

DIGITAL PORTFOLIOS IN VOCATIONAL SPEAKING CLASSES: TEACHER'S PERCEPTIONS AND LESSON PLAN ANALYSIS

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Abstract

Digital portfolios have become increasingly relevant in language education as tools for documenting learning processes, enabling multimodal task performance, and supporting formative assessment. However, limited research has examined how they are embedded in instructional planning or how teachers perceive their assessment role, especially in vocational English classrooms. This qualitative case study investigates (1) how digital portfolios are integrated into a speaking lesson plan, and (2) how a vocational English teacher perceives their use as an assessment tool. Data were collected through document analysis and an open-ended teacher questionnaire completed by an English teacher in an Indonesian vocational high school. The data were analyzed using thematic analysis. The findings show that digital portfolios were positioned as central to the design of speaking tasks, functioning as a structured mechanism for organizing workflow, documenting progress, and compiling multimodal evidence of learning. The teacher perceived the portfolio as a valuable tool for monitoring engagement, identifying learners who need support, and enhancing transparency in the learning process. However, constraints related to the absence of explicit assessment rubrics, increased workload, and varying student digital literacy limited the portfolio's potential for systematic assessment of speaking skills. The study concludes that digital portfolios have strong potential as process-based assessment tools in vocational English instruction; however, their effectiveness depends on the availability of clear assessment criteria, technological readiness, and sustained institutional support.

Keywords: *digital portfolios; formative assessment; speaking instruction; Vocational High School.*

1. Introduction

Assessment is a central component of language teaching and learning, shaping how students are evaluated and how teachers make instructional decisions. In recent years, the shift from product-oriented to process-oriented assessment has heightened interest in digital portfolios as tools that document learning trajectories, capture multimodal artifacts, and support reflective learning (Nguyen & Ikeda, 2021; Lin & Wen, 2023). Digital portfolios differ from traditional assessments by emphasizing longitudinal evidence rather than single-

event performance, making them especially relevant for speaking instruction where development occurs progressively across repeated attempts, revisions, and performance cycles.

In the context of English as a Foreign Language (EFL), especially in vocational schools, students are expected not only to develop linguistic competence but also to engage with digital media, multimedia production, and technology-based communication. Vocational learners frequently participate in tasks such as video production, audiovisual editing, and online content creation. Within this context, digital portfolios offer opportunities to integrate language learning with industry-relevant digital skills, thereby supporting authentic and multimodal communication practices (Fang, 2022). *Multimodal learning* refers to learning that involves multiple semiotic modes such as audio, video, text, and visuals to construct and communicate meaning, a practice that is particularly relevant to speaking instruction in digital environments (Cakrawati & Yosintha, 2025).

Despite its pedagogical potential, implementing digital portfolios as an assessment tool presents significant challenges. Traditional language assessment relies on structured rubrics, standard criteria, and analytical assessment frameworks. However, portfolio-based assessment requires teachers to be involved in an ongoing assessment process, such as monitoring progress, reviewing iterative drafts, and interpreting diverse multimodal artifacts. These practices demand a high level of assessment literacy, understood as a teacher's ability to effectively design, interpret, and use assessment information to support learning. When assessment literacy or institutional support is limited, portfolio assessment can be subjective, time-consuming, or inconsistent (Wang & Lee, 2020). Previous studies have reported that teachers often feel uncertain about how to evaluate portfolio content, especially when assessment criteria are unclear or when submissions vary widely in format and modality (Abdullah & Tan, 2024; Said & Hashim, 2022).

Moreover, the role of digital portfolios in speaking assessment remains underexplored in the Indonesian vocational context. While several studies have examined digital portfolios for writing, reading, or general language learning purposes (Setyowati & Husna, 2021), few studies have focused specifically on their function in speaking instruction. Speaking is traditionally assessed through face-to-face performance, oral presentations, or test-based activities, which often capture only a snapshot of learners' abilities. Digital portfolios, by contrast, enable students to record and upload multiple speaking attempts, enabling teachers to observe progression over time. This potential for more comprehensive, multimodal documentation highlights the need to investigate how portfolios are integrated into lesson planning and how teachers interpret their assessment functions.

