AN E-PORTFOLIO: A PROMISING TOOL FOR PROMOTING LEARNERS' AUTONOMOUS LEARNING COMPETENCIES IN AN EFL SPEAKING COURSE

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Abstract: This study aims to explore autonomous learning competencies perceived by twenty EFL learners who took part in an English speaking course in which an e-portfolio was utilized as a learning tool in a Ho Chi Minh City-based language center. The exploratory sequential mixed-methods research employed semi-structured interviews and a closed-ended questionnaire for data collection, i.e., the qualitative data from the semi-structured interviews were initially gathered, and the quantitative data were then collected to confirm the qualitative results. The findings indicated the participants' positive perceptions of autonomy-related competencies in an e-portfolio-based speaking course, consisting of accountability closely related to sense of responsibility, self-regulation referring to an ability to monitor their learning process, and self-assessment involving the process of discovering their identity and reflecting on their academic performance. The paper also highlights some pedagogical implications in a bid to enhance the effectiveness of English language teaching and learning in terms of the e-portfolio application.

Keywords: autonomous learning competencies, e-portfolio, English speaking skills

1. Introduction

In language education in general and English language teaching and learning in particular, learner autonomy involves learners' responsibility for decisions relating to their learning process. Benson (2001) argued that a learner cannot be fully autonomous unless he/she negotiates for making decisions and taking responsibility in their learning. According to Little (2004), learner autonomy is associated with "learning how to learn intentionally" (p. 105). That is, learners are self-aware of their own strategies, techniques, motivation, strengths, and weaknesses that contribute to their

success in language learning. To promote life-long learning and stimulate the growth of students' capacities, learner autonomy needs to be fostered (Egel, 2009). Nguyen (2011) pinpointed that problem solving, decision making, and organization which are typical characteristics of autonomous learners may contribute to learners' success and competencies.

As far as language assessment is concerned, an e-portfolio is regarded as an assessment tool which shows students' learning progress. Moreover, e-portfolios enhance learners' awareness about their responsibility for their own learning from

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the beginning to the end (Gülbahar & Tinmaz, 2006). According to Abrami and Barrett (2005), an e-portfolio provides "a structured context for students and teachers to present text, audio, video in a fluid form which can be easily processed and it integrates synchronous and asynchronous communication functions" (p. 8). In the context of the current research, however, an e-portfolio has not been applied as an assessment and learning tool in a speaking class to develop EFL learners' autonomous learning skills. In addition, e-portfolios and learner autonomy are quite unfamiliar to both the teachers and the learners in the research setting. Given the aforementioned rationale, this study aims to explore the EFL learners' perceptions of the implementation of e-portfolios to foster the learners' autonomous learning skills in an English speaking course at a language center in Ho Chi Minh City, Vietnam. The research question is formulated based on the research objective as follows.

How do EFL learners perceive their autonomous learning skills in an e-portfolio-based EFL speaking class?

2. Literature Review

Autonomous Learning Competencies

According to Little (2003, as cited in Lena & Cinthya, 2013), learner autonomy encourages learners to become independent, self-reliant, and accountable for their own learning. Additionally, self-assessment is one of the fundamental features of autonomous learning as its merits have been evidenced in a range of studies (Gholami, 2016; Hati et al., 2021; Ngo, 2019; Phan, 2021). In this study, autonomous learning competencies are categorized into three aspects: self-regulation, self-assessment, and accountability. First of all, self-regulation is a process in which learners can choose suitable learning strategies, tasks, or goals for their learning. Secondly, self-

assessment refers to the achievement or the benefits they obtain when they take responsibility for their own learning. Learners will do their work with motivation, confidence, and interest, which encourages learners to learn autonomously. Finally, personal accountability is how learners develop their self-independence with or without the teacher's engagement. They can improve a high sense of belonging or responsibility (Garita & Elizondo, 2016).

