The Effects of Speaking Portfolios on Interactional Competence of Thai EFL Undergraduate Students

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Abstract

Interactional competence has been in the limelight of L2 instruction and assessment over recent decades as has the use of portfolio assessment in language classrooms to provide students with opportunities to monitor their own progress as well as enhancing their language skills. Therefore, this present study was conducted to examine the effects of using speaking portfolios on interactional competence of Thai EFL undergraduate students in order to serve two major objectives: 1) to examine the effects of using speaking portfolios on students' interactional competence; and 2) to examine how students perceive the implementation of speaking portfolios. The instruments used included instructional materials with the use of speaking portfolios as an instructional and assessment tool, a speaking test administered at the pre- and post-implementation stages, and an attitude survey form. The data derived from 42 participants assigned to the researcher as an intact group were computed and analysed using descriptive statistics and paired sample t-test. The results of this study show that there were statistically significant differences in pre-test and post-test scores of all speaking tasks which could reflect a positive effect of speaking instruction implementation with the use of speaking portfolios on students' interactional competence scores. In addition, it was found that at the post-implementation stage the average results of the attitude survey had improved. Thus, this present study can provide interested readers with a practical pedagogical approach for interactional competence instruction.

Keywords: interactional competence, speaking portfolios, speaking instruction, portfolio assessment

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ผลของการใช้แฟ้มสะสมผลงานการพูดต่อระดับสามัตถิยะปฏิสัมพันธ์ของนักศึกษาไทยที่เรียนภาษาอังกฤษในฐานะภาษาต่างประเทศ

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บทคัดย่อ

สามัตถิยะปฏิสัมพันธ์ได้รับความสนใจในวงวิชาการสอนและวัดประเมินทางภาษามาเป็นเวลานาน เช่นเดียวกับการใช้แฟ้มสะสมผลงานเป็นทางเลือกหนึ่งในการวัดและประเมินในชั้นเรียนเพื่อให้ผู้เรียนได้มีโอกาสในการสังเกตการณ์ในความก้าวหน้าของตนเองและเพิ่มพูนทักษะภาษาในเวลาเดียวกัน การศึกษาวิจัยครั้งนี้มุ่งเน้นพิจารณาผลการใช้แฟ้มสะสมผลงานการพูดต่อระดับความสามารถการพูดและระดับสามัตถิยะปฏิสัมพันธ์ของนักศึกษาระดับปริญญาตรี โดยมีวัตถุประสงค์ดังต่อไปนี้ 1) เพื่อศึกษาผลการใช้แฟ้มสะสมผลงานการพูดต่อระดับสามัตถิยะปฏิสัมพันธ์ของนักศึกษา; และ 2) เพื่อศึกษาผลการตอบรับจากนักศึกษาเมื่อมีการใช้แฟ้มสะสมผลงานการพูดในการจัดการเรียนการสอน เครื่องมือวิจัยที่ใช้ประกอบด้วยบทเรียนที่มีการใช้แฟ้มสะสมผลงานการพูดในฐานะสื่อการสอนและเครื่องมือวัดและประเมินการเรียนรู้ แบบทดสอบการพูด ซึ่งทำการทดสอบก่อนและหลังการใช้เครื่องมือในการจัดการเรียนการสอน และแบบสำรวจระดับเจตคติ เพื่อเก็บข้อมูลจากกลุ่มตัวอย่างผู้เข้าร่วมวิจัยจำนวน 42 คนที่รับการจัดสรรตามตารางสอนของผู้วิจัย การวิเคราะห์ข้อมูลวิจัยใช้สถิติเชิงพรรณนาและการวิเคราะห์ paired sample t-test ผลการวิจัยสะท้อนให้เห็นว่าระดับคะแนนสามัตถิยะปฏิสัมพันธ์ของนักศึกษาในการทดสอบก่อนและหลังเรียนมีความแตกต่างอย่างมีนัยยะสำคัญทางสถิติ นอกจากนี้ ยังพบว่าในการสำรวจระดับเจตคติภายหลังจากการจัดการเรียนการสอนโดยมีการใช้แฟ้มสะสมผลงานพูดโดยภาพรวมนักศึกษามีระดับเจตคติสูงขึ้นอย่างมีนัยยะสำคัญทางสถิติ

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Introduction

Speaking is regarded as an imperative macro skill for language learning and assessment as it provides verbal evidence of what the learners can produce and how much they have achieved (Khamkhien, 2010). Furthermore, productive language performance such as English-speaking scores can be a predictor of overall academic achievement of international students studying in an English-medium university (Ginther & Yan, 2018). This means that candidates with better English-speaking performance can have more opportunities for academic advancement. Empirical studies on language instruction and assessment to help develop students' English-speaking performance is therefore crucial.

Since the mid-1980s when Kramsch (1986) introduced the term interactional competence and advocated for including this construct into speaking assessment, this has been a key aspect of face-to-face communication. Yet it remains rather under-researched and under-investigated in the second and foreign language learning and testing context (May et al., 2019). Most of the research studies on interactional competence were conducted to validate this construct and define how it could be operationalized in speaking assessment. Several scholars in language instruction and testing are advocating for more empirical studies exploring interactional competence and task types in L2 (Lam, 2018; Plough et al., 2018). The issue of which approaches or task designs can successfully elicit interactional competence and lead to effective use of test scores denoting the speaking ability of test-takers is still a relevant issue of interest (Plough et al., 2018).

Regarding the research in language instruction and assessment over recent decades, the investigations of L2 interactional competence have been in focus. This expanding body of research has provided evidence reflecting the use of conversational analysis (CA) as both a theory and method for describing the features of L2 speakers' interactional competence (IC). Studies using CA to investigate L2 talk-in-interaction have contributed to the understanding of how indispensable IC is in L2 communication and interaction (Barrajah-Rohan, 2011; Hall et al., 2011; Patharakorn, 2018; Teng & Sinwongsuwat, 2015). In addition, it was also remarked in several studies that EFL students at intermediate level with interactional competence could employ this knowledge; for example, it could be employed for repair practice to negotiate understanding to compensate for their limited linguistic resources (Gan, 2010; Roever & Kasper, 2018). However, the research gap concerning the way in which CA and alternative assessment can be implemented in order to develop L2 interactional competence and its effectiveness is

yet to be further investigated (Barrajah-Rohan, 2011; Chalhoub-Deville, 2003; Hall et al., 2011; Lam, 2015; May et al., 2019; Plough et al., 2018).

Speaking portfolios as an alternative assessment tool to be used in assessment for learning and as learning could be employed to raise students' awareness of interactional competence functioned in their conversational practice throughout the construction, compilation, observation, and reflection to their own speaking performance record. This present study on the implementation of speaking portfolios as an instruction and assessment instrument can probably provide more insight to bridge the gap on conceptualization of L2 interactional competence for pedagogical implementation. Furthermore, the issues investigated in this study may help provide supporting information for aligning research findings to achieve more productive operationalization of the construct in language instruction and assessment (Lam, 2018).

