

REFERENCES

- Ahmad, M., Khasawneh, S., Aladini, A., Assi, S. A., & Ajanil, B. (2025). Portfolio assessment in AI-enhanced learning environments: A pathway to emotion regulation, mindfulness, and language learning attitudes. *Language Testing in Asia*, 15(5). <https://doi.org/10.1186/s40468-025-00345-0>
- Ahmadi, M. R. (2018). The use of technology in English language learning: A literature review. *International Journal of Research in English Education*, 3(June), 77–104. <https://doi.org/https://doi.org/10.23918/ijsses.v8i1p226>
- Akhter, S. (2021). Exploring the significance of speaking skill for EFL learners. *Sir Syed Journal of Education & Social Research*, 4(3), 1–9. [https://doi.org/https://doi.org/10.36902/sjesr-vol4-iss3-2021\(1-9\)](https://doi.org/https://doi.org/10.36902/sjesr-vol4-iss3-2021(1-9))
- Alghamdi, S. A., Aljaffer, M. A., Alahmari, F. S., Alasiri, A. B., Alkahtani, A. H., Alhudayris, F. S., & Alhusaini, B. A. (2023). The impact of low self-esteem on academic achievement and the behaviors related to it among medical students in Saudi Arabia. *Saudi Medical Journal*, 44(6), 613–620. <https://doi.org/https://doi.org/10.15537/smj.2023.44.6.20230055>
- Amoah, S., & Yeboah, J. (2021). The speaking difficulties of Chinese EFL learners and their motivation towards speaking the English language. *Journal of Language and Linguistic Studies*, 17(1), 56–69. <https://doi.org/https://doi.org/10.52462/jlls.4>
- Andayanie, L. M., Adhantoro, M. S., Purnomo, E., & Kurniaji, G. T. (2025). Implementation of deep learning in education: Towards mindful, meaningful, and joyful learning experiences. *Journal of Deep Learning*, 1(1), 47–56. <https://doi.org/https://doi.org/10.23917/jdl.v1i1.11157>
- Antonopoulou, H. (2024). The value of emotional intelligence: Self-awareness, self-regulation, motivation, and empathy as key components. *Technium Education and Humanities*, 8, 78–92. <https://doi.org/10.47577/teh.v8i.9719>
- Arianti, A., Nurnaningsih, & Pratiwi, V. U. (2018). A media for teaching speaking using Youtube video. *Advances in Engineering Research*, 175, 71–73. <https://doi.org/10.2991/icase-18.2018.19>
- Arifin, W. L. (2017). Psychological problems and challenge in EFL speaking classroom. *Register Journal, Language & Language Teaching Journals*, 10(1), 29–47. <https://doi.org/https://doi.org/10.18326/rgt.v10i1.29-47>
- Asratie, M. G., Wale, B. D., & Aylet, Y. T. (2023). Effects of using educational technology tools to enhance EFL students' speaking performance. *Education and Information Technologies*, 28(8), 10031–10051. <https://doi.org/10.1007/s10639-022-11562-y>
- Ausubel, D. P. (2000). Chapter 4 - The nature of performance. In *The Acquisition and Retention of Knowledge: A Cognitive View* (First, Vol. 1, Issue 37, pp.

- Ayaz, M., & Gök, B. (2022). The effect of e-portfolio application on reflective thinking and learning motivation of primary school teacher candidates. *Current Psychology*, 42(35), 31646–31662. <https://doi.org/10.1007/s12144-022-04135-2>
- Aziez, F., Nita, A., Istikharoh, L., Sotlikova, R., Purwokerto, U. M., & Info, A. (2024). Analyzing the development of university English students' speaking fluency. *Journal of English and Education*, 10(2), 111–136. <https://doi.org/10.20885/jee.v10i2.36345>
- Bachman, L. F., Mason, M., & Lynch, B. K. (1995). Investigating variability in tasks and rater judgements in a performance test of foreign language speaking. *Language Testing*, 12(2), 238–257. <https://doi.org/10.1177/026553229501200206>
- Baeten, M., Kyndt, E., Struyven, K., & Dochy, F. (2010). Using student-centred learning environments to stimulate deep approaches to learning: Factors encouraging or discouraging their effectiveness. *Educational Research Review*, 5(3), 243–260. <https://doi.org/10.1016/j.edurev.2010.06.001>
- Bahadorfar, M., & Omidvar, R. (2014). Technology in teaching speaking skills. *Acme International Journal of Multidisciplinary Research*, 2(4), 9–13.
- Baniyounes, Z. B. M., Esanmurodova, N., Donskov, A. V., Menon, S. V., & Sivaprasad, G. V. (2024). The students are also invited: Portfolio assessment and its impact on EFL learners' critical thinking, growth mindfulness, and autonomy. *Computer-Assisted Language Learning Electronic Journal*, 25(4), 604–628.
- Barnes, S. J., & Vidgen, R. T. (2006). Data triangulation and web quality metrics: A case study in e-government. *Information and Management*, 43(6), 767–777. <https://doi.org/10.1016/j.im.2006.06.001>
- Beattie, V., Collins, B., & McInnes, B. (1997). Deep and surface learning: A simple or simplistic dichotomy? *International Journal of Phytoremediation*, 21(1), 1–12. <https://doi.org/10.1080/096392897331587>
- Begley, C. M. (1996). Using triangulation in nursing research. *Journal of Advanced Nursing*, 24(1), 122–128. <https://doi.org/10.1046/j.1365-2648.1996.15217.x>
- Benson, B. J. (2014). Domain of competence: Interpersonal and communication skills. *Academic Pediatrics*, 14(2). <https://doi.org/10.1016/j.acap.2013.11.016>
- Blasco-Arcas, L., Buil, I., Hernández-Ortega, B., & Sese, F. J. (2013). Using clickers in class: The role of interactivity, active collaborative learning and engagement in learning performance. *Computers and Education*, 62, 102–110. <https://doi.org/10.1016/j.compedu.2012.10.019>
- Blinkoff, E., Nesbitt, K. T., Golinkoff, R. M., & Hirsh-Pasek, K. (2023). Investigating the contributions of active, playful learning to student interest