Assessment practices in speaking instruction traditionally rely on live performance, oral presentations, or test-based evaluation, which may capture only a snapshot of learners' abilities. Digital portfolios, by contrast, allow students to record, revise, and resubmit speaking performances, enabling teachers to observe developmental progress over time. However, implementing portfolio-based assessment requires teachers to exercise assessment literacy defined as the ability to design, interpret, and use assessment information effectively and to evaluate multimodal learning evidence, which includes audio, visual, and textual elements. Without clear criteria and institutional support, portfolio assessment may become time-consuming or inconsistent (Wang & Lee, 2020; Abdullah & Tan, 2024).

Although studies such as Rahimi and Shute (2021) and Chen and Huang (2022) have emphasized the usefulness of digital portfolios for formative assessment, many questions remain regarding how teachers operationalize portfolios in real instructional settings. Specifically, little is known about how portfolios appear in lesson plan whether they are positioned as core components of speaking tasks, peripheral tools for submission, or integrated systems for monitoring student performance. Similarly, teacher perceptions of portfolio-based assessment in vocational EFL classrooms remain limited in the literature. In response to these gaps, the current study examines instructional design and teacher perceptions related to the use of digital portfolios in vocational speaking instruction by answering the following research questions:

1. How are digital portfolios integrated into the lesson plan for speaking instruction in a vocational English classroom?
2. How does the teacher perceive the use of digital portfolios as an assessment tool?

These questions capture both the structural and perceptual dimensions of portfolio implementation, enabling a nuanced understanding of how portfolios function in practice. This study does *not* attempt to measure improvement in speaking fluency or evaluate student performance. While some studies make claims about the effectiveness of digital portfolios in enhancing speaking proficiency, such claims must be grounded in student performance data, which this study does not collect. Therefore, the purpose here is not to assess outcomes but rather to understand assessment *processes*.

By examining how digital portfolios are embedded in lesson planning and how teachers interpret their assessment role, this study contributes to the theoretical discussion of formative assessment and multimodal learning in EFL contexts. Practically, it offers insights for teachers, curriculum designers, and policymakers on how portfolio-based assessment can be implemented meaningfully in vocational education. In the Indonesian context, the study provides empirical support for assessment practices aligned with process-based learning and digital competence development, which are central to current educational reforms.

This section reviews the theoretical and empirical literature relevant to digital portfolios, formative assessment, multimodal learning evidence, and teacher perceptions in speaking instruction. The review establishes the conceptual foundation of the study and situates the research focus within contemporary scholarly discussions.

2. Literature Review

This literature review synthesizes theoretical and empirical studies relevant to the present research. It is organized into four thematic subsections: (1) digital portfolios in language education, (2) portfolios as tools for formative assessment, (3) multimodal evidence of speaking development, and (4) teacher perceptions of digital portfolio assessment. This structure reflects the conceptual foundations of the study and clarifies how previous research informs the research focus.

2.1 Digital Portfolios in Language Education

Digital portfolios, broadly defined as curated collections of learners' digital artifacts demonstrating progress, achievement, and reflection, have gained traction in language

education due to their alignment with process-oriented assessment practices (Yancey, 2016). Unlike traditional portfolios, digital portfolios offer greater flexibility, enabling learners to upload recordings, multimedia products, drafts, and reflections in accessible formats. While early conceptual work by Barrett (2010) established digital portfolios as tools for reflection and assessment, more recent empirical studies have extended this foundation by examining portfolio implementation in contemporary digital learning environments. For example, Nguyen and Ikeda (2021) and Lin and Wen (2023) demonstrated that digital portfolios support formative assessment by enabling iterative feedback and learner self-monitoring. Similarly, Abdullah and Tan (2024) reported that portfolio-based assessment enhances transparency and learner engagement when supported by clear analytic criteria. These recent findings indicate a shift from viewing digital portfolios merely as repositories of work toward understanding them as integrated systems for process-oriented assessment and multimodal learning.

Digital portfolios also facilitate individualized evidence collection, which aligns with contemporary views of differentiated instruction and personalized learning. According to Chen and Huang (2022), portfolios allow learners to represent their performance through diverse formats, accommodating different learning preferences and technological competencies. As such, digital portfolios increasingly serve as holistic repositories of learning rather than mere replacements for traditional testing.

2.2 Portfolios as Tools for Formative Assessment

Formative assessment refers to ongoing evaluation processes aimed at monitoring learner progress, informing instructional decisions, and supporting learning improvements. Digital portfolios are widely recognized as effective formative assessment tools because they document learning over time and reveal patterns not visible in single-event assessments (Rahimi & Shute, 2021). Unlike summative assessments, which often capture only a snapshot of performance, formative assessments emphasize feedback, revision, and learner growth.