Objectives of the Study

The aims of this study were as follows:

1) To examine the effects of using speaking portfolios on students' interactional competence.
2) To examine how the students perceive the implementation of speaking portfolios.

Research Questions

This study addressed the following research questions:

1) What are the effects of using speaking portfolios on students' interactional competence?
2) How do the students perceive the implementation of speaking portfolios?

Literature review

Interactional Competence (IC)

During recent decades, pedagogical and assessment studies have been seen to place their emphasis on L2 interactional competence (Abe & Roever, 2019; Barrajah-Rohan, 2011; Chalhoub-Deville, 2003; Hall et al., 2011; Lam, 2015; May et al., 2019; Patharakorn, 2018; Plough et al., 2018). As first referred to by Kramsch (1986), interactional competence is defined as an infinite construct that involves a variety of resources, organizational skills and abilities which the participants bring into the interaction. Later, Kasper (2006) further defined

interactional competence by including the ability to understand and produce social actions in sequential contexts, the ability to take turns at talk in an organized fashion, and the ability to format actions and turns and construct epistemic stance. In order to conduct these actions, Ochs (1996) adds that of drawing on different types of semiotic resources including the employment of linguistic meaning expressions through speech acts which could be used to accomplish social actions. In addition, Young (2019) points out the use of interactional competence to repair problems in speaking, hearing, and understanding; to co-construct social and discursive identities through sequence organization, talk-in-interaction, and semiotic resources; and to recognize and produce boundaries between activities, including transitions from states of contact to absence of contact.

Although interactional competence arises from the theories of competence, it is different from communicative competence and communicative language ability (Roever & Kasper, 2018). A number of scholars separate interactional competence from other kinds of competence mentioned previously (He & Young, 1998; Roever & Kasper, 2018). In one sense, interactional competence basically adds further components to the four components of communicative competence (Young, 2011). Based on an addition of linguistic and pragmatic resources on top of other resources, He and Young (1998) define interactional competence as knowledge of rhetoric scripts, certain lexis and syntactic patterns specific to the practice, management of turns and topical organization, means for signalling boundaries practice and transitions within practice itself.

In addition to the components of interactional competence, Hall et al. (2011) as well as Abe and Roever (2019) believe that L2 language users' interactional competence enables them to deploy linguistic and paralinguistic tools to produce social actions whose meaning is recognizable to interlocutors, as well as to recognize the meaning of interlocutors' social actions.

In this present study the framework to define and operationalise interactional competence was derived from Wong & Waring (2010). They have defined and operationalised interactional competence in L2 communication in terms of interactional practice which covers the components of turn taking, sequential organisation, overall organisation, and repair as discussed in the next part.

Interactional Practices (IP)

Interactional practices are the systematic verbal and nonverbal methods that participants use to engage in social interaction (Wong & Waring, 2010). It is compulsory that EFL/ESL learners develop their interactional competence in conjunction with other components of communicative competence. From their studies, Wong and Waring (2010) have systematically drawn up a pedagogically sounding framework of interactional practices which comprise four major components as follows:

1) Turn-taking practices: involving ways of allocating and constructing turns in a conversation.
2) Sequencing practices: involving ways of initiating and responding to talk while performing actions such as requesting, inviting, story-telling, or topic initiation.
3) Overall structuring practices: involving ways of organizing a conversation as a whole from opening until closing.
4) Repair practices: involving ways of addressing problems in speaking, hearing, or understanding of the talk.

Wong & Waring's (2010) model of interactional practices (IP) can be illustrated as in the figure below.

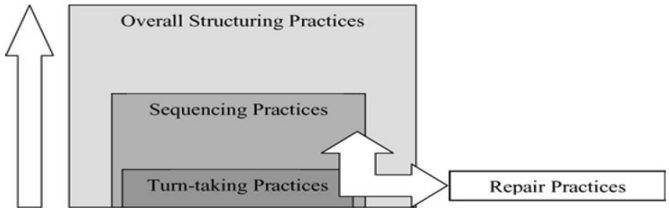

Figure 1 Model of Interactional Practices (Wong & Waring, 2010: 8)

Waring (2018) advocates for more CA-oriented pedagogical practice to give L2 interactional competence instruction. She recommends shifting the discussion from interactional competence to its observable framework - the interactional practices. Instruction of turn-taking, sequencing, overall structuring, and repair are believed to be the interactional practice framework (Wong & Waring, 2010). This can also be adopted as a useful template for construct definition when assessing interactional competence in a pedagogical context.

As Al-Gahtani and Roever (2012) have reviewed, it has been found that open, multi-turn role plays offer a certain degree of standardization as the situational setting and interactants' goals can be pre-determined by the researcher but at the same time they elicit

extended, interactive discourse. They suggest that role play tasks can enable researchers to collect data from samples varying in a background variable of interest including different L2 proficiency levels. In addition, researchers can also systematically vary the situational setting and context factors such as Power, Distance, and Degree of Imposition (Brown & Levinson 1987) in their studies using role play tasks.

In this present study semi-scripted role plays were employed to allow students as participants to improvise and exercise their language use in the context of EFL instruction. Since the major aim of this study emphasized developing their speaking ability and interactional competence as prescribed in course objectives, authenticity of speech production might not be placed as the primary priority. On the other hand, the know-how of applying interactional concepts and spoken language taught into constructing their own utterances to serve certain tasks as prescribed in the instructional objectives were significantly emphasized. This language output could be regarded as close to natural production and practically specific to their communicative context (VanPatten et al., 2020). Role plays in this present study context could therefore be regarded as helpful methods to provide students with guidelines and instruments to elicit their language performance. In addition, Galaczi (2014) also suggests that in a paired speaking test, learners of different proficiency levels manifest different levels of interactional competence in managing turn-taking, topic development and active listening.

Speaking portfolios

Portfolio assessment has been pedagogically regarded as a learning assessment tool that can provide students with opportunities to monitor their own progress as well as enhancing self-confidence and motivation (Ma'arif et al., 2021). Several studies on the employment of speaking portfolios have been conducted. E-portfolios and data storage on Google Drive have been employed by a number of scholars in an EFL context (Ma'arif et al., 2021; Yekta & Kana'ni, 2020). This method was found to be effective in boosting the speaking fluency of students. In addition, e-portfolio is regarded as a platform to provide students with an opportunity to be engaged in the learning process as they take responsibility for every step in their own learning. Ivanova (2017) and Yekta and Kana'ni (2020) believe that procedures including setting goals, organizing content, and assessing their own learning can promote learner autonomy on self-monitoring and regulation.

