

Using E-Portfolio to Enhance Student's Attitudes Towards Learning English at University College of Applied Sciences

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Abstract: Attitude is considered to be an essential element of the English language learning process at tertiary level. The present study investigates the outcome of using e-portfolio to enhance students' attitude towards English language learning at UCAS (University College of Applied Sciences) in Palestine. 60 students (30 males and 30 females) who are enrolled in English Language course (DIPL 1303) at first semester of 2014/2015 academic year were selected as a sample of this study. A Sequential Exploratory Design was used to collect qualitative and quantitative data for one semester. The findings of this study revealed that students' attitude towards learning English changed positively after utilizing e-portfolio. This has generated several theoretical, pedagogical and policy implications for instructors, universities and researchers. Therefore, it can be concluded that integrating e-portfolio at the tertiary level would enhance students' attitude towards English language learning and release their potentialities towards the learning process.

Keywords: (E-Portfolio, Attitudes, Learning English, UCAS).

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I. Introduction

It is said that attitudes towards learning has an obvious influence on students' behaviors and consequently on their performance (Kara, 2009). According to Pan, Zang, and Wu (2010), a successful learner is the one who possesses positive attitudes towards the target language. Karahan (2007, p.84) also confirmed that "positive language attitudes let learner have positive orientation towards learning English". Therefore, students who have passion in their attitudes towards English language can achieve better progress in their learning. The term 'attitude' has been defined by many scholars in the field of education. For example, McMillan (2000) referred attitudes as mental predispositions or tendencies to respond positively or negatively toward a certain thing, such as persons, events, or objects. Other scholars such as Üstüner (2006) defined attitude as a tendency which is attributed to the individual and which forms his thoughts, feelings, and behaviors towards a psychological object. In the literature, a plenty of previous studies related to students' attitudes towards the English language learning have been conducted in the field of English language learning. For example, the purpose of the study by Alqahtani (2015) is to identify the attitude among engineering students in Saudi Arabia towards learning English for a specific purpose. The researcher used both qualitative and quantitative methods. Surveys were conducted from students of a Saudi Engineering university; furthermore teachers and mentors were interviewed to analyse the attitudes of the students towards learning English. The results showed that negative attitudes towards learning English. Interviews however identified several ways through which the attitudes of students can positively change towards learning English for specific purpose. Tanni (2015) aimed of his study to identify the attitudes toward English among Al-Quds Open University students in Tulkarm Branch, Palestine. The researcher used a questionnaire composed of 30 items distributed to 70 male and 110 female students from four faculties: Education, Social Development, Administrative Sciences and Technology and Applied Sciences. This study was conducted during the first semester of the academic year 2014-2015. The findings of the study revealed that most of the students in AL- Quds Open University, Tulkarm Branch have positive attitudes towards English. Moreover, the attitude of females toward English is more positive than the attitude of males. There are no significant differences in attitudes toward English among students based on the faculties.

Alnajjar, Jamil, and Shawish (2015) aimed to investigate the faculty of Applied Sciences lecturers' and students' perception of English and Arabic as the medium of instruction at the tertiary level in Palestine. The quantitative method which fits the nature of the present study was adopted. A questionnaire was used as the main tool to collect the data of the current study. Being validated, the questionnaire was distributed to 50

lecturers and 350 students who were both selected purposefully using the purposive sampling. The results found that both lecturers and students hold positive attitudes towards English language, nonetheless, they do not favour it as a medium of instruction at the tertiary level. In addition, students showed high preference to the English language since they have greater desires to learn it for both utilitarian and academic reasons.

In addition, Bhaskar and Soundiraraj (2013) in their study aimed to find out whether there is any change in the attitude of students towards the English Language Learning (ELL) when they come for college education after completing the school education. The researchers examined the change in students' attitudes from school to college. The participants were 52 first year Mechanical Engineering students from the Tamil medium stream. An attitude questionnaire and a semi-structured interview were conducted to examine the students' shift in attitude towards ELL. The findings of the study indicated that there was a significant shift in their attitude towards ELL at their college level.