- and educational outcomes. *Acta Psychologica*, 238(June).
<https://doi.org/10.1016/j.actpsy.2023.103983>
- Bloom, M. (2013). Self-regulated learning: Goal setting and self-monitoring. *Japan Association for Language Teaching*, 37(4), 46.
<https://doi.org/10.37546/jalttl37.4-6>
- Bolhuis, S. (2003). Towards process-oriented teaching for self-directed lifelong learning: A multidimensional perspective. *Learning and Instruction*, 13(3), 327–347. [https://doi.org/10.1016/S0959-4752\(02\)00008-7](https://doi.org/10.1016/S0959-4752(02)00008-7)
- Brandt, W. C. (2021). Measuring students success skills: A review of the literature on creativity. In *National Center for the Improvement of Educational Assessment*.
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 53(9), 1689–1699.
<https://doi.org/https://doi.org/10.1191/1478088706qp063oa>
- Breitmayer, B. J., Ayres, L., & Knafl, K. A. (1993). Triangulation in qualitative research: Evaluation of completeness and confirmation purposes. *The Journal of Nursing Scholarship*, 25(3), 237–243. <https://doi.org/10.1111/j.1547-5069.1993.tb00788.x>
- Bretz, S. L. (2001). Novak's theory of education: Human constructivism and meaningful learning. *Journal of Chemical Education*, 78(8), 1107.
<https://doi.org/10.1021/ed078p1107.6>
- Brown, K. W., & Ryan, R. M. (2003). The benefits of being present: Mindfulness and its role in psychological well-being. *Journal of Personality and Social Psychology*, 84(4), 822–848. <https://doi.org/10.1037/0022-3514.84.4.822>
- Cabrera-Solano, P. (2020). The use of digital portfolios to enhance English as a foreign language speaking skills in higher education. *International Journal of Emerging Technologies in Learning*, 15(24), 159–175.
<https://doi.org/10.3991/ijet.v15i24.15103>
- Carl, A., & Strydom, S. (2017). e-Portfolio as reflection tool during teaching practice: The interplay between contextual and dispositional variables. *South African Journal of Education*, 37(1), 1–10.
<https://doi.org/10.15700/saje.v37n1a1250>
- Carson, S. H., & Langer, E. J. (2006). Mindfulness and self-acceptance. *Journal of Rational - Emotive and Cognitive - Behavior Therapy*, 24(1), 29–43.
<https://doi.org/10.1007/s10942-006-0022-5>
- Cepik, S., & Yastibas, A. E. (2013). The use of e-portfolio to improve English speaking skill of Turkish EFL learners. *Anthropologist*, 16(1–2), 307–317.
<https://doi.org/10.1080/09720073.2013.11891358>
- Chang, C.-C., Chou, P.-N., & Liang, C. (2018). Using ePortfolio-based learning approach to facilitate knowledge sharing and creation among college students. *Australasian Journal of Educational Technology*, 34(1), 30–41.

<https://doi.org/10.14742/ajet.2687>

- Chang, Y., Choi, J., & Şen-Akbulut, M. (2024). Undergraduate students' engagement in project-based learning with an authentic context. *Education Sciences*, 14(2), 168. <https://doi.org/10.3390/educsci14020168>
- Chen, H., Ning, X., Wang, L., & Yang, J. (2018). Acquiring new factual information: Effect of prior knowledge. *Frontiers in Psychology*, 9(SEP), 1–14. <https://doi.org/10.3389/fpsyg.2018.01734>
- Chin, C., & Brown, D. E. (2000). Learning in science: A comparison of deep and surface approaches. *Journal of Research in Science Teaching*, 37(2), 109–138. [https://doi.org/10.1002/\(SICI\)1098-2736\(200002\)37:2<109::AID-TEA3>3.0.CO;2-7](https://doi.org/10.1002/(SICI)1098-2736(200002)37:2<109::AID-TEA3>3.0.CO;2-7)
- Chin, P., Sam, R., Serey, M., & Em, S. (2024). Exploring the benefits and drawbacks of directing undergraduates' self-study pursuits: An in-depth analysis through literature review. *Journal of General Education and Humanities*, 3(2), 117–132. <https://doi.org/10.58421/gehu.v3i2.210>
- Chomsky, N. (1965). *Aspects of the theory of Syntax*. The M.I.T. Press.
- Clarke, V., & Braun, V. (2017). Thematic analysis. *Journal of Positive Psychology*, 12(3), 297–298. <https://doi.org/10.1080/17439760.2016.1262613>
- Coutinho, C., & Junior, J. B. (2008). The use of Web 2.0 tools to develop e-portfolios in a teacher training program: An exploratory survey. 193–205.
- Crowther, D., Isaacs, T., Trofimovich, P., & Saito, K. (2015). Does a speaking task affect second language comprehensibility? *The Modern Language Journal*, 99(1). <https://doi.org/https://doi.org/10.1111/modl.12185>
- Csikszentmihalyi, M. (2014). *Applications of flow in human development and education* (1st ed.). Springer Dordrecht. <https://doi.org/10.1007/978-94-017-9094-9>
- Damanik, F. H. S., & Muhammad, G. (2025). The deep learning approach in sociology education at the high school level. *SocioEdu: Sociological Education*, 6(1), 48–54. <https://doi.org/https://doi.org/10.59098/socioedu.v6i1.2016>
- Davis, M. H., & Ponnampereuma, G. G. (2005). Portfolio assessment. *Journal of Veterinary Medical Education*, 32(3), 279–284. <https://doi.org/10.3138/jvme.32.3.279>
- Dayag, J. D., & Abdalla, M. (2023). Facilitating EFL students' active learning through digital portfolio development. *European Journal of Theoretical and Applied Sciences*, 1(6), 727–740. [https://doi.org/10.59324/ejtas.2023.1\(6\).72](https://doi.org/10.59324/ejtas.2023.1(6).72)
- Dede, C. (2014). The role of digital technologies in deeper learning. In *Students at the Center. Jobs for the Future*. <https://files.eric.ed.gov/fulltext/ED561254.pdf>
- Derakhshan, A., Khalili, A. N., & Beheshti, F. (2016). Developing EFL learner's speaking ability, accuracy and fluency. *English Language and Literature*

