

Teachers' Attitudes Toward E-Portfolio Evaluation

Mojtaba Almasi^{ID}

PhD Candidate in TPSOL, Department of Literature and Foreign Language, Allameh Tabataba'i University,
Tehran, Iran

Mojtaba.almasi@yahoo.com

Abstract

The integration of technology into second and foreign language education has facilitated the adoption of e-portfolios as an alternative assessment method, particularly within the Communicative Language Teaching framework. An e-portfolio serves as a digital repository for storing, organizing, and providing feedback on students' coursework and assignments throughout a course, offering a comprehensive view of their proficiency in various language skills. By compiling information on an individual's learning journey, both educators and students can gain a clearer understanding of academic progress, identify strengths and weaknesses and assess development over time. Furthermore, e-portfolios enhance interaction between teachers and students, as well as among peers, making them especially effective in classrooms with learners of different proficiency levels. This study aimed to investigate the perspectives of Iranian English instructors on e-portfolio-based assessment. Using both descriptive and inferential research methods, data were collected through a survey completed by 41 language instructors across Iran and analyzed with SPSS 16.0. The findings revealed that although most instructors are only somewhat familiar with e-portfolios, they generally have a positive view of their use in assessment. Instructors believe that e-portfolio-based assessment boosts learner motivation and supports academic progress. Additionally, the results indicated that factors such as teaching experience and gender do not significantly affect instructors' attitudes. The study underscores the importance of institutional support in establishing the necessary infrastructure for the successful implementation of this assessment method.

Keywords: assessment, attitude, e-portfolio, evaluation

Citation: Almasi, M. (2025). Teachers' attitudes toward e-portfolio evaluation. *Applications of Language Studies*, 3(2), 257–273.

Received: 2024-11-01

Revised: 2025-06-09

Accepted: 2025-06-11

Published online: 2025-10-01

P-ISSN: 2588-6975

E-ISSN: 2588-6983

Article type: Research Paper

DOI: 10.22034/jals.2025.2044763.1047



Author(s) retain(s) the copyright and full publishing rights. Published by Hazrat-e Masoumeh University. This article is an open access article licensed under the Creative Commons Attribution-NonCommercial 4.0 International (CC BY-NC 4.0)

1. Introduction

In recent years, the field of education has experienced a profound transformation due to the advent of digital technologies. This transition toward digital learning and assessment methodologies has created new opportunities for enhancing student engagement and evaluation. Among these advancements, e-portfolios have emerged as significant tools in contemporary education.

An electronic portfolio (e-portfolio) is a digitally curated compilation of a learner's academic and professional work, designed to facilitate critical reflection, self-assessment, and the presentation of achievements. Functioning as an evolution of the traditional paper-based portfolio, the e-portfolio offers a dynamic, interactive, and easily accessible platform. Within educational contexts, e-portfolios serve a range of purposes, including formative assessment, the promotion of reflective learning practices, the documentation of skill acquisition, and the support of ongoing professional development.

This article explored the multifaceted applications of e-portfolios in language education, particularly in English learning contexts. It aimed to examine how e-portfolios can enhance both teaching and learning processes. By breaking down their various uses (such as assessment, reflection, achievement display, and professional development) the paper provides a comprehensive view of their significance and potential in contemporary education.

E-portfolios are digital compilations of student work that reflect their academic achievements, skill development, and experiential learning. In the context of language education, e-portfolios provide an interactive and dynamic platform through which learners can demonstrate linguistic competence, track progress and engage in reflective practice regarding their learning journey. By integrating various multimedia elements (such as video recordings, audio files, and written texts) e-portfolios offer a personalized and immersive means for students to showcase their language abilities.

In addition to benefiting learners, e-portfolios serve as valuable tools for educators. They facilitate performance assessment, enable the provision of formative feedback, and support differentiated instruction tailored to individual learning needs. In the current era of digital transformation, e-portfolios have become an essential component of language

education, enabling learners to document and reflect on their language acquisition in a meaningful and comprehensive manner.