Al Noursi (2013) carried out his study to identify the Applied Technology High School (ATHS) students' attitudes towards learning the English language and to investigate whether the students' attitude is affected by the teacher's nativity or not. The participants were the 196 students enrolling at (ATHS). The researcher used a questionnaire for the data collection. The results showed that the vast majority of the subjects of the study had positive attitudes towards learning the English Language. The findings also revealed that the teacher's nativity did not influence the students' positive orientation toward the English language.

In conclusion, many studies were conducted on students' attitude toward English language in universities. However, studies on enhancing students' attitude on English language at UCAS is lacking. The students may have positive or negative attitudes towards English language learning. Consequently, in both cases, it is recommended to create an encouraging atmosphere in the English classes to promote the students' attitudes towards English. As a result, the researcher utilized e-portfolio to change the students' attitudes towards learning English as many of the studies revealed that the students have positive attitudes towards e-portfolio. The researcher wants to assess if the students' positive attitude towards e-portfolio can enhance their attitude in learning English language.

II. Study Problem

The study aims at examining the role of e-Portfolio in improving the UCAS students' attitude towards English Language. Therefore, the problem was formulated in the following main questions:

1. What are the learners' attitude levels to learn English language before and after utilizing e-portfolio?

III. Research Objectives

The aim of the present work showed the role of e-Portfolio in improving the UCAS students' attitude towards English Language. So, the present research have two main objectives in carrying out this study as follows:

- To improving attitudes towards learning English among the students through using E-portfolio.
- Detect the Integrative attitudes towards learning English before and after utilizing e-portfolio

IV. Study Hypotheses

The need for this study arises from four main factors: the literature review on e-portfolio and its importance in facilitating English language learning; the preliminary study about the assessment methods used in the University College of Applied Sciences that revealed the urgent need in changing the traditional assessment methods at UCAS; discovering the impact of e-portfolio on students' attitude; and the personal experiences of the researcher in this regard.

V. Study Importance

Most of the literature on the use of portfolios comes from the first language writing and there is little literature on the use of portfolios for L2 learners either in teaching and learning or the assessment domains (Hamp-Lyons & Heasley, 2006). Moreover, with regard to the use of e-portfolio, there has been little research on exploring the students' responses regarding the use and value of e-portfolios. Consequently, the absence of sufficient and practical alternative assessment in Palestinian universities motivates the researchers to conduct such a study to examine the impact of e-portfolio in enhancing the UCAS students' attitude and change their attitude towards English language. So, the results of the current study can help to reform the assessment process universities can apply and integrate a new alternative assessment such as e-portfolios in the learning process.

VI. The limits of the study

1. This study is limited only to English language students who enrolled in the first semester of the academic year 2014-2015 at UCAS who participated in the current study.
2. The questionnaire of the study was limited to attitude to English language learning in UCAS, Palestine.

VII. Study Terms

The researchers define the study terms operationally as:

7.1. Portfolio:

Barrett (2003) defined Portfolios as a purposeful collection of student's work that shows their efforts, progress and achievement. In a similar note, Norton and Wiburg (1998, p. 237) defined a portfolio as "a systematic and selective collection of student work that has been assembled to demonstrate the student's motivation, academic growth, and level of achievement". Simon and Forgette-Giroux (2000, p. 87) also defined a portfolio as "a cumulative and ongoing collection of entries that are selected and commented on by the student, the teacher and/or peers, to assess the student's progress in the development of a competency".

7.2. Electronic Portfolio:

Carmean and Christie (2006) mentioned that electronic portfolios (also known as e-portfolios) contain the same type of information as the traditional, paper-based portfolios; but the information is collected, stored, and managed electronically. This enables the student to capture artifacts of different media types such as electronic documents, multimedia presentations, graphics, or videos. Pimentel (2010) also defined e-portfolio as a purposeful collection of student work that exhibits the student's efforts, progress, and achievements in one or more areas. The collection must include student's participation in selecting contents, the criteria of selection for the judging merit, and evidence of the student's self-reflection. In line with the previous definition, Balaban, Mu, and Divjak (2012) defined e-portfolio as a personal digital record that supports formal, informal and non-formal learning and contains the evidence about one's accomplishments in the form of artifacts and reflection on learning which can be provided to whomever the owner has chosen to grant permission to.