The first aspect of autonomous learning competencies is self-regulation. Schunk and Zimmerman (1997) pointed out that self-regulation requires planning and managing the time, attention, and focus on education, rehearsal, code, and the organization of information, making the working environment productive, and using social resources effectively. This means that self-regulation motivates learners to set their learning goals, and organize plans and strategies used to achieve their goals. Self-regulation helps monitor learners' learning process, and control social resources setting (Wang, 2004). Self-assessment – the second aspect refers to learners' ability to take control over their own learning process by improving their self-assessment skills, motivating their learning, and allowing learners to follow the learning progress (Erice, 2008). In relation to e-portfolios, according to Yastıbaş (2013), e-portfolio assessment helps to improve learners' self-assessment skills. Specifically, learners attempt to recognize their strengths and weaknesses and overcome their weaknesses. In a similar line, Tonbul (2009) indicated that learners are able to reflect on their learning and identify their strengths and weaknesses by using an e-portfolio as an assessment and learning tool. Finally, accountability is referred to as "a social relation in which an actor feels an obligation to explain and to justify his or her conduct to some significant other" (Bovens, 2005, p. 2). That is, an individual or an organization

needs to be aware of their responsibility for outcomes. In educational contexts, learners should have their responsibility for their own learning regardless of teachers' requirements.

E-Portfolio

In light of information and communication technology (ICT) in language teaching and learning, an e-portfolio has emerged as a new mode of portfolios implemented in a writing class. Over the last two decades, e-portfolio-based assessment in EFL teaching has undergone substantial development. From its establishment in Europe, e-portfolio as an assessment tool was first used in educational programs in Canada as well as the United States, and it was then followed by an enormous e-portfolio movement in the US universities (Hamp-Lyons & Condon, 2000; Klenowski, 2010). Sutherland and Powell (2007) defined an e-portfolio as "a purposeful aggregation of digital items - ideas, evidence, reflections, feedback which 'presents' a selected audience with evidence of a person's learning or ability" (p. 1). Likewise, Gray (2008) stated that an e-portfolio refers to a collection of digital artifacts articulating three vital points such as experiences, achievements, and efficient learning.

Previous Studies

As far as prior studies concerning e-portfolios and learner autonomy, Duong (2021) explored autonomous learning skills perceived by 35 English majors at a public university in Ho Chi Minh City, Vietnam and their writing competence after the e-portfolio-based writing course. The tests, writing logs, and semi-structured interviews were employed to collect the data. The findings showed the improvement in writing skills and positive perceptions of autonomous learning skills such as goal setting, material seeking, study planning, reflecting, and peer feedback giving.

Likewise, Huynh and Bui (2019) conducted a study on EFL teenagers' perspectives on learner autonomy and effects of portfolios on their writing skills. The findings demonstrated that the portfolio helped the students enhance their involvement in learning, e.g., promoting the ability to monitor and prepare the writing task and evaluating their own performance in the evaluation stage. Moreover, it was proved that the portfolio improved the students' use of written English to complete the portfolio assignments. In EFL speaking skills, Safari and Koosha (2016) found out that portfolios enabled learners to promote learner autonomy, self-reflection, and peer feedback and to develop their speaking skills. Learners also believed that they could fix their mistakes efficiently and monitor their learning process by virtue of portfolios compared to the traditional assessment. In brief, it is noticed that a number of studies on the use of portfolio in relation to learner autonomy and English language skills have been conducted; nevertheless, there is a scarcity of research on the deployment of e-portfolio in the English speaking course to enhance learners' autonomous learning competencies.