In terms of using portfolio assessment to promote productive skills, particularly in the EFL school context, positive results have been found (Huang & Hung, 2010; Ma'arif et al., 2021; Yekta & Kana'ni, 2020). It was found that speaking portfolios on electronic platforms could benefit students' speaking ability in terms of boosting fluency. This correlates with the results of Cabrera-Solano (2020) where e-portfolios led to development in pronunciation and speaking fluency. In addition, Ma'arif et al. (2021) also found that the implementation of speaking portfolios had been positively perceived by students in terms of self-monitoring of the learning processes, generating discipline, boosting responsibility and autonomous language learning attitudes, and mitigating perceptual mismatches among teachers and students.

As portfolio assessment (PA) has been considered an alternative method of assessment within a framework of communicative language teaching (Brown, 2003; Çağatay, 2012), in a language instruction and assessment context, this "purposeful collection of students' work that demonstrates their efforts, progress, and achievements in a given area" (Yin, 2014) could be implemented to facilitate instruction and provide further evidence of students' learning process. In order to implement portfolios to facilitate language learning, the three general characteristics of portfolio assessment: collection, selection, and reflection (Hamp-Lyons & Condon, 2000; Cummins & Davesnes, 2009; Duong et al., 2011; Yin, 2014) should be taken into consideration. Regarding these characteristics of portfolios, "reflection" could be considered the most important part of portfolio assessment and instruction (O'Malley & Valdez Pierce, 1996). It was believed that "without self-assessment and reflection on the part of the students, a portfolio would not be considered a portfolio" (Yin, 2014).

The cycle of a four-phase process to frame the implementation of portfolios for speaking instruction used in this present study has been adopted and adapted from an empirical study of Mak & Wong (2017). These four-phase cyclical procedures consist of 1) forethought, planning, and activation; 2) monitoring; 3) control; and 4) reaction and reflection. In the implementation of speaking portfolios for instruction, students are provided with opportunities to redo their tasks and select the artefacts they think represent their best performance to be included in the final collection to submit at the end of the course. This series of phases does not necessarily follow a linear process as the monitoring, controlling, and reaction may occur concurrently and repeatedly in a loop during the instruction process over the semester of the course (Mak & Wong, 2017; Pintrich, 2000). As a result, the instructional framework to implement speaking portfolios as an instruction and assessment instrument in this present study has been adapted and comprises five main phases. The

instructional framework of SPICS — Speaking Portfolios for Interactional Competence and Speaking Development — governed the application of speaking portfolios as an instructional instrument rather than just an assessment instrument in English speaking instruction with an aim to improve students' interactional competence and speaking ability. The five stages of the SPICS instructional framework are comprised of 1) ***S****etting* the baseline; 2) ***P***ortfolio forethought planning; 3) ***I***nstruction of interactional competence and language focus; 4) ***C***onducting the speaking task; and 5) ***S***timulating students' reflection.

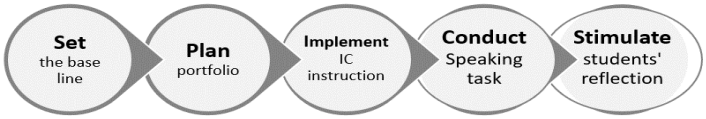

Figure 2 SPICS instructional framework

(adapted from Mak & Wong, 2017; Pintrich, 2000)

Methodology

This research study was conducted following the design of a quantitative study focusing on improving students' IC scores and attitude level throughout the pre- and post-implementations of the SPICS instruction.

Participants

The participants in the sample group were drawn via an assignment of an intact group assigned to the researcher consisting of 42 undergraduate students majoring in English who were taking a course of English for Specific Purposes during the academic year 2022. The fundamental purposes of the course were to develop English communication skills in the professional sphere. According to the Thai Tertiary Qualification Framework (TQF1) for Bachelor of Arts, English major students should be able to discuss general topics in daily life, topics related to personal interests and their field of study, and engage in argumentative discussion by the end of their third year in the curriculum**.**

Rationale of the course

In order to verbally engage in general and argumentative discussion under a variety of topics and area of interests, speaking abilities associated with features of interactional competence such as producing responses contingent on previous speaker contribution, turn management and overall sequential management are needed (Barraja-Rohan, 2011; Galaczi & Taylor, 2018; Roever & Kasper, 2018; Teng & Sinwongsuwat, 2015; Young, 2011). Therefore, the

English course of English for Specific Purposes was equipped with speaking portfolio instruction to promote interactional competence and improve the speaking ability of the students. This could presumably be a supportive mechanism to help gear this group of Thai EFL undergraduate students towards better speaking ability and higher achievement in interactive communication.

Context of the study

Based on the current teaching context of the researcher and the current teaching schedule of the course English for Specific Purposes, the participants were thus assigned to the researcher as an intact group by the university's Office of Registrar. Due to this limitation of class schedule, derivation of sample group in this study is limited to purposive sampling of an assigned intact group. Therefore, it was decided that the present study was to be conducted following the one-group pre-test and post-test design.

However, participation in the experiment of this study was not made compulsory to every student according to the course requirements and did not result in either any addition or deduction of the course grade. The students retained full rights to make decisions on a voluntary basis as to whether they would like to participate in the experimental session or not. Similarly, absence of experimental tasks was not deemed detrimental or given any score deduction. All 42 participants had full rights to withhold disclosure of any sensitive information, or withdraw from the study at any time upon their own judgment without any repercussion or prejudice against their grade points. In addition, the researcher was obliged to clarify the objectives of the study, with both benefits and drawbacks, as well as data collection procedures to the participants at the beginning of the semester. Detailed written agreement was provided in the research subject consent form and was clearly explained to the participants before their granting of permission.

Instrumentation

In order to examine the effect of speaking portfolios on the interactional competence of student participants in this study, three main instruments were employed in this one-group pre-test/post-test experiment.

1) SPICS materials

SPICS instructional materials were designed and developed to provide students with the language knowledge and the key concepts of interactional competence needed for conducting conversations in TLU situations including a job interview, a telephone conversation to inquire for specific information, and a team meeting. The instructional materials comprised 4 units, and each unit was designed and developed following the SPICS instructional procedures with five stages and nine activities.

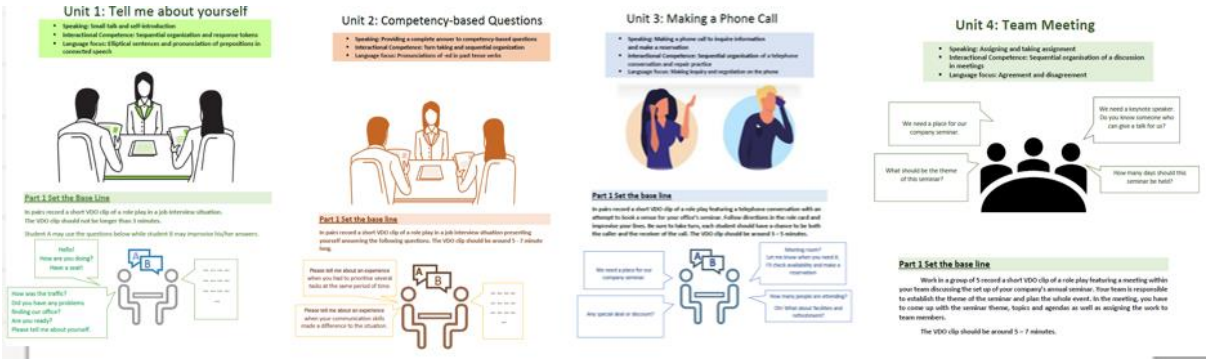

Figure 3 Sample of SPICS instructional materials

Before the implementation of the SPICS instructional materials, the content validity was validated by three language teaching experts to determine the index of item-objective congruence and derived an IOC value of 0.65 meaning that this instructional material could be deemed appropriate for the learning objectives.