- Studies, 6(2), 177. <https://doi.org/10.5539/ells.v6n2p177>
- Dolmans, D. H. J. M., Loyens, S. M. M., Marcq, H., & Gijbels, D. (2016). Deep and surface learning in problem-based learning: A review of the literature. *Advances in Health Sciences Education*, 21(5), 1087–1112. <https://doi.org/10.1007/s10459-015-9645-6>
- Dunlap, J. C. (2008). Changes in students' use of lifelong learning skills during a problem-based learning project. *Performance Improvement Quarterly*, 18(1), 5–33. <https://doi.org/10.1111/j.1937-8327.2005.tb00324.x>
- Dwyer, C. P., Hogan, M. J., & Stewart, I. (2014). An integrated critical thinking framework for the 21st century. *Thinking Skills and Creativity*, 12, 43–52. <https://doi.org/10.1016/j.tsc.2013.12.004>
- Eagleton, T. (1996). *Literary theory*. In *Literary Theory: A Very Short Introduction* (Second). Oxford University Press. <https://doi.org/10.1093/actrade/9780199691340.001.0001>
- Elly, F., Yoga, P., & Edy, S. M. (2023). Speech Errors Encountered in English Debate Competition. *Focus on Language Education and Research*, 4(2), 99–114. <https://doi.org/https://doi.org/10.35213/2686-7516-2023-4-2-99-114>
- Entwistle, N. (2000). Promoting deep learning through teaching and assessment. *Assessment to Promote Deep Learning*, 11, 12. <https://doi.org/10.4324/9781003443100-2>
- Entwistle, N. J., Hanley, M., & Ratcliffe, G. (1979). Approaches to learning and levels of understanding. *British Educational Research Journal*, 5(1), 99–114. <https://doi.org/10.1080/0141192790050110>
- Ersanlı, C. Y., & Ünal, T. (2022). Impact of mindfulness training on EFL learners' willingness to speak, speaking anxiety levels and mindfulness awareness levels. *Education Quarterly Reviews*, 5(4). <https://doi.org/10.31014/aior.1993.05.04.634>
- Feriyanto, F., & Anjariyah, D. (2024). Deep learning approach through meaningful, mindful, and joyful learning: A library research. *Electronic Journal of Education, Social Economics, and Technology*, 5(2), 208–212. <https://doi.org/https://doi.org/10.33122/ejeset.v5i2.321>
- Flood, J. H. (2021). *Planning, implementing, and sustaining change: One district's shift towards global competency and the process of deep learning*. Northeastern University.
- Geoffrion-Vinci, M., Lamb-Faffelberger, M., & Toulouse, M. (2013). Electronic portfolios: A blueprint for deep language learning and assessment. *ADFL Bulletin*, 42(2), 36–60. <https://doi.org/10.1632/adfl.42.2.36>
- Gordon, C., & Debus, R. (2002). Developing deep learning approaches and personal teaching efficacy within a preservice teacher education context. *British Journal of Educational Psychology*, 72(4), 483–511. <https://doi.org/10.1348/00070990260377488>

- Hanrahan, S. J., & Isaacs, G. (2010). Assessing self- and peer-assessment: The students' views. *International Journal of Phytoremediation*, 21(1), 53–70. <https://doi.org/10.1080/07294360123776>
- Haworth, R. (2016). Personal learning environments: A solution for self-directed learners. *TechTrends*, 60(4), 359–364. <https://doi.org/10.1007/s11528-016-0074-z>
- Hearn, J., & McMillan, J. H. (2008). Student self-assessment: The key to stronger student motivation and higher achievement. *Educational Horizons*, 87(1), 40–49. <https://www.jstor.org/stable/42923742>
- Herlina, A. (2014). The utilization of technology to improve English speaking skills. *Journal for the Study of English Linguistics*, 2(2), 6. <https://doi.org/10.5296/jsel.v2i2.6665>
- Huang, H.-T. D., & Hung, S.-T. A. (2010). Effects of electronic portfolios on EFL oral performance. *Asian EFL Journal*, 12(2), 192–212.
- Huang, H. T. D., & Hung, S. T. A. (2010b). Implementing electronic speaking portfolios: Perceptions of EFL students. *British Journal of Educational Technology*, 41(5), 84–88. <https://doi.org/10.1111/j.1467-8535.2009.00996.x>
- Huberman, M., Bitter, C., Anthony, J., & O'Day, J. (2014). The shape of deeper learning: Strategies, structures, and cultures in deeper learning network high schools. In *Study of Deeper Learning Opportunities and Outcomes* (Vol. 106, Issue 12). <https://eric.ed.gov/?id=ED553360>
- Hung, S.-T. A. (2012). A washback study on e-portfolio assessment in an English as a Foreign Language teacher preparation program. *Computer Assisted Language Learning*, 25(1), 21–36. <https://doi.org/10.1080/09588221.2010.551756>
- Ifenthaler, D., Masduki, I., & Seel, N. M. (2011). The mystery of cognitive structure and how we can detect it: Tracking the development of cognitive structures over time. *Instructional Science*, 39(1), 41–61. <https://doi.org/10.1007/s11251-009-9097-6>
- Jahara, S. F., Hussain, M., Kumar, T., Goodarzi, A., & Assefa, Y. (2022). The core of self - assessment and academic stress among EFL learners: The mediating role of coping styles. *Language Testing in Asia*, 12(21). <https://doi.org/10.1186/s40468-022-00170-9>
- Jiang, R. (2022). Understanding, investigating, and promoting deep learning in language education: A survey on chinese college students' deep learning in the online EFL teaching context. *Frontiers in Psychology*, 13. <https://doi.org/10.3389/fpsyg.2022.955565>
- Jonassen, D. H., & Strobel, J. (2005). Modeling for meaningful learning. In D. Hung & M. S. Khine (Eds.), *Engaged Learning with Emerging Technologies* (pp. 1--27). Springer.
- Junkersfeld, S., Loy, C., Bakken-Gay, R., & Braun-Trocchio, R. (2025). Exploring

