

Facilitating Meaningful Learning Through E-Portfolio Implementation in EFL Speaking Class

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ABSTRACT

Meaningful learning in speaking courses remained a challenge in many EFL classrooms, where speaking activities are often conducted as task-oriented practices focusing on performance completion rather than students' understanding of the learning process. This study aimed to explore how the implementation of an e-portfolio facilitates meaningful learning in a speaking course of second-semester EFL students. This study employed a qualitative approach with a phenomenological research design involving ten students from the English Education Department at Ganesha University of Education who participated in an e-portfolio-based speaking course. The data were collected through semi-structured interviews, document analysis of students' speaking videos and self-reflection sheets, and the researcher's notes. The collected data were analyzed using thematic analysis. The findings revealed that meaningful learning was constructed through three interconnected dimensions: personal relevance of speaking tasks, real-life communication orientation, and constructing meaning through peer feedback. The iterative process of recording speaking performances, receiving feedback, and writing self-reflection enabled students to relate learning tasks to personal experiences and apply feedback across subsequent performances. These processes supported students in perceiving speaking activities as relevant to real-life communication contexts beyond classroom requirements. The study highlighted the pedagogical value of e-portfolios in promoting meaningful learning experiences in speaking instruction by encouraging reflective engagement and feedback-based improvement in EFL contexts. Pedagogical implications suggest that e-portfolios can support more meaningful and student-centered speaking instruction by integrating iterative tasks, peer feedback, and self-reflection. This approach helps students connect learning with real-life communication and promotes continuous, process-oriented development in EFL contexts.

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INTRODUCTION

Speaking is considered one of the most important aspects of English learning, as it enables students to effectively convey ideas, opinions, and information in real-life situations (Akhter, 2021; Leong & Ahmadi, 2017). However, in many EFL classrooms, speaking activities are

frequently carried out as task-oriented practices that primarily focus on performance completion rather than genuine participation in the learning process (Rao, 2019). Students are usually required to produce spoken outputs based on given instructions without being encouraged to connect the learning tasks with their personal experiences, prior knowledge, or authentic communication needs. As a result, speaking activities may become mechanical in nature, with students completing assignments without fully comprehending the purpose or relevance of the tasks to their own learning development. Meaningful learning occurs when students can actively connect new information to what they already know and have experienced (Ausubel, 2000). Learning becomes more valuable when students perceive the tasks as relevant to real-life situations and when they are engaged in reflective processes that allow them to evaluate and improve their own performances. Giving students the opportunities to evaluate their speaking performance, receive peer feedback, and revise their work based on their understanding of the learning process can lead to meaningful learning in speaking instruction. Through this process, students are able to create personal meaning from the learning activities they engage in as well as enhance their speaking skills.

As technology develops, it has also transformed how English is taught and learned (Ahmadi, 2018). As the ability to speak fluently in the target language becomes more prevalent, it is crucial to investigate innovative and technologically sophisticated approaches for teaching speaking in English language learning that not only integrate technology but also encourage active, reflective, and meaningful learning (Madhavi et al., 2023). One of the learning tools that has the potential to facilitate meaningful learning is the e-portfolio, which offers a structured yet adaptable platform to enhance speaking development through goal-setting, self-reflection, and ongoing feedback (Kwok & Hui, 2018). A portfolio is a place where students compile their work to demonstrate their learning progress over time (Davis & Ponnampuruma, 2005). However, as technology advances, the portfolio has evolved into an e-portfolio, which is a virtual platform where students are effectively able to collect, store, and manage their artifacts (Geoffrion-Vinci et al., 2013; Huang & Hung, 2010). Through an iterative learning process, an e-portfolio enables students to record their learning progress, receive feedback, evaluate their performance, and continuously revise their work. The use of the e-portfolio can provide a learning environment where students are able to engage with speaking tasks beyond mere assignment completion, as they are encouraged to connect speaking assignments to their own experiences, respond to peer feedback, and reflect on their improvement over time. This process may support students in constructing meaning from their learning experiences and developing a deeper understanding of their speaking development.