2) Speaking test tasks

A speaking test was administered prior to the instruction of speaking and interactional competence using SPICS materials. During the first week of the semester the teacher administered the speaking test to all 42 student participants. Students' test scores were used as the base-line of the pre-test. Upon the completion of speaking and interactional competence instruction, this speaking test was administered again to derive post-test scores. These two score sets were then analysed using a paired sample t-test to determine whether there was any significant difference between the pre-test and post-test scores.

Table 1 Summary of speaking and Interactional competence constructs in speaking test tasks

Speaking Task	Format	Target Constructs
Task 1 Job Interview	Individual (Teacher – Student)	• Ability to handle a job interview • Ability to allocate and construct turns; and follow sequential organization of a job interview
Task 2 Telephone Conversation	Pair (Student – Student)	• Ability to make requirements and provide information via telephone • Ability to allocate and construct turns; and follow sequential organization of a telephone conversation
Task 3 Team Meeting	Group (Student – Student)	• Ability to express agreement and disagreement at a meeting • Ability to allocate and construct turns; and follow sequential organization of a meeting conversation

The speaking test used in this present study consisted of three speaking tasks as follows: 1) job interview, 2) telephone conversation, and 3) team meeting. All test tasks were validated by three language teaching and testing experts to determine the index of item-objective congruence and derived an IOC value of 0.65 meaning that this instructional material could be deemed appropriate for the assessment objectives. In terms of internal reliability, upon the trial study Cronbach's alpha was computed to determine reliability coefficients and all tasks were rated to be reliable at 0.97, 0.96, and 0.95 respectively. In addition, an interrater reliability was conducted and yielded the overall result of Pearson correlation coefficients at 0.88.

3) Attitude survey

To determine whether the implementation of SPICS instruction with the use of speaking portfolios affected students' attitude level, a series of surveys were conducted using a 15-question attitude survey form. The attitude survey was functioned through the rating of 5-Likert scale items. The questions aimed to investigate how students perceived the

implementation of SPICS instruction with the use of speaking portfolios. In order to effectively measure the level of student attitude, the questions in this questionnaire inquiry were developed following the attitude assessment framework of Krathwohl et al. (1964) and with the elaboration of the speaking learning criteria employed in the speaking rubric (see appendices A – C).

Before the implementation of these attitude survey questions, the survey form was validated in terms of content validity via item-objective congruence validation and received 0.92 IOC to verify the content validity. Later upon the trial it yielded internal reliability of 0.93.

Procedures

The research procedures in this study were divided into two phases: 1) designing the framework of speaking instruction using the speaking portfolio – the SPICS framework and developing research instruments, and 2) conducting the experiment with the implementation of the speaking instruction using the speaking portfolio. The research instruments were systematically developed to ensure validity, reliability, and usefulness. The experimental phase of speaking instruction using the SPICS instructional materials and speaking portfolio assessment covered 8 out of 12 weeks of the integrated skill course of English for Specific Purposes.

During the first phase, the instructional framework and instructional materials were developed. The speaking instructional framework of Goh and Burns (2012) and instructional framework using portfolios of Mak and Wong (2017) were reviewed and adapted. The five stages of the SPICS instructional framework were comprised of: 1) **S**etting the baseline, 2) **P**ortfolio forethought planning, 3) **I**nstruction of interactional competence and language focus, 4) **C**onducting speaking tasks, and 5) **S**timulating students' reflection (as can be seen in Figure 2).

Speaking instruction equipped with speaking portfolios started with the first stage of setting the baseline. At this beginning stage, students were asked to record their performance in the format of pair speaking tasks for units 1 – 3, and group tasks for unit 4 before the instruction commenced at each unit. That is to say, the students were trying out their speaking performance to set their baseline. This could be regarded as taking a pre-test before the instruction. Then the teacher activated their forethought planning for compiling speaking portfolios at the second stage. Students were told that their first try of the speaking task could be included into the series of tasks presented in their speaking portfolios to help them see

the differences between before and after the instruction. After that, speaking instruction emphasizing developing interactional competence was implemented. After the instruction, the students were given the opportunity to conduct the speaking task using the interactional practice and language taught in the previous stage. Then the peer feedback and self-reflection on their own performance and learning could be stimulated at the final stage.

Stage one (setting the baseline) was implemented with the aim of activating the use of students' background knowledge and of setting the standard of their own performance prior to the instruction. At this stage, students were asked to record their speaking task at the beginning of the class in the format of pair speaking tasks for units 1 – 3, and a group task for unit 4.

Stage two (portfolio forethought planning) was implemented to help students with guidelines for conducting a speaking portfolio on a certain speaking task in each unit which involved both pair and group tasks, and to familiarize them with learning processes using speaking portfolios. They were able to discover how many recordings they were obliged to upload and be reassured that they could redo their task and select their best performance to include in their speaking portfolios entry along with their first try. As a result, they could observe the transition of their growth.

Then at stage three (IC instruction and language input), students were provided with speaking instruction focusing on target language knowledge and interactional practice needed for completing the speaking task in each unit. For example, in the first unit, students received the language instruction needed for allocating and constructing turns in a natural way during the very first moments of a job interview. Then in unit 2 they were to learn how to appropriately sequence their answers and how to follow the sequential organisation of a job interview in a format competency-based interview. Later in unit 3, the instruction of spoken language and interactional practice needed for conducting a telephone conversation to obtain and provide information were provided. Finally in unit 4, students received language input to express agreement and disagreement along with interactional practice needed for conducting a team meeting.

Students then conducted their speaking task again and made the second recording at stage three after they had received instruction. At this stage changes in their performance could be expected as they had been equipped with the target language knowledge and interactional practice taught in the earlier stage.

During the extensive stage of conducting the speaking tasks, students were also asked to monitor their own performance. They were provided with an extensive opportunity to review their VDO recordings featuring their first and second attempts against the scoring rubric in order to observe and assess their own performance. Then they were asked to exchange their work with peers and conduct peer assessment. After exchanging peer feedback at this stage, the teacher who had been observing students' activities provided students with corrective feedback on language usage and interactional practice. At the end of this stage, students were provided with an opportunity to redo the task using peer and teacher feedback to improve their performance. Then they selected the best performance to upload on their speaking portfolio entry.

