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EFFECTS OF THE USING ELECTRONIC PORTFOLIO ON THAI EFL NURSING
STUDENTS' ORAL COMMUNICATION

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บทคัดย่อ

การวิจัยกึ่งทดลองมีจุดประสงค์เพื่อศึกษาข้อจำกัดการสื่อสารด้านภาษาอังกฤษในนักศึกษาพยาบาลระดับปริญญาตรี ซึ่งเรียนภาษาอังกฤษเป็นภาษาต่างประเทศทั้งก่อนและหลังการเข้าร่วมกิจกรรมแฟ้มสะสมงานแบบอิเล็กทรอนิกส์เพื่อพัฒนาทักษะการสื่อสารด้วยภาษาอังกฤษเพื่อศึกษาประเภทความคลาดเคลื่อนและพัฒนาทักษะการสื่อสารการพูดด้วยการใช้แฟ้มสะสมงานแบบอิเล็กทรอนิกส์ในการพัฒนาทักษะการสื่อสารด้วยภาษาอังกฤษรวมทั้งศึกษาความเห็นของกลุ่มตัวอย่างที่มีต่อการใช้แฟ้มสะสมงานแบบอิเล็กทรอนิกส์ในการพัฒนาทักษะการสื่อสารด้วยภาษาอังกฤษ กลุ่มตัวอย่างคือนักศึกษาพยาบาลศาสตรบัณฑิตชั้นปีที่ 1 ที่ลงทะเบียนเรียนในรายวิชาภาษาอังกฤษในปีการศึกษา 2561 ภาคการศึกษาที่ 1 จำนวน 45 คน กลุ่มตัวอย่างได้รับบทเรียนที่ถูกออกแบบโดยใช้กรอบอ้างอิงสมรรถนะด้านภาษาแห่งสหภาพยุโรป (CEFR) และผลิตชั้นงานด้านการสื่อสารภาษาอังกฤษ

เป็นรายบุคคลโดยมุ่งเน้นที่การสื่อสารทางเดียวเป็นจำนวนทั้งหมด 4 ชิ้นงาน เพื่ออัปโหลดไปยังแฟ้มสะสมงานแบบอิเล็กทรอนิกส์ โดยมีผู้วิจัยเป็นผู้ที่ให้ข้อมูลย้อนกลับแก่กลุ่มตัวอย่างเป็นรายบุคคล ชิ้นงานนี้ดิจิทัลจะถูกนำมาวิเคราะห์ข้อผิดพลาดโดยใช้วิธีการโครงสร้างพื้นผิวของประโยชน์ โดยข้อผิดพลาดจะถูกนำมาแยกประเภทตามลักษณะ ได้แก่ การละคำ การเพิ่มคำ การเลือกใช้รูปแบบผิด และการเรียงลำดับผิด ผลการวิจัยพบว่าความถี่ของข้อผิดพลาดบางประเภทในการสื่อสารด้วยภาษาอังกฤษของนักศึกษามีน้อยลง

คำสำคัญ : ภาษาอังกฤษเพื่อการสื่อสาร, ภาษาอังกฤษในฐานะภาษาต่างประเทศ, แฟ้มสะสมงานอิเล็กทรอนิกส์, การพูดสื่อสารภาษาอังกฤษ

ABSTRACT

This quasi-experimental study aims at examining the limitation of Thai EFL nursing students' oral communication before and after e-portfolio treatment. The study investigated the types of errors as well as the improvement in oral communication skills after the use of the e-portfolio, and reinforce their English oral communication. The nursing students' opinions towards the e-portfolio implementation in speaking class was also reviewed as a part of the study. To achieve these objectives, 45 first-year undergraduate nursing students who enrolled in the English for Everyday Life course given in the academic year of 2018 (first semester) were chosen as the participants. The participants were engaged in spoken English lessons that was designed according to the Common European Framework of Reference for Languages (CEFR). During the semester, the participants were required to complete the monologic speaking tasks and submit them to the digital web-based e-portfolio. The researcher, who manages the e-portfolio, would provide them with feedback. The participants' oral communication skills were analyzed using surface structure taxonomy to identify their spoken limitations. The data were classified into four taxonomy surface strategies: omission, addition, misformation, and disordering. The findings of study demonstrates the improvement in communication and less frequent errors in the students' speech after the implementation of the e-portfolio.

