

## TEACHER'S STRATEGIES IN UTILIZING E-PORTFOLIO IN PUBLIC SPEAKING CLASS: A TEACHER'S VOICE

Imam Khairil Akbar<sup>1\*</sup>, Dyah Setyowati Ciptaningrum<sup>2</sup>, Yuyun Yulia<sup>3</sup>

<sup>1</sup>imamkhairil.2023@student.uny.ac.id, <sup>2</sup>dyah\_ciptaningrum@uny.ac.id, <sup>3</sup>yuyunyulia@uny.ac.id

UNIVERSITAS NEGERI YOGYAKARTA

Received: February 25, 2026; Accepted: June 26, 2026

### ABSTRACT

The rapid integration of digital technology in higher education has encouraged educators to adopt innovative tools to support language learning, particularly in developing speaking skills. One such tool is the electronic portfolio (E-portfolio), which enables learning, reflection, and assessment beyond traditional classroom practices. This study investigates both the strategies employed by a lecturer in implementing E-portfolios in a public speaking class and examines the challenges encountered during their implementation. Using a qualitative narrative inquiry design, data were collected through a semi-structured interview with a lecturer experienced in implementing E-portfolios in higher education. The data were analyzed using reflexive thematic analysis to identify recurring patterns and themes from the lecturer's experiences. The findings indicate that E-portfolios are perceived to effectively support speaking practice through repeated audio and video recordings, structured feedback, self-reflection, and peer assessment. However, challenges related to student readiness, teacher workload, technological limitations, and insufficient institutional support were also identified. Despite these challenges, the study highlights the pedagogical value of E-portfolios in fostering autonomous learning and enhancing speaking performance. The findings suggest that with adequate preparation and institutional support, E-portfolios can serve as a powerful tool in public speaking instruction in higher education.

*Keywords:* E-Portfolio, Higher Education, Public Speaking, Teacher Strategies

### A. INTRODUCTION

Developments in science involve the use of new technologies in education, with the goal of upgrading old and traditional methods of teaching and establishing the foundation for innovative ones. Instead of replacing the teacher, these new teaching methods help the teacher transition from being an all-knowing figure to a mentor and role model for the students (Patsia et al, 2021). Several universities in Indonesia have also utilized technology appropriately to support their students in gaining more knowledge (Ghafur, 2021). Hence, the research conducted by Bećirović et al, (2021); Umar dan Hassan, (2015) found that the use of ICT in teaching English has the potential to provide improved fluency in English, especially in speaking and writing skills. It can be said that the use of ICT in the classroom

can provide opportunities for students who want to improve their English fluency, and for teachers to use ICT as a learning medium to deliver English language material in class (Ndibalema & Mrosso, 2024).

In an era characterized by rapid technological advancements, the integration of technology into education has emerged as a transformative force, reshaping traditional teaching and learning paradigms (Kulshreshtha et al, 2023). Moreover, traditional education methods have long been rooted in established pedagogical practices. In contrast, during teaching general and specialized courses, new technologies force educators to reevaluate their roles and adapt from a teacher-centered to a student or team-centered educational process. New types of conversation can be enhanced by incorporating digital tools into classroom activities (Griva et al, 2019). In addition, an electronic portfolio (E-portfolios) is a web-based collection of artifacts (documents, multimedia projects, quotes, images, etc.) and reflections related to those artifacts compiled by students focused on learning and development (Ciesielkiewicz, 2019). Alexiou and Paraskeva (2010) concurred that the E-portfolio encourages students to be active and autonomous learners and has the potential to enhance self-regulated learning skills. In fact, if used as a learning strategy, it can be beneficial to students by using it as “a scaffolding approach of understanding and engagement”.

Furthermore, Pratiwi et al, (2021) argued that speaking is crucial in learning a language; if learners desire to master a language, they must learn how to say something in English. English is an international language, and if they can speak English, it will be easier to communicate with people in various countries out there (Arroba & Acosta, 2021). Speaking skills, one of the most important communication skills, are greatly needed in education and training environments. It is one of the language elements that has a function to help learners in communicating or expressing their ideas, feelings, and thoughts (Thomé & Kim, 2017). Pérez et al, (2017) stated that speaking implicates an exchange of information between speaker and listener in order to deliver and accept verbal messages through speech, with speech perception and speech production being the two constitutive elements of the communication.