In speaking instruction, formative assessment is particularly important due to the dynamic and developmental nature of oral proficiency. Speaking performance can differ significantly across contexts, tasks, and recording attempts. Digital portfolios allow teachers to observe these variations and provide meaningful feedback, thus aligning assessment practices with actual learning processes (Lin & Wen, 2023). Moreover, portfolios support the formative assessment cycle by enabling students to review their prior performances and adjust their strategies accordingly.

Scholars have emphasized the need for clear assessment criteria in portfolio-based formative assessment. Abdullah and Tan (2024) argue that rubrics and analytic descriptors contribute to transparency, reliability, and fairness in evaluation. Similarly, Said and Hashim (2022) found that teachers who used rubrics during portfolio assessment demonstrated greater consistency in evaluating multimodal speaking tasks. However, the absence of explicit criteria can lead to subjective judgments and uneven assessment practices, limiting the effectiveness of portfolios. Despite these challenges, portfolios remain valuable in formative assessment frameworks due to their capacity to illuminate learning trajectories. Portfolios enable teachers to identify learners' needs early, allowing timely intervention Setyowati and Husna (2021). This formative dimension aligns strongly with the teacher perceptions identified in the present study.

2.3 Digital Portfolios and Multimodal Evidence of Speaking Development

Multimodality has become an important concept in digital language learning, referring to the use of various modes such as audio, video, text, and images to communicate meaning. Digital portfolios provide an ideal platform for multimodal evidence collection, especially in speaking instruction where voice, gesture, visual aids, and audio-visual editing skills play a substantial role (Fang, 2022). According to Lin and Wen (2023), multimodal portfolios expand the definition of speaking performance by incorporating visual and design components that support oral expression. These multimodal elements can reveal aspects of learning not captured through traditional speaking tests, such as creativity, content organization, and the use of technology to enhance communication (Xu, Chen, Wang, & Suhadolc, 2021). Moreover, multimodal evidence provides teachers with a richer dataset for understanding learner progress and competence.

Rahimi and Shute (2021) note that multimodal portfolio artifacts support more nuanced assessment because they allow learners to produce, review, and iterate on their speaking performances. This aligns with the principles of multimodal learning analytics, which highlight the interpretive depth afforded by diverse data sources. In vocational education, multimodality is even more relevant because students are trained to handle digital media production. (Kusnadi et al. 2023) emphasize that portfolios support authentic task engagement in vocational English classrooms by bridging language learning with professional digital skills. Consequently, multimodal portfolios not only represent linguistic achievement but also cultivate employability competencies.

2.4 Teacher Perceptions of Digital Portfolio Assessment

Teacher perceptions significantly influence the successful adoption of digital portfolio assessment. Positive perceptions often lead teachers to invest more time in reviewing submissions, giving feedback, and integrating portfolios meaningfully into instruction. Conversely, negative perceptions such as concerns about workload or technical difficulties can limit the effective use of portfolios. Wang and Lee (2020) found that teachers appreciated the developmental evidence available in digital portfolios but struggled with the time required to evaluate multiple versions of artifacts. Similarly, Chen & Kabilan (2022) reported that teachers viewed portfolios as beneficial for documenting learning but also expressed concerns related to digital literacy and assessment reliability.

Teacher perceptions are often shaped by institutional support, including training, access to digital platforms, and the availability of assessment tools (Said & Hashim, 2022). Without adequate support, even motivated teachers may find it challenging to implement portfolio assessment systematically. In the Indonesian vocational context, digital literacy disparities and infrastructure limitations further complicate portfolio adoption (Setyowati & Husna, 2021). The present study aligns with the broader literature showing that teacher perceptions reflect both recognition of pedagogical advantages and awareness of practical constraints. The teacher's understanding of the digital portfolio as useful for monitoring progress, providing feedback, and supporting multimodal learning resonates with the findings of Nguyen and Ikeda (2021) and Kusnadi et al. (2023). Meanwhile, the challenges identified mirror those reported globally in portfolio-based assessment research.

Drawing on formative assessment theory and multimodal learning perspectives, this study proposes a conceptual framework to illustrate the relationships among digital

portfolios, formative assessment practices, multimodal learning evidence, and teacher perceptions in vocational EFL speaking instruction. From a formative assessment perspective, the framework reflects cyclical processes of task performance, feedback, revision, and reflection (Black & Wiliam, 2009; Rahimi & Shute, 2021). From a multimodal learning perspective, it acknowledges that speaking development in digital environments is evidenced not only through oral language but also through visual, auditory, and design elements embedded in portfolio artifacts (Fang, 2022; Lin & Wen, 2023).