Keywords : EFL communication, EFL speaking, E-learning, E-portfolio, Oral communication

INTRODUCTION

In an attempt to reform English language education in Thailand, the Common European Framework Reference (CEFR) was adopted to create a framework for Communicative Language Teaching (CLT) in Thailand's English education curriculam according to the Thai Ministry of Education (MOE)'s policy. Since 2015, this policy has influenced all levels of study (Hiranburana, 2017, pp. 90-119). Meanwhile, English is playing an increasingly important role in Thailand since the ASEAN Economic Community (AEC) is fully implemented and hence the underlying rationale for this latest policy change. The Government of Thailand has signed a Mutual Recognition Arrangement (MRAs) on the free flow of skilled labor in eight fields with other ASEAN member countries. As per the MRAs, Thailand

workers who have limitation in the English language abilities and lack communication skills, especially healthcare providers and nurse personnel in Thailand will use this program to improve their skills to compete in the ASEAN Community labor market. Although Thai students spend years on English learning, Their communication ability is still low. The low English proficiency of Thai students and other learners of English has been reviewed in the EF English Proficiency Index (2018, online). As per the review, the English abilities of Thai people are ranked at 6th from the bottom out of 21 countries in Asia. Given this situation, this paper is focused on English oral communication and aims to investigate grammatical accuracy aspects since it is critical in the delivery of the message during oral communication.

RESEARCH OBJECTIVES

1. To identify the grammatical error committed by Thai EFL nursing students during their oral communication.
2. To investigate their opinions regarding the use of the e-portfolio on promoting Thai EFL nursing students' oral communication skills.

RESEARCH BENEFITS

This study shed the light on the use of technology as a teaching tool for the development of English oral communication. The study probed into the limitations of Thai EFL learners' with respect to oral communication based on linguistics perspectives. We envisages that the meaningful finding from the results will be useful for curriculum and material developers.

Literature Review

Use of E-portfolios in Language Classrooms

E-portfolios are considered as a useful pedagogical tool for assessment facilitating the adoption of more learner-centered practices, portfolios, as claimed by Paulson, Paulson, and Meyer (1991, p. 100), and seen as a powerful education tool for empowering students' responsibility on their learning. Portfolios also allow a student to take full control in their learning in a way that only few other instructional approaches allow. This experience could motivate students to be more involved in the classroom (Foster & Skehan, 1999, pp. 215-247; Nunes, 2004, pp. 327-335). Buzzetto-More (2006, pp. 6-11) asserted that portfolios are considered as an instrument that can foster student reflections and help them self-monitor their learning and encourage greater student involvement in the learning process. A portfolio also provides students with an opportunity to build their knowledge in language learning (Lau, 2006, pp. 25-30; Nunes, 2004, pp. 327-335). Portfolios have thus been suggested as a tool for constructing and managing students' knowledge. The components of the e-portfolio are determined by its purposes and goals, which are key reasons for e-portfolio

development (Barrett, 2005, online). To support assessment and learning development, the creation of an e-portfolio is based on two key purposes: assessment of learning portfolio (summative portfolio) and assessment for the learning portfolio (formative portfolio). A summative portfolio, as mentioned by researchers Cooper and Love (2001, online), centers on learners' learning outcomes rather than the process of learning which is evident by representing the learning growth. A summative portfolio intends to assess a student's quantity and accuracy of works with little direction for improvement (Barrett, 2005, online). A formative portfolio, on the other hand, emphasizes the process of learning in which a student is actively engaged in the process (Cooper & Love, 2001, online).