E-portfolios have been widely recognized as a valuable tool in language learning, particularly in supporting students' learning experiences and performance. Beyond language improvement, students often express positive perceptions toward the use of the tools in their learning process. Muin and Hafidah (2021) reported that university students appreciated the flexibility, openness, and sense of control over their learning that e-portfolios provided. These features allowed students to manage their learning activities more independently. Similarly, Narpaduita and Pratolo (2024) found that the use of e-portfolios enhanced students' self-management, motivation, and creativity, which are important components in fostering lifelong learning skills. Furthermore, e-portfolios have also been shown to contribute to students' speaking performance and confidence. Kusuma and Waluyo (2022) revealed that students who engaged in e-portfolio activities demonstrated significantly better speaking performance and higher self-efficacy compared to those in the control group. The study highlighted that integrated activities within the e-portfolio, particularly reflection and feedback, played a crucial role in supporting students' speaking development and confidence, especially in remote learning contexts. Similarly, Chuanchom et al. (2024) reported that reflective e-portfolios could enhance learning efficacy and help students monitor their academic progress. Through guided reflection activities, students were able to track their learning development more systematically. As a result, students who

participated in reflective portfolio activities achieved significantly higher post-test scores compared to those who did not.

Several studies have also highlighted the role of e-portfolios in supporting reflective learning processes that allow students to connect their learning experiences with practical contexts. Song (2021) reported that although some students initially questioned the immediate usefulness of e-portfolio tools, many eventually recognized the benefits of structured reflection, particularly when the learning environment provided sufficient guidance and support. Similarly, Yancey (2023) found that well-designed reflective prompts within e-portfolio frameworks enabled university students to establish stronger connections between academic learning and real-life experiences. In line with this finding, a systematic review by Modise and Mudau (2021) indicated that e-portfolios can support students' development of critical thinking, lifelong learning, and self-directed learning, although their implementation in developing countries is still relatively emerging.

Meaningful learning is also influenced by affective and social dimensions within the learning process. Lopes and Vieira (2023) emphasized that affective elements such as emotions, creativity, and peer interaction allow learners to collaboratively construct knowledge in a more meaningful way. Their study revealed that when students were encouraged to ask questions, provide support to peers, and engage in collaborative learning, they demonstrated higher levels of engagement, particularly when their prior knowledge and learning intentions were activated. In addition to reflective and social processes, meaningful learning can also be facilitated through the use of interactive learning technologies. Voreopoulou et al. (2024) found that an augmented reality (AR)-based game not only supported language learning but also enhanced students' motivation, cultural awareness, and collaborative learning through engaging learning experiences. Similarly, Wong et al. (2024) investigated the use of virtual reality serious games in engineering education and found that meaningful choice design, where students actively make decisions and consider the consequences, supported deeper understanding and personalized learning experiences.

However, most of these studies primarily focus on the effectiveness of e-portfolios in improving students' language performance, learning engagement, or self-management in the learning process. While these findings demonstrate the potential benefits of e-portfolios in language learning, limited attention has been given to how the use of e-portfolios facilitates meaningful learning in a speaking course. In particular, little is known about how students construct meaning from speaking tasks by connecting them with their personal experiences, interpreting peer feedback, and reflecting on their learning progress.

Therefore, this study aims to explore how e-portfolio facilitates meaningful learning in a speaking course of second-semester EFL students. Specifically, this study seeks to answer the following question: "How does e-portfolio facilitate meaningful learning in a speaking course?"

The objective of this study is to examine how students construct meaning from speaking tasks through their engagement with e-portfolio activities, including connecting speaking tasks to their personal experiences, interpreting peer feedback, and reflecting on their learning progress. The novelty of this study lies in its focus on examining e-portfolio implementation from the perspective of meaningful learning in speaking instruction. While previous studies have primarily emphasized the role of e-portfolios in improving language performance, engagement, or learner autonomy, this study highlights how e-portfolio activities support students in constructing meaningful learning experiences in speaking courses.