Finally at stage five (stimulate students' reflection), students were asked to write down comments reflecting on their learning experience facilitated with speaking portfolios. The content of students' reflection was taken into consideration and analysed to improve further instruction in the future.

Results

RQ1: The effects of using speaking portfolios on students' interactional competence

This part of the paper aims to examine the effects of using speaking portfolios on students' interactional competence. It can be observed in Table 1 that average IC score improved in the post-test. In the pre-test, students' average IC score was 1.50 (Mean = 1.50, SD = 0.37) and with the minimum score of 1 and maximum score of 2.50. Regarding IC scores in each aspect, it can be observed that turn allocation (TApre1) received the highest average at 2.02 while acknowledging opening-centering-closing sequences (Acoccpre1) was rated with the lowest score of 1.19 (Mean = 1.19, SD = 0.45)

5.1: Unit 2 Interactional competence checklist: Telephone conversation

Tick ☑ what you have done.

First try	Second try
☐ Appropriately begin the phone call	☐ Appropriately begin the phone call
☐ Use preliminary to lead to anchor point	☐ Use preliminary to lead to anchor point
☐ Use appropriate language to make inquiry	☐ Use appropriate language to make inquiry
☐ Use appropriate language to make negotiation	☐ Use appropriate language to make negotiation
☐ Provide well-organized telephone conversation	☐ Provide well-organized telephone conversation

Note down what you think you did well and the areas you want to improve:

_____

_____

_____

_____

Figure 4 Sample of scoring rubrics for students' self-assessment from unit 3 telephone conversation

According to statistical analysis, there were statistically significant differences in the pre-test and post-test scores of all three speaking tasks. This reflects the effect of SPICS instruction implementation with the use of speaking portfolios. The minus values of t-scores represent the positive gaps between pre-test and post-test scores. This means that the post-test scores were higher than pre-test. This marks the improvement of students' IC scores.

Later in the post-test, an improvement in overall IC scores can be observed as the average IC score rose to 3.19 (Mean = 3.19, SD = 0.99) with minimum average score of 1.67 and maximum average score of 4.67. In addition, the maximum IC scores in all aspects had improved to 5.00 according to Table 2.

In order to further determine whether the SPICS instruction using speaking portfolios had affected the differences in IC scores between pre-test and post-test, a paired sample t-test was conducted in all test tasks.

Table 2 Descriptive statistics of IC scores: Pre-test and post-test

	Pre-test Minimum	Pre-test Maximum	Pre-test Mean	Pre-test SD	Post-test Minimum	Post-test Maximum	Post-test Mean	Post-test SD
TApre1	1.00	3.00	2.0238	.56258	2.00	5.00	3.7143	.94445
TCpre1	1.00	3.00	1.7857	.60630	2.00	5.00	3.5238	.99359
CRpre1	1.00	2.00	1.6190	.49151	1.00	5.00	3.2143	1.00087
Apppre1	1.00	2.00	1.2619	.44500	2.00	5.00	2.9048	.90553

	Pre-test Minimum	Pre-test Maximum	Pre-test Mean	Pre-test SD	Post-test Minimum	Post-test Maximum	Post-test Mean	Post-test SD
Occpre1	1.00	2.00	1.1667	.37720	1.00	5.00	2.9048	.82075
Acoccpre1	1.00	3.00	1.1905	.45468	1.00	5.00	3.1905	.99359
ICTpre1	1.00	2.50	1.5083	.37502	1.67	4.67	3.2426	.84543

***n = 42**

Table 3 presents statistics of a paired sample t-test in speaking test task 1: job interview. The pairs analysed included overall IC score and each aspect of IC: turn allocation, turn construction, coherent responses, appropriate response structure, sequence of opening-centering-closing, and acknowledgement of opening-centering-closing sequences, from pair 1 to pair 7 respectively. As can be seen in Table 2, a statistically significant difference in overall pre-test and post-test IC scores can be observed at t = -17.163 with $p < 0.05$ i.e., 95% confidence interval of the difference and large effect size of -3.745 which is > 0.80 according to Cohen's d effect size (Cohen,1988).

Table 3 t-test: Pre/Post-test 1 job interview

Paired Samples Test

		Mean	Std. Deviation	t	*p*	Effect size
Pair 1	turnallocationpre1-post1	-1.69048	.78050	-14.037	.000	***-3.063***
Pair 2	turnconstructionpre1-post1	-1.73810	.85709	-13.142	.000	***-5.930***
Pair 3	Coherentresponsepre1-post1	-1.59524	.98920	-10.451	.000	***-2.280***
Pair 4	Appropriateresponsestructure1-post1	-1.64286	.87851	-12.119	.000	***-2.644***
Pair 5	Openingcenteringclosingpre1-post1	-1.73810	.66478	-16.944	.000	***-3.697***
Pair 6	AcknowledgeOCCpre1-post1	-2.00000	.85540	-15.153	.000	***-3.306***
Pair 7	ICpre1 - ICpost1	-1.73429	.65485	-17.163	.000	***-3.745***

n = 42

* p < 0.01

Furthermore, it can also be seen that all pairs appear to be different with statistically significance ($p < 0.05$), with large effect size of more than 0.80 in every pair as can be seen in the column on the right in ***italics***, and pair 5 (opening-centering-closing sequences) appears to have the most prominent significant difference with t = -16.944. This means that the implementation of SPICS instruction with the use of speaking portfolios seemed to affect the changes in IC scores of students in both overall average and by each aspect of task 1 (job interview speaking task).

Table 4 t-test: Pre/Post-test 2 telephone conversation

Paired Samples Test

		Mean	Std. Deviation	t	*p*	Effect size
Pair 1	Turnallocationpre2-post2	-2.28571	.77415	-19.135	.000	***-4.175***
Pair 2	Turnconstructionpre2-post2	-2.50000	.77302	-20.959	.000	***-4.573***
Pair 3	Coherentresponsepre2-post2	-2.28571	.86351	-17.155	.000	***-3.743***
Pair 4	Appropriateresponsestructure2-post2	-2.90476	.82075	-22.936	.000	***-5.005***
Pair 5	Openingcenteringclosingpre2-post2	-2.50000	.99388	-16.302	.000	***-3.557***
Pair 6	AcknowledgeOCCpre2-post2	-2.69048	.99971	-17.441	.000	***-3.805***
Pair 7	ICpre2 – ICpost2	-2.52714	.72823	-22.490	.000	***-4.907***

*n = 42

**$p < .01$

In Table 4, statistically significant differences in pre-test and post-test IC scores of speaking test task 2 can be observed. As can be seen in pair 7, the difference in total average of IC scores between pre-test and post-test was statistically significant with t = -22.490 ($p < .05$) with 95% confidence interval of the difference and the large effect size of -4.907 which is > 0.80 according to Cohen's d effect size (Cohen,1988). Furthermore, it can also be seen that all pairs appear to be different with $p = .000$ statistical significance and the large effect size of Cohen's d > 0.80 as can be seen in the column on the right in ***italics***. It can also be observed that pair 4 (appropriate response structure sequences) appears to have the most prominent significant difference with t = -22.963. This means that the implementation of SPICS instruction with the use of speaking portfolios seemed to affect the changes in IC scores of students in both overall average and by each aspect of task 2 (telephone conversation speaking task).