The implementation of e-portfolio types with different components of assessments could enable different goals. To enable effective e-portfolio use, the researcher combined the components of assessment of learning and assessment for learning portfolio by adopting the surface strategy taxonomy of Dulay et al. (1982, pp. 150-162) to improve and assess EFL nursing students' oral communication. They also classified the students' speaking errors into omission, addition, misinformation, and misordering.

Related Studies

Since this study mainly emphasizes the effects of using e-portfolio on speaking skills, the researcher purposely selected the studies related to the e-portfolio use to improve the speaking skills of EFL learners. In Lao-un and Khampusae (2018, p. 687) study, the findings showed that the use of e-portfolio gradually improves the students' speaking ability for accuracy and fluency since the possibility of revising and resubmitting their spoken recordings allows the students to prepare and repeatedly practice their speaking before uploading their speaking tasks into e-portfolio. Similarly, Huang and Hung (2010, pp. 192-212) study revealed that more frequent speaking practices contribute to a major increase in the development of oral communication, especially in vocabulary. Cepik and Yastibas (2013, pp. 307-317) added that during e-portfolio implementation, students speak English more in the class that allows them to develop their vocabulary skills. Since the students had opportunities to prepare and reproduce their speaking tasks before submission, the level of speech anxiety during their speech was reduced.

As an alternative assessment tool, Safari and Koosha's study (2016, pp. 102-116) proved that the use of e-portfolios allows students to learn by themselves and with their peers since e-portfolios provide the opportunity to evaluate themselves through self-assessment. Some previous studies (e.g. Wang & Chang, 2010, pp 147-158; Cepik & Yatibas, 2013, pp. 307-317) mainly focused on the effect of students' self-monitoring on speaking performance. The results indicated that the self-assessment contained in e-portfolios enabled students to realize the mistakes they make while speaking, and enable them to improve and speak more fluently. The students can analyze how well they have learned and what they need to work on next. In addition, speaking portfolios make students become autonomous learners because it fosters their awareness of

crucial factors, procedures, and attitudes of their learning process. As a result, students could observe their improvement and correct their mistakes by recording, watching, or listening to their speech on their speaking e-portfolio (Safari & Koosha, 2016, pp. 102-116). In addition to earlier benefits, a speaking portfolio provides students with the opportunity to learn from their peers and teachers, facilitating the exchanges of ideas and feedback (Lao-un & Khampusae, 2018, pp. 687-698; Wang & Chang, 2010, pp. 147-158). This implies that students attempt to learn from their peers' performances and notice their own strong and weak points by observing their peers' audio recordings on e-portfolios. Consequently, students can improve their speaking through self-reflection and feedback. In other words, when an e-portfolio is implemented in a speaking class, it can facilitate peer-feedback and promote professional development (Safari & Koosha, 2016, pp. 102-116).

The implementation of e-portfolio in classroom allows the students to reflect to the e-portfolio process and motivates them to better engage in the effective practice of their learning. Several previous studies explored the students' opinions towards the employment of e-portfolios and indicated that e-portfolios could promote good attitudes toward learning English (e.g. Safari & Koosha; 2016, pp. 102-116; Huang & Hung, 2010, pp. 192-212.). The students' opinions towards the use of e-portfolios in speaking were positive since they thought that e-portfolios could improve their speaking in terms of grammar, pronunciation, and vocabulary. Additionally, it also reduced their anxiety during speaking (Cepik & Yatibas, 2013, pp. 307-317; Lao-un & Khampusae, 2018, pp. 687-698). Several previous pieces of research have been performed out to examine the impact of using e-portfolio as an additional practice method on enhancing speaking skills. Although there are several previous research studies on e-portfolio in Thai EFL conext (e.g. Pasiphol & Sotthayakom, 2016, pp. 291-305; Pianpeng & Koraneekid, 2014, pp. 150-163.), little reseach has focused on e-portfolio use in improving Thai EFL oral communication.