3. Methodology

Research Design

This study employed an exploratory sequential mixed-methods research design in which the qualitative data collection and analysis was first carried out, which led to the process of garnering and analyzing the quantitative data to discover unresolved matters and verify such discoveries quantitatively. The qualitative approach is used as a scientific method to collect the non-numerical data, and it was used to gain an understanding of reasons, opinions, and motivation (Johnson & Christensen, 2008). Meanwhile, quantitative research is defined as a systematic investigation of observable

phenomena by gathering statistical, mathematical, or computational techniques (Given, 2008). Specifically, the qualitative data were gathered and processed in the first phase, and the results of this phase directed the second phase – a quantitative phase. In this study, semi-structured interviews and a closed-ended questionnaire functioning as the research instruments were used to collect quantitative and qualitative data after a 10-week speaking course. Initially, semi-structured interviews were conducted and analyzed to explore the participants' thoughts about autonomous learning competencies gained during the course. Then the questionnaire, constructed based on the qualitative results, was administered to the participants to confirm the qualitative results.

Research Setting and Participants

This research project was undertaken at a language center in Ho Chi Minh City, Vietnam. The center has four branches and has provided a variety of foreign language courses such as English, Korean, Chinese, and Japanese to language learners since 2001. This center is famous for English communication courses with a focus on learners' speaking and listening skills. Over the past years, the center has had more than 20 English communication classes with more than 200 students from elementary level to upper-intermediate level. Improving learners' speaking and listening skills is the core objective of such communication courses. The paper aims at developing autonomous learning skills in a speaking course, so listening skills are excluded from the study.

The participants of this study consisted of twenty EFL learners who have been learning English communication courses at the language center, where the current study was conducted. The participants shared the same level of English proficiency (i.e., elementary). There were

fifteen females (75%) and five males (25%) from the eighteen to twenty-nine years old. Additionally, seven out of twenty participants spent less than one hour daily self-practicing their English, whereas thirteen participants allotted from one to three hours per day to practice their English. Amongst the twenty participants, five of them were conveniently invited for semi-structured interviews.

The Teaching Procedure

The textbook of this course is *New English File Elementary*, written by Oxenden, Latham-Koenig, and Seligson (2008). Three units with social topics such as daily routine, hometown, family and friends, leisure time, etc. were included in the 10-week speaking course.

The teaching procedure is described as follows. The first stage is pre-course training. The 90-minute training was offered to the teacher-in-charge to facilitate the English speaking teaching process with the deployment of an e-portfolio to develop students' autonomous learning skills. The learners were also instructed how to apply an e-portfolio in a speaking course within thirty minutes in the first week of the course to ensure that all learners explicitly knew how to make a reflection and store artifacts in e-portfolios. The second stage is the employment of an e-portfolio in the speaking course. On the first day, the teacher asked their learners to find out the materials related to the topic and then put them in the e-portfolio. The learners had to access Google Drive and created a folder on their own. They were encouraged to observe a range of resources from their classmates' e-portfolios for reference. After that, the learners reflected on what they had achieved in the previous two weeks and got prepared for materials autonomously before a new lesson. More specifically, each individual was encouraged to give reflection on their achievements in the e-portfolio every two

weeks and find out the necessary information by using some searching tools and techniques such as Google, Google Scholar, Bing, etc. The third stage is feedback giving. The reflections were first conducted by the learners themselves, and they then provided comments and suggestions for their classmates' assignments. They could use either English or Vietnamese to reflect on their learning process. The teacher also gave comments on the learners' findings and reflections. The last stage is practicing. The learners were expected to use the input information and practice speaking skills.

Figure 1

The Teaching Procedure Research Instruments
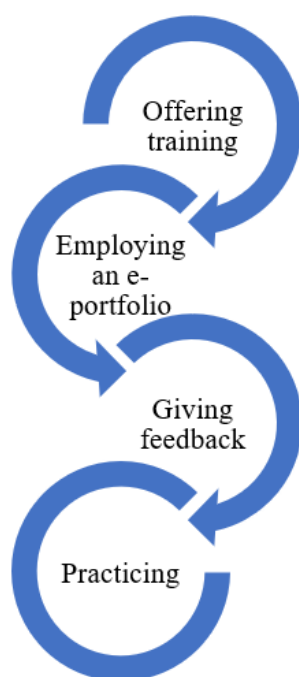
The purpose of the interview was to explore learners' perceptions of the e-portfolio used as a learning tool to enhance their autonomous learning competencies. The interview was conducted with a set of twelve predetermined questions exploring learners' perceptions of the use of e-portfolio in an English speaking course in relation to autonomous learning competencies. The interviewees were

labeled from the first learner (L1) to the fifth learner (L5).