Figure 1

Conceptual framework of digital portfolios in formative speaking assessment

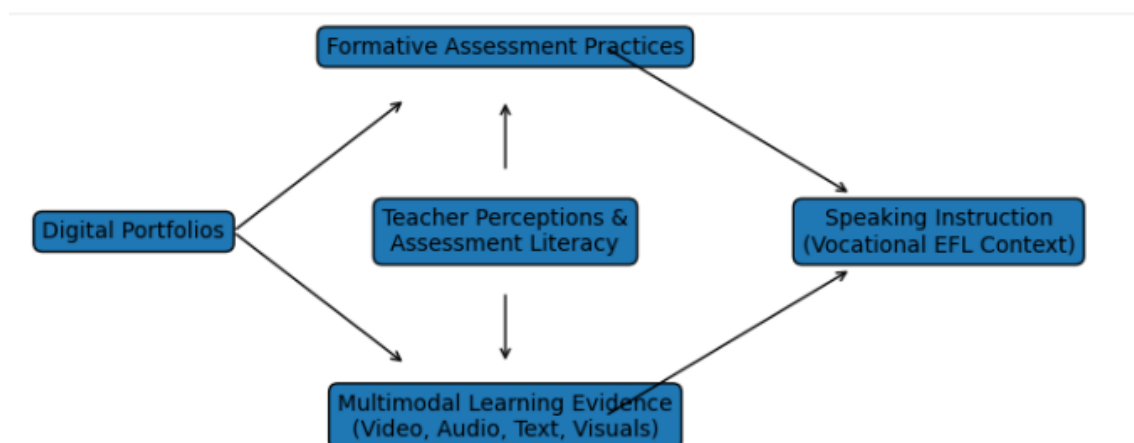


Figure 1. illustrates the conceptual framework that guides this research. This framework informs both the data collection and analytical procedures in the study, guiding the examination of instructional documents and the interpretation of teacher perceptions. Digital portfolios serve as a core instructional and assessment tool that facilitates formative assessment practices and the collection of multimodal learning evidence. These processes support speaking instruction in a vocational EFL context and are mediated by teacher perceptions and assessment literacy.

3. Research Method

This study employed a qualitative case study design to investigate how digital portfolios were integrated into speaking instruction and how the teacher perceived their role as an assessment tool. A qualitative approach was chosen because it allows for an in-depth exploration of contextualized instructional practices and teacher experiences, which cannot be fully captured through quantitative measures (Creswell, 2014). The case study design was particularly appropriate because the goal was to understand a bounded system namely, the implementation of digital portfolios within one vocational English classroom. Rather than attempting to generalize findings to broader populations, the case study aimed to provide rich, descriptive insights into how portfolios function in a real instructional environment. This design is aligned with contemporary recommendations for investigating assessment practices in authentic educational contexts (Nguyen & Ikeda, 2021; Chen & Huang, 2022). By focusing on a single teacher and lesson plan, the study was able to capture nuances in instructional decisions and assessment perceptions that broader survey-based studies may overlook.

3.1 Participant

The study was conducted at a public vocational high school in Surakarta, Indonesia. Vocational schools in Indonesia emphasize industry-oriented competencies, including multimedia production, digital communication, and technical skills. These characteristics make vocational classrooms particularly relevant for examining digital portfolio implementation, especially given their strong emphasis on multimodal learning (Kusnadi et al., 2023).

One English teacher who taught 11th-grade multimedia students participated in the study. The teacher had more than five years of teaching experience in the multimedia program and had implemented digital portfolios in speaking instruction for at least one semester prior to the study. Purposeful sampling was employed to select the participant due to their direct experience with the instructional approach under investigation (Creswell, 2014). The teacher's familiarity with digital technology and multimedia-based tasks further enhanced the relevance of the instructional materials analyzed.

3.2 Data Sources

Two primary data sources were used: teacher documents and teacher questionnaire responses.

1. Teacher Documents

The documents consisted of:

The speaking lesson plan [1]; activity sequences [2]; digital portfolio submission guidelines, and student task instructions included in the teacher's planning folder [3].

