
**DEVELOPING ENGLISH WRITING SKILLS OF SENIOR
SECONDARY SCHOOL STUDENTS THROUGH
THE USE OF AN ELECTRONIC LANGUAGE PORTFOLIO**

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DOI <https://doi.org/10.30525/978-9934-26-712-3-2-5>

INTRODUCTION

Ukraine's integration into the European educational area, combined with the growing need for communication and cooperation among countries and people representing different languages and cultural traditions, has necessitated substantial changes in approaches to English language teaching, as well as the modernization of its content and learning objectives. Contemporary society requires individuals who are capable of effective communication in a foreign language. Accordingly, new foreign language curricula have been developed in Ukraine with the primary aim of fostering foreign language communicative competence, which encompasses linguistic, speech, sociocultural, and learning-strategic competences. Within this framework, the development of English writing skills as an independent component of foreign language communicative competence has become particularly significant. These developments underscore the need for further research into effective approaches to teaching English writing and thus determine the relevance of the present study.

According to the national curriculum requirements, senior secondary school students' English writing should be not only grammatically accurate but also stylistically appropriate, reflecting the characteristics of the communicative situation. Consequently, insufficient attention is paid to ensuring that learners' written production conforms to the discourse conventions and communicative norms characteristic of native speakers in specific communicative contexts.

A variety of instructional technologies may be employed to develop English writing skills. One of the most promising approaches is the language portfolio.

The language portfolio as a technology for foreign language learning has been extensively investigated by both Ukrainian and international scholars,

including O. Bihych, O. Karpiuk, S. Nikolaieva, I. Zadorozhna, N. Yahelska, D. Little, Barrett H. C. and others. These researchers consistently emphasize its effectiveness and educational value at all stages of foreign language learning.

The rationale for using the language portfolio in developing English writing skills lies in its function as an effective reflective tool for foreign language learning. Reflection is widely recognized as one of the fundamental principles underlying the development of writing competence. At the same time, both researchers and classroom practitioners acknowledge that the application of language portfolio technology specifically to the development of English writing skills requires further investigation. In particular, the questionnaire survey conducted for this study revealed that senior students attending schools with advanced foreign language instruction possess limited awareness of the language portfolio concept and its practical implementation. Only 20% of the respondents reported keeping samples of their written work, while merely 5% maintained a dedicated portfolio folder with systematically organized sections.

The considerations outlined above determine the relevance and timeliness of the present study.

The object of the study is the development of English writing skills through the use of language portfolio technology among Grade 10 students attending schools with advanced foreign language instruction.

1. The objectives and content of teaching English writing to grade 10 students in schools with advanced foreign language instruction

In contemporary foreign language teaching methodology, a distinction is commonly made between mechanics in writing and writing skills, although some scholars employ the broader term writing to encompass both concepts, distinguishing between its narrow and broad interpretations¹. This distinction reflects the dual nature of the writing process, which consists of two interrelated phases: the production of words through the use of letters and the creation of written messages composed of words, phrases, and sentences.

The first phase involves the development of graphic, handwriting, and spelling skills, collectively referred to as writing mechanics. Writing mechanics comprise the set of skills required to use the graphic and orthographic systems of a foreign language accurately.

¹ Hyland K. *Second Language Writing* (2nd ed.). Cambridge University Press, 2019. 295 p.

The second phase requires learners to develop writing skills, that is, the ability to express ideas effectively in written form². Writing skills may therefore be defined as a set of abilities that enable learners to communicate their thoughts accurately and appropriately in writing³. It is this aspect of writing that constitutes the focus of the present study.

Accordingly, the term writing skills is used throughout this chapter instead of the broader term writing. This choice serves two purposes. First, it clearly distinguishes writing skills, which constitute the subject of the present research, from writing mechanics. Second, it emphasizes that the technical aspects of writing should be viewed as a means of achieving communicative competence rather than as an end in themselves.

An examination of the objectives and content of developing writing skills among Grade 10 students in schools with advanced foreign language instruction requires consideration of the overarching goal of foreign language education at the upper secondary level.

According to the national curriculum, the primary objective of foreign language instruction is the development of learners' foreign language communicative competence⁴.

Foreign language communicative competence is defined as an individual's ability and readiness to communicate successfully by using a foreign language across all modes of language activity, to achieve mutual understanding and interaction with speakers of the target language, and to do so in accordance with accepted linguistic norms and cultural conventions in both direct and mediated communication. It comprises four interrelated components: linguistic competence, communicative language competence, sociocultural competence, and learning-strategic competence⁵.

The present study focuses specifically on competence in writing, which constitutes an integral component of foreign language communicative language competence.

² Методика навчання іноземних мов і культур: теорія і практика: підручник для студ. класичних, педагогічних та лінгвістичних університетів / [О. Б. Бігич, Н. Ф. Бориско, Г. Е. Борецька та ін.]; за загальн. ред. С. Ю. Ніколаєвої. К.: Ленвіт, 2013. С. 206.