Table 5 t-test: Pre/Post-Test 3 team meeting

Paired Samples Test

		Mean	Std. Deviation	t	*p*	Effect size
Pair 1	Turnallocationpre3-post3	-1.97619	.86920	-14.734	.000	-3.215
Pair 2	Turnconstructionpre3-post3	-2.00000	.82639	-15.684	.000	-3.422
Pair 3	Coherentresponsepre3-post3	-2.23810	.98301	-14.755	.000	-3.219
Pair 4	Appropriateresponsestructure3-post3	-2.11905	.67000	-20.497	.000	-4.472
Pair 5	Openingcenteringclosingpre3-post3	-2.23810	.69175	-20.968	.000	-4.575
Pair 6	AcknowledgeOCCpre3-post3	-2.38095	.76357	-20.208	.000	-4.409
Pair 7	ICpre3 – ICpost3	-2.15929	.72085	-19.413	.000	-4.236

*n = 42

**$p < .01$

In Table 5, statistically significant differences in pre-test and post-test IC scores of speaking test task 3 can be observed. As can be seen in pair 7, the difference in total average of IC scores between pre-test and post-test was significant with t = -19.413 ($p < .05$) with 95% confidence interval of the difference, and the large effect size of -4.236 which is > 0.80 according to Cohen's d effect size (Cohen, 1988). Furthermore, it can also be seen that all pairs appear to be different with $p = .000$ statistical significance and the large effect size of Cohen's d > 0.80 as can be seen in the column on the right in ***italics.*** It can also be observed that pair 5 (opening-centering-closing sequences) appears to have the most prominent significant difference with t = -20.968. This means that the implementation of SPICS instruction with the use of speaking portfolios seemed to affect the changes in IC scores of students in both overall average and by each aspect of task 3 (team meeting speaking task).

RQ2: Students' attitude towards the implementation of speaking portfolios

In order to examine whether the implementation of SPICS instruction using speaking portfolios had affected students' attitude towards the learning process, a series of surveys was conducted the prior to the implementation and again after the implementation had been concluded. After conducting the surveys with the use of the 5-scale survey with a series of 15 questions, the data were analysed and interpreted using descriptive statistics and a paired sample t-test to determine whether there were any significant differences in the two data sets of attitude level.

The average score of pre-implementation attitude survey appeared to be at 3.42 (Mean = 3.42, SD = 0.72) with the minimum score of 1.47 and maximum score of 4.60. Later in the post-implementation attitude survey the average score improved to 3.99 (Mean = 3.99, SD = 0.75) with the minimum score of 1.73 and maximum score of 5.00.

In order to determine the significant differences in the attitude level of the students between the pre- and post-implementation of SPICS instruction using speaking portfolios, the paired sample t-test statistics were computed. The results are presented in Table 6, and it can be observed in pair 16 that t = -2.61 with significant coefficients less than 0.05, meaning that a significant difference with medium effect size (Cohen's d from 0.50 to 0.79) can be observed in the overall attitude scores.

However, when considering the pairs of each question, it can be seen that only pairs 1, 4, 6, 7, 10, 11, 12, 15, and 16 were considered as having significant differences with significant coefficients not more than 0.05 with medium effect size (Cohen's d from 0.50 to 0.79) and t

= -4.53, -2.19, -2.32, -2.06, -2.76, -2.16, -2.38, -3.46 and -2.61 respectively. The pairs which appear not to have significant differences in the level of attitude scores with more than 0.05 significant coefficients were pairs 2, 3, 5, 8, 9, 13, and 14 with significant coefficients more than 0.05 and t = -1.15, -1.02, -1.80, -1.22, -2.02, -1.72 and -1.35 respectively.

This means that there were statistically significant differences between pre-implementation and post-implementation survey scores in the overall attitude level (pair 16) and in questions 1, 4, 6, 7, 10, 11, 12, and 15 respectively. Meanwhile, in questions 2, 3, 5, 8, 9, 13, and 14 there were no statistically significant differences in students' attitude level between pre-implementation and post-implementation.

Table 6 t-test: Pre/post intervention attitude survey

Paired Samples Test

		Mean	SD	t	*p*	Effect size			Mean	SD	t	*p*	Effect size
Pair 1	**Q1pre - Q1post**	**-1.20000**	**1.32288**	**-4.536**	**.000**	**-0.989**	Pair 9	Q9pre - Q9post	-.68000	1.67631	-2.028	.054	-0.442
Pair 2	Q2pre - Q2post	-.28000	1.20830	-1.159	.258	-0.252	**Pair 10**	**Q10pre - Q10post**	**-.84000**	**1.51877**	**-2.765**	**.011**	**-0.603**
Pair 3	Q3pre - Q3post	-.28000	1.36991	-1.022	.317	-0.223	**Pair 11**	**Q11pre - Q11post**	**-.56000**	**1.29357**	**-2.165**	**.041**	**-0.472**
Pair 4	**Q4pre - Q4post**	**-.68000**	**1.54704**	**-2.198**	**.038**	**-0.479**	**Pair 12**	**Q12pre - Q12post**	**-.60000**	**1.25831**	**-2.384**	**.025**	**-0.520**
Pair 5	Q5pre - Q5post	-.48000	1.32665	-1.809	.083	-0.394	Pair 13	Q13pre - Q13post	-.52000	1.50333	-1.729	.097	-0.377
Pair 6	**Q6pre - Q6post**	**-.68000**	**1.46401**	**-2.322**	**.029**	**-0.506**	Pair 14	Q14pre - Q14post	-.40000	1.47196	-1.359	.187	-0.296
Pair 7	**Q7pre - Q7post**	**-.52000**	**1.26227**	**-2.060**	**.050**	**-0.449**	**Pair 15**	**Q15pre - Q15post**	**-.84000**	**1.21381**	**-3.460**	**.002**	**-0.755**
Pair 8	Q8pre - Q8post	-.40000	1.63299	-1.225	.233	-0.267	**Pair 16**	**QTpre - QTpost**	**-.59680**	**1.14246**	**-2.612**	**.015**	**-0.569**

*n = 24

**P < .05

At the end of the implementation of SPICS instruction using speaking portfolios, the improvement in students' attitude level can be observed in the following aspects: attitude in receiving the production of speaking portfolios (question 1), attitude in responding towards speaking portfolios as a learning instrument (question 4), attitude in valuing speaking portfolios as a helpful learning aid to grammar (question 6), attitude in valuing speaking portfolios as a helpful learning aid to vocabulary (question 7), attitude in valuing speaking portfolios as a helpful learning aid to interactional competence (question 10), attitude in characterizing

speaking portfolios as a helpful and meaningful learning instrument based on self-reflection (question 11), attitude in characterizing speaking portfolios as a helpful and meaningful learning instrument based on their own improvement (question 12), and attitude in characterizing the process of developing speaking portfolios as a helpful and meaningful learning experience.