Functioning as an organizational, archival, and presentation tool, the e-portfolio supports both learning and assessment processes across educational contexts (Rostoka et al., 2023). Their utility extends to alternative forms of assessment, such as collaborative peer learning, oral presentations, and writing assignments, particularly relevant during the COVID-19 pandemic, when digital learning environments became dominant (Fanni, 2023). Furthermore, e-portfolios have been adopted in the professional development of scientific personnel, contributing to the creation of digital repositories, educational content, and adaptive communication support systems (Mardis et al., 2022). In teacher education programs, particularly within pedagogical universities, e-portfolios are employed to assess undergraduate achievements, thereby promoting the development of digital competencies necessary for contemporary teaching practices (Wibawa & Wibawa, 2022).

The concept of a portfolio, traditionally understood as a leather briefcase for carrying documents, has evolved in educational contexts into a method of performance evaluation. According to Seif (2016), it refers to a systematic collection of a student's work over a given period, compiled to demonstrate progress and achievement to instructors or evaluators.

This article explored the multifaceted applications of e-portfolios in language education, focusing on their roles in assessment, reflective learning, the demonstration of student accomplishments, and professional development. By examining these varied functions, the study underscores the versatility and pedagogical potential of e-portfolios in enhancing English language teaching and learning.

Portfolio-based assessment generally serves two primary purposes: (1) to present exemplary work, and (2) to demonstrate the learner's academic growth, which encompasses more than mere outcomes. As Nitko (2001) suggests, portfolios guide students' learning and cognitive development while helping educators diagnose learning challenges. In line with Kalnoski (2003, as cited in Seif, 2016), portfolios also contribute to the enhancement of critical thinking, analytical reasoning, and metacognitive strategies, making them a powerful tool for holistic education.

An e-portfolio is a curated collection of digital artifacts and documentation that reflects language learners' efforts, progress, and academic achievements within a specific course or instructional context. According to Genesee and Upshur (1996), portfolios encompass a compilation of students' work that demonstrates their engagement and development within a particular subject area (p. 99). Gottlieb (1995) introduces the acronym CRADLE to represent six essential characteristics of an effective and comprehensive portfolio (Table 1).

Table1

CRADLE

Collecting	Documenting
Reflecting	Linking
Assessing	Evaluating

Drawing on the previously discussed evidence, e-portfolios have emerged as effective tools for both learning enhancement and assessment within English language education. To maximize their potential, it is essential that both teachers and students be introduced to the concept of e-portfolios as instruments for supporting instructional and evaluative processes. In line with this objective, the present study investigated the perspectives of English language instructors in Hamadan Province concerning the implementation and perceived value of e-portfolio-based assessment.

To further contextualize this discussion, it is helpful to articulate the relationship between traditional portfolios and their electronic counterparts. Traditional portfolios—typically physical collections of student work—have long served as tools for documenting learning progression and performance. E-portfolios represent a digital evolution of this approach, offering increased accessibility, interactivity, and versatility. Both traditional and electronic portfolios serve similar functions, such as fostering reflection, enabling self-assessment, and showcasing learners' achievements. By incorporating the foundational aims of portfolio-based assessment (such as promoting self-awareness, encouraging continuous improvement, and facilitating comprehensive evaluation) e-portfolios preserve and enhance these pedagogical goals in a digitally mediated context. This alignment underscores the complementary roles of traditional and electronic portfolios in language education.

This research was guided by the following questions, formulated to enable a systematic collection and analysis of relevant data:

1. According to instructors, how effective is e-portfolio-based assessment in promoting student learning and progress?
2. What are instructors' attitudes toward the use of e-portfolios for assessment?
3. To what extent are instructors familiar with e-portfolio-based assessment?
4. What are instructors' views on the role and responsibilities of educational institutions in creating the necessary infrastructure for implementing e-portfolio-based assessment?

Corresponding to these questions, the study proposed the following hypotheses:

1. Instructors believe that e-portfolio-based assessment positively influences the learning and progress of language learners.
2. Instructors hold a generally positive attitude toward the use of e-portfolios for assessment purposes.
3. Instructors report a moderate to high level of familiarity with e-portfolio-based assessment.
4. Instructors perceive educational institutions as having a significant role and responsibility in establishing the conditions required for the successful implementation of e-portfolio-based assessment.

2. Literature Review

Over the past decade, e-portfolios have garnered significant attention in language education as innovative tools for supporting both teaching and learning processes. Studies such as those by Barrett (2011) and Castañeda and Lee (2019) have highlighted the versatility of e-portfolios in fostering reflective practice, promoting self-regulation, and enabling authentic assessment in language classrooms. Lee (2017) emphasizes that e-portfolios encourage students to take ownership of their language development by documenting progress over time and engaging in self-evaluation.

