hindering the development of their speaking. Following the qualitative examinations, the two major results emerged for the initial phase of the ongoing study. English speaking difficulties in Thai nursing learners of English as a foreign are problematic classroom teaching and learning practices.

The additional English speaking practices for Thai EFL nursing student should be supported. Based on the nursing student’s opinion towards the use of the e-portfolio, suggestions and some practical recommendations for the employment of e-portfolio to promote classroom practices ability in an attempt to help Thai EFL nursing learners covered strengthening their self-confidence and motivation to speak English.

REFERENCES

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