The questionnaire which was designed based on the interview data analysis and research purpose consists of two sections. The first section in the questionnaire features items about the participants' personal information, such as gender, age, level of English proficiency and time for English self-practice. The second section includes 16 items addressing the learners' perceptions of the use of e-portfolio to promote autonomous learning competencies in an EFL speaking course. In this section, the five-point Likert scale (from strongly disagree to strongly agree) questionnaire consists of three major parts including self-regulation (7 items), self-assessment (5 items), and accountability (4 items). The questionnaire was designed in English and translated into Vietnamese. The Vietnamese version was administered to the respondents so that they did not experience any language barriers in responding to the questionnaire. The Cronbach's alpha is .82, which means the reliability of the questionnaire was high.

Data Collection and Analysis

Prior to the data collection, the research instruments were piloted with three participants sharing similar characteristics with those in the main study. After the English speaking course, interviews were carried out with five participants. Each interview was conducted in Vietnamese within 30 - 35 minutes, and all interviews were recorded for later analysis. After the preliminary interview data analysis had been garnered, the copies of the questionnaire were administered to participants who spent around 15 minutes to answer all the items in the questionnaire. Explanations were given based on participants' requests.

With respect to data analysis, two types of data (qualitative and quantitative data) were collected. The qualitative data

generated from the interviews were analyzed through content analysis. Specifically, all the recorded interviews were first listened to and transcribed into words. The raw data were then read, reread and coded. Finally, similar opinions were grouped into categories and themes. Meanwhile, the data gathered from the questionnaires were processed by using the software SPSS in terms of descriptive statistics, i.e. mean (M) and standard deviation (SD). The scale was interpreted as 1.00-1.80: strongly disagree; 1.81-2.60: disagree; 2.61-3.40: neutral; 3.41-4.20: agree; 4.21-5.00: strongly agree.

4. Results and Discussion

Results

The data collected from the semi-structured interviews demonstrated that the learners had positive perceptions of the use of e-portfolio for fostering autonomous learning competencies in a speaking course. Their perceptions could be divided into three autonomous learning competencies, including self-regulation, self-assessment, and accountability in their learning process. Some general excerpts are as follows.

> I feel that I can learn independently. I learn a lot of new ideas from my friends' speaking and then use these in my upcoming speaking task. (L1)

> I think I am more aware of my learning because I have to prepare my lesson every day by preparing the meaning of new vocabulary, setting up the outline that suits the topic, and looking for the relevant information. (L3)

In addition to the qualitative data gathered from the interviews, the questionnaire designed based on the interview results was used to collect quantitative data. Table 1 depicts the overall mean scores of three aspects of autonomous learning skills. Statistically, the learners'

accountability referring to how the learners develop their sense of independence occupied the highest mean score (M=3.73, SD=.97). Meanwhile, the mean scores of self-regulation (e.g., learners' identifying task goals, finding suitable materials, and using suitable learning strategies) and self-assessment (e.g., identifying their strengths and weaknesses and evaluating their English speaking skills autonomously during the learning process) were quite high (M=3.68, SD=1.02; M=3.60, SD=.85 respectively). This means that the learners mostly showed their agreement on the three aspects of autonomous learning skills. It can be interpreted that they positively perceived the contribution of e-portfolios to learner autonomy development during the English speaking course.