7.3. Attitude

It is a mental predispositions or tendencies to respond positively or negatively towards a certain thing, such as persons, events, or subject (McMillan, 2010). In this study, attitude refers to the beliefs, opinions, feelings and behaviours of the English language learners at UCAS towards the English language learning as measured by the instrument.

VIII. Methodology

8.1 Sampling techniques and Sample Size

As indicated earlier, both Qualitative and Quantitative research method was employed to carrying out this study. According to Best and Kahn (1993, p. 13), population is any group of individuals with common characteristics of interest to the researcher. Sekaran (2003, p. 265) defined population as "the entire group of people or things of interest that the researcher wishes to investigate". The population of this study was 60 social work student who enrolled in the course 'English Language' (DIPL1303) at the second semester of the 2014/2015 academic year. According to the head of the Admission and Registration Department at UCAS (2014), the total number of the EL social work students under the humanitarian department was 60 (30 males and 30 females).

All the enrolled students were considered the population for the study. These were those officially enrolled in the English Language (DIPL 1303) course during the first semester of the 2014/2015 academic year. The whole 60 students' respondent to the questionnaires for the quantitative data collection. Whereas, 10 students were interviewed for the qualitative data collection. The 10 students were selected by a simple random sampling technique.

8.2 Research Instrumentation

This study aimed at examining the outcome of using e-portfolio on the UCAS students' attitude towards English language learning. Two instruments were utilized to collect the required data: interviews with 10 students as the main source for the qualitative data and a 5-level Likert scale questionnaire for the quantitative data.

8.2.1 Interview

The interview in this study was conducted in two stages, the first stage started before utilizing the e-portfolio to obtain a clear understanding of the ten UCAS students' attitude towards English language. While the second stage started after utilizing the e-portfolio to discover whether e-portfolio has great influence on the same ten students' attitude or not.

The questions are designed for an in-depth exploration of the UCAS students' attitude towards the English language. At this point, the learners were allowed to use the Arabic language to express their attitude on

learning English language. Students' responses during the interview was recorded for accuracy and ease of translation. Finally, Data in the Arabic language translated into English.

8.3 Data Collection Procedure

The data collection procedure in this mixed method research started with the qualitative part as suggested in the Sequential Exploratory Model (Creswell & Clark, 2011). Ten participants from the Humanities Department at UCAS were interviewed. To support the qualitative data, emphasis placed on the quantitative data where a total of sixty questionnaires in Arabic language were distributed to 60 students in the Humanities Department at UCAS.

The Data collection period be limited within the frame of first semester from September to January, 2014-2015. In this period of time students were required to collect everything that had a relation to the material, then selected the relevant and important materials. After that, they reflected on the materials, project their understanding and to share it with others. The study was divided into three phases during this semester.

8.4 Data Analysis and interpretation

As this was a mixed method research, both quantitative and qualitative data were collected to explain the impact of e-portfolio on students' motivation Qualitative Data Analysis.

Thematic analysis is essentially a method for identifying and analyzing the patterns in qualitative data; it can also be as valid as a phenomenological method. Initially it has been named as an approach in the 1970s and a number of different versions of thematic analysis have been proposed within psychology (Braun & Clarke, 2006). According to Braun and Clarke (2006), thematic analysis is "a method for identifying, analyzing, and reporting patterns (themes) within the data. It minimally organizes and describes your data set in (rich) detail" (p.6).

8.4.1 Quantitative Data Analysis

In a mix method research, Onwuegbuzie and Leech (2006) suggested to follow the technique of descriptive statistics when the research questions are descriptive in nature. Accordingly, the collected quantitative data of this study will be reduced by measuring the mean and the standard deviation, and afterward, presented in tables and graphs. After collecting the data, the researcher used SPSS 20 for the data coding and analysis.