METHOD

This study employed a qualitative approach with a phenomenological research design in order to thoroughly investigate the lived experiences of second-semester EFL students using e-portfolios during their speaking learning process, including how they practiced, recorded their speaking performances, and gave peer feedback. This design emphasizes the subjective perspectives of the participants by exploring how each student experiences, interprets, and makes

meaning of the use of the e-portfolio in their speaking course as part of their learning process (Eagleton, 1996). It enables the researcher to understand and interpret participants' individual experiences in utilizing e-portfolios as a learning tool within their real-life contexts as university students learning English as a foreign language.

The participants in this study consisted of ten EFL students, five males and five females, from class 2F of the English Education Department at Ganesha University of Education. The participants were second-semester students who had studied English for approximately six to eight years, which positioned their speaking proficiency at the B1 (Intermediate/Threshold) level according to the CEFR framework (North, 2007). The participants were selected through a purposive sampling technique (Tongco, 2007), enabling the researcher to intentionally choose individuals who met specific criteria aligned with the study's objectives. These criteria included: (1) actively participating in the e-portfolio implementation from the beginning to the end of the course; (2) enrolling in the Speaking for Social Interaction course; and (3) having sufficient experience and recollection of the e-portfolio implementation.

The researcher contacted the participants through the class coordinator to obtain permission and assistance in reaching eligible students. Each selected student was then personally approached informally to explain the purpose of the study and invite voluntary participation. The shared institutional background between the researcher and the participants contributed to building trust and fostering a comfortable interview atmosphere, which encouraged the students to share their experiences openly. To maintain confidentiality, pseudonyms consisting of letters and numbers were assigned to each participant, where "S" represented student, "F" female, and "M" male. Accordingly, the participants were coded as S1M, S2F, S3M, S4F, S5M, S6F, S7M, S8F, S9M, S10F.

During the course, the lecturer required students to record seven speaking videos on topics such as past experiences, small talk, family, friendship, hometown, holiday, and festivals, and upload them to YouTube, as the primary platform for uploading speaking videos and receiving feedback. Each video had a duration of approximately three minutes, resulting in a total of seven recorded performances per student. In addition, each student was assigned to watch and provide feedback on three peers' videos, focusing on aspects including grammar, pronunciation, vocabulary, fluency, and comprehensibility. After receiving feedback, students were required to write a self-reflection based on the comments provided. By the end of the course, each student had compiled seven self-reflection sheets as part of their e-portfolio.

The data in this study were gathered through in-depth interviews and further supported by document analysis of students' speaking videos, peer feedback, and self-reflection sheets. Data triangulation was applied to enhance the credibility of the findings. The researcher examined the speaking videos uploaded by the students on the YouTube platform to evaluate their performance in terms of fluency, grammar, vocabulary, pronunciation, and comprehensibility. In addition, the researcher reviewed the feedback provided by peers in the comment sections of the videos. Students' self-reflection sheets were also analyzed to obtain insights into their learning experiences, responses to peer feedback, and engagement throughout the implementation of the e-portfolio in the speaking class.

At the end of the course, semi-structured interviews were conducted individually with each participant to ensure their privacy and comfort. Each session lasted approximately 30 minutes and was conducted in Bahasa Indonesia. The interviews were carried out over three sessions within a three-month period, with each session consisting of three main questions related to participants' experiences in using the e-portfolio. Sample questions included: "From all the activities in the e-portfolio (practicing, recording videos, giving or receiving peer feedback, and writing self-reflection), which ones helped you improve your speaking skills?" and "How do the tasks in the e-portfolio relate to your personal or academic experiences?" The interview recordings were manually transcribed in Indonesian and subsequently translated into English for further analysis. The data collected through interviews as the primary source were then cross-checked through data

source triangulation using document analysis, which served to enrich and support the interpretation of participants' lived experiences rather than to independently evaluate their performance.

To collect the data required to answer the research question, several research instruments were employed in this study. First, a semi-structured interview protocol was used to explore participants' experiences in using the e-portfolio in the Speaking for Social Interaction course. Prior to the interview session, the researcher informed the participants about the objectives of the study, the procedures involved, and their rights as voluntary participants. The interview began with a brief introduction and was conducted in a comfortable setting to encourage open responses.