Table 1

Learners' Perceptions of Aspects of Autonomous Learning Skills

No.	Aspect	n = 20	
		M	SD
1	Accountability	3.73	.97
2	Self-regulation	3.68	1.02
3	Self-assessment	3.60	.85

Regarding self-regulation, the collected data from the interviews showed the learners' positive perceptions of self-regulation in learning English by applying e-portfolios in Google Drive. Three out of five learners illustrated that they were able to choose the materials, set the goals, and organize the strategies in the learning process during the e-portfolio-based courses. L1 confirmed that she could identify the task goals, find the necessary vocabulary, and prepare the exercise well before she attended the lesson.

> Every day, before I attend the lesson in the classroom, I realize I have to prepare my work, including preparing the necessary vocabulary,

looking for the meaning in the dictionary and then uploading it in Google Drive to share with my teacher and my classmate, thus my work is well done. (L1)

Similarly, L2 revealed that he felt more confident when he attended the lesson because he prepared the homework well and then posted it in his e-portfolio (Google Drive) before.

> I am aware that I need to read carefully the homework at home before I go to class, my teacher will make some requirements during the lesson, and if you don't prepare your work well, you can't do these tasks. Therefore, I have to look for the new vocabulary, make an outline, and read books, then post them into Google Drive that my teacher and my friend can see and give me feedback. I feel more confident when I join my lesson. (L2)

L3 also shared that he was aware of setting ideas and preparing the necessary materials in his learning although it was the first time he had attended the e-portfolio's lesson. He had to be alert to arrange the topic before attending the lesson by looking up in the books or on the internet.

> I should prepare my lesson independently by checking the vocabulary's meaning, setting the task goals, and looking for the concerned materials on the internet or in books on a daily basis. (L3)

This finding is corroborated with the quantitative finding. Table 2 demonstrates the results concerning self-regulation during the e-portfolio-based speaking course. The identifying the requirements of the task, setting goals, finding suitable materials, choosing suitable learning strategies, and modifying ideas while speaking) showed that the majority of learners (M=3.67 and SD=1.15) agreed they had a positive attitude

in their self-regulation after the e-portfolio-based speaking course. The mean score of each item accounts for more than 3.50. This means that the learners believed they had a confident attitude in their self-regulation in organizing their assignments.

Table 2

Learners' Perceptions of Self-Regulation

No.	I think e-portfolios in the course helped me …	n = 20	
		M	SD
1	identify the requirements of the task	3.85	1.09
2	set goals for the speaking tasks	3.85	1.04
3	find materials to prepare the necessary vocabulary for the task	3.60	1.04
4	find materials to prepare necessary ideas for the tasks	3.80	1.10
5	use strategies to overcome linguistics-related English speaking difficulties	3.60	1.31
6	use strategies to overcome psychology-related English speaking difficulties	3.55	1.28
7	modify ideas to ensure a logical organization while speaking	3.50	1.19
	Average	3.67	1.15

With regard to self-assessment, the collected information from the interview highlighted the learners' positive attitudes about learner autonomy by using e-portfolios. The learners believed they could identify their strengths and weaknesses in their English speaking based on the teachers' and peer feedback.

> [..] I agree that when I post my homework on an e-portfolio, I receive feedback from my

classmates and teacher. The feedback helped me to complete my work well. Based on this feedback, I realize what I have to improve in my own learning. (L1)

I am really interested in doing my homework because my teacher gives me comments and suggestions when I post my works in Google Drive. (L3)

Furthermore, the learners could evaluate their English speaking skills in terms of ideas, vocabulary, grammar, and organization.

[.…] moreover, my teacher shows me how I adjust my work, especially in grammar while speaking. Accordingly, I will correct my homework as well. (L2)

I know how to have a good organization for my speech based on the findings of ideas and vocabulary, and the teacher's feedback in e-portfolios. (L3)

A similarity in the quantitative findings was found. It can be observed in Table 3 that the learners believed they could identify their strong and weak points while speaking (M=3.80, SD=1.00), evaluate their English speaking skills in terms of ideas, vocabulary, grammar, or organization (M=3.70, SD=.98; M=3.65, SD=.98; M=3.50, SD=.89; M=3.35, SD=.87 respectively). It indicates that a big number of the learners at the center admitted the contribution of e-portfolios towards their self-assessment of weaknesses and strengths as well as English speaking skills.