8.5 Ethical Considerations

In this study, several ethical issues were considered to avoid any unethical complexity since this study deals with human subjects. In this sense, a written permission was given to the UCAS administration to the current investigation. It was made clear throughout the whole process that the students' identities and the confidentiality were treated with anonymity throughout the whole process and used only for the research purposes and their basic human rights would not be violated. As a result, their true identities were not be requested in any way in the questionnaires. In this regard, the participants of the questionnaire in this study signed a consent form to give approval on their willing participation.

On the other hand, the permission was taken from all the respondents of the interviews and they were informed that the interviews will be audio recorded and not video recorded via the SKYPE software to facilitate the transcribing the participants' responses later on. Moreover and most importantly, the mentioned research procedures were strictly maintained.

8.6 Pilot Study

It is an undeniable fact that the pilot study contributes to the validity and reliability of the study instrument. Therefore, 50 questionnaires were distributed for the UCAS students for the pilot study. The normal range of the Cronbach's coefficient alpha value is between 0.0 and + 1.0, and the higher value reflects a higher degree of internal consistency. The result of the reliability of the study scale is high. The results are in the range of 0.712 and 0.920. Accordingly, the reliability analysis indicates a high stability of the questionnaire (Sekaran & Bougie, 2011). The cases that are used in the pilot study are identified by the researcher and they were excluded from the population sample.

IX. Findings

Answer the Research Question: What are the learners' attitude levels to learn English language before and after utilizing e-portfolio?

From the results of the first question, it is showed that a generally positive attitude is developed by students towards the e-portfolio and technology.

Discussion shows the analysis and interpretation of data obtained from the interview and the questionnaire in respect of research question which comprised of three themes which are attitudes towards English as a foreign languages, attitudes towards English language learning and attitudes towards English language assignments. The participants expressed frankly about their attitudes towards English as a foreign language by focusing on the following sub-themes: (1) Lack of strong determination, the lack of strong determination was mentioned clearly among the participants during the interview before implementing e-portfolio. (2) Lack of satisfaction and practice, during the interview, some participants elaborates this low attitude by many reasons. One of the participants has a negative attitude towards English because her family used to “rebuke” her for not mastering English language (P5) and “bad treatment from English teachers increased this hatred towards foreign language learning” (P9) and “continuous criticism” (P4). Similarly (P2) stated another reason “it needs a lot of time and devotion” and (P1) confirmed that it is difficult to speak English without “living with native speakers” or “practicing it outside the class” (P6). As a result, 25% of the participants only mentioned that they have strong passion towards mastering English language.

As observed from the qualitative data the participants’ attitude towards foreign language learning has improved after utilizing e-portfolio. From the results of the interview conducted with the ten participants as regards to students’ attitude towards English as a foreign language; that is during post-test, it can be seen that the following sub-themes have been identified: (1) Strong determination, according to quantitative data, over 83% of UCAS students wish they could speak English perfectly. (2) Academic interest, One of the issues that affects students’ attitude towards learning English positively is the academic issue. This encourages the participants to be creative in their English study. The English language as a prerequisite is “a real challenge” (P2) because it is “a must to get university certificate” (P4). Furthermore, over 75% of the participants consider English as an essential part of the university academic program. In addition, 68% of the participants started looking at English as a part of their goals in life. (3) A message of peace, in this vein, the quantitative data supported the qualitative data since over 86% of the participants believe that English is not a language spoken by those who oppress people.

Figure 4.1 indicated that, there are certain differences that occurred in both of the two kinds of tests; pre-test and post-test in all the items of the questionnaire used for this study before and after utilizing E-portfolio, as shown in figure 4.3