On the other hand, the improvement in attitude level was not considered prominent in some regards including attitude in responding to using speaking portfolios as a learning instrument (question 2), attitude in responding to using speaking portfolios as an assessment instrument (question 3), attitude in responding to recommending speaking portfolios as assessment instrument (question 5), attitude in valuing speaking portfolios as a helpful learning aid to pronunciation (question 8), attitude in valuing speaking portfolios as a helpful learning aid to discourse management (question 9), attitude in characterizing speaking portfolios as a helpful and meaningful learning and assessment instrument in the language classroom (question 13), and attitude in characterizing feedback from speaking portfolios as a helpful and meaningful learning and assessment instrument in the language classroom (question 14).

Table 7 t-test: Pre/post intervention attitude survey with questions and objectives

Objectives	Questions	t	*p*	Effect size
to investigate students' attitude at receiving level towards speaking portfolios	1. I know how to develop speaking portfolios.	-4.536	.000	-0.989
to investigate students' attitude at responding level towards speaking portfolios as a learning instrument	2. I want to develop speaking portfolios to learn English.	-1.159	.258	-0.252
to investigate students' attitude at responding level towards speaking portfolios as an assessment instrument	3. I want to develop speaking portfolios to assess my English.	-1.022	.317	-0.223
to investigate students' attitude at responding level towards speaking portfolios as a learning instrument	4. I would recommend speaking portfolios as a learning tool to develop spoken language learning.	-2.198	.038	-0.479
to investigate students' attitude at responding level towards speaking portfolios as an assessment instrument	5. I would recommend speaking portfolios as an assessment tool to assess English speaking.	-1.809	.083	-0.394
to evaluate whether they find speaking portfolios helpful to their language learning in terms of grammar, at valuing level	6. The process of developing speaking portfolios can help increase my knowledge of grammar.	-2.322	.029	-0.506
to evaluate whether they find speaking portfolios helpful to their language learning in terms of vocabulary, at valuing level	7. The process of developing speaking portfolios can help increase my knowledge of vocabulary.	-2.060	.050	-0.449

Objectives	Questions	t	*p*	Effect size
to evaluate whether they find speaking portfolios helpful to their language learning in terms of pronunciation, at valuing level	8. The process of developing speaking portfolios can help improve my pronunciation.	-1.225	.233	-0.267
to evaluate whether they find speaking portfolios helpful to their language learning in terms of discourse management, at valuing level	9. The process of developing speaking portfolios can help increase my knowledge of discourse management.	-2.028	.054	-0.989
to evaluate whether they find speaking portfolios helpful to their language learning in terms of interactional competence, at valuing level	10. The process of developing speaking portfolios can help increase my knowledge of interactional competence.	-2.765	.011	-0.252
to evaluate whether they have systematically categorized speaking portfolios as a learning tool based on their experience with speaking portfolios	11. The process of developing speaking portfolios can help me see areas to improve.	-2.165	.041	-0.223
to evaluate whether they have systematically categorized speaking portfolios as a learning tool based on their experience with speaking portfolios	12. The process of developing speaking portfolios can help me see my progress.	-2.384	.025	-0.479
to evaluate if they believe that this learning and assessment tool can benefit them in meaningful way at characterizing level	13. I can apply what I learned from developing speaking portfolios to enhance my language learning	-1.729	.097	-0.394
to evaluate if they believe that this learning and assessment tool can benefit them in meaningful way at characterizing level	14. I can apply the feedback from my teacher and classmate when developing speaking portfolios to enhance my language learning	-1.359	.187	-0.506
	15. The process of developing speaking portfolios can help me learn English speaking in a meaningful way.	-3.460	.002	-0.449

Discussion and conclusion

Discussion

Effect of using speaking portfolios on students' interactional competence

As can be seen in the results, after the implementation of SPICS instruction using speaking portfolios, students' IC scores improved in all aspects with statistical significance of less than 0.05. This finding was in line with a study of Duong et al. (2011). They assert that portfolios could be an assessment instrument to encompass both product-oriented and process-oriented features of writing instruction. In the case of speaking instruction, as in this present study, since students were allowed to redo the speaking tasks over and over again and were equipped with both peer and teacher feedback, they could learn to adjust and improve their performance over the period of time.

The results of the present study were also found to be in line with Kunitz and Yeh (2019). The researchers argue that improvement in the IC scores may be attributed to the fact

that the instructional contents were derived from CA-based design. Their study has specifically shown the potential of incorporating the interactional practice framework of Wong & Waring (2010) which was derived from CA studies into speaking instruction, so that students could adopt a view of language as a way to accomplish social actions in spoken interaction. Ideally, Kunitz and Yeh (2019) believe that teachers can design pedagogical materials based on CA findings, which can effectively target the interactional skills needed for students to participate in the unfolding interaction in talk-in situations and socially recognizable ways.

Effect of using speaking portfolios on students' attitude

As can be seen in the results of RQ2, the overall level of students' attitude has improved with statistical significance, meaning that students appeared to express a quite positive overall attitude towards the use of speaking portfolios. This finding is considered to be in line with Kwak and Yin (2018) regarding the effect of using speaking portfolios on students' attitude. Kwak and Yin (2018) found that repeating the recording and reviewing stage of constructing speaking portfolios could help lower the level of anxiety of students in both taking a test and speaking in English. They further explained several reasons why students felt less vulnerable when they were speaking in e-speaking portfolios. First, students reported that they felt less burdened because they had plenty of chances to redo their speaking performance (Kwak & Yin, 2018). While students cannot help but feel high levels of test anxiety in other, one-shot, timed assessments, this fear-free environment in e-speaking portfolios allowed them to display their best performance. Moreover, students also felt more empowered and confident because of the opportunity to select and post their best performance to represent their speaking abilities. Hence, speaking portfolios not only reduced their test anxiety but also lowered their language anxiety (Kwak & Yin, 2018). In addition to unlimited opportunities for speaking, the absence of a large audience while speaking led them to become less afraid of making mistakes, thus concentrating more on their speaking task (Kwak & Yin, 2018). Similar to Kwak and Yin's (2018) study, it can be observed in the survey results that students in this present study appeared to perceive speaking portfolios as a learning instrument to practice grammar, vocabulary, and interactional competence through the repetition of the tasks and to reflect on what they have learned from their own performance.

However, when each item was analysed at the end of the implementation of SPICS instruction using speaking portfolios, there were some aspects of students' attitude which

appeared to have only slight improvement and were not considered statistically significant with small effect size. From these aspects of the findings, it can be assumed that the student participants might have perceived speaking portfolios as a helpful learning and assessment instrument and might have expected to use this learning instrument to improve their pronunciation and discourse management even before the beginning of the study (Kwak & Yin, 2018). Therefore, the changes in some aspects of attitude level between before and after implementation of SPICS instruction using speaking portfolios are therefore not considered to be statistically significant.