Table 3

Learners' Perceptions of Self-Assessment

No.	I think e-portfolios in the course helped me …	n = 20	
		M	**SD**
8	identify my strengths and weaknesses while speaking	3.80	1.00
9	assess my English speaking competence in terms of ideas	3.70	.98
10	assess my English speaking competence in terms of vocabulary	3.65	.98
11	assess my English speaking competence in terms of grammar	3.50	.89
12	assess my English speaking competence in terms of organization	3.35	.87
	Average	3.60	.94

Accountability

In relation to accountability, the learners expressed they were aware of their responsibility, and they were autonomous in their own learning process without teachers' intervention. For example:

I learn a lot from my classmates when they present their task or comment on my task in Google Drive. It makes me feel proud of myself. I always finish my task before the teacher's deadline […] (L2)

I feel more confident and interested to talk with foreigners in extra-curricular lessons. Based on the knowledge that I get from e-portfolio assignments, I really enjoy talking with foreigners. (L4)

[...] Furthermore, I always try to finish my assignment on time. (L5)

According to the aforementioned findings, it can be seen that the learners possessed positive attitudes about the contribution of e-portfolios which helped enhance the learners' accountability, self-regulation, and self-assessment in the speaking course.

The quantitative finding confirmed the qualitative one. The mean scores of the learners' perceptions of accountability (Table 4) were high. Particularly, the

learners recognized the benefits of an e-portfolio as a learning tool such as setting the timetable during the learning process (M=4.15; SD=1.09), choosing an appropriate learning method outside the classroom (M=3.80, SD=1.00), completing assignments without the teachers' intervention through e-portfolios (M=3.75, SD=1.11), and opting for a suitable practice method (M=3.25, SD=.97).

Table 5

Learners' Perceptions of Accountability

No.	I think e-portfolios in the course helped me …	n = 20	
		M	SD
13	set a timetable during the learning process	4.15	1.09
14	choose an appropriate learning method outside the classroom (e.g., discussing, peer reviewing, reflecting, questioning, etc.)	3.80	1.00
15	choose a practice method properly (e.g., talking with foreigners, recording my talk, making a video with peers, etc.)	3.25	.97
16	try to finish speaking assignments on time	3.75	1.11
	Average	3.73	1.04

Discussion

The above-mentioned findings indicate the learners' positive perceptions of autonomous learning skills through the use of e-portfolios in an EFL speaking course. In particular, the findings showed that most of the learners advocated that there has been a significant shift in their perceptions of self-regulation during the course. For example, they believed that they were able to look for materials for necessary vocabulary and initiate ideas, choose suitable strategies to overcome the speaking difficulties in their assignments. This is consistent with Dickinson (1995, p. 127) who affirmed that the students are active and independent in the learning process, i.e., they can identify goals, formulate their own goals, and change goals to suit their learning needs and interests. This result is also in line with Aydin's (2010) claim about an e-portfolio that enables students to improve vocabulary and organize ideas to overcome task obstacles. The students need to equip themselves with the necessary vocabulary and ideas to complete their assignments. This might be related to teachers' facilitation of each assignment. In this sense, teachers play a role as a facilitator.

Furthermore, it was found that self-assessment was positively perceived by most of the learners during the course. They recognized the ability to identify their strengths and weaknesses in the learning process. Additionally, they showed their positive feedback on evaluating their English speaking tasks. This result might be explained by the fact that the learners take responsibility for organizing their portfolios in which they proactively organize learning activities. Mesfin (2008) concluded that the students believed using e-portfolios created a good environment in which they were able to interact with their teacher and friends, so they received feedback and counseling from the teacher and the classmates to improve their assignments. This finding is dissimilar to those explored in a few previous studies (Duong, 2021; Tran & Duong, 2018) which claimed that the EFL students were reluctant to self-assess their learning performance.