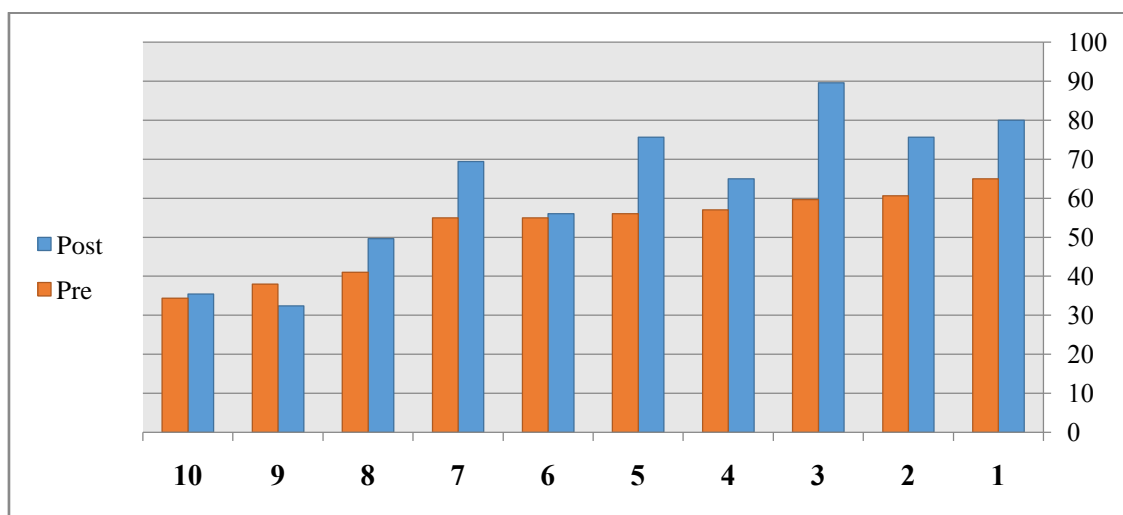


Fig.1.Attitudes towards English as a foreign language before and after Utilizing E-portfolio

The participants also expressed frankly about their attitudes towards English language learning before and after Utilizing E-portfolio. From The results of the interview conducted with UCAS students as regards to students’ attitude towards English learning, it can be seen that the following themes has been emerged: (1) Learning English is an impossible mission, before utilizing e-portfolio and during the interview, the participants believe that speaking English language in the Palestinian community is so hard because “it is not an easy task to speak or listen to English online” (P2) and they believed that listening to English speakers is like “achieving impossible mission” (P4) because their accent is “ambiguous and not clear at all”(P6) The qualitative data was supported by the quantitative data from the results of the questionnaire, it can be seen that the participants have negative attitude towards English language skills, especially, in writing and reading skills. (2) Utilizing traditional methods leads to frustration, during the interview, some participants also lost their enjoyment and they did not want “to waste their time with learning tough language” (P4) such as “grammar rules, new

vocabulary and spent most of the time with instructor's explanation" (P8). From the results of the questionnaire, it can be seen that the participants have negative attitude towards English language learning.

After utilizing e-portfolio, there is a dramatic change in the participants' attitude towards English language learning. From The results of the interview conducted with the ten participants; that is during post-test, it can be seen that the following sub-themes have been identified: (1) Real engagement and happiness in the learning process. During the interview, some participants expressed about their happiness and engagement in the learning process. Moreover, 85% of the participants were in agreement that e-portfolio will help them to understand classmates' conversation because utilizing e-portfolio getting them involved in the learning process and keeping them active inside the class. (2) Breaking the ice and confidence. The participants explained that utilizing new assessment methods change their attitude towards English language learning and unleash their potentialities in speaking English. As it is observed from the questionnaire, 85% of the participants agreed that utilizing e-portfolio will help them to speak better English.

Figure 4.4 indicated that, there are certain differences that occurred in pre-test and post-test in all the items of the questionnaire used for this study before and after utilizing E-portfolio, as shown in figure 4.4