Research Questions

1. What are the grammatical errors frequently committed by Thai EFL nursing students in oral communication?
2. What are the Thai EFL nursing students' opinions toward the use of the e-portfolio in promoting their oral communication?

RESEARCH METHODOLOGY

This study was conducted with a quasi-experimental design. Both quantitative and qualitative approach was applied to collect the data to provide the answers for the research questions posted. To accomplish the research objectives, the participants first received a pre-speaking test to identify the limitations in their oral communication. Later, the participants undertook the e-portfolio

treatment which consisted of the lessons focusing on reinforcing their oral communication. After they participated in the e-portfolio treatment, the students received a post-speaking-test to measure the differences in their oral communication between pre-test and post-test.

1. Participants

The participants in this study were 45 undergraduate nursing students who enrolled in English for Everyday Life course in the first semester. All of them were first-year nursing students and were selected by using the convenience sampling method. They are ideal for the study because, firstly, they have a similar language background and English proficiency. Secondly, they had been studying English as a Foreign Language (EFL) as a mandatory course but still could not achieve expected proficiency level in the language. According to the CEFR, recently adopted by the Thai Ministry of Education, although these students in this study had supposedly reached to the status of B1 CEFR language users, their oral communication was somehow limited. Therefore these participants could be qualified samples for the study aiming at developing oral communication with non-English speakers.

2. Research Instruments

To achieve the research objectives, this study required both quantitative and qualitative instruments.

2.1 Speaking pre-test and post-test; To find out Thai EFL nursing students' spoken limitation, speaking tests were employed to assess the participants' oral performance. In this study, the speaking tests were adapted from Cambridge English First for School accredited by Cambridge ESOL Examination. The speaking tests consisted of four parts which were general information about the student's daily life, illustration description, and a presentation of subjects. Every participant took the speaking tests in oral communication focusing on accuracy and fluency before the incorporation of e-portfolio treatment. The speaking tests were applied to evaluate the participants' oral communication twice, before and after the study.

2.2 E-portfolio; To collect the participants' oral production, the researchers employed the e-portfolio as a research tool with a combination of summative and formative assessments. The procedures were admitted by the researcher who provided invented speaking lessons with the accompanying exercises in an e-portfolio, speaking tasks called monologic speaking tasks, and guidance for all participants for their out of class self-study developed according to the CEFR 'can-do' oral production activities. In this study, the e-portfolio development process consisted of five stages: collection, selection, reflection, projection, and presentation and evaluation.

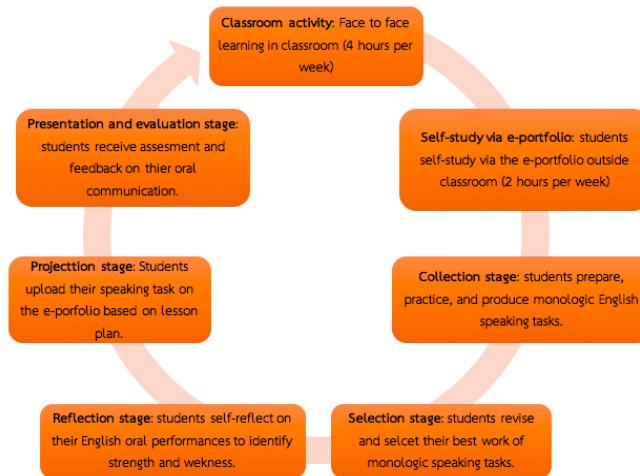


Figure 1 The cycle of the e-portfolio development process.

2.3 Overall oral self-reflection video; To elicit the students' opinions toward the use of the e-portfolio, the overall oral self-reflection was required for the students to complete the survey. In this study, the overall oral self-reflection contained the open-ended questions with the students' experience about their use of the e-portfolio on promoting their oral communication.