Moreover, some studies have explored teachers' perceptions of e-portfolios. For instance, McGillus (2016) found that language teachers recognize the potential of e-portfolios to enhance student motivation and provide richer feedback, although they also identify challenges, such as technological barriers and resistance to change. Despite the growing body of research, there remains a need for more region-specific studies that examine teacher attitudes and the practical implementation of e-portfolios in diverse educational contexts, particularly in non-Western settings.

Recent research by Ahmadi and Prasad (2020) in Iran underscores the importance of understanding teachers' perceptions to facilitate the successful integration of e-portfolios. However, literature focusing specifically on the attitudes of language teachers in regions like Hamadan province remains limited. This gap highlights the importance of investigating local perspectives to inform effective implementation strategies and support professional development initiatives.

E-portfolios have been widely embraced in language education for assessing language skills and enhancing student engagement (Papachristou et al., 2023). Studies have shown that e-portfolios play a significant role in vocabulary learning and retention among English as a foreign language (EFL) students (Li & Singh, 2022). Furthermore, the use of e-portfolios in English language teacher education programs has been explored, highlighting their impact on teacher candidates' pedagogical practices and identity reconstruction (Nourdad & Banagozar, 2022). Both students and instructors perceive e-portfolios positively, acknowledging their benefits in writing stages, digital artifacts, accessibility, personalized writing experiences, feedback, and motivation (Sahar & Shahbaz, 2023). Overall, e-portfolios are considered effective tools for formative assessment, enhancing self-learning, and improving language skills in various educational settings.

Teachers' attitudes toward e-portfolios in language assessment vary across studies. While some teachers exhibit positive perceptions and practices regarding e-portfolios (Papachristou et al., 2023), others face challenges and show lower levels of enthusiasm compared to students (Sahar & Shahbaz, 2023). The integration of digital technologies, such as e-portfolios, aims to enhance language assessment by evaluating a broader range of communicative skills and promoting self-improvement among students (Boyko, 2022).

Additionally, the use of e-portfolios can provide opportunities for intercultural language learning and enable teachers to track learners' reflections on their own identities and those of others (Al-Naibi et al., 2019). Overall, there is a growing recognition of the benefits of e-portfolios in language assessment, but further training and clarification are recommended to facilitate their effective implementation in educational settings.

Language teachers can effectively utilize e-portfolios in language learning and assessment by integrating digital technologies to evaluate a wider range of communicative skills, engage students in self-improvement, and provide comprehensive assessments (Boyko, 2022). E-portfolios can serve as alternative assessments, fostering collaborative peer learning and enhancing writing skills through tasks that promote reasoning, critical thinking, and oral presentations (Ganasan et al., 2022). Additionally, e-portfolios can help improve students' speaking abilities by allowing them to reflect on their performance through video collections and feedback, thus enhancing their speaking skills (Lasminiari, 2022). Moreover, e-portfolios can promote intercultural competence by enabling learners to reflect on their complex identities and those of others, creating flexible learning spaces for intercultural language learning (Hanukaev, 2023). In pre-service training, e-portfolios aid in constructing teacher identities by collating learning evidence and developing teaching competencies (Cuesta et al., 2022).

Language teachers generally hold positive attitudes toward the use of e-portfolios for language assessment and development (Hanukaev, 2023; Lam, 2024; Sahar & Shahbaz, 2023; Saraç et al., 2022). Studies indicate that e-portfolios are perceived as beneficial tools for monitoring language learning progress, enhancing self-learning, promoting intercultural competence, and improving writing skills in the EFL context. While some teachers may face challenges in effectively implementing e-portfolios due to technological requirements and the need for training, the overall perception remains positive. Recommendations include providing further training and clarification to support teachers in utilizing e-portfolios effectively for language assessment and development.

Kelly-Riley et al. (2016) researched e-portfolio evaluation strategies, focusing on key categories such as validity, reliability, and justice, and evidence collection methods. They examined the scores from electronic portfolios and their relationships with demographic information (gender, race/ethnicity, socio-economic status) and standard variables (admission

tests and course grades). They proposed a series of quantitative reporting guidelines centered on justice as a framework for integrated and principled actions in five areas: infrastructural resources, learners, teachers, management, and working conditions, as shown in Table 2.