Document analysis was appropriate because the study aimed to understand how digital portfolios were structurally embedded within instructional planning. Documents capture instructional intent, sequencing, assessment design, and teacher expectations (Setyowati & Husna, 2021). The documents provided insight into the planned use of the portfolio, independent of the teacher's reflective perceptions.

2. Teacher Questionnaire

The teachers' opinions about the use of digital portfolios as assessment tools were gathered using a semi-structured, open-ended questionnaire. Open-ended responses allowed the teacher to articulate perceptions in depth and to describe personal experiences, challenges, and beliefs. This approach is consistent with qualitative assessment research, where teacher perception plays a central role in the success of innovative assessment practices (Wang & Lee, 2020).

Data collection was conducted over a four-week period during one instructional unit of speaking instruction in the second semester of the academic year.

3.3 Data Analysis

Data analysis followed Braun and Clarke's (2006) thematic analysis procedure, which includes familiarization, coding, theme generation, review, and interpretation.

1. Document Analysis Steps

Document analysis focused on identifying:

The sequence of speaking tasks; the placement and frequency of portfolio activities; the assessment procedures involving the portfolio; the multimodal requirements embedded in tasks.

Codes such as *workflow structure*, *assessment checkpoints*, *multimodal evidence*, and *revision cycles* were generated. These codes were later grouped into broader themes representing how portfolios were embedded in the instructional design.

2. Teacher Perception Analysis

Teacher responses were coded inductively. Initial codes included *progress monitoring*, *feedback opportunities*, *authenticity*, *workload challenges*, and *lack of rubrics*. These codes were then clustered into thematic categories reflecting the perceived function and limitations of the portfolio as an assessment tool (Creswell, 2014).

3.4 Trustworthiness of the Study

To ensure the trustworthiness of the qualitative findings, this study adopted several strategies aligned with established qualitative research standards (Lincoln & Guba, 1985). Credibility was enhanced through data triangulation by comparing instructional documents with teacher questionnaire responses, allowing converging evidence across data sources. Dependability was addressed by maintaining a clear audit trail documenting data collection procedures, coding decisions, and theme development. Confirmability was supported through systematic coding and reflexive analysis to minimize researcher bias. Finally, transferability was facilitated by providing a detailed description of the instructional context, participant characteristics, and assessment practices, enabling readers to judge the applicability of the findings to similar vocational EFL settings.

4. Results and Discussion

This section presents the findings derived from instructional document analysis and the teacher's open-ended questionnaire responses. Two overarching themes emerged: (1) the integration of digital portfolios within the lesson plan for speaking instruction, and (2) the teacher's perception of digital portfolios as formative assessment tools. These themes reflect both the structural and perceptual dimensions of portfolio implementation. The discussion links each theme to relevant literature to strengthen theoretical coherence.

4.1 Results

This section presents the empirical findings obtained from the analysis of teacher questionnaire responses and documents. The findings are organized thematically to address the research questions and provide a clear picture of how digital portfolios are implemented and perceived in speaking instruction. Interpretation and connection to broader theories are reserved for the Discussion section.

4.1.1 Digital Portfolios Integrated into the Lesson Plan for Speaking Instruction in a Vocational English Classroom.

This subsection reports the findings from the analysis of instructional documents, focusing on how digital portfolios are embedded in speaking lesson plans. Analysis of the instructional documents revealed that digital portfolios were deliberately embedded into the structure of the speaking lesson plan rather than positioned as an optional submission

tool. The lesson plan organized the procedure-text speaking project into a sequence of interconnected stages: drafting a script, recording an initial video, receiving feedback, revising and re-recording, and submitting a final multimodal speaking performance. Each stage was assigned learning objectives, time allocation, submission deadlines, and required evidence to be uploaded to the digital portfolio platform. This design positioned the portfolio as the core mechanism for managing learning workflow and documenting progress throughout the speaking task.

The integration also aligned speaking instruction with vocational relevance. Students were asked to demonstrate not only oral communication skills but also multimedia production skills such as framing the camera, ensuring clear audio, adding captions or images, and editing clips which reflected professional practices in multimedia industries. By requiring multiple drafts and retaining every uploaded version, the portfolio allowed the teacher to observe development over time, identify students who fell behind earlier in the process, and ensure accountability for each learning step. Overall, the lesson plan indicated that the digital portfolio served dual functions: (a) scaffolding a structured learning process and (b) capturing multimodal evidence of growth in speaking performance.