Several demographic questions were asked before proceeding to the main questions, including participants' age, gender, duration of e-portfolio use in the course, number of speaking topics completed, and the platforms used in compiling the e-portfolio. The core interview questions focused on how participants engaged with speaking tasks, responded to peer feedback, and reflected on their learning experiences throughout the e-portfolio implementation. Follow-up questions were asked when necessary to obtain deeper insights into how students constructed meaning from the speaking activities.

Second, participants' self-reflection sheets were used as supporting documents to capture students' reflections on their speaking performance throughout the learning process. The reflections were written after each video submission and documented participants' perceptions of their performance as well as their responses to peer feedback.

The data obtained from the interviews were supported by the information from the self-reflection sheets. These sheets were analyzed to examine how participants interpreted feedback from their peers, related speaking tasks to their personal or real-life experiences, and applied suggestions for improvement in subsequent video performances. Through this process, the self-reflection sheets provided evidence of students' meaningful engagement with the learning activities and their efforts to improve based on their understanding of the feedback received.

Third, the researcher's notes were taken during the data collection process as a supplementary tool to capture key insights and emerging patterns identified in participants' self-reflection sheets and interview responses. Since the study did not involve direct classroom observation, the notes were recorded in the form of analytic memos and structured checklists to assist in identifying patterns related to meaningful learning experiences.

The notes included observations on how participants connected speaking tasks with personal experiences, responded to peer feedback, and demonstrated improvement across their video submissions. In addition, participants' attitudes, responses to feedback, and level of engagement as reflected in their videos and written reflections were also documented to support the interpretation of the interview data.

Lastly, in qualitative research, the researcher serves as the main instrument in the process of data collection and analysis (Patton, 2002). In this phenomenological study, the researcher played a central role in collecting, analyzing, and interpreting participants' lived experiences in utilizing the e-portfolio in their speaking class. The researcher was actively involved in conducting semi-structured interviews, reviewing participants' speaking performances, and analyzing their written reflections.

To minimize personal bias, the researcher maintained openness and sensitivity throughout the data collection and analysis process. This was essential to ensure that the interpretation remained grounded in the participants' actual experiences in constructing meaning from their speaking and learning activities. Ethical considerations were also observed by obtaining informed consent, ensuring confidentiality and anonymity, and respecting participants' right to withdraw at any time.

FINDINGS AND DISCUSSION

Findings

One main theme emerged from this study, with three subthemes as illustrated in Table 1.

Table 1. Result of Thematic Analysis

Main Theme	Subtheme
Meaning construction through e-portfolio in a speaking course	Personal relevance of speaking tasks
	Real-life communication orientation
	Constructing meaning through peer feedback

Meaning construction through e-portfolio in a speaking course

The analysis of interview data, students' self-reflection notes, and documentation in the e-portfolio revealed that peer feedback facilitated students' engagement in meaningful learning processes during the public speaking course. The findings demonstrated that the implementation of the e-portfolio created opportunities for students to engage with speaking activities through repeated practice, documentation, and feedback exchange.

The structure of the e-portfolio required students not only to complete speaking tasks but also to revisit previous performances through video recordings and written reflections. By reviewing their uploaded videos and reading peer feedback, students were able to observe their speaking performances from different perspectives. The combination of video documentation, peer feedback, and self-reflection provided multiple sources through which students engaged with their speaking activities during the course.

Data from interviews, self-reflection sheets, and the researcher's notes showed that students frequently referred to the process of recording, reviewing, and reflecting when describing their experiences with the e-portfolio. Participants explained that these activities helped them examine their speaking performances and recognize aspects that required attention in later tasks.

Further analysis of the data revealed three subthemes that illustrate how meaningful learning was experienced by the students when engaging with peer feedback in the e-portfolio environment: 1) personal relevance of speaking tasks, 2) real-life communication orientation, and 3) constructing meaning through peer feedback.