Table 2

Guiding Questions: Evidential Quantitative Reporting for E-Portfolios

Standard	Infrastructure resources	Students	Instructors	(departmental & institutional)	Workforce
Fairness: "All steps in the testing process, including test design, validation, development, administration, and scoring procedures, should be designed in such a manner as to minimize construct-irrelevant variance and to promote valid score interpretations for the intended use of all examinees in the intended population" (Standard 3.0, p. 63).	How does the institution identify and support opportunity to learn for all students through ePortfolio assessment?	What type of evidence documents sensitivity to diverse ways of making meaning in ePortfolio assessment?	How do teachers ensure that diverse learners have opportunity to learn the construct assessed in ePortfolios?	How can administrators use ePortfolio findings to improve learning environments for the least advantaged students?	How can ePortfolio scores support opportunity to learn for all students beyond graduation and into workplace settings?
Reliability: "Appropriate evidence of reliability/precision should be provided for the interpretation for each intended score use" (Standard 2.0, p. 42).	How do institutional technological resources and articulated program outcomes support a stable evaluation of student work?	What does score disaggregation reveal about inter-reader agreement and inter-reader reliability patterns of student groups?	How do the estimates of reliability influence score interpretation and use?	What is the evidence that the administrative and working conditions of the ePortfolio assessment have remained stable?	How are estimates of reliability determined across settings in terms of writing task demands?
Validity: "Clear articulation of each intended test score should be set forth, and appropriate validity evidence in support of each intended interpretation should be provided" (Standard 1.0, p. 23).	How has the institution leveraged ePortfolio assessment to ensure robust construct representation for all students?	How are scores used to draw inferences about students' abilities assessed through ePortfolios, and how are these inferences interpreted?	How is teacher knowledge used in making decisions about individual student performance in ePortfolio assessment?	What kind of validity evidence is necessary to support principled interpretation and responsible score use of ePortfolios for multiple uses?	How are construct validity demands rendered congruent across academic and workplace settings?

Language teachers perceive e-portfolios as valuable tools for enhancing intercultural competence and facilitating language learning (Hanukaev, 2023). They generally regard e-portfolios positively, with Pakistani English language teachers demonstrating a strong potential for incorporating them into language assessment practices (Sahar & Shahbaz, 2023). In the context of teacher education, e-portfolios are considered innovative instruments that support

the documentation of teachers' competencies and promote professional growth (Khan & Hoq, 2021). However, concerns persist regarding the ability to convert e-portfolio artifacts into reliable evidence of learning, particularly within second language classrooms (Lam, 2024). Pre-service language teachers use e-portfolios to develop their teaching competencies and construct their professional identities, with the e-portfolio serving as a dynamic tool for collecting and reflecting upon learning evidence (Cuesta et al., 2022).

3. Method

The statistical population for this study consisted of English language teachers in Hamadan province. A researcher-designed questionnaire, containing 52 five-point Likert scale items (ranging from 1 to 5 with options: very little, little, medium, much, very much), was created using Google tools and distributed electronically. The questionnaire was sent to over 250 English language teachers via email and internet messaging platforms. The statistical sample comprised 41 English language teachers, including 13 men and 28 women. Demographic data, including age, years of teaching experience, educational background, and the institutions where they have taught, are presented in Tables 3 to 6.

The questionnaire consists of four sections: "Teachers' opinions regarding the effects of e-portfolio-based evaluation on students," "Teachers' attitudes toward e-portfolio-based evaluation," "Teachers' familiarity with the concepts of e-portfolio-based evaluation," and "The role and position of the center's management training in e-portfolio-based evaluation." Four questions and four hypotheses have been developed corresponding to each of these sections (see Table 7).