- mindfulness and exercise: Insights from a technology-delivered intervention. *Journal of Technology in Behavioral Science*, 11, 43–52. <https://doi.org/https://doi.org/10.1007/s41347-025-00487-1>
- Karim, E., Safran, N. 'Azah A., Shuib, N. H., & Azmi, A. (2021). Level of 6Cs global competencies among trainee teachers upon the implementation of pedagogical capacity for deep learning based on rasch measurement. *International Research Journal of Education and Sciences (IRJES)*, 5(2), 49–55. <https://www.masree.info/wp-content/uploads/2021/10/e-ICREE-21-18-Level-of-6Cs-Global-Competencies-among-Trainee-Teachers-1.pdf>
- Kartini, M. M., Santosa, M. H., & Indrayani, L. (2025). Students' acceptance and enjoyment of ChatGPT in English language learning. *Journal of Educational Study*, 5(2), 171–186. <https://doi.org/https://doi.org/10.36663/joes.v5i2.1100>
- Khan, R. M. I., Radzuan, N. R. M., Shahbaz, M., Ibrahim, A. H., & Mustafa, G. (2018). The role of vocabulary knowledge in speaking development of Saudi EFL learners. *Arab World English Journal*, 9(1), 406–418. <https://doi.org/https://dx.doi.org/10.2139/ssrn.3151128>
- Kikas, E., Silinskas, G., Mädamürk, K., & Soodla, P. (2021). Effects of prior knowledge on comprehending text about learning strategies. *Educational Psychology*, 6, 1–15. <https://doi.org/10.3389/feduc.2021.766589>
- Kline, J. A. (1989). *Speaking effectively: A guide for air force speakers* (1st ed.). Air University Press. <https://apps.dtic.mil/sti/pdfs/ADA421952.pdf>
- Knight, W. E., Hakel, M. D., & Gromko, M. (2008). The relationship between electronic portfolio participation and student success. *Association for Institutional Research*, 107, 1–16. <https://files.eric.ed.gov/fulltext/ED504411.pdf>
- Kong, S. C. (2014). Developing information literacy and critical thinking skills through domain knowledge learning in digital classrooms: An experience of practicing flipped classroom strategy. *Computers and Education*, 78, 160–173. <https://doi.org/10.1016/j.compedu.2014.05.009>
- Kusuma, I. P. I., Mahayanti, N. W. S., Adnyani, L. D. S., & Budiarta, L. G. R. (2021). Incorporating e-portfolio with flipped classrooms: An in-depth analysis of students' speaking performance and learning engagement. *JALT CALL Journal*, 17(2), 93–111. <https://doi.org/https://doi.org/10.29140/jaltcall.v17n2.378>
- Kusuma, I. P. I., Mahayanti, N. W. S., Gunawan, M. H., Rachman, D., & Pratiwi, N. P. A. (2021). How well do e-portfolios facilitate students' learning engagement in speaking courses during the COVID-19 pandemic? *Indonesian Journal of Applied Linguistics*, 11(2), 351–363. <https://doi.org/10.17509/ijal.v11i2.30583>
- Kusuma, I. P. I., & Waluyo, B. (2023). Enacting e-portfolios in online English-speaking courses: Speaking performance and self-efficacy. *Iranian Journal of Language Teaching Research*, 11(1), 75–95.