Table 1

Results of Lesson Plan Analysis on Digital Portfolio Integration

Lesson Plan Component	Evidence of Digital Portfolio Integration	Function in Speaking Instruction
Learning objectives	Objectives included not only spoken delivery but also multimodal presentation skills (e.g., visuals, clarity of audio, editing).	Aligns speaking performance with vocational digital communication competency.
Instructional sequence	Five portfolio checkpoints were mandated: script → first recording → feedback → revision/re-recording → final recording.	Structures learning as a step-by-step process rather than a single performance.
Learning activities	Each activity required uploading artifacts (script, draft video, revised video, final video).	Documents progress and traces individual learning development.
Assessment procedures	Portfolio used for monitoring progress; no rubric included for scoring speaking performance.	Supports formative feedback more than summative scoring.
Time allocation	Deadlines and milestones were set for each upload stage.	Enhances accountability and prevents last-minute submissions.
Use of technology	Instructions required camera framing, clear audio, image insertion, and layout design.	Teaches vocational multimedia skills alongside spoken communication.

Note. Data were derived from lesson plan documents and instructional guidelines.

Based on table 1, the lesson plan positioned the digital portfolio as the core mechanism for managing and documenting learning throughout the speaking project. Learning objectives and activities required students to produce multimodal products rather

than single-take oral presentations, reflecting the vocational focus of the program. The step-by-step upload sequence (script, draft recording, revision, final recording) ensured that each stage of learning was visible and assessable. Time allocation and portfolio checkpoints helped reinforce accountability, while the technological requirements linked speaking instruction to authentic multimedia production practices. Overall, the lesson plan was designed to use the portfolio not merely as a place to store the final product, but as a structured learning and assessment workflow that supports formative monitoring of speaking development.

4.1.2 Teacher Perceptions of Digital Portfolios as Assessment Tools

The teacher perceives the use of digital portfolios as an assessment tool; six themes emerged from the thematic analysis of teacher responses. Each theme is introduced and concluded to clarify its contribution to understanding portfolio-based assessment. The interview findings revealed six major themes related to the implementation of digital portfolios as formative assessment tools in speaking instruction.

Theme 1 — Planning and Preparation

This theme reflects the teacher's views on the importance of preparation prior to portfolio implementation. The teacher described preparing learning objectives, example portfolios, sample videos, and scoring rubrics before teaching. The teacher emphasized that successful implementation depended on careful planning, including aligning learning objectives, preparing sample portfolios, and clarifying expectations. Planning was viewed as essential for minimizing student confusion and ensuring smooth implementation.

Table 2

Theme 1 planning and preparation

Code	Interview Statement
Planning learning objectives	"I start by preparing learning objectives that connect the structure of a procedure text with how students will demonstrate it in their video portfolio."
Preparing instructional media	"Before teaching, I prepared sample videos, portfolio examples, and the rubric so that students could clearly see what was expected of them."
Connecting English with multimedia skills	"Because this is a multimedia class, I tried to connect English speaking with what they do every day like editing and designing."

The first theme identified in the analysis was planning and preparation. This preparation appeared to serve two functions: ensuring that students clearly understood expectations, and reducing the risk of confusion during the project. The consistency of codes related to planning suggests that the teacher viewed preparation not only as a technical requirement but also as a pedagogical strategy.

Theme 2 — Implementation Process

This theme captures how the portfolio was enacted during instruction. The teacher described applying the digital portfolio through a structured sequence that included introduction, modelling, guided practice, individual recording, revision based on feedback, and final presentation.

Table 3

Theme 2 implementation process

Code	Interview Statement
Introducing digital portfolios	"At first, I explained what a digital portfolio is, showed examples, and discussed why this method is useful for speaking assessment."
Modelling	"I modelled how to create the script, record, and upload the video, so they did not get confused."
Guided practice	"During the first recordings, I guided them step by step until they became more confident."
Feedback cycles	"Students practiced several times. After each recording, I gave comments on pronunciation and fluency. They revised and improved their videos before the final presentation."
Instructional sequence	"The process was clear: script, recording, feedback, revision, and final presentation."

The second theme related to the implementation process. The results showed that modelling plays a central role in facilitating understanding, as students first observe the entire process before engaging independently. The analysis also shows that its implementation is iterative rather than linear; students often revisit previous recordings after receiving feedback, allowing them to make gradual improvements in fluency, pronunciation, and organization.