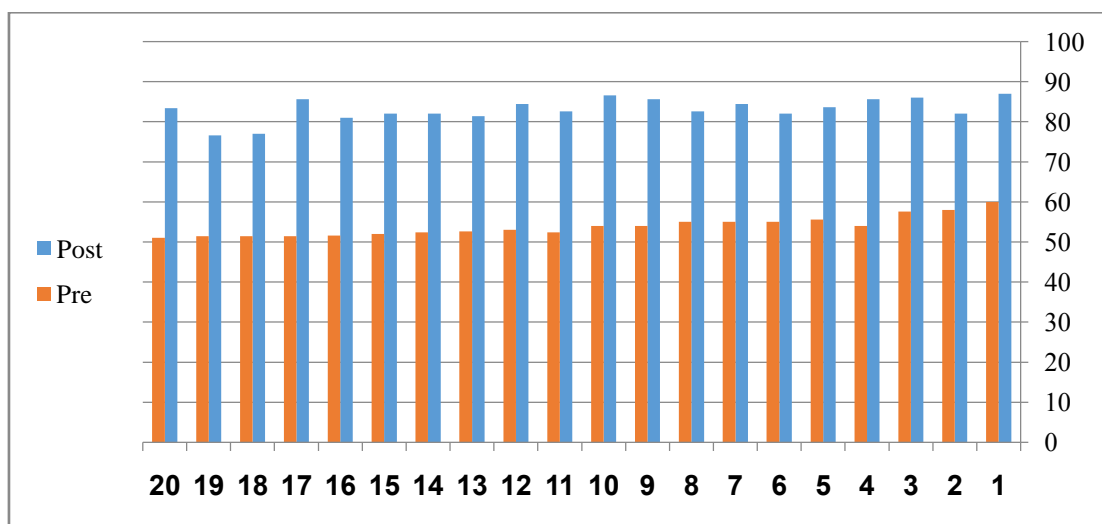


Fig. 2.Attitudes towards English language learning before and after utilizing e-portfolio

From the results of the qualitative data as in the interview conducted with the participants; that is during the pre-test, it can be observed that the participants have negative attitude towards English language assignments which leads to the following theme: (1) Tough tasks and heavy assignments in which the participants didn't enjoy doing the activities in the English workbook and also it is very difficult for them to complete their homework and assignments. From the results of the questionnaire it can be seen that the participants have negative attitude towards English language assignment where less than 20% were in agreement that they did not enjoy doing their English activities or even ask their teachers about the assignments if they missed the English class.

From the results of the interview conducted with UCAS students as regards to students' attitude towards English learning assignments; that is during post-test, it can be seen that the following themes has been emerged: (1) Enjoyment and exciting feelings towards English language assignment, during the interview, some participants expressed about their enjoyment in doing their assignment "doing something you love and enjoy is a fantastic feeling". The participants' attitudes have changed positively towards English language assignment after utilizing e-portfolio. According to quantitative data the participants were in agreement that if they missed the English class, they will ask their classmates about the assignments and also they enjoy doing their English assignment.

Figure 4.5 indicated that, there are certain differences that occurred in both of the two kinds of tests; pre-test and post-test in all the items of the questionnaire used to investigate UCAS students' attitudes towards English language assignment before and after utilizing E-portfolio, as shown in figure 4.5