3. Data Collection

Before the data collection took place, the researchers applied for ethical approval for research which was obtained the approval from the research ethics committees (Institutional Review Board of Boromarajonani College of Nursing KhonKaen project number IRB-BCNKK-20-2018 action date: July 5, 2018). The data were collected during 2 months of the course. It was done both during and after the treatment. The data collection consisted of three components.

Firstly, a pre-speaking test was given to all participants at the beginning of the semester, to collect their errors. Secondly, four sessions of 4 hours were conducted weekly. The PPP model was used as the teaching method. During the treatment, the speaking task was distributed to the students to examine their strengths and weakness in their speaking performance. The students were asked to complete the speaking tasks based on the lesson plan. To collect and assess the speaking task, the participants submitted the speaking tasks to the researcher weekly by uploading their speaking tasks through their e-portfolio. During the e-portfolio process, the students could be able to rerecord and resubmit their speaking tasks as much as desired. After submitting each speaking task, the teacher's feedback was provided to the students through e-portfolio individually so that they know about their speaking ability, allowing them to learn from their strengths and weakness and find a way to improve their oral production. After the e-portfolio treatment, a post-speaking test was distributed to see if there were changes in the students' oral communication.

4. Data Analysis

The data obtained from the research instruments were analyzed using Pearson's correlation coefficient analysis with different methods:

4.1 Speaking pre-test and post-test; The data obtained from the pre- and post-speaking tests were gathered through the e-portfolio. Then, the speaking pre-test and post-test were transcribed to be analyzed using descriptive surface structure taxonomy to identify the oral production errors committed by the students. A surface strategy taxonomy refers to the way erroneous utterances or sentences are altered. According to Dulay et al., there are four principal ways of surface structures in which learners modify target language: omission, addition, misformation, and misordering. The comparison of the speaking pre-test and post-test was analyzed to expose if the e-portfolio treatment can improve their oral communication (Dulay et al., 1982, pp. 150-162).

4.2 Overall oral self-reflection video; The data obtained from self-reflection videos were analyzed qualitatively to find the students' opinions toward the use of the e-portfolio on promoting the students' oral communication. The data gathered through the e-portfolio were coded depending on the categories of the questions.

RESEARCH RESULTS

1. What are the grammatical errors committed by Thai EFL nursing students in oral communication?

The findings in this section were obtained from the speaking pre-test and post-test gathered through the e-portfolio indicating the students' grammatical errors in their oral production. To provide an account for these findings, the data were categorized into the taxonomy of four surface strategies. An examination of the errors from the pre-test based on surface structure descriptions revealed that the most frequent error is misformation (448 errors or 45.4%), followed by omission (431 errors or 43.7%), addition (94 errors or 9.5) and misordering (13 errors or 1.3%). The results indicated that most of the errors (448 out of 986) were in the category of misformation. While the results revealed the higher percentages of errors in the post-test in the category of misformation (45.9%) and addition (10%), the number of word count increased from 5,821 to 8,326 from the pre-test to post-test. This reflects that the students had a problem in this category related to English grammatical rules. However, the higher number of word count from the post-test implies that they could produce more utterances although they committed more errors.

Table 1 The Comparison of frequency of errors based on linguistic description between the speaking pre- and post-test

Types of errors	Misformation			Omission			Addition			Misordering		
	Pre-test	Post-test	Df.	Pre-test	Post-test	Df.	Pre-test	Post-test	Df.	Pre-test	Post-test	Df.
1. Verb form	47	31	-16	193	102	-91	39	24	-15	0	0	0
2. Tense	125	84	-41	0	0	0	0	0	0	0	0	0
3. Plural form	23	19	-4	76	65	-11	12	7	-5	0	0	0
4. Article	17	5	-12	45	34	-11	35	28	-7	0	0	0
5. Subject-verb agreement	96	66	-30	0	0	0	0	0	0	0	0	0
6. Pronoun	52	23	-29	35	29	-6	0	0	0	0	0	0
7. Surrogate subject “there” and “it”	0	0	0	82	47	-35	0	0	0	0	5	5
8. Word form	67	57	0	0	0	0	0	0	0	13	0	-13
9. Preposition	21	8	0	0	0	8	5	-3	0	0	0	0
Total errors	448	293	-155	431	277	-154	94	64	-30	13	5	-8