Table 7

Sections of the Questionnaire

Index	Number of Questions	Variable
Teachers' opinions regarding the effects of e-portfolio-based evaluation on students	13	Q1
Teachers' attitudes toward e-portfolio-based evaluation	13	Q2
Teachers' familiarity with the concepts of e-portfolio-based evaluation	22	Q3
The role and position of the center's management training in e-	4	Q4

Table 3. Gender

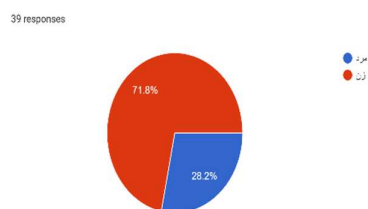


Table 4. Years of service

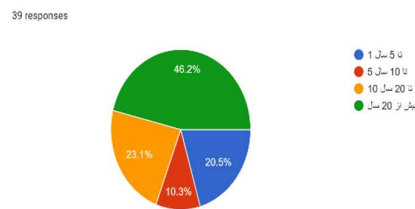


Table 5. Education

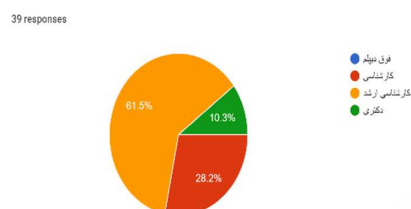
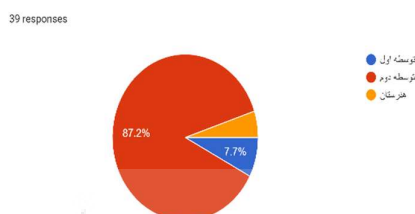


Table 6. Teaching level



4. Results

In the statistical analysis process, the following hypotheses, derived from various sections of the questionnaire, were tested to assess the knowledge, skills, and attitudes of teachers:

Teachers believe that e-portfolio-based evaluation is effective in promoting student learning and progress.

Teachers have a positive attitude toward e-portfolio-based evaluation.

Teachers are familiar with e-portfolio-based evaluation.

Teachers believe that institutions play a significant role and hold responsibility in creating an environment conducive to e-portfolio-based evaluation.

Initially, the reliability of the responses was calculated using Cronbach's alpha coefficient, which yielded a value of 0.938, confirming the reliability of the collected data. Subsequently, the one-sample Kolmogorov-Smirnov normality test was conducted to assess the normality of the data. The results indicated that the data for variables Q1, Q2, Q3, and Q4 had significance values of 0.200, 0.004, 0.026, and 0.200, respectively (see Table 8). As a result, Q1 and Q4 exhibited a normal distribution, and a one-sample t-test was applied to test

these hypotheses. On the other hand, Q2 and Q3 did not follow a normal distribution, so the Wilcoxon signed-rank test was used to test these hypotheses.

Table 8

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Q1	.070	40	.200*	.986	40	.905
Q2	.169	40	.006	.893	40	.001
Q3	.146	40	.032	.964	40	.225
Q4	.096	40	.200*	.971	40	.382

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

For the first hypothesis, "Teachers believe that e-portfolio-based evaluation is effective in promoting the learning and progress of Persian students," the one-sample t-test produced a significance value (sig.) of 0.269, confirming the hypothesis. Given this value and the calculated mean ($M = 3.73$), it can be concluded that teachers consider e-portfolio-based evaluation to be effective in enhancing student learning and progress.

The second hypothesis, "Teachers have a positive attitude toward e-portfolio-based evaluation," was tested using the one-sample t-test, which resulted in a significance value (sig.) < 0.05 , confirming the hypothesis. With a low significance value and a mean score of 3.42, it can be concluded that teachers hold a positive attitude toward this evaluation method.

The third hypothesis, "Teachers are sufficiently familiar with e-portfolio-based evaluation," was also tested using the one-sample t-test. The significance value (sig.) < 0.05 confirmed the hypothesis. However, with a mean score of 2.88, it can be asserted that teachers possess a moderate level of familiarity with e-portfolio-based evaluation. This suggests the need for further training and increased awareness among teachers regarding this evaluation method.

The fourth hypothesis, "From the teachers' perspective, the institution plays a significant role and bears responsibility in creating the context for e-portfolio-based evaluation," was tested using the one-sample t-test. The significance value (sig.) < 0.05

confirmed the hypothesis. With a mean score of 3.59, it can be concluded that educational institutions play a critical role in providing the necessary resources, infrastructure, and training to implement e-portfolio-based evaluation. This highlights the need for a review of educational policies, assessment strategies, and investment in resources.