Personal relevance of speaking tasks

The findings indicated that the speaking tasks provided through the e-portfolio were perceived as meaningful when students were able to relate them to their own personal experiences. Students described that the speaking subjects allowed them to communicate thoughts about familiar contexts, making the learning process more relevant and interesting. Several participants described that discussing familiar topics made the speaking tasks easier to develop and more engaging to complete. Since the topic reflected situations that they had experienced themselves, they were able to generate ideas more naturally when preparing the scripts and recordings. Students reported that they often used personal stories, memories, or real situations when presenting their videos. For example, one participant, S6F, explained that the speaking tasks allowed her to talk about situations that were part of her own life. She stated, "*I can make a video so that I can talk about things that are actually in my life, so it is more relatable to me.*"

Evidence from the self-reflection sheets supported this description. The reflections showed that several students repeatedly referred to personal experiences when explaining the content of their videos. Moreover, the researcher's notes also indicated that students frequently incorporated personal experiences into their video scripts.

Real-life communication orientation

Another pattern identified in the data was that students perceived the speaking tasks as related to communication situations beyond classroom activities. Participants reported that the tasks helped them practice expressing ideas in ways that could be applied in real-life interactions.

The structure of the e-portfolio, which required repeated speaking performances across different topics, provided opportunities for students to practice communicating in various contexts.

Several participants explained that the feedback they received from peers and the lecturer helped them to adjust aspects of their delivery, such as clarity of speech, pronunciation, and body language. These suggestions were often related to how their speaking performances would appear to an audience. As a result, several students reported that they became more attentive to how they presented their ideas in the recorded videos. For example, S1M explained that the feedback he received during the course helped him apply similar speaking strategies in real-life contexts. He reported, *“When I later performed as an MC, I was able to apply this feedback successfully.”* Similarly, another participant, S9M, reported that the speaking activities influenced his confidence when interacting with others in English. He explained, *“After completing the e-portfolio tasks and participating in the e-portfolio activities, I became more confident in speaking English in various contexts, particularly talking to strangers.”*

The comments written by peers in the YouTube videos also reflected attention to the communicative aspect of speaking. In many cases, peers provided suggestions related to pronunciation, clarity of expression, and audience engagement. Moreover, the researcher’s notes further indicated that some students showed gradual changes in their speaking performances across different video submissions. Later recordings were perceived to reflect changes in delivery and confidence compared to earlier ones.

Constructing meaning through peer feedback

The findings also demonstrated that peer feedback promoted meaningful learning by encouraging students to interpret comments and integrate them into subsequent performances. Peer feedback played a crucial role in assisting students in constructing meaning from their learning experiences. Rather than perceiving feedback as an evaluation, participants used it as a resource for understanding their strengths and weaknesses. Participants explained that they usually read the comments written by their peers after uploading their videos and sometimes discussed these comments with classmates. Several participants stated that this interaction allowed them to examine the suggestions provided in the feedback and observe how others perceived their performances. For instance, S4F described how the combination of recording videos, discussing with friends, and reading peer feedback influenced her engagement with the speaking tasks. She expressed, *“After recording the video, talking with my friends, and receiving feedback from my peers in the e-portfolio, I became more eager to find out what this and that mean in English.”* Moreover, S3M explained how feedback from the lecturer helped him notice a specific aspect of his presentation. He stated, *“After my lecturer gave feedback about my body language to not move too much while delivering my ideas, I understood better that the movements had to remain natural but controlled.”*

The self-reflection sheets further supported this finding, which showed that students utilized peer and lecturer feedback to understand their speaking performance and make adjustments in subsequent tasks. Moreover, the video analysis also showed that students’ performance appeared to show gradual improvement across videos.