According to table 1 The data derived from the pre-test in the students' oral production, the overall results indicate that misformaton is the most frequent category of the error made. In the data analysis based on the linguistic descriptions of errors, there are nine linguistic categories. There was a total of 986 linguistic errors and the most three frequent errors made by the students were verb form (279 instances), tense (125 instances), and plural form (111 instances).

Among verb form, the results show that the most frequent error fell into the category of omission (193 instances). The instances of misinformation and addition of verb forms were 47 and 39 respectively. These errors are related to the use of auxiliary verbs and regular and irregular verbs with forms and functions in a wrong manner, illustrating in followings:

Omission: She very kind and good. (Student 23)

Misformation: I have never see. (Student 16)

Addition: In my free time, I am listen music. (Student10)

The analysis indicates that the frequency of the omission and addition errors are mainly related to the use of auxiliary be in affirmative statements. The omission of the auxiliary “be” which functions as the main verb in affirmative statements makes the utterances or sentences ungrammatical among the students. As seen in the example given, the students added unnecessary verb in their sentences or utterances. In some cases, the students committed errors in using the incorrect or irregular forms of present perfect.

The second most frequent grammatical error made by the students in this study was tense. The results found that all the linguistic errors made by the students were confined to the category of misformation (125 instances). These are due to the selection of appropriate verbs and usage of consistent tenses in constructing their oral performance to explain an event, for example;

Misformation: In the last holiday, I was at home and I will do everything such as eating and sleeping. (student 10)

Referring to the excerpt given, the main cause is the past tense, the subordinate clause must agree with the past tense. It is revealed that the students failed to change the correct grammatical verb forms.

The plural form errors identified in the oral production data are of the omission type (76 instances) and under the category of misformation (23 instances) and addition (12 instances). These errors involve the usage of the correct plural form of nouns. Examples of these types of errors are illustrated as follows:

Ommission: There are the window. (Student 40)

Misformation: A group of people play a variety of instrument (Student 25).

The data shows that the errors in the usage of the correct plural form, especially in "s" marking for plurality.

The other linguistic errors found in the use of the article. Most of the errors are in the category of omission (45 instances) followed by the categories of addition (35 instances) and misformation (17 instances). The article errors associated with the ability to use the article in proper situations, as illustrated below:

Ommission: In the picture one, have pillow, bed, armchair. (Student 28)

Addition: In a during travel, I so tired. (Student 2)

Misformation: A women sitting in bed (Student 12)

In the above examples, most of the students had decision difficulties whether or not to use an article as well as lack knowledge of definite and indefinite articles.

The linguistic errors made by the students were subject-verb agreement. The incorrect use of the base form of the subjects and verbs were classified to be a subject-verb agreement error in this study. In the data analysis, all the errors in tense fell under the categories of misformation (96 instances).

Misformaton: She teach me to understand about English. (Student 28)

It is observed from their oral production that the majority of the students wrongly matched singular subjects with a plural verb.

Errors in pronoun comprised of linguistic errors. The majority of the errors were in the category of misformation (52 instances) followed by the category of omission (35 instances). The errors are owing to the improper usage of certain types of pronouns classified into the pronoun errors in this study:

Misformation: He name is Adum. (Student 12)

Omission: I have to go out to make merit at the temple. Go to the movie at home. Have sometimes to sleep (Student 5)

Based on the data analysis, the students form a possessive pronoun, especially in terms of nominal (e.g. mine, yours, ours) and determiner (e.g. my, your, our) functions. Moreover, the errors on personal pronouns (e.g. I, you, we) occurred when the students conducted sentences with "I" as the subject in their utterances.