Regarding the relationship between gender (male and female) and the variables Q1, Q2, Q3, and Q4, the results of Levene's test indicated that gender does not have an effect. In other words, male and female teachers have similar views on the impact of e-portfolio-based evaluation on student progress and motivation, their attitudes toward the method, their level of familiarity with it, and the role of the institution in facilitating its implementation.

The analysis of the relationship between teaching experience and the variables Q1, Q2, Q3, and Q4 using a one-way ANOVA test showed that teaching experience does not have a significant effect on the variables related to each hypothesis.

Finally, the Pearson correlation test revealed a moderate positive correlation between variables Q1 and Q2 ($r = 0.663$), indicating a direct relationship between teachers' attitude toward e-portfolio-based evaluation and their expectations regarding its positive impact on student progress and motivation. However, no significant correlations were found between the pairs of variables Q2 and Q3, and Q1 and Q3.

5. Discussion

The use of e-portfolios in language skills training courses, such as speaking and persuasive communication, facilitates the use of a second or foreign language by learners (Schmitz et al., 2010). According to Goldsmith (2007), e-portfolios require learners to organize and produce materials for a specific purpose, evaluate their work, and reflect on their learning process, experiences, and skills. This process promotes responsibility and enhances learners' control over their education, ultimately motivating them to engage more actively in their studies (Yastibas & Cepik, 2015). In listening and speaking courses, language learners who prepare e-portfolios take responsibility for organizing and developing their materials, fostering active participation in their learning process. As noted by Schmitz et al. (2010) and Yastibas and Cepik (2015), e-portfolios encourage learners to identify their strengths and weaknesses through self-evaluation and reflection, prompting them to address their weaknesses and improve upon their work.

Lin (2008) suggests that e-portfolios can strengthen classroom interaction and cooperation, motivating learners to complete and enhance their portfolios with the assistance of their peers. In speaking courses, e-portfolios facilitate collaboration and interaction among language learners, peers, and instructors throughout the development process. E-portfolios thus promote collaborative learning (Kocoglu, 2008). By integrating electronic assignments based on lessons learned in listening and speaking courses, learners can establish connections between classroom content and real-world application, leading to improved speaking skills (Yashtibash & Cepik, 2015).

6. Conclusion

Several challenges arise from the lack of standardization in the use of e-portfolios, including unclear rating instructions and insufficient understanding of e-portfolio principles in language teaching contexts. However, teachers generally view e-portfolios as effective tools for encouraging the use of the target language both inside and outside the classroom. Teachers report that e-portfolios enhance students' self-assessment, self-reflection, and language proficiency. By engaging in e-portfolio activities, students can improve their social skills through collaboration and interaction with peers, while also taking responsibility for their learning and making necessary adjustments. Furthermore, e-portfolios provide language learners with opportunities to apply their classroom knowledge in real-life contexts, fostering motivation and self-confidence as they present their work to others.

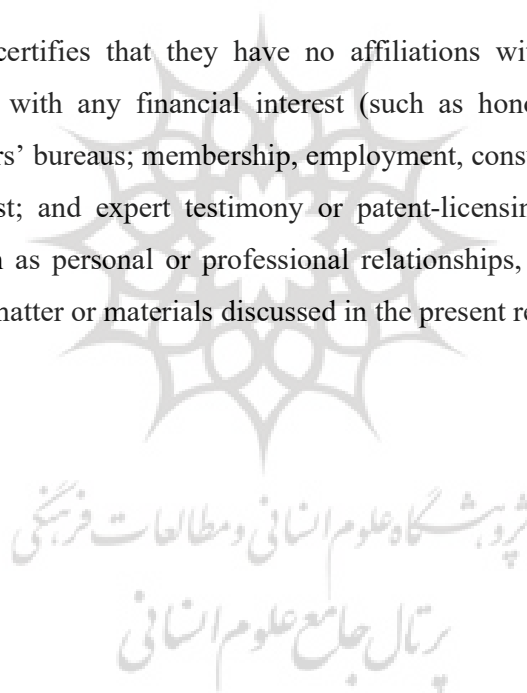
Teachers' attitudes suggest that e-portfolios enable them to track student progress, identify strengths and weaknesses, and provide individualized feedback. Consequently, teachers generally hold a positive view of e-portfolios as an assessment tool in English language classrooms.