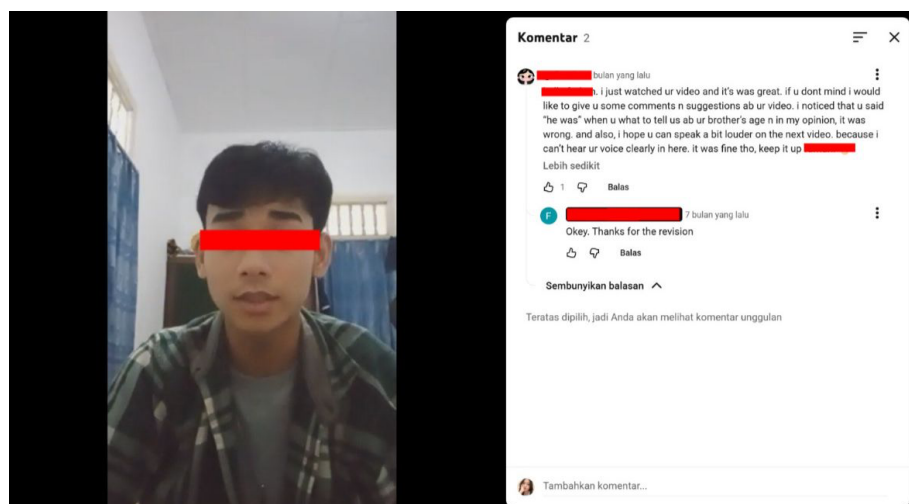


Figure 1. Documentation of Peer Feedback

Week 4
Topic : Family
Task : Monolog

Peer/AI Feedback	Please list the feedback you received from peer/AI. "hello farhan. i just watched ur video and it's was great. if u dont mind i would like to give u some comments n suggestions ab ur video. i noticed that u said "he was" when u what to tell us ab ur brother's age n in my opinion, it was wrong. and also, i hope u can speak a bit louder on the next video. because i can't hear ur voice clearly in here. it was fine tho, keep it up farhan!"
Your opinion/comments to the feedback	Please write your opinion/comments related to the feedback given. From the comment I've gotten, that's true cause I wrong grammar and still not confident to speaking english but cause the reasons I tried so hard for speaking english. Then the awkward situation I was facing and trying to make it natural. I think that's what made my sound very low

Figure 2. Documentation of Self-Reflection

Discussion

This study aimed to explore how the implementation of an e-portfolio facilitated meaningful learning in a speaking course. The findings indicate that meaningful learning was constructed through three interconnected processes: (1) personal relevance of speaking tasks, (2) real-life communication orientation, and (3) constructing meaning through peer feedback. These findings suggest that the e-portfolio did not merely function as a storage platform for assignments but as a pedagogical structure that enabled students to actively interpret, connect, and refine their speaking experiences.

The findings show that students perceived speaking tasks as meaningful when they were able to connect them to their personal experiences. This supports the theory of meaningful learning proposed by Ausubel (2000), who argues that learning becomes meaningful when new information is anchored to learners' prior knowledge and lived experiences. In this study, topics such as family, hometown, and personal experiences allowed students to integrate autobiographical elements into their speaking performances. This indicates that meaning was constructed through relevance rather than through mechanical task completion. The findings also

suggest that personal relevance may act as a mediating mechanism that transforms speaking tasks from procedural activities into meaningful communicative practices. Students appeared to reposition speaking as a means of self-expression rather than just completing tasks, which indicates that meaningful learning in this context is not only cognitive but also experiential and identity-related. This, however, also suggests that assignments without a personal connection can limit students' participation, highlighting a potential boundary of e-portfolio implementation.

This interpretation aligns with previous studies highlighting the importance of personal relevance in the learning process. Lopes and Vieira (2023) emphasized that meaningful learning emerges when learners are able to connect new learning experiences with their prior knowledge and personal contexts. In the present study, the e-portfolio structure encouraged students to personalize their responses to speaking tasks, enabling them to relate the topics to their own experiences. This finding also supports Song (2021), who reported that structured reflective activities help students better understand and connect their learning experiences. Similarly, Yancey (2023) found that well-designed reflective prompts within e-portfolio frameworks enable students to establish stronger connections between academic learning and real-life contexts. The present findings extend these studies by showing that such personalization contributes specifically to meaningful learning in speaking instruction.

Another significant finding is that students viewed the speaking tasks as preparation for real-life communication. This suggests that meaningful learning occurred when learners perceived the tasks as transferable beyond classroom requirements. From a theoretical perspective, meaningful learning involves not only cognitive connection but also contextual applicability (Ausubel, 2000). When students reported increased confidence in speaking to strangers or applying feedback in authentic situations, it demonstrated that learning had moved beyond academic completion toward communicative competence. Although students reported that the tasks facilitated real-life communication, this transferability appeared to depend on how well the tasks resembled real-world communication scenarios. This implies that the effectiveness of e-portfolios in fostering meaningful learning may not lie solely in the tool itself, but in how the tasks are designed to simulate real communication demands. It also raises the possibility that without such alignment, the activities may remain classroom-bound despite the use of technology.