<https://files.eric.ed.gov/fulltext/EJ1372629.pdf>

- Kusumastuti, D., & Utami, E. R. (2022). Difficulties and factors of low achievers in speaking. *Journal of English Teaching, Literature, and Applied Linguistics*, 6(2), 58–62. <https://doi.org/https://doi.org/10.30587/jetlal.v6i2.3945>
- Kwok, L. F., & Hui, Y. K. (2018). The role of e-portfolio for smart life long learning. In V. Uskov, J. Bakken, R. Howlett, & L. C. Jain (Eds.), *Smart Universities* (Vol. 70, pp. 327–356). Springer. https://doi.org/10.1007/978-3-319-59454-5_11
- Lai-Yeung, S. W. C. (2011). Using student learning portfolios: Intended outcomes and additional benefits. *Transformative Dialogues: Teaching & Learning Journal*, 5(2), 1–5. <https://journals.kpu.ca/index.php/td/article/download/1331/787>
- Laird, T. F. N., Shoup, R., Kuh, G. D., & Schwarz, M. J. (2008). The effects of discipline on deep approaches to student learning and college outcomes. *Research in Higher Education*, 49(6), 469–494. <https://doi.org/10.1007/s11162-008-9088-5>
- Lam, A. L. kwan, & Tsang, A. (2025). Paper-based versus e-portfolios in FL writing: A mixed-methods study of young learners' enjoyment and boredom. *Computer Assisted Language Learning*, 1–26. <https://doi.org/10.1080/09588221.2025.2486148>
- Langer, E. J. (2000). Mindful learning. *The American Journal of Geriatric Psychiatry*, 9(6), 1–25. <https://doi.org/https://doi.org/10.1111/1467-8721.00099>
- Leong, L., & Ahmadi, S. M. (2017). An analysis of factors influencing learners' English speaking skill. *International Journal of Research in English Education*, 2(1), 34–41. <https://doi.org/10.18869/acadpub.ijree.2.1.34>
- Liping, Q., Anisah, S., Hassan, A., & Yiping, X. (2023). The impact of e-portfolio assessment implementation on Polytechnic students' speaking proficiency and self-reflection on learning business English. *Teaching of English Language and Literature Journal*, 11(2), 124–133. <https://doi.org/https://doi.org/10.30651/tell.v11i2.20676> The
- Liu, M., & Hong, M. (2021). English language classroom anxiety and enjoyment in Chinese young learners. *Sage Journals*, 11(4). <https://doi.org/10.1177/21582440211047550>
- Lombardi, D., Shipley, T. F., Bailey, J. M., Bretones, P. S., Prather, E. E., Ballen, C. J., Knight, J. K., Smith, M. K., Stowe, R. L., Cooper, M. M., Prince, M., Atit, K., Uttal, D. H., LaDue, N. D., McNeal, P. M., Ryker, K., St. John, K., van der Hoeven Kraft, K. J., & Docktor, J. L. (2021). The curious construct of active learning. *Psychological Science in the Public Interest*, 22(1), 8–43. <https://doi.org/10.1177/1529100620973974>
- Lopes, A. L. S., & Vieira, M. M. S. (2023). Meaningful learning and effectiveness in virtual learning spaces. *European Journal of Education*, 1(3), 96.

<https://files.eric.ed.gov/fulltext/EJ1417352.pdf>

- MacDonald, L., Liu, P., Lowell, K., Tsai, H., & Lohr, L. (2004). Graduate student perspectives on the development of electronic portfolios. *TechTrends*, 48(3), 56–60. <https://doi.org/10.1007/bf02763358>
- Madhavi, E., Sivapurapu, L., Koppula, V., Esther Rani, P. B., & Sreehari, V. (2023). Developing learners' English speaking skills using ICT and AI tools. *Journal of Advanced Research in Applied Sciences and Engineering Technology*, 32(2), 142–153. <https://doi.org/10.37934/ARASET.32.2.142153>
- Mariana, A., & Hula, I. R. N. (2024). Application of deep learning in foreign language learning for boarding students: Meaningful, mindful, and joyful analysis. *Proceedings of Law, Education, and Socio-Economic Studies*, 1(1). <https://ejournal.iaingorontalo.ac.id/index.php/please/article/view/2607/1787>
- Martín-Luengo, B., Shtyrov, Y., Luna, K., & Myachykov, A. (2018). Different answers to different audiences: effects of social context on the accuracy-informativeness trade-off. *Taylor and Francis*, 26(7), 993–1007. <https://doi.org/10.1080/09658211.2017.1420196>
- Martinez, C. (2022). Developing 21st century teaching skills: A case study of teaching and learning through project-based curriculum. *Cogent Education*, 9(1). <https://doi.org/10.1080/2331186X.2021.2024936>
- Marton, F., & Saljo, R. (1976). On qualitative differences in learning: I — outcome and process. *British Journal of Educational Psychology*, 46(1), 4–11. <https://doi.org/10.1111/j.2044-8279.1976.tb02980.x>
- McDonough, D. (2014). Providing deep learning through active engagement of adult learners in blended courses. *Journal of Learning in Higher Education*, 10(1), 9–16. <https://files.eric.ed.gov/fulltext/EJ1143328.pdf>
- Menzel, K. E., & Carrell, L. J. (1994). The relationship between preparation and performance in public speaking. *Communication Education*, 43(1), 17–26. <https://doi.org/10.1080/03634529409378958>
- Merleau-Ponty, M., & Bannan, J. F. (1996). What is phenomenology? In *Phenomenology of Perception* (First, Vol. 6, Issue 1, pp. 59–70). University of North Carolina Press. <https://doi.org/https://www.jstor.org/stable/24456652>
- Miri, B., David, B. C., & Uri, Z. (2007). Purposely teaching for the promotion of higher-order thinking skills: A case of critical thinking. *Research in Science Education*, 37(4), 353–369. <https://doi.org/10.1007/s11165-006-9029-2>
- Modise, M. E. P., & Mudau, P. K. (2021). Using e-portfolios for meaningful teaching and learning in distance education in developing countries: A systematic review. *Journal of Continuing Higher Education*, 71(3), 286–298. <https://doi.org/10.1080/07377363.2022.2067731>
- Mok, J. (2012). “As student, I do think the learning effectiveness of electronic portfolios depends, to quite a large extent, on the attitude of students!”