Previous studies have examined the use of E-portfolios from various perspectives in higher education. For instance, Cheng (2022) explored EFL college students' perceptions of constructing writing E-portfolios using a qualitative approach and found that students generally benefited from the processes of creation and evaluation. Similarly, Chang and Kabilan (2024) analyzed the potential of social media as E-portfolios through a literature analysis and emphasized their value in supporting learning, while also highlighting the importance of careful implementation and sustained institutional support. From a quantitative perspective, Ciesielkiewicz (2019) investigated students' views on the usefulness and importance of E-portfolios and underscored the significant role of technical support in shaping students' motivation and perceptions. A review of these three studies indicates that limited attention has been given to E-portfolios from the lecturer's experiential perspective. In addition, their application in public speaking instruction remains underexplored, and narrative inquiry has rarely been employed to examine E-portfolio implementation.

Therefore, this study aims to explore the lecturer's strategies in utilizing E-portfolios in a public speaking class, including their role in learning and assessment, as well as to examine issues of readiness and institutional challenges encountered during their implementation. It is necessary to conduct research titled "Teachers' Strategies in Utilizing E-Portfolio in Public Speaking Class: A Teacher Voice". Based on the background and the identified research gap, this study is guided by the following research questions:

1. What strategies does the lecturer employ in utilizing E-portfolios in a public speaking class?
2. What challenges are faced by the lecturer in implementing E-portfolios in public speaking instruction?

By addressing these questions, the study aims to provide an in-depth understanding of how E-portfolios are pedagogically implemented in a speaking context and how the lecturer navigates practical constraints within higher education settings.

## **B. METHOD**

A narrative inquiry research design was adopted to investigate the pedagogical strategies employed in implementing E-portfolios in a public speaking class and to explore the lecturer's perceptions of how E-portfolios support EFL learners' speaking development. This study employed narrative inquiry as its research design. Narrative inquiry seeks to explore and interpret individuals' lived experiences through stories, whether spoken or written (Clandinin & Connelly, 2000). This approach was considered appropriate because it enabled the researcher to gain an in-depth understanding of the lecturer's experiences in implementing E-portfolios as a learning medium. Through this design, the study explored how E-portfolios were perceived to support students' speaking development, and how the lecturer perceived changes in students' speaking engagement.

The participant in this study was "Smith" (pseudonym), a lecturer at a private university (pseudonym). He was selected purposively due to his strong academic background and extensive experience in integrating e-portfolios into his teaching practice. The participant had conducted seminars and training sessions on the implementation of E-portfolios at both secondary and higher education levels and had participated in several international academic seminars. His professional expertise and direct experience in applying E-portfolios in speaking classes made him a relevant and information-rich participant for this study.

To gather empirical data, the researcher employed a semi-structured interview as the primary data collection method. This type of interview allows participants to elaborate on their experiences while enabling the researcher to explore issues that emerge beyond the prepared interview guide. Its semi-structured nature further permits follow-up questioning, thereby facilitating deeper insights into the participants' perspectives. The interview was conducted in a single face-to-face session at the participant's workplace, allowing the participant to share detailed reflections based on his lived experiences and resulting in rich and meaningful data.

The collected data were analyzed using thematic analysis as outlined by Braun and Clarke, (2022). Thematic analysis is a qualitative method used to identify, analyze, and interpret patterns of meaning across a dataset, emphasizing the researcher's active and reflexive role in interpreting the data. The analysis began with data familiarization, during which the researcher repeatedly read the interview transcript and listened to the recording to fully understand the content and context. Initial codes were then generated from data segments relevant to the research questions using both semantic (explicit) and latent (interpretative) coding. These codes were subsequently organized into potential themes representing significant patterns within the data. The themes were reviewed and refined to ensure coherence and relevance, with overlapping themes merged and less significant themes removed. In the final stage, each theme was clearly defined and named, and the analytical report was produced by linking the findings to the research questions, selecting representative excerpts from the interview, and providing reflective interpretations to demonstrate the study's contribution to understanding the implementation of E-portfolios in public speaking classes.