³ Методика навчання іноземних мов і культур: теорія і практика: підручник для студ. класичних, педагогічних та лінгвістичних університетів / [О. Б. Бігич, Н. Ф. Бориско, Г. Е. Борецька та ін.]; за загальн. ред. С. Ю. Ніколаєвої. К.: Ленвіт, 2013. С. 210.

⁴ Програма для загальноосвітніх навчальних закладів. Англійська мова 10–11 класи. Профільний рівень. 2017. URL: <https://mon.gov.ua/static-objects/mon/sites/1/zagalna%20serednya/programy-10-11-klas/2018-2019/inozemni-movi-10-11-19.09.2017.pdf> (дата звернення 15.07.2026)

⁵ Методика навчання іноземних мов і культур: теорія і практика: підручник для студ. класичних, педагогічних та лінгвістичних університетів / [О. Б. Бігич, Н. Ф. Бориско, Г. Е. Борецька та ін.]; за загальн. ред. С. Ю. Ніколаєвої. К.: Ленвіт, 2013. С. 42.

Foreign language communicative language competence refers to learners' ability to formulate and express ideas in a foreign language and to employ these abilities effectively in both language comprehension and language production.

In turn, writing competence may be defined as the ability to produce written texts in a foreign language in accordance with the proficiency level specified by the curriculum⁶.

Writing competence includes the following components:

- knowledge of the organizational and structural features of the written genres prescribed by the curriculum, including argumentative essays, letters, summaries, abstracts, biographies, and other types of written texts;
- knowledge of the linguistic and discourse resources required for writing, including language patterns, formulaic expressions, and conventional text structures;
- the ability to produce written texts in a foreign language in accordance with the curriculum requirements;
- the ability and willingness to apply foreign language writing skills effectively in communicative situations⁷.

The structural components of writing competence are discussed in greater detail below.

The knowledge underlying writing competence may also be classified into declarative and procedural knowledge.

Declarative knowledge includes linguistic knowledge (i.e., knowledge of spelling and syntactic rules, lexical items, grammatical structures characteristic of written discourse, and the stylistic features of different text types and genres), cultural and sociocultural background knowledge, as well as knowledge of compensatory strategies used in foreign language writing.

Procedural knowledge, in turn, encompasses knowledge of the socioculturally accepted conventions governing the organization of different types of written texts, including their linguistic, discourse, and formatting features. It also includes knowledge of how to plan, produce, revise, and refine written texts of various genres, as well as how to employ compensatory strategies when necessary. Examples of procedural knowledge include knowing how to express feelings, needs, and intentions; describe people, objects, or events; construct arguments and provide supporting evidence; present ideas logically and

⁶ Методика навчання іноземних мов і культур: теорія і практика: підручник для студ. класичних, педагогічних та лінгвістичних університетів / [О. Б. Бігич, Н. Ф. Бориско, Г. Е. Борецька та ін.]; за загальн. ред. С. Ю. Ніколаєвої. К.: Ленвіт, 2013. С. 206.

⁷ Common European Framework of Reference for Languages: Learning, Teaching, Assessment. Companion Volume. Strasbourg: Council of Europe Publishing. URL: <https://rm.coe.int/common-european-framework-of-reference-for-languages-learning-teaching/16809ea0d4> (дата звернення 16.07.2026)

coherently by selecting appropriate linguistic resources; organize information in personal and formal correspondence and other written documents; summarize the content and meaning of source texts; and reformulate ideas using simpler linguistic means when required⁸.

The development of writing competence also requires the acquisition of a range of specialized writing skills. These include the ability to identify the main idea of a text; organize, condense, or expand textual information; transform information from one mode of communication into another; construct sentences and texts according to the conventions of written rather than spoken discourse; ensure textual coherence, cohesion, completeness, and audience awareness; select stylistic features appropriate to the intended genre and communicative purpose; organize texts according to the compositional conventions of specific genres (e.g., introduction, body, and conclusion); format written texts and documents in accordance with the conventions of the target-language culture; and summarize the content and meaning of source texts accurately and concisely⁹.

An equally important component of writing competence is a set of communicative abilities that support successful written interaction. These include learners' intrinsic motivation and willingness to participate in written communication and produce texts belonging to different genres; the ability to anticipate the needs, expectations, and perspectives of prospective readers in accordance with the writer's communicative intentions; the ability to predict readers' likely responses to a written text; and the ability to make conscious and informed decisions regarding both content and linguistic form, repeatedly revising and refining a text in order to achieve the intended communicative effect.

Thus, the ultimate goal of teaching writing is to develop learners' ability to express, organize, and communicate their ideas effectively in written form for a variety of communicative purposes and audiences¹⁰.

The objectives of developing writing competence are specified in the national curriculum according to the different stages of schooling.

By the end of the academic year, Grade 10 students are expected to be able to:

1) write a short composition on a given topic; 2) produce essays, personal and formal letters, reports, and other written texts representing different functional

⁸ Методика навчання іноземних мов і культур: теорія і практика: підручник для студ. класичних, педагогічних та лінгвістичних університетів / [О. Б. Бігич, Н. Ф. Бориско, Г. Е. Борецька та ін.]; за загальн. ред. С. Ю. Ніколаєвої. К.: Ленвіт, 2013. С. 392.