The use of surrogate subject "there" and "it" has been one of the linguistic errors, making up %. These types of errors were substantially found in the category of omission (82 instances). The following example illustrates the errors in the omission of the surrogate "there" and "it":

Omission: In the room, have a lot of book. (Student 7)

The above excerpts indicate that the students produced English sentences with L1 word to word and phrase to phrase translation while speaking English and transferred their mother tongue's grammatical rules to the target language. Instead of using the subject "there" or "it" as a subject of sentences, they tended to use "have", resulting in sentence fragments.

Regarding the linguistic errors of word form, most of the errors were made in the category of misformation (67 instances) and misordering (13 instances). the errors include the use of incorrect word formations of a noun, adjective, and adverb:

Misformaton: I want to go to beauty place with family. (Student 25)

Misordering: My family is a family lovely. (Student 15)

It is shown in the data that the students have difficulties with conversion between nouns and adjectives as well as usage of incorrect adjective position in sentences.

Among the linguistic errors of the use preposition, the errors were in the categories of misformation (21 instances) and addition (8 instances) respectively. The following excerpts demonstrate these types of errors:

Misformation: A woman sit in her bed.

Addition: Talk at about my family, my family is happy. (Student 8)

From the examples above, the results indicate that the students capable of the use correct and proper usage of prepositions were limit since they tended to use prepositions with wrong functions and add prepositions when they were not needed.

After the e-portfolio treatment, as shown in Table 1, the results yield the frequency of totals errors of speaking tests of the students' oral production which indicates differences among the total errors based on surface structure descriptions between the speaking pre-test and post-test. The incidences of the errors in the speaking post-test among the students indicate that the examination of the errors is less frequent than the errors of the pre-test. The error analysis of the speaking post-test revealed the lower frequency of errors made by the students in oral production, based on linguistic descriptions. To sum up, the students had improved in the area of grammatical accuracy after the e-portfolio treatment. In other words, these findings indicate that the use of the e-portfolio was effective in improving the students' oral communication since the students were found to make fewer errors at the end of the treatment.

2. What are the students' opinions toward the use of the e-portfolio on promoting their oral communication?

The results in this section were elicited from the students' responses to the overall oral reflection questions collected through the e-portfolio. The qualitative results show that most

of the students perceived the e-portfolio as an effective and beneficial learning tool in fostering their oral communication. The following are compilation of their opinions on the e-portfolio on promoting their oral communication.

Student 8: "Using e-portfolio can improve my speaking because it provides me with an opportunity to pronounce English and to develop my speaking fluency. I have time to prepare my speaking. So, I feel more confident to speak."

Additionally, with facilitating exchange ideas and feedback, the students reported that the e-portfolio could increase awareness of their learning process.

Student 43: "Teacher's feedback ensures what I do well and what I should do to improve my speaking performance."

The possibility of reviewing and tracking the speaking progress of the e-portfolio, the students are engaged and motivated to improve their speaking.

Student 55 "I review my speaking videos and think about my committed mistakes in the previous speaking. In doing so, I realize my errors and try to improve my English speaking by preventing repeated errors in the next speaking tasks."

By reflecting on their oral performances, the students' learning motivation and effort were increased.

Student 72: "Self-reflecting on each speaking enable me to see my oral performance. This makes me think about my weakness and makes me want to improve my speaking continuously."

Compared with traditional English-speaking classrooms, the students thought that speaking e-portfolio could foster their confidence and diminish their anxiety when speaking.

Student 43: "The use of e-portfolio in speaking class is better than speaking in front of the class because I have time to prepare and think about accuracy in my speaking. Thus, I feel less anxious and shy to speak."

DISCUSSION

This research part is of this study is discussed based on the research objective aimed at investigating the errors of Thai EFL nursing students' spoken English to understand the problematic factors hindering their development of oral communication.