Electronic Journal of E-Learning, 10(4), 407–416.
<https://files.eric.ed.gov/fulltext/EJ986673.pdf>

Molitor, R. J. (2019). Past experience influences new learning through memory reactivation [The University of Texas at Austin].
<https://repositories.lib.utexas.edu/server/api/core/bitstreams/7fdbcaf3-acda-4df3-8bfd-00b68d60dd6c/content>

Morgan, H. (2022). Conducting a qualitative document analysis. *The Qualitative Report*, 27(1), 64–77. <https://doi.org/10.46743/2160-3715/2022.5044>

Mudau, P. K., & Modise, M. E. P. (2022). Using e-portfolios for active student engagement in the ODeL environment. *Journal of Information Technology Education: Research*, 21, 425–438. <https://doi.org/10.28945/5012>

Muin, C. F., & Hafidah, H. (2021). Students' perceptions on the use of e-portfolio for learning assessment. *Al-Ishlah: Jurnal Pendidikan*, 13(1), 497–503. <https://doi.org/10.35445/alishlah.v13i1.485>

Naciri, H. (2019). The use of ICTs to enhance students' speaking skills. *Innovation in Language Learning*, 251–256. https://www.researchgate.net/profile/Alan-Bruce-6/publication/337199738_12th_International_Conference_Innovation_in_Language_Learning_Proceedings/links/5dcb1e52458515143506c565/12th-International-Conference-Innovation-in-Language-Learning-Proceedings.pdf#page=251

Nafi'ah, J., & Faruq, D. J. (2025). Conceptualizing deep learning approach in primary education: Integrating mindful, meaningful, and joyful. *Journal of Educational Research and Practice*, 3(2), 225–237. <https://doi.org/10.70376/jerp.v3i2.384>

Narpaduita, P., & Pratolo, B. W. (2024). Exploring students' views in the use of Quizziz as an assessment tool in English as a Foreign Language (EFL) class. *Universal Journal of Educational Research*, 8(11), 5312–5317. <https://doi.org/10.13189/ujer.2020.081132>

Navarro, E., Macnamara, B. N., Glucksberg, S., Andrew, R. A., Navarro, E., Macnamara, B. N., Glucksberg, S., & Andrew, R. A. (2020). What influences successful communication? An examination of cognitive load and individual differences. *Discourse Processes*, 1–20. <https://doi.org/https://doi.org/10.1080/0163853X.2020.1829936>

Nguyen, T. D. T., & Pham, V. P. H. (2022). Effects of using technology to support students in developing speaking skills. *International Journal of Language Instruction*, 1(1), 1–8. <https://doi.org/10.54855/ijli.22111>

Nomnian, S. (2009). Advantages and disadvantages of using diaries and semi-structured interviews in a case study examining a Thai ESL student's perceptions on British culture. *Journal of Language Education*, 12, 53–66. <https://doi.org/10.61508/refl.v12i0.114247>

Okwuduba, E. N., Nwosu, K. C., Okigbo, E. C., Samuel, N. N., & Achugbu, C.

- (2021). Impact of intrapersonal and interpersonal emotional intelligence and self-directed learning on academic performance among pre-university science students. *Heliyon: A Cell Press Journal*, 7(3). <https://doi.org/10.1016/j.heliyon.2021.e06611>
- Padilla, A. M., & Sung, H. (1999). The Stanford Foreign Language Oral Skills Evaluation Matrix (FLOSEM): A rating scale for assessing communicative proficiency. In Education Resources Information Center. <https://files.eric.ed.gov/fulltext/ED445538.pdf>
- Padmadewi, N. N., Artini, L. P., Ratminingsih, M., & Adi, I. K. T. (2023). Elementary school teachers' technology-based literacy readiness in teaching. *International Journal of Elementary Education*, 7(2), 299–310. <https://doi.org/https://doi.org/10.23887/ijee.v7i2.61675>
- Panadero, E., & Alonso-Tapia, J. (2013). Self-assessment: Theoretical and practical connotations. When it happens, how is it acquired and what to do to develop it in our students. *Electronic Journal of Research in Educational Psychology*, 11(2), 551–576. https://repositorio.ual.es/bitstream/handle/10835/2562/Art_30_810_eng.pdf
- Panduwangi, M. (2021). The effectiveness of task-based language teaching to improve students' speaking skills. *Journal of Applied Studies in Language*, 5(1), 205–214.
- Permana, R. S. G., Roni, M., Rahmawati, W., & Fatihatul, A. H. (2022). Building Joyful Learning to Enhance Students Motivation in Studying English. *Attractive : Innovative Education Journal*, 4(2). <https://doi.org/https://doi.org/10.51278/aj.v4i2.382>
- Piscayanti, K. S. (2022). Mindful, authentic, strong voice: Constructing a mindfulness-based classroom materials for EFL poetry learners. *The Proceedings of English Language Teaching, Literature, and Translation*, 11(1), 130–138. <https://proceedings.unnes.ac.id/eltlt/article/view/1667>
- Polyakova, O. (2023). E-portfolio in students' learning for sustainable development. *Information Technologies and Learning Tools*, 96(4), 1–14. <https://doi.org/10.33407/itlt.v96i4.5238>
- Prayudi, R. A., Hakiki, A. K., Putra, N. R. D., Anzka, T. O., & Ihsan, M. T. (2021). The use of technology in English teaching & learning process. *Jurnal Riset Dan Inovasi Pembelajaran*, 1(2), 102–111. <https://doi.org/10.51574/jrip.v1i2.38>
- Priyastuti, M. T. (2023). Collaborative problem-solving: Innovation in collaborative-based learning to solve problems. In *The Art of Collaborative Communication and Leadership* (Vol. 1, pp. 94–117). [https://repository.stpreinha.ac.id/60/1/Leading for Success The Art of Collaborative Communication and Leadership.pdf#page=102](https://repository.stpreinha.ac.id/60/1/Leading%20for%20Success%20The%20Art%20of%20Collaborative%20Communication%20and%20Leadership.pdf#page=102)
- Putra, A. S., Education, E., Program, S., Training, T., & Faculty, E. (2017). The correlation between motivation and speaking ability. *Journal of English*