However, challenges such as insufficient hardware and software infrastructure, as well as unfamiliarity with the tools required for implementing e-portfolios, remain significant issues that should be addressed at the managerial and administrative levels of schools and education ministries. Additionally, the absence of clear, accurate, and usable instructions for each step of the e-portfolio process highlights the need for retraining teachers to ensure effective implementation.

Based on the research findings, e-portfolio-based evaluation has a significant impact on students' overall success. Given the numerous advantages of this method, which contribute to student achievement and a positive perception of their learning, English language teachers should consider incorporating e-portfolios into their teaching practices. By using e-portfolios, students can submit their work in various areas to an online document storage platform, where both the teacher and fellow students can view and provide feedback. This creates a dynamic learning and assessment environment. While the e-portfolio evaluation process can be time-consuming, it offers substantial benefits and requires high levels of responsibility from both teachers and students. English language teachers should embrace these innovative methods that enhance the learning process, continually adapting to the latest educational practices.

Conflict of interest

The author(s) certify/certifies that they have no affiliations with or involvement in any organization or entity with any financial interest (such as honoraria; educational grants; participation in speakers' bureaus; membership, employment, consultancies, stock ownership, or other equity interest; and expert testimony or patent-licensing arrangements), or non-financial interest (such as personal or professional relationships, affiliations, knowledge or beliefs) in the subject matter or materials discussed in the present research paper.



References

- Ahmadi, S., & Prasad, R. (2020). E-portfolios in Iranian higher education: Teachers' perceptions and challenges. *Asian Journal of Educational Technology*, 22(4), 57–65. <https://doi.org/10.23934/ajet/2020.22.4.57>
- Al-Naibi, I. H. S., Al-Hatali, N. R., & Al-Hadhrani, M. A. (2019). EFL teachers and students raising their eyebrows over portfolio assessment in language classrooms. *English Language Teaching*, 12(10), 118–130. <https://doi.org/10.5539/elt.v12n10p118>
- Barrett, H. (2011). *Researching electronic portfolios and learner engagement: The evaluation of electronic portfolios as a tool for motivating language learners* [Unpublished doctoral dissertation]. The University of Georgia.
- Boyko, I. (2022). Language portfolio as an integration of achievements of modern digital technologies in the English language evaluation system. *Collection of scientific works of Uman State Pedagogical University*, (1), 59–66. <https://doi.org/10.31499/2307-4906.1.2022.256176>
- Castañeda, L., & Lee, I. (2019). The e-portfolio as a tool for language learning: Assessment and reflection. In G. Fulcher & F. Davidson (Eds.), *The Routledge handbook of language assessment* (pp. 245–261). Routledge.
- Cuesta, A., Batlle, J., González, V., & Pujolà, J. T. (2022). Approaches to the development of pre-service language teachers' e-portfolios. In F. N. Diamantidaki, L. Rawlings, & D. Tual (Eds.), *Promoting professionalism, innovation and transnational collaboration: A new approach to foreign language teacher education* (pp. 191–212). Routledge.
- Fanni, L. (2023). The e-portfolio: A systematic review of the Italian educational research. *Form@re: Open Journal for Rete Teaching and Learning*, 23(1), 36–51. <https://doi.org/10.36253/form-13501>
- Ganasan, M. J., Shanmugam, S. K. S., & Bukhari, N. (2022). E-portfolio as a multi-layered alternative assessment in enhancing collaborative writing skills among second language learners of English. *International Journal of Education, Psychology and Counselling*, 7(46), 302-19.
- Genesee, F., & Upshur, J. (1996). *Classroom-based evaluation in second language education*. Cambridge University Press.
- Goldsmith, D. J. (2007). Enhancing learning and assessment through e-portfolios: A collaborative effort in Connecticut. *New Directions for Student Services*, 2007(119), 31–42. <https://doi.org/10.1002/ss.247>
- Gottlieb, M. (1995). Nurturing students' learning through portfolios. *TESOL Journal*, 5(2), 12–14.