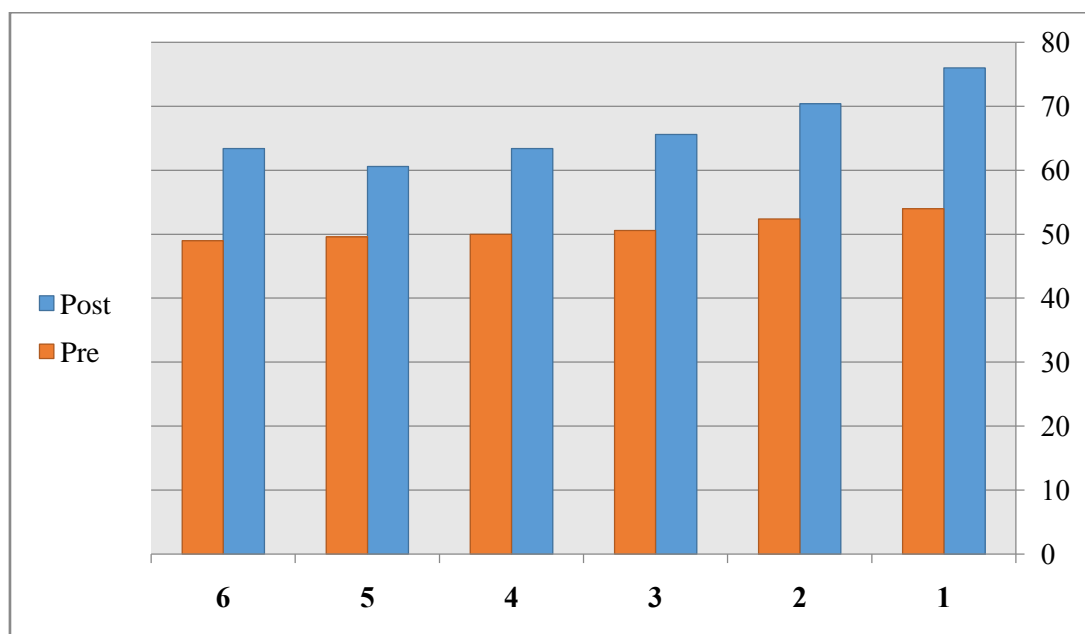


Fig. 3.Attitudes towards English language assignment before and after utilizing e-portfolio

This is an indication that there is a significant need to fill this gap by utilizing the e-portfolio which has a great influence in changing the participants' attitude positively towards English language learning and enhance them to achieve better progress in the English language learning.

Since the UCAS students are exposed to a new alternative assessment for the first time in their educational life that, it is duly understood that after the utilization of the e-portfolio the UCAS students have positive attitude towards the English language learning. The utilization of Facebook as the platform for this study and the integration of various techniques in the learning process such as electronic documents, multimedia presentations, graphics, or videos play an important role in changing the students' attitude positively towards the English language learning. In addition, the positive responses of the participants during the interview when they were asked about their attitude towards the English language is another evidence that the usage of the e-portfolio has a great impact on the attitude of the UCAS students and creates a real positive change on their attitude. In this regard, Tur and Marín (2015) also focused in their study on student teachers' attitude towards technology in education and the e-portfolio processes.

X. Discussion

In turkey, European Language Portfolio (ELP) in high school not only has a positive effect on students' attitudes in reading skills but also plays a significant role in improving students' reading skills, this was discovered in (2015) by Göksu & Dinçer from their qualitative study in respect of implementing (ELP) in reading skills in 20 high school, and to explore the attitudes of the students studying English with the ELP. Moreover, Demirel and Duman (2015) investigated the use of portfolio on the eighth grade students in English language teaching and its effects on achievement and attitude. The results revealed that portfolio had positive effects on students' achievement. Moreover, Alharthi and Woollard (2014) also investigated the current view of Saudi students regarding utilizing traditional standards in order to decide if they are suitable for the current needs, especially in the presence of new assessments such as e-portfolio. The findings have shown that principals have a positive attitude towards utilizing portfolios and e-portfolios in the field of education.

Evidence from data by the participants clearly shows that there is an urgent and significant need for them to learn English language to have the opportunity to work with both GOs and NGOs. In this vein, Tubaishat (2015) aimed in his study to analyse students' perceptions and attitudes towards using an e-portfolio in order to support their employment opportunities. The results showed that students have positive opinions about using the e-portfolios as a beneficial tool to support their readiness for employment. The outcomes of the study is also in line with Baturay (2015) who carried out her study in an online English language course at a higher education institution in Turkey. After the portfolio implementation, the researcher collected learners' perceptions through open ended questions. The results showed that the learners had very positive feelings towards portfolio because it helped them to see how they were using the target language.

In addition, Yastibas and Cepik (2015) in their study that aimed to find out the attitudes and perceptions of teachers toward implementing the use of e-portfolios in speaking classes. The results indicated that teachers, like students have positive attitudes toward the implementation of e-portfolios in speaking classes.

Alwereikat (2012) also explored in his study the student's attitudes towards the use of e-portfolios. The outcomes indicated that students expressed positive attitudes toward the use of e-portfolio in all areas (awareness, works and activities, and advantages and disadvantages). Moreover, the study of Kabilan and Khan (2012) was in line with the results of this study, the researchers conducted a study with 55 pre-service TESOL teachers from Universiti Sains Malaysia (USM). They found that pre-service TESOL teachers not only formed positive attitudes toward e-portfolios but also developed an understanding of the teacher's role, their teaching skills and activities.