In line with self-regulation and self-assessment, the learners' perceptions of accountability were also positive in this research. In other words, the learners held a strong belief in autonomous learning competencies in terms of accountability during the e-portfolio-based speaking course. The learners were aware of their learning and ready to set the schedule during the learning process, tried to finish the task

on time, and choose suitable learning and practice methods to learn and practice English speaking out of class. In a similar vein, Castañeda and Rodríguez-González (2011) asserted that the students were responsible for learning English without the teacher's intervention.

5. Conclusion and Recommendations

The current study aims to determine the learners' perspectives on autonomous learning skills when an e-portfolio was used as an assessment and learning tool in language learning. Through the semi-structured interviews and the questionnaire, the findings indicated that the learners at the language center positively perceived their autonomous learning competencies in terms of accountability (e.g., readiness for setting a study plan, responsibility for task outcomes, and choice of learning and practice methods), self-regulation (e.g., setting learning goals, searching for information, opting for learning strategies, and adapting ideas), and self-assessment (e.g., identifying strengths and weaknesses, evaluating their English speaking competence concerning vocabulary, grammar, organization, and ideas) during the course. It can be inferred that the participants were aware of the significance of such autonomous learning competencies in their own learning.

On the basis of the results, pedagogical implications for teachers, learners, and school administrators are drawn as follows. In order to apply an e-portfolio in an EFL speaking course effectively, EFL teachers should provide a pressure-free learning environment in which EFL learners feel free to interact with their teacher. They should also react positively to learners' mistakes or misunderstandings. Moreover, they need to take advantage of technology to create an effective and interactive English lesson. Meanwhile, EFL

learners should take responsibility for their own learning. They need to be proactively involved in seeking and categorizing the artifacts in an e-portfolio. Moreover, learners should interact with their peers and teachers to create autonomous environments in language learning. Besides, learners should equip themselves with ICT literacy to take part in the digital learning process. In terms of administration, the leadership team of language centers should set a plan to cultivate teachers' and learners' awareness of the role of learner autonomy and autonomous learning competencies in the 21st century. Moreover, there should be training sessions about the application of technology with a focus on e-portfolios in English language teaching and learning offered to teachers and learners. More importantly, it is suggested that the managers revise the program that is in alignment with the shifting landscape of English language education in the digital era.

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TẬP HỒ SƠ ĐIỆN TỬ: MỘT CÔNG CỤ TIỀM NĂNG ĐỂ TĂNG NĂNG LỰC HỌC TẬP TỰ CHỦ CHO NGƯỜI HỌC TRONG LỚP HỌC NÓI TIẾNG ANH

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Tóm tắt: Nghiên cứu này nhằm tìm hiểu nhận thức của 20 học viên tại một trung tâm ngoại ngữ ở Thành phố Hồ Chí Minh về năng lực học tập tự chủ. Những học viên này đã sử dụng tập hồ sơ điện tử như một công cụ học tập trong khoá học nói tiếng Anh. Nghiên cứu hỗn hợp với thiết kế khám phá sử dụng phỏng vấn bán cấu trúc và bảng câu hỏi kín để thu thập dữ liệu. Trước tiên, các cuộc phỏng vấn được thực hiện và được xử lý. Sau đó, dữ liệu định lượng thông qua bảng câu hỏi được thu thập để hỗ trợ giải thích cho kết quả định tính. Kết quả chỉ ra rằng học viên nhận định tích cực về năng lực học tập tự chủ của họ, bao gồm khả năng chịu trách nhiệm, khả năng tự điều chỉnh, khả năng tự đánh giá. Ngoài ra, bài báo còn đưa ra một số khuyến nghị nhằm nâng cao việc dạy và học tiếng Anh khi sử dụng tập hồ sơ điện tử.

Từ khóa: năng lực học tập tự chủ, tập hồ sơ điện tử, kỹ năng nói tiếng Anh