## **C. FINDINGS AND DISCUSSION**

Based on the interview conducted by the researcher with Smith as a participant, several themes emerged that illustrate the teacher's strategy for utilizing E-portfolios in public speaking classes, drawing from the teacher's experiences. These themes include the use of E-portfolios for learning, their role in assessment, the readiness of both teachers and students, and challenges such as insufficient technology and institutional support. Each theme is supported by detailed insights provided by Smith during the interview, with comprehensive explanations for each question posed.

### **1. Lecturer's Strategies in Utilizing E-Portfolio in Public Speaking Class**

The findings revealed that the lecturer implemented two main strategies in utilizing E-portfolios to support public speaking instruction: using E-portfolios as a platform for learning and using E-portfolios as an assessment tool. These strategies demonstrate that the integration of E-portfolios went beyond technological adoption, as the tool was intentionally incorporated to facilitate students' speaking development and monitor their performance improvement. The first strategy emphasizes the role of E-portfolios in providing continuous opportunities for practice, reflection, and self-improvement through recorded speaking activities. Meanwhile, the second strategy highlights how E-portfolios transformed assessment practices by enabling ongoing feedback and evaluation of students' speaking performances.

#### **Using an E-Portfolio for Learning**

The first theme highlights the pedagogical use of E-portfolios as a strategic tool to support speaking practice in public speaking instruction. The lecturer described E-portfolios as a structured digital space where students systematically document their learning process through repeated audio and video recordings. Rather than functioning merely as a repository for submitted tasks, the E-portfolio served as an ongoing record of students' speaking development over time, capturing both their initial attempts and subsequent improvements.

*“I ask them to upload audio recordings, and later on, video recordings. They learn about intonation, pronunciation, pace, and volume through these practices.”*

This statement illustrates that the integration of E-portfolios was intentionally designed to focus on key components of speaking performance. The emphasis on repeated recordings suggests that students were encouraged to engage in deliberate practice, where refinement occurred through conscious repetition and self-monitoring. The possibility of re-recording performances multiple times before submission provided learners with opportunities to evaluate their own delivery, identify weaknesses, and make targeted adjustments.

This practice indicates that E-portfolios functioned not merely as storage tools but as pedagogical platforms that facilitated iterative rehearsal and performance refinement. The opportunity to rehearse extensively outside the classroom reflects a process-oriented approach to speaking development, shifting the focus from a single graded performance to continuous skill enhancement. In this sense, learning became developmental rather than product-oriented, allowing students to experience speaking as an evolving competence rather than a one-time evaluation event. This finding aligns with Yang et al. (2016), who argue that E-portfolios promote productive learning by encouraging reflection, revision, and self-regulated learning. Through the cyclical process of recording, reviewing, and revising, students actively constructed their learning trajectory. The lecturer's strategy, therefore, supported not only technical speaking improvement but also metacognitive awareness, as learners became more conscious of their strengths and areas needing improvement. Such reflective engagement is particularly important in speaking instruction, where confidence, fluency, and delivery skills develop gradually through practice and feedback.

Moreover, the use of E-portfolios contributed to a blended learning environment in which out-of-class practice complemented in-class interaction. By allocating recording tasks outside the classroom, valuable face-to-face time could be dedicated to feedback, discussion, and deeper engagement with rhetorical techniques. This pedagogical shift demonstrates how digital tools can extend learning beyond classroom boundaries while maintaining instructional coherence. Analytically, the integration of E-portfolios transformed speaking instruction from a one-time performance model into a continuous improvement framework. Instead of perceiving speaking tasks as isolated assessments, students engaged in sustained cycles of rehearsal and refinement. This approach reinforces learner agency, as students assume greater responsibility for monitoring their progress and actively improving their performance. From a broader perspective, the implementation of E-portfolios illustrates how technology-mediated instruction can reconfigure traditional speaking pedagogy into a more reflective, student-centered, and development-oriented practice.

### **Using E-Portfolios for Assessment**

The second theme concerns the role of E-portfolios in reshaping assessment practices within public speaking instruction. The lecturer emphasized that assessment extended beyond simply assigning grades and instead incorporated ongoing feedback on both technical and communicative aspects of students' performances. In this sense, assessment functioned as a continuous learning process rather than a final evaluative moment.