Conclusion

This present paper discusses the effect of speaking portfolios on the interactional competence and attitude level of EFL undergraduate students in a Thai university. The results reveal that the overall post-test scores of students who participated in the study had improved in all aspects of all three test tasks with statistically significant differences. The test task that had the most significant improvement in post-test scores was task 2, telephone conversation, followed by task 3, team meeting, and task 1, job interview respectively. In terms of the effect of SPICS instruction implementation with the use of speaking portfolios on the attitude level of students, it was found that upon the post-implementation the average result of attitude survey had improved in overall scenario. However, not every individual aspect of attitude improved with statistical significance value and large effect size. There were some aspects of attitude that remain relatively the same, as they had been highly perceived since prior to the implementation of SPICS instruction using speaking portfolios. This could mean that students appeared to agree with the use of speaking portfolios from the very beginning and at the post-intervention they still positively agreed with the use of speaking portfolios.

Implications

The experiment and investigation in the present study could provide more insight into possible approaches to developing interactional competence of EFL learners. Integration of paired speaking tasks into portfolios and introducing this assessment approach for learning to a Thai EFL class in combination with CA-based interactional instruction could also provide more alternatives for English language teachers who would like to improve their learners' interactional competence in a Thai context. Moreover, the reference framework of SPICS instruction which had been proved to be practical by the result of this present study and

rating scales to assess interactional competence with an implementation of speaking portfolios could be used, adjusted, or replicated in language classrooms in similar contexts.

In response to Lam's (2018) advocation of more empirical studies on interactional competence to bridge the gap of L2 interactional competence conceptualization and aligning research findings to achieve more productive operationalization of the construct in learning and assessment, this research study could be considered as classroom action research in the field of language instruction and assessment to provide more insight into this area. Furthermore, the findings could also extend more testimony for instruction and assessment of interactional competence on whether the assessment format of alternative assessment and task types would affect the degree of interactional competence development (Galaczi & Taylor, 2018; Plough et al., 2018).

Recommendations for further research

Based on the results showing that speaking portfolios seem to have a positive effect on interactional competence scores in all speaking tasks - individual (task 1: job interview), pair (task 2: telephone conversation), and group (task 3: team meeting) - further in-depth analysis on quantity of speaking portfolios on interactional competence could therefore be conducted. To examine whether the quantity of speaking portfolio entries could have an impact on interactional competence scores, a more in-depth analysis could be conducted using more robust statistical analysis, such as analysis of variance (ANOVA). A future study could employ ANOVA to determine if there could be a significant effect of the quantity of tasks or portfolio entries on the level of interactional competence development by analysing the number of speaking portfolio entries posted with development of interactional competence scores. This analysis could probably help identify any potential effects of speaking portfolio quantity on interactional competence.

In terms of the attitude of students towards the implementation of speaking portfolios, apart from overall attitudes towards the whole process of speaking portfolio implementation, it could be valuable to investigate how students perceive each task and whether their attitude towards each task would differ from their overall attitude towards the speaking portfolios as a whole. To gain a deeper understanding of each task type, it would be beneficial to conduct separate qualitative studies for gaining in-depth understanding of each task. This approach might allow for a more detailed analysis of the unique characteristics, challenges, and outcomes associated with each task type. Researchers could probably employ methods such

as interviews, observations, or focus groups to explore participants' experiences, perceptions, and attitudes towards specific tasks. This qualitative data could also provide valuable insights that complement quantitative findings.

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Appendix A: Sample of interactional competence rubric

(adapted from Patharakorn, 2018; Teng & Sinwongsuwat, 2015; and Wong & Waring, 2010)

Interactional competence assessment rubric: Job interview

Turn taking	1	2	3	4	5
Turn allocation	☐	☐	☐	☐	☐
Turn construction	☐	☐	☐	☐	☐
Provide coherent responses	☐	☐	☐	☐	☐
Sequential organization	1	2	3	4	5
Provide appropriate answer structure	☐	☐	☐	☐	☐
Provide opening, centering, and closing	☐	☐	☐	☐	☐
Acknowledge the opening, centering, and closing	☐	☐	☐	☐	☐

Appendix B: Speaking assessment rubric

Grammar resources	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
Lexical resources	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
Pronunciation	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
Discourse management	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
Interactive communication	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐

Appendix C: Attitude questionnaire

Objective of the question	Statements	1 Strongly disagree	2 Disagree	3 Undecided	4 Agree	5 Strongly agree
to investigate students' attitude at receiving level towards speaking portfolios	1. I know how to develop speaking portfolios.					
to investigate students' attitude at responding level towards speaking portfolios as a learning instrument	2. I want to develop speaking portfolios to learn English.					
to investigate students' attitude at responding level towards speaking portfolios as an assessment instrument	3. I want to develop speaking portfolios to assess my English.					
to investigate students' attitude at responding level towards speaking portfolios as a learning instrument	4. I would recommend speaking portfolios as a learning tool to develop spoken language learning.					
to investigate students' attitude at responding level towards speaking portfolios as an assessment instrument	5. I would recommend speaking portfolios as an assessment tool to assess English speaking.					
to evaluate whether they find speaking portfolios helpful to their language learning in terms of grammar, at valuing level	6. The process of developing speaking portfolios can help increase my knowledge of grammar.					
to evaluate whether they find speaking portfolios helpful to their language learning in terms of vocabulary, at valuing level	7. The process of developing speaking portfolios can help increase my knowledge of vocabulary.					
to evaluate whether they find speaking portfolios helpful to their language learning in terms of pronunciation, at valuing level	8. The process of developing speaking portfolios can help improve my pronunciation.					
to evaluate whether they find speaking portfolios helpful to their language learning in terms of discourse management, at valuing level	9. The process of developing speaking portfolios can help increase my knowledge of discourse management.					
to evaluate whether they find speaking portfolios helpful to their language learning in terms of interactional competence, at valuing level	10. The process of developing speaking portfolios can help increase my knowledge of interactional competence.					
to evaluate whether they have systematically categorized speaking portfolios as a learning tool based on their experience with speaking portfolios	11. The process of developing speaking portfolios can help me see areas to improve.					
to evaluate whether they have systematically categorized speaking portfolios as a learning tool based on their experience with speaking portfolios	12. The process of developing speaking portfolios can help me see my progress.					
to evaluate if they believe that this learning and assessment tool can benefit them in meaningful way at characterizing level	13. I can apply what I learned from developing speaking portfolios to enhance my language learning					
	14. I can apply the feedback from my teacher and classmate when developing speaking portfolios to enhance my language learning					
	15. The process of developing speaking portfolios can help me learn English speaking in a meaningful way.					