- Language Education and Literature, 2(1), 36–57.
<https://doi.org/https://doi.org/10.30599/channing.v2i1.87>
- Ramos, I. D. D., & Thorkelson, T. S. (2022). Speech delivery: Factors influencing students' perceptions versus reality in South Korea. *Mextesol Journal*, 46(3), 1–15. <https://doi.org/10.61871/mj.v46n3-1>
- Rao, P. S. (2019). The importance of speaking skills in english classrooms. *Alford Council of International English & Literature Journal(ACIELJ)*, 2(2), 9. https://www.researchgate.net/profile/Parupalli-Rao/publication/334283040_The_importance_of_speaking_skills_in_English_classroom.pdf
- Ratnasari, A. G. (2020). EFL students' challenges in learning speaking skills: A case study in Mechanical Engineering Department. *Journal of Foreign Language Teaching and Learning*, 5(1). <https://doi.org/10.18196/ftl.5145>
- Rehman, N., Huang, X., Mahmood, A., AlGerafi, M. A. M., & Javed, S. (2024). Project-based learning as a catalyst for 21st-Century skills and student engagement in the math classroom. *Heliyon*, 10(23). <https://doi.org/10.1016/j.heliyon.2024.e39988>
- Rispatiningsih, D. M. (2022). The role of technology in supporting English learning in elementary schools. *Jurnal Ilmiah Nasional*, 4(3), 183–192. <https://doi.org/10.54783/jin.v4i3.676>
- Rodriguez-Donaire, S., & García, B. A. (2011). Exploring Web 2.0 as an e-portfolio tool. In *IEEE Global Engineering Education Conference (EDUCON)* (Vol. 4, Issue 2). <https://doi.org/https://doi.org/10.1109/EDUCON.2011.5773167>
- Ronderos, N., Foster-Heinzer, S., Flick-Holtsch, D., Shavelson, R. J., Mariño, J. P., Solano-Flores, G., & Perfetti, M. C. (2024). Construct overlap in cross-national assessment: Critical thinking in the teacher education curricula of two countries. *Journal of Curriculum Studies*, 56(4), 514–535. <https://doi.org/10.1080/00220272.2024.2312392>
- Ruslin, Mashuri, S., Rasak, M. S. A., Alhabsyi, F., & Syam, H. (2022). Semi-structured interview: A methodological reflection on the development of a qualitative research instrument in educational studies. *Journal of Research & Method in Education*, 12(1), 22–29. [https://repository.uindatokarama.ac.id/id/eprint/1247/1/Saepudin Mashuri. Artkel inter..pdf](https://repository.uindatokarama.ac.id/id/eprint/1247/1/Saepudin_Mashuri_Artkel_inter..pdf)
- Santosa, M. H., Wulandari, N. L. P. N., & Mahendrayana, G. (2023). Exploring students' and lecturers' anxiety in learning English during emergency remote teaching in a public university in North Bali. *A Journal on Language and Language Learning*, 26(2), 429–439. <https://doi.org/https://doi.org/10.24071/llt.v26i2.3760>
- Schiefele, U. (1991). Interest, learning, and motivation. *Educational Psychologist*, 26(3–4), 299–323. <https://doi.org/10.1080/00461520.1991.9653136>
- Schweder, S., Grahl, L., & Raufelder, D. (2025). Examining self-directed and

- teacher-directed learning's impact on achievement goals and learning strategies. *Journal of Experimental Education*, 94(2), 1–26. <https://doi.org/10.1080/00220973.2025.2459382>
- Scouller, K. (1998). The influence of assessment method on students' learning approaches: Multiple choice question examination versus assignment essay. *Higher Education*, 35(4), 453–472. <https://doi.org/10.1023/A:1003196224280>
- Shi, H., & Lan, P. (2024). Exploring the factors influencing high school students' deep learning of English in blended learning environments. *Digital Education*, 9. <https://doi.org/10.3389/feduc.2024.1339623>
- Shih, F. J. (1998). Triangulation in nursing research: Issues of conceptual clarity and purpose. *Journal of Advanced Nursing*, 28(3), 631–641. <https://doi.org/10.1046/j.1365-2648.1998.00716.x>
- Sikandar, A., Zamir, S., & Jabeen, S. (2023). Exploring factors underlying intermediate students' silence in English as Second Language classroom: A phenomenological case study. *International Journal of Social Science & Entrepreneurship*, 3(4), 20–44. <https://doi.org/10.58661/ijssse.v3i4.210>
- Silvestro, D. F., & Nadir, H. (2021). The power of eportfolio development to foster reflective and deeper learning in an online graduate adult education program. *Adult Learning*, 32(4), 154–164. <https://doi.org/10.1177/1045159520977735>
- Skelly, K. J., & Estrada-Chichon, J. L. (2021). Mindfulness as a coping strategy for EFL learning in education. *International Journal of Instruction*, 14(4), 965–980. <https://doi.org/10.29333/iji.2021.14356a>
- Smith, T. W., & Colby, S. A. (2007). Teaching for deep learning. *The Clearing House: A Journal of Educational Strategies, Issues and Ideas*, 80(5), 205–210. <https://doi.org/10.3200/tchs.80.5.205-210>
- Solikhah, N. A. (2023). Impact of technology in teaching and learning English as Foreign Language: TESOL context. *Journal Corner of Education, Linguistics, and Literature*, 3(1), 83–91. <https://doi.org/10.54012/jcell.v3i1.194>
- Song, B. K. (2021). E-portfolio implementation: Examining learners' perception of usefulness, self-directed learning process and value of learning. *Australasian Journal of Educational Technology*, 37(1), 68–81. <https://doi.org/10.14742/ajet.6126>
- Sosas, R. V. (2021). Technology in teaching speaking and its effects to students learning English. *Journal of Language and Linguistic Studies*, 17(2), 958–970. <https://doi.org/10.52462/jlls.66>
- Stewart, D.-L. (2010). Researcher as instrument: Understanding “shifting” findings in constructivist research. *Journal of Student Affairs Research and Practice*, 47(3), 291–306. <https://doi.org/10.2202/1949-6605.6130>
- Sultana, F., Lim, C. P., & Liang, M. (2020). E-portfolios and the development of students' reflective thinking at a Hong Kong University. *Journal of Computers in Education*, 7(3), 277–294. <https://doi.org/10.1007/s40692-020-00157-6>