*"We comment on technical aspects like lighting or audio issues and public speaking elements like hand gestures and eye contact."*

This statement indicates that the evaluation covered multiple dimensions of performance. Students were not only assessed on linguistic features such as pronunciation or fluency, but also on non-verbal communication and presentation quality. Such an approach reflects a holistic understanding of public speaking as both a communicative and performative skill.

This illustrates a multidimensional assessment framework in which students receive formative feedback on delivery, clarity, and overall effectiveness. The digital nature of E-portfolios also allows feedback to be documented and revisited, enabling students to reflect on comments and apply them in subsequent performances. In this way, assessment becomes developmental rather than episodic. Consistent with Bhattacharya & Hartnett, (2015), E-portfolios facilitate reflective and peer-based assessment processes. The inclusion of self-reflection and peer evaluation encouraged students to take a more active role in evaluating their own learning. Rather than relying solely on teacher judgment, students engaged in reviewing their performances and identifying areas for improvement, thereby strengthening their metacognitive awareness. From an analytical perspective, the assessment process became more dialogic and participatory. The use of E-portfolios shifted evaluation from a teacher-centered model toward a collaborative learning process, where feedback, reflection, and revision were interconnected. This transformation highlights how digital tools can support more learner-centered assessment practices in speaking instruction.

## **2. Challenges in Implementing E-Portfolio in Public Speaking Instruction**

Although the implementation of E-portfolios provided several pedagogical advantages in public speaking instruction, the findings also revealed several challenges that influenced the effectiveness and sustainability of its integration. These challenges were categorized into two main aspects: readiness and pedagogical challenges, and institutional and technological constraints. The first challenge relates to the preparedness of both students and lecturers in adapting to a continuous digital-based learning process, particularly in terms of consistency, time management, and feedback management. The second challenge concerns broader structural factors, including unequal access to technology, internet limitations, and the availability of institutional support. These findings indicate that the successful implementation of E-portfolios requires not only effective pedagogical strategies but also adequate learner readiness, teacher capacity, and institutional infrastructure to ensure sustainable and equitable use. The following subsections discuss these challenges in detail by examining how pedagogical readiness and structural conditions shaped the implementation process of E-portfolios in public speaking instruction.

### ***Readiness and Pedagogical Challenges***

Despite pedagogical benefits, implementation depended heavily on student and teacher readiness. The lecturer noted problems with student consistency, time management, and the increased workload of monitoring and giving detailed feedback on multiple recordings.

*"Sometimes, only half of the students upload their recordings by the deadline."*

Sustained engagement with digital assignments required higher self-discipline and responsibility than in-class performances. Irregular submissions disrupted the feedback cycle central to the E-portfolio approach and limited individual progress. The lecturer, therefore, needed to use monitoring, reminders, and motivational strategies to maintain participation. From the instructor's perspective, E-portfolio integration expanded pedagogical demands: reviewing numerous recordings, providing granular feedback, and managing online platforms increased time investment and required digital competence. Literature on digital learning similarly notes participation and workload concerns (Ayaz & Gök, 2023). Analytically, this theme shows that the pedagogical potential of E-portfolios relies on consistent student engagement and teacher capacity; without readiness and adequate support, the innovation's benefits may not be realized.

### ***Institutional and Technological Constraints***

Structural constraints also affected implementation. The lecturer reported unequal access to devices and unstable internet connections, which created practical barriers for some students.

*"Some students don't have laptops or face connectivity issues."*

Such technological disparities hinder recording, uploading, and revision, and can exacerbate inequities when digital tools become part of assessment. These findings echo Radovanović et al., (2015) on the persistence of digital divides in higher education: technological access is a structural condition that shapes participation and learning opportunities. Institutional support was another limiting factor. Not all faculty members were willing or prepared to adopt E-portfolios, often due to varying IT literacy or the absence of formal institutional policies and training. Without structured training, technical assistance, and administrative encouragement, E-portfolio use depended largely on individual initiative, reducing scalability and sustainability within the institution. Analytically, sustainable integration of E-portfolios requires more than individual pedagogical commitment; it depends on institutional infrastructure, professional development, and shared digital competence. Structural readiness, including access to technology and administrative support, is therefore foundational for equitable and long-term implementation.