Theme 3 — Student Engagement and Motivation

This theme addresses learner responses to portfolio-based speaking tasks. The teacher reported increased engagement and motivation, particularly as students observed improvement across successive recordings. Authenticity of tasks contributed to learner confidence.

Table 4

Theme 3 student engagement and motivation

Code	Interview Statement
Increased enthusiasm	"Students were more active and creative; they liked combining English and multimedia tools."
Valuing authenticity	"They became excited because the project looked real and relevant to multimedia—not just a usual speaking task."
Confidence building	"Some students who used to be shy became more confident after seeing their improvement from the first video to the last one."

The result showed that engagement did not surge immediately but developed gradually as students gained confidence and began to notice their progress from one recording to the next. This gradual increase in engagement suggests that familiarity with tools and visible improvement contributed positively to motivation.

Theme 4 — Assessment and Feedback

This theme focuses on how assessment was conducted through the portfolio. Assessment was described as primarily formative. Continuous feedback guided revisions and enabled monitoring of progress across speaking attempts.

Table 5

Theme 4 assessment and feedback

Code	Interview Statement
Use of the rubric	"I used the same rubric throughout the project so students could track their improvement."
Formative assessment	"Feedback made them more aware of their strengths and weaknesses. Many students said this helped them improve step by step."
Evidence of learning	"With the digital portfolio, I could see their progress clearly from video to video. It was easier to evaluate improvement."

The results showed that the teacher perceived feedback as a critical component of the digital portfolio cycle. The use of the same analytic rubric across recordings enabled students to track their progress, while ongoing feedback both written and oral guided revisions and promoted reflective learning. The NVIVO evidence indicates that assessment was not positioned as a final evaluation but functioned as a continuous learning mechanism throughout the project.

Theme 5 — Challenges Faced

This theme captures constraints encountered during implementation. Challenges included technical difficulties, unstable internet access, and variation in students' digital skills. These challenges did not hinder the continuation of the project but required teacher adaptation.

Table 6

Theme 5 challenges faced

Code	Interview Statement
Technical obstacles	"Some students had problems uploading videos or managing the editing apps."
Internet limitations	"The internet connection was sometimes unstable, so I had to be flexible with deadlines."
Varying digital proficiency	"Not all students were fast with editing, but their peers usually helped them."

The result showed that strategies such as extending deadlines, receiving portfolio files offline, and encouraging peer assistance were used to maintain the pace of learning despite technical barriers.

Theme 6 — Reflection and Future Implementation

This theme reflects the teacher's evaluative stance toward continued use of digital portfolios. The teacher viewed digital portfolios as effective tools for monitoring progress and supporting reflective teaching, while noting that sustainability depended on infrastructure and institutional support.

Table 7

Theme reflection and future implementation

Code	Interview Statement
Effectiveness of method	"Overall, the digital portfolio is very effective for speaking class. I can see real progress."
Teacher learning	"This method also helped me reflect on my teaching because I could analyze student progress more deeply."
Recommendation	"If the facilities are ready, I would continue using digital portfolios in the next school year."

The teacher described the digital portfolio as beneficial for improving speaking performance and increasing student motivation, while acknowledging that its success depends on the availability of adequate facilities. The teacher also reported that analyzing students' portfolio progress helped them reflect on their own instructional effectiveness. This perspective indicates that the digital portfolio served not only as a student assessment tool but also as a form of reflective professional practice for the teacher.

4.2 Discussion

This finding confirms that digital portfolios function as formative assessment tools, supporting prior studies in EFL contexts. The results indicate that digital portfolios functioned as an integrated framework for process-based speaking assessment, multimodal learning, and formative feedback in vocational EFL instruction. Planning and scaffolding reflected principles of constructive alignment, while iterative feedback cycles supported gradual improvement in oral performance. The challenges identified align with existing literature on workload and technological constraints, underscoring the importance of institutional support. The findings with the English teacher revealed that the implementation of the digital portfolio in teaching procedure-text speaking monologues followed a structured and pedagogically informed process. The teacher explained that the planning stage began with identifying learning objectives aligned with the curriculum and the needs of multimedia students. According to the teacher, these objectives focused on improving students' fluency, pronunciation, and delivery while integrating digital tools that reflect the competencies required in the multimedia field. This deliberate planning reflects the principle of instructional alignment described by (Biggs, 1996), which emphasises that planning, teaching, and assessment must support each other to produce effective learning. Similar to studies conducted in European and East Asian EFL contexts (Rahimi & Shute, 2021; Chen & Huang, 2022), the present findings indicate that digital portfolios enhance formative feedback by enabling iterative performance review and longitudinal monitoring.