1. The grammatical errors committed by Thai EFL nursing students in oral communication.

By compiling the speaking e-portfolio, each stage of the e-portfolio process leads to the development of the students' oral communication. Concerning the collection and selection stage, the students had opportunities to use the language out of class which encouraged them to prepare, practice, and revise their English speaking several times freely before they selected their best piece of work. This repeat speaking practice led the students to fluency and self-confidence in their oral production (Cepik & Yatibas, 2013, pp. 307-317; Lao-un & Khampusaen, 2018, pp. 687-698; Huang & Hung, 2010, pp. 192-212).

During the reflection phase, the students were required to be involved in their learning since they were required to reflect on their English oral performances in each speaking task. At this process, the students monitored and evaluated their oral performances based on speaking criteria. Therefore, this is in line with Wang and Chang (2010, pp. 147-158) and Cepik and Yatibas (2013, pp 307-317) studies that the students aware of their strengths and weakness and they were able to identify the limitations in their oral communication. Additionally, in the presentation and evaluation process, the e-portfolio facilitate the instructor in providing feedback on the students' oral production. This phase enabled the reassurance of strength and weakness on the students' oral production to help them prevent the repetition of mistakes (Cepik & Yaibas, 2013, pp. 307-317; Huang & Hung, 2010, pp. 192-212; Lao-un & Khampusen, 2018, pp. 687-698). Nonetheless, based on a linguistic description of the errors, the findings show that the grammatical rules are continuous major difficulties toward in end of the e-portfolio treatment. It is suggested that the integration of grammatical and vocabulary instruction with additional English speaking practices for enhancing Thai EFL nursing students' speaking should be supported.

2. Thai EFL nursing students' opinions on the utility of the e-portfolio in promoting their oral communication.

Based on the students' opinions, the majority of the response demonstrates positive impact on implementing the e-portfolio to reinforce their oral communication. Overall, the result of this study consistent with the finding of previous studies (Cepik & Yaibas, 2013, pp. 307-317; Huang & Hung, 2010, pp. 192-212; Lao-un & Khampusen, 2018, pp. 687-698). Our results show that this educational intervention can improve the students perceived the advantages during the e-portfolio creation as an additional oral practice tool beyond the classroom context.

To interpret, the integration of e-portfolio in speaking classroom enables them to be active participants participating in spoken activities. Due to this, the students were required to complete dialogic speaking tasks weekly to gather their speaking videos through the e-portfolio. With the opportunities to practice, the students' anxiety was lowered and their motivation was fostered. These findings are consistent with Cepik and Yatibask (2013, pp. 307-317) and Lao-un and Khampusen (2018, pp. 687-698). Therefore, the students generally consider that the possibility of preparation leading to the improvement of speaking accuracy and fluency (Huang & Hung, 2010, pp. 192-212). Meanwhile, e-portfolio offers the students opportunities to monitor and take more control of their learning. By the way of self-reflecting on their speaking performance, the students could track language progress and learning outcomes, as well as could identify the strengths and weaknesses in their oral production. The students willingly put effort into developing their oral proficiency (Cepik & Yatibas, 2013, pp. 307-317; Safari & Koosha, 2016, pp. 102-116; Wang & Chang, 2010, pp. 147-158). Additionally, the utility of e-portfolio facilitates individualized feedback allowing the students to ensure and aware of their learning progress in such a way the students could learn by noticing from their teacher's feedback (Wang & Chang, 2010, pp. 147-158).

SUGGESTIONS

To effectively implement the e-portfolio into speaking classrooms, teachers or researchers should look into learners' computer familiarity or computer literacy by giving clear instructions to the learners about e-portfolio's components before the use of the e-portfolio to effectively facilitate learners' speaking practices. In doing so, the implementation of e-portfolio should be integrated into speaking classrooms so that it can serve as a regular teaching tool in which teachers and students collaboratively use it to develop English oral communication. To straighten out students' oral communication, teachers, researchers, or educational intervention should consider students' spoken limitations to appropriately design communicative activities to enable students to better communicate orally.

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