To overcome these challenges, teachers must exhibit flexibility and understanding, adapting their teaching methods to accommodate students' varying levels of access to technology. Institutional support is also essential, as administrators and faculty must recognize the value of E-portfolios and provide the necessary resources to integrate them successfully into teaching practices. Furthermore, fostering a collaborative environment where teachers, students, and peers can support each other is crucial for the sustained success of E-portfolios. In conclusion, E-portfolios present a promising tool for enhancing learning and assessment in public speaking classes. They provide students with the opportunity to practice, reflect, and receive feedback on their performance in a dynamic and interactive way. While challenges such as maintaining student engagement, managing technical issues, and securing institutional support exist, these can be mitigated with clear communication, flexibility, and ongoing professional development. By addressing these challenges, E-portfolios can continue to play a key role in promoting active learning and fostering skill development in public speaking.

This study contributes to the growing body of literature on E-portfolios in higher education by shifting the focus from student perceptions and writing contexts to the teacher's voice within a speaking classroom. While previous studies have predominantly examined E-portfolios in writing courses or from learners' perspectives, this research highlights how a lecturer strategically integrates E-portfolios in public speaking instruction through a narrative inquiry approach. By foregrounding the lecturer's lived experience, this study provides a contextualized understanding of pedagogical decision-making, challenges, and adaptive strategies in technology-enhanced speaking instruction.

## D. CONCLUSION

This study aimed to examine the strategies employed by a lecturer in implementing E-portfolios in a public speaking class and to explore how these portfolios were perceived to support students' speaking development. The findings indicate that E-portfolios functioned not only as a platform for documenting students' performances but also as a pedagogical tool that encouraged reflection, peer interaction, and active engagement in the assessment process. Their integration into public speaking instruction reflects a shift toward more student-centered and process-oriented learning practices. The study suggests several pedagogical implications. E-portfolios may serve as an alternative assessment approach that promotes learner autonomy and continuous reflection in speaking instruction. However, their effective implementation requires adequate technological readiness, institutional support, and teachers' digital competence. Without these supports, the potential benefits of E-portfolios may not be fully realized. However, this study is limited by its focus on a single participant within a specific institutional context, which restricts the transferability of the findings. In addition, the study relied solely on the lecturer's narrative without incorporating students' perspectives or additional data sources. Future research may involve multiple lecturers across diverse contexts, integrate students' voices, or adopt complementary qualitative or mixed-method approaches to provide a more comprehensive understanding of E-portfolio implementation in speaking instruction.

## E. REFERENCES

- Alexiou, A., & Paraskeva, F. (2010). Enhancing self-regulated learning skills through the implementation of an e-portfolio tool. *Procedia - Social and Behavioral Sciences*, 2(2), 3048–3054. <https://doi.org/10.1016/j.sbspro.2010.03.463>
- Arroba, J., & Acosta, H. (2021). Authentic digital storytelling as alternative teaching strategy to develop speaking skills in efl classes. *LEARN Journal: Language Education and Acquisition Research Network*, 14(1), 317–343.
- Ayaz, M., & Gök, B. (2023). The effect of e-portfolio application on reflective thinking and learning motivation of primary school teacher candidates. *Current Psychology*, 42(35), 31646–31662. <https://doi.org/10.1007/s12144-022-04135-2>
- Bećirović, S., Brdarević-Čeljo, A., & Delić, H. (2021). The use of digital technology in foreign language learning. *SN Social Sciences*, 1(10), 1–21. <https://doi.org/10.1007/s43545-021-00254-y>
- Bhattacharya, M., & Hartnett, M. (2007, October). E-portfolio assessment in higher education. In *2007 37th annual frontiers in education conference-global engineering: knowledge without borders, opportunities without passports* (pp. T1G-19). IEEE. <https://doi.org/10.1109/FIE.2007.4418182>