In his model, Gardner (1985) hypothesized that second Language learners with positive attitudes toward the target culture and people will learn the target language more effectively than those who do not have such positive attitudes. Likewise, the findings of this study postulated that the students who benefited from e-portfolio have positive attitude to learn the English language more effectively. In other words, e-portfolio plays a vital role in enhancing students' attitude towards English language learning. In addition, Karahan (2007) who was one of the supporters of this theory also asserted that positive language attitudes let learners have positive orientation towards learning the English language. In this regard, Alkaff (2013) attempted in her study to examine the attitudes and perceptions of the Foundation Year (FY) students towards learning English, at the English Language Institute (ELI) of King Abdulaziz University (KAU) in Jeddah, Saudi Arabia. The results showed that most students have a positive attitude towards learning English which leads as a result to improve their English language even though there are a lot of demands on their time and few opportunities to practice their English.

It is said that attitudes towards learning has an obvious influence on students' behaviors and consequently on their performance (Kara, 2009). In this respect, Alnajjar et al. (2015) in their study investigated the faculty of Applied Sciences lecturers' and students' perception of English and Arabic as the medium of instruction at the tertiary level in Palestine. The results found that both fifty lecturers and three hundred and fifty students hold positive attitudes towards English language but they do not prefer using it as a medium of instruction at the tertiary level. This means that attitude alone is not enough to learn English because Gardner (1985) considered attitudes as the components of motivation in language learning. According to him, "motivation ... refers to the combination of effort plus desire to achieve the goal of learning the language plus favourable attitudes toward learning the language" (p. 10).

This is an indication that there is a significant need to fill this gap by utilizing the e-portfolio which has a great influence in changing the participants' attitude positively towards English language learning and enhance them to achieve better progress in the English language learning.

XI. Recommendation

In relation to the students' attitudes towards English language, the research findings indicated that traditional methods, and tough tasks and heavy assignments are among issues that affect the student's attitude negatively towards learning English. In this sense, for the challenges related to the traditional methods, based on the research findings, the researcher recommends conducting more alternative assessment methods to enhance students' motivation and attitude towards English language learning. Similarly, the usage of alternative assessment methods will encourage students to focus on real and authentic tasks that have a relation to the students themselves and to their daily life activities.

From the research findings it was clearly indicated that Facebook has and is playing greater role in promoting e-portfolio in terms of learning of English language. However, the findings indicated that there are some challenges attached to it which include lack of internet connection and internet violation. This research is therefore recommending to utilize other platforms such as: Moodle, Google, WhatsApp, etc. and to provide adequate teaching and learning internet facilities to enable the students to fulfil their e-portfolio smoothly to improve their English language learning. At the same time, it is recommended to reduce internet violation among students. As a result, university management suppose utilizing protective measure to avoid students from accessing all violated sites just like as it has been practiced in Universiti Sains Malaysia (USM).

It is recommended that e-portfolio can be compulsory for them as a part of their annual report. In addition, E-portfolios should be introduced not only at tertiary level but also at school level because it will give the students an orientation about e-portfolios, which would be useful for life-long learning.

It is recommended that students' suggestions and opinions about e-portfolio and the current assessment methods should be taken into consideration by policy makers at higher education to revise the current policy in the schools and universities to improve and enhance students' attitude towards English language learning.

It is strongly recommended to utilize e-portfolio with all university subjects to compare the results and check its impact on students' attitude. It is also recommended that researches in this area should conduct more studies on e-portfolio and its effects on improving English language to promote their learning process. From the analysis of the data collected in this study, it indicated that the students were interested in business, academic achievements, political activities as well as religious propagation. Therefore, a special programs towards

improving the English language of students is recommended that will place learners through e-portfolio timely and efficiently. Similarly, an ICT training courses should be introduced either at the beginning of the term or regularly on special or selected times to put in place all the necessary required equipment to enable the smooth of implementation of e-portfolio.

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