

Improving Vietnamese High School Students' Writing Ability Through the Use of Electronic Portfolios

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Abstract : Writing skill is one of the productive abilities and plays a vital role in encouraging communication. Although certain hurdles limit students from enhancing their writing skills, the introduction and widespread use of internet technology impact their education significantly. In this context, the research aims to investigate the effects of electronic portfolios (e-portfolios) on English as a foreign language (EFL) high school students' writing ability, learners' and instructors' attitudes towards the use of e-portfolios in writing classes at high schools in Binh Duong province. The sample includes 15 teachers and 300 twelfth graders at 03 high schools in Binh Duong province. Facebook was chosen as an e-portfolio platform where the students created and developed their personal e-portfolios. The data were collected both quantitatively and qualitatively through mixed methods using the tools of a pre-test, a post-test (for students), questionnaires (for both teachers and students), and a semi-structured interview (for teachers in charge of the course). The survey results show that e-portfolios considerably impact EFL high school students writing abilities. The research findings also reveal challenges and technological drawbacks. For the optimal use of e-portfolios in writing courses in particular and for other language courses in general, recommendations are made for school managers, instructors, and learners to optimize the effects and for further research to shed more light on the topic

Keywords : attitudes, electronic portfolios, English writing ability, Vietnamese high school students

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