**Enhancing Business English Writing Through e-Portfolio: A Classroom-Based Study of Fourth-Year L2 Students**

**Tirush Rumpanpetch**

*Silpakorn University, Nakhon Pathom, Thailand, tirushrump@gmail.com*

**Abstract**

*This study aimed to 1) examine tertiary students’ e-Portfolio scores as well as their perceived benefits and obstacles, 2) assess their satisfaction with e-Portfolio use, and 3) investigate the relationships between their GPA, perceived benefits and obstacles, course satisfaction, e-Portfolio results, and academic achievement in a Business English writing course. The sample group comprises of 48 fourth-year students from the Faculty of Arts at Silpakorn University in Thailand. The Pearson’s correlation coefficient and content analysis were employed to analyze descriptive data. The findings suggest that the students scored high on e-Portfolio assessments, indicating outstanding academic performance. The students perceived significant benefits from e-Portfolio use, while obstacles were reported as low to moderate levels. The students’ satisfaction with e-Portfolio use was very high and positively correlated with both GPA and academic achievement, while negatively correlated with perceived obstacles. Their satisfaction also had a positive relationship with their perceived benefits. The e-Portfolio results were positively related to the students’ GPA and satisfaction, and their perceived benefits were negatively related to their perceived obstacles. All relationships were statistically significant at the .05 level.* *Also,* c*ontent analysis highlighted students' appreciation for e-Portfolios' career applicability and writing skill enhancement, though platform usability challenges were noted.*

**Keywords: E-Portfolio, Business English Writing, Student’s Satisfaction, Perceived Benefits and Obstacles**