- Syatriana, E., Saiful, Ariana, & Dzilarasy, A. (2025). The use of e-portfolio as innovative creation of EFL students in language assessment. *International Journal of Language Education*, 9(1), 101–113. <https://files.eric.ed.gov/fulltext/EJ1467550.pdf>
- Tongco, M. D. C. (2007). Purposive sampling as a tool for informant selection. *Ethnobotany Research and Applications*, 5, 147–158. <https://doi.org/10.17348/era.5.0.147-158>
- Tosun, N., & Baris, F. (2011). E-portfolio applications in education. *The Online Journal of New Horizons in Education*, 1(4), 49–59. <https://www.tojsat.net/journals/tojned/volumes/tojned-volume01-i04.pdf#page=49>
- Twiner, A., Major, L., & Wegerif, R. (2022). School-based simulated internships to support dialogic collaboration and authentic links with the world of work: A design-based research study. *Irish Educational Studies*, 41(1), 51–69. <https://doi.org/10.1080/03323315.2021.2022515>
- Udvari-Solner, A. (2012). Joyful learning. In N. M. Seel (Ed.), *Encyclopedia of the Sciences of Learning* (2nd ed., pp. 1665–1667). Springer New York. <https://doi.org/10.1007/978-1-4419-1428-6>
- Vargas-Hernández, J. G., & Vargas-González, O. C. (2022). Strategies for meaningful learning in higher education. *Journal of Research in Instructional*, 2(1), 47–64. <https://doi.org/10.30862/jri.v2i1.41>
- Veil, S. R. (2011). Mindful learning in crisis management. *Journal of Business Communication*, 48(2), 116–147. <https://doi.org/10.1177/0021943610382294>
- Voogt, J., & Roblin, N. P. (2012). A comparative analysis of international frameworks for 21 st century competences: Implications for national curriculum policies. *Journal of Curriculum Studies*, 44(3), 299–321. <https://doi.org/10.1080/00220272.2012.668938>
- Warburton, K. (2003). Deep learning and education for sustainability. *International Journal of Sustainability in Higher Education*, 4(1), 44–56. <https://doi.org/10.1108/14676370310455332>
- Warner, L. H. (2020). Developing interpersonal skills of evaluators: A service-learning approach. *American Journal of Evaluation*, 41(3), 432–451. <https://doi.org/10.1177/1098214019886064>
- Weng, C., Chen, C., & Ai, X. (2022). A pedagogical study on promoting students' deep learning through design-based learning. *International Journal of Technology and Design Education*, 33(4), 1653–1674. <https://doi.org/10.1007/s10798-022-09789-4>
- Wicaksono, S. R. (2020). Joyful learning in elementary school. *International Journal of Theory and Application in Elementary and Secondary School Education*, 2(2), 80–90. <https://doi.org/https://doi.org/10.31098/ijtaese.v2i2.232>

- Widyawulandari, R., Sarwanto, & Indriayu, M. (2019). Implementation of joyful learning approach in providing learning motivation for elementary school student (Vol. 277, Issue Steach 2018). <https://doi.org/10.2991/steach-18.2019.12>
- William, & Hewlett, F. (2013). Deeper learning competencies. https://dl.icdst.org/pdfs/files4/590def342e575cbefadbfa1376d4a6fe.pdf?utm_source
- Yancey, K. B. (2023). The value of purposeful design: A case study of an eportfolio reflective prompt. *Across the Disciplines*, 20(3–4), 31–49. <https://pdfs.semanticscholar.org/0f55/ae5e9a1dd2f819718a5f15d7e736ce418546.pdf>
- Yanti, N., & Putra, H. D. (2022). The effect of too monoton learning on language students of the D4 Bispro semester 5 study program. *Seminar Nasional Industri Dan Teknologi (SNIT)*, 492–494. https://snit-polbeng.org/eprosiding/index.php/snit/article/view/324?utm_source
- Yastibas, A. E., & Yastibas, G. C. (2015). The use of e-portfolio-based assessment to develop students' self-regulated learning in English language teaching. *Procedia - Social and Behavioral Sciences*, 176, 3–13. <https://doi.org/10.1016/j.sbspro.2015.01.437>
- Yeganeh, B. (2006). Mindful experiential learning [Case Western Reserve University]. https://etd.ohiolink.edu/acprod/odb_etd/ws/send_file/send?accession=case1163023095&disposition=inline
- Zayed, A. M. (2024). Positive academic emotions and academic self-efficacy as mediator variables in the relationship between metacognitive awareness and deep learning among university students. *International Journal of Education and Learning Research*, 7(2), 1–33. <https://doi.org/https://doi.org/10.21608/ijelr.2025.359913.1021>
- Zhang, P., & Tur, G. (2023). Collaborative e-portfolio use in higher education during the COVID-19 pandemic: A co-design strategy. *International Journal of Educational Methodology*, 9(3), 585–601. <https://doi.org/https://doi.org/10.12973/ijem.9.3.585>
- Zhang, X. H., & Li, C. Y. (2022). Research on the influencing factors of problem-driven children's deep learning. *Educational Psychology*, 13(April). <https://doi.org/10.3389/fpsyg.2022.764121>
- Zhao, J., & Liu, E. (2022). What factors can support students' deep learning in the online environment: The mediating role of learning self-efficacy and positive academic emotions? *Educational Psychology*, 13. <https://doi.org/https://doi.org/10.3389/fpsyg.2022.1031615>