This result is also consistent with previous studies emphasizing the role of technology-supported learning in promoting engagement and authentic learning experiences. Narpaduita and Pratolo (2024) reported that e-portfolios enhance students' motivation and engagement by allowing them to take greater ownership of their learning process. In addition, Chuanchom et al. (2024) found that reflective e-portfolio activities help students monitor their learning progress through structured reflection. The present study extends these findings by demonstrating that the use of e-portfolios not only supports learning engagement but also shapes students' orientation toward real-life communication as part of meaningful learning.

The third finding demonstrates that peer feedback played a central role in constructing meaning. Students did not interpret feedback merely as evaluation; instead, they used it to understand their strengths and weaknesses and to guide subsequent improvement. This process reflects the reflective and interpretive nature of meaningful learning, in which learners actively reorganize their understanding in response to new input (Ausubel, 2000). Interestingly, the role of peer feedback in this study extends beyond correction and appears to function as a dialogic space where students negotiate meaning and reinterpret their performances. This suggests that feedback is not inherently meaningful, but becomes meaningful when learners actively engage with it. At the same time, this reliance on peer feedback may vary depending on students' willingness and ability to provide constructive feedback, indicating a potential limitation in uniformly achieving meaningful learning across participants.

The iterative cycle of recording, receiving feedback, and revising performances is consistent with studies highlighting the role of reflection in e-portfolio learning. Song (2021) reported that structured reflection within e-portfolio activities supports students in interpreting their learning

experiences more deeply. Similarly, Yancey (2023) emphasized that reflective prompts encourage learners to reconsider their work and connect feedback with future improvement. In the present study, students did not simply receive feedback but actively interpreted and applied it in subsequent performances. This process indicates that feedback became meaningful when learners used it to guide continuous improvement rather than treating it as a final evaluation.

Unlike previous studies that primarily focus on general skill improvement or reflective engagement, this study highlights how the integration of peer feedback within an e-portfolio framework specifically facilitates meaningful learning in speaking. The process of interpreting feedback, revising performance, and observing improvement over time represents a cycle of meaning construction rather than simple correction.

CONCLUSIONS

This study investigated how the implementation of an e-portfolio facilitated meaningful learning in a speaking course of second-semester EFL students. The findings revealed that meaningful learning was constructed through three interconnected dimensions: personal relevance of speaking tasks, real-life communication orientation, and the interpretation of peer feedback. Through continuous cycles of video production, feedback exchange, and self-reflection, students were able to connect speaking tasks with their own experiences and apply feedback to subsequent performances. This process enabled them to move beyond completing assignments toward understanding the purpose and relevance of speaking activities for their own communicative development.

The findings highlight the pedagogical value of the e-portfolio as a learning tool that supports students in actively constructing meaning from their speaking experiences. Rather than functioning solely as a repository for performance tasks, the e-portfolio provided opportunities for reflection, interpretation of feedback, and performance improvement. As a result, students were able to perceive speaking activities as relevant to real-life communication contexts, which enhanced their engagement and confidence in using English beyond classroom settings. Therefore, the integration of e-portfolios in speaking instruction can serve as a meaningful approach to promote deeper learning experiences in EFL contexts.

However, this study was conducted with a limited number of participants from a single speaking course in one institutional setting, which may affect the generalizability of the findings to broader contexts. In addition, the study primarily relied on students' self-reported experiences and reflections, which may be influenced by subjective interpretations of their learning process.

Future research may involve participants from different proficiency levels or educational institutions to provide broader insights into the role of e-portfolios in facilitating meaningful learning. Longitudinal studies are also recommended to examine how meaningful learning through e-portfolios develops over time and influences students' speaking performance in the long term. Further investigation may explore how specific e-portfolio features or instructional designs contribute to different dimensions of meaningful learning in language classrooms.

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