- Hanukaev, A. (2023). The affordances of an intercultural e-portfolio: A case study on perspectives of English teachers in Norway. *Language Teaching for Young Learners*, 5(1), 30–58.
- Kelly-Riley, D., Elliot, N., & Rudniy, A. (2016). An empirical framework for e-portfolio assessment. *International Journal of e-Portfolio*, 6(2), 95–116.
- Khan, M. A., & Hoq, T. (2021). Reflection of pre-service ESL teachers on using e-portfolio in teacher education. In F. Gülcan & G. Babacan (Eds.), *Pedagogy: Challenges, recent advances, new perspectives, and applications* (pp. 1–15). IntechOpen. <https://doi.org/10.5772/intechopen.96686>
- Kocoglu, Z. (2008). Turkish EFL student teachers' perceptions on the role of e-portfolios in their professional development. *The Turkish Online Journal of Educational Technology*, 7(3), 71–79.
- Lam, R. (2024). Understanding the usefulness of e-portfolios: Linking artefacts, reflection, and validation. *International Review of Applied Linguistics in Language Teaching*, 62(2), 405–428. <https://doi.org/10.1515/iral-2022-0052>
- Lasminiar, P. (2022). A teacher's experiences on the use of e-portfolio as students' portfolio assessment in teaching speaking: A narrative inquiry. *Jurnal Basicedu*, 6(3), 3858–3866.
- Lee, I. (2017). The potential of e-portfolios for language assessment and learning. *Language Testing*, 34(3), 445–463. <https://doi.org/10.1177/0265532216676881>
- Li, Y., & Singh, C. K. S. (2022). Well-structured e-portfolio as a facilitator of engagement in EFL skills. *English Education Journal*, 13(4), 442–463.
- Lin, Q. (2008). Preservice teachers' learning experiences of constructing e-portfolios online. *Internet and Higher Education*, 11, 194–200. <https://doi.org/10.1016/j.iheduc.2008.07.002>
- Mardis, M. A., Ma, J., Jones, F. R., & Ambavarapu, C. R. (2022). A systems approach to creating e-portfolios for prospective STEM faculty. *Education for Information*, 38(2), 131–152. <https://doi.org/10.3233/EFI-211525>
- McGillus, S. (2016). Teachers' perceptions of e-portfolio implementation in language classrooms. *Journal of Language and Education*, 2(4), 33–45.
- Nourdad, N., & Banagozar, M. A. (2022). The effect of e-portfolio assessment on EFL vocabulary learning and retention. *Indonesian Journal of Applied Linguistics*, 12(2), 466–475.
- Papachristou, V., Sachpazian, M. A., & Safonkina, O. (2023). Online formative assessment via the e-portfolio: Attitudes of Greek and Russian EFL university students. In K. K. B.

- Klímová & M. Kubiátko (Eds.), *Emerging practices for online language assessment, exams, evaluation, and feedback* (pp. 39–63). IGI Global.
- Rostoka, M., Cherevychnyi, G., & Kuzmenko, O. (2023). E-portfolio as a component of the information and analytical system of scientific staff training. In M. E. Auer, W. Pachatz, & T. Rüttemann (Eds.), *Learning in the age of digital and green transition* (pp. 55–65). Springer. https://doi.org/10.1007/978-3-031-26190-9_55
- Sahar, Y., & Shahbaz, M. (2023). Scope of e-portfolio based assessment tool: Perceptions and practices of ELT practitioners in Pakistan. *International Journal of Innovation in Teaching and Learning (IJITL)*, 9(1), 75–90.
- Saraç, M., Saraç, N., & Öztürk, M. (2022). A literature review on e-portfolios in teaching writing in English as a foreign language classes. *RumeliDE Dil ve Edebiyat Araştırmaları Dergisi*, (29), 904–916.
- Schmitz, C. C., Whitson, B. A., Heest, A. V., & Maddaus, M. A. (2010). Establishing a usable e-portfolio for surgical residents: Trying to keep it simple. *Journal of Surgical Education*, 67(4), 14–18. <https://doi.org/10.1016/j.jsurg.2010.02.005>
- Wibawa, B., & Wibawa, R. (2022). Usage of e-portfolio as an assessment tool in physics learning. *Journal of Physics: Conference Series*, 2165(1), Article 012043. <https://doi.org/10.1088/1742-6596/2165/1/012043>
- Yastibas, A. E., & Cepik, S. (2015). Teachers' attitudes toward the use of e-portfolios in speaking classes in English language teaching and learning. *Procedia – Social and Behavioral Sciences*, 176, 514–525.

پژوهشگاه علوم انسانی و مطالعات فرهنگی
پرتال جامع علوم انسانی