- Braun, V., & Clarke, V. (2022). Conceptual and design thinking for thematic analysis. *Qualitative psychology*, 9(1), 3.
- Chang, S. L., & Kabilan, M. K. (2024). Using social media as e-Portfolios to support learning in higher education: a literature analysis. *Journal of Computing in Higher Education*, 36(1), 1–28. <https://doi.org/10.1007/s12528-022-09344-z>
- Cheng, Y.-H. (2022). E-portfolios in EFL writing: Benefits and challenges. *Language Education & Assessment*, 5(1), 52–69. <https://doi.org/10.29140/lea.v5n1.815>
- Ciesielkiewicz, M. (2019). The use of e-portfolios in higher education: From the students' perspective. *Issues in Educational Research*, 29(3), 649–667.
- Clandinin, & Connelly, M. (2000). Narrative Inquiry: Experience and Story in Qualitative Research. *Anthropology and Education Quarterly*, 31(3), 211. [http://cae.americananthro.org/wp-content/uploads/2014/09/Clandinin\\_Jean\\_Connelly\\_Michael-Narrative\\_Inquiry.pdf](http://cae.americananthro.org/wp-content/uploads/2014/09/Clandinin_Jean_Connelly_Michael-Narrative_Inquiry.pdf)
- Ghafur, H. S. (2021). Analysis of ICT Development Supporting the E-Learning Implementation on Nadhatul Ulama Universities in Indonesia. *Journal of Social Studies Education Research*, 12(4), 121–143.
- Griva, A., Thanopoulos, C., & Armakolas, S. (2019). Integrating digital technologies in tertiary education to prepare students for the job market. *Form@ Re-Open Journal per La Formazione in Rete*, 19(3), 175–185.
- Kulshreshtha, M., Chinta, S., Saxena, T., Mishra, P., & Baliga, D. (2023). The Effects of Technology-Integrated Curriculum on Student Engagement and Outcomes. *Harbin Gongcheng Daxue Xuebao/Journal of Harbin Engineering University*, 44(August), 1338–1347.
- Ndibalema, P., & Mrosso, V. (2024). Teachers' Perceptions on the Role and Challenges of using ICT in English Language Classrooms. *International Journal of Technology in Education and Science*, 8(1), 121–137. <https://doi.org/10.46328/ijtes.527>
- Patsia, A., Kazana, A., Kakkou, A., & Armakolas, S. (2021). The Implementation of the New Technologies in the Modern Teaching of Courses. *Education Quarterly Reviews*, 4(1), 159–167. <https://doi.org/10.31014/aior.1993.04.01.183>
- Pérez, A., Carreiras, M., & Duñabeitia, J. A. (2017). Brain-To-brain entrainment: EEG interbrain synchronization while speaking and listening. *Scientific Reports*, 7(1), 1–12. <https://doi.org/10.1038/s41598-017-04464-4>
- Pratiwi, W. A. D., Solihat, D., & Endang, D. (2021). Indonesian Journal of Learning and Instruction ENGLISH LECTURER'S STRATEGIES IN TEACHING SPEAKING DURING COVID-19 PANDEMIC. *Indonesian Journal of Learning and Instruction*, 4(2), 31–38. <https://doi.org/10.25134/ijli.v4i2.5201>
- Radovanović, D., Hogan, B., & Lalić, D. (2015). Overcoming digital divides in higher education: Digital literacy beyond Facebook. *New Media and Society*, 17(10), 1733–1749. <https://doi.org/10.1177/1461444815588323>
- Thomé-Williams, A. C., & Kim, I. (2017). Teaching by Principles: An Interactive Approach to Language Pedagogy. *The Korean Language in America*, 21(1), 146–149. <https://doi.org/10.5325/korelangamer.21.1.0146>
- Umar, I. N., & Hassan, A. S. A. (2015). Malaysian Teachers' Levels of ICT Integration and Its Perceived Impact on Teaching and Learning. *Procedia - Social and Behavioral Sciences*, 197(February 2015), 2015–2021. <https://doi.org/10.1016/j.sbspro.2015.07.586>

Yang, M., Tai, M., & Lim, C. P. (2016). The role of e-portfolios in supporting productive learning. *British Journal of Educational Technology*, 47(6), 1276–1286. <https://doi.org/10.1111/bjet.12316>