During the introduction phase, the teacher provided explicit explanations of what a digital portfolio is, how it would be used as part of speaking assessment, and what learning outcomes students were expected to achieve. The teacher also showcased sample digital-

portfolio products, including video demonstrations and slide-based procedure presentations. This modelling phase is consistent with the Genre-Based Approach (Hyland, 2004), in which teachers must present clear examples before students construct their own texts. The teacher noted that providing models helped students better understand the structure of a procedure text, including the use of imperative verbs, sequencing markers, and clarity of steps.

The teacher described the implementation as a step-by-step cycle that guided students from guided practice to independent production. After modelling, students worked collaboratively to draft their scripts and experiment with digital tools such as Canva, PowerPoint, Flipbook, and CapCut. Throughout the process, the teacher implemented ongoing formative assessment. Students received verbal and written feedback on their pronunciation, organisation, vocabulary use, and delivery. The teacher emphasised that allowing students to revise their recordings before final submission encouraged reflective learning. This reflects Barrett's theory of portfolio learning (2007), which positions portfolios as iterative cycles of performance, reflection, and revision. According to the teacher, this approach allowed students to monitor their progress and gradually refine their monologues, resulting in more polished final products.

The teacher also explained several challenges during implementation, including students' inconsistent internet access, variations in digital-editing skills, and time constraints for completing recordings. However, these challenges were mitigated through practical solutions such as flexible submission options, peer tutoring, and additional practice time. This adaptability demonstrates the teacher's role not only as an evaluator but also as a facilitator who adjusts instruction to meet student needs.

Overall, the interview data show that the implementation of the digital portfolio was a systematic, scaffolded, and student-centred process. The teacher's instructional decisions supported procedural understanding, multimodal expression, and reflective practice, all of which contributed to improved speaking performance among multimedia students. The findings indicate that the teacher played a critical role in bridging pedagogical theory with practical classroom application, ensuring that the digital portfolio was not merely a technological tool, but a meaningful framework for language learning and assessment.

5. Conclusion

This study examined the integration of digital portfolios into vocational English-speaking instruction and explored a teacher's perceptions of their role as formative assessment tools. Evidence from lesson plan analysis and teacher questionnaire responses indicates that digital portfolios functioned primarily as a structured, process-oriented assessment system rather than a summative scoring mechanism. The deliberate integration of portfolios across multiple stages of the speaking task drafting, recording, revising, and final submission reflects intentional instructional design aimed at documenting learners' developmental progress over time. The use of multimodal video artifacts further aligned speaking assessment with vocational learning demands by integrating language performance, media production, and digital communication skills.

Teacher perceptions revealed that digital portfolios provided rich evidence of learning trajectories, enabled targeted formative feedback, and enhanced transparency in assessment practices. Compared with single-event in-class speaking performances, replayable multimodal recordings offered more comprehensive and reliable evidence of

student development. Nevertheless, the implementation of digital portfolios was constrained by increased teacher workload, variations in student digital literacy, and the absence of standardized analytic rubrics, which limited consistency and efficiency in assessment. Despite these constraints, the teacher reported strong positive effects on student accountability, engagement, and motivation, noting that portfolios helped students visualize their own improvement and develop a sense of ownership over their work. The findings suggest that digital portfolios hold considerable potential as formative assessment tools in vocational EFL speaking instruction. However, its effectiveness depends on clear evaluation criteria, adequate technological infrastructure, and sustained institutional support. In the Indonesian context, these findings resonate with the principles of *Kurikulum Merdeka*, which emphasizes authentic assessment, learner autonomy, and the integration of digital competencies into classroom practice. Digital portfolios align well with these policy directions by supporting process-based assessment and multimodal learning relevant to vocational education.

Overall, this study suggests that digital portfolios hold considerable promise as formative assessment tools in vocational EFL speaking instruction. Their effectiveness depends on clear evaluative criteria, adequate technological infrastructure, and sustained institutional support. This study was limited by its focus on a single participant and instructional context, which may restrict the generalizability of the findings. Future research should therefore incorporate multiple participants, include student perspectives, and examine scalable models of portfolio-based assessment that maintain pedagogical quality while minimizing teacher workload.

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