⁹ Методика навчання іноземних мов і культур: теорія і практика: підручник для студ. класичних, педагогічних та лінгвістичних університетів / [О. Б. Бігич, Н. Ф. Бориско, Г. Е. Борецька та ін.]; за загальн. ред. С. Ю. Ніколаєвої. К.: Ленвіт, 2013. С. 390.

¹⁰ Nation J.M. Teaching ESL/EFL Reading and Writing (3rd edition). Routledge. 2026. P. 113–116.

styles; 3) summarize, in written form, the content of a text that has been read or listened to; 4) complete application forms and questionnaires; 5) prepare written outlines and plans; 6) take notes for personal use; 7) write narrative or descriptive letters expressing their impressions, opinions, and attitudes towards people, events, objects, phenomena, and facts.

The required length of a written composition is at least 18 sentences.

The communicative domains within which situational communication is developed remain the same as at the lower secondary level – personal, public, and educational – although the range of topics is considerably expanded for Grade 10 students.

Personal domain

- I, My Family and Friends: personality; relationships with friends; mutual support; a day in one's life; conflict resolution;
- Leisure and Sport: health and sport; competitions; the role of sport in people's lives;
- Food: British and Ukrainian cuisine; healthy eating.
- Public domain
- Nature and Weather: natural disasters; environmental pollution; nature conservation; the influence of weather on people's health and mood;
- Painting: famous artists and their masterpieces; galleries and museums; Ukrainian artists;
- Science and Technological Progress: modern means of communication and information; the impact of scientific development on society; technologies.
- Educational domain
- School Life: education in Ukraine and abroad; jobs and professions¹¹.

In Grade 10, learners continue systematic and progressively more sophisticated work with authentic instructional materials, which provide the basis for developing communicative competence in accordance with accepted target-language norms^{12,13}. Unlike the lower secondary stage, where emphasis is placed primarily on grammatical accuracy, upper secondary foreign language instruction extends the concept of language norm to include not only conformity to the grammatical system of the language but also adherence to its usage conventions, that is, the discourse and stylistic norms characteristic of native speakers. Consequently, in addition to mastering the so-called neutral style,

¹¹ Програма для загальноосвітніх навчальних закладів. Англійська мова 10–11 класи. Профільний рівень. 2017. URL: <https://mon.gov.ua/static-objects/mon/sites/1/zagalna%20serednya/programy-10-11-klas/2018-2019/inozemni-movi-10-11-19.09.2017.pdf> (дата звернення 15.07.2026)

¹² Richards J. Approaches and methods in Language teaching. Cambridge university press, 2001. 169 p.

¹³ Willis J. Teaching English through English. Longman, 1996. 176 p.

learners begin to distinguish between and appropriately employ colloquial literary and formal written styles.

Accordingly, students are expected to use features of informal written discourse when producing personal letters, notes to relatives or friends, diary entries, and similar texts. Typical examples include forms of address and informal lexical items such as *my dear, honey, mum, dad, and cool*.

Conversely, students should be able to recognize and appropriately employ the conventions of formal written discourse when producing texts such as formal letters, articles, reports, application forms, biographies, autobiographies, essays, and written reports. Typical examples include expressions such as *Dear Sir or Madam, Dear Major, I am concerned..., and I am writing to inform you that....*

It should also be emphasized that writing serves not only as a learning objective but also as an effective means of developing communicative language, sociocultural, and learning-strategic competences. One of the most common objectives of teaching writing, for example, is enabling students to write letters to international pen pals. This objective is justified on several grounds: (a) letter writing has clear practical value for intercultural communication; (b) correspondence with peers from other countries promotes intercultural awareness by encouraging learners to compare lifestyles, values, and patterns of verbal and non-verbal behaviour; (c) personal letters are generally less demanding than many other written genres; and (d) letter writing can be incorporated into virtually any thematic unit. These factors make letter writing not only an instructional objective in itself but also an effective pedagogical tool for developing other components of learners' communicative competence¹⁴.

Since communicative competences are developed in an integrated manner, the teaching of writing should always take into account the development of other components of foreign language communicative competence.

With regard to grammatical competence, Grade 10 students consolidate their knowledge of the Past and Future tense systems and extend it through the study of the Present, Past, and Perfect Continuous forms, the structures *will* and *be going to*, the patterns *used to* and *would*, as well as conditional sentences¹⁵.

The lexical content of the Grade 10 curriculum covers topics related to personal qualities, interpersonal relationships, sporting events, sports and leisure equipment, genres of painting, computer hardware and basic computer operations, educational institutions, and contemporary occupations.

¹⁴ Byrne D. Teaching Writing Skills. Longman, 1991. Pp. 83–103.

¹⁵ Програма для загальноосвітніх навчальних закладів. Англійська мова 10–11 класи. Профільний рівень. 2017. URL: <https://mon.gov.ua/static-objects/mon/sites/1/zagalna%20serednya/programy-10-11-klas/2018-2019/inozemni-movi-10-11-19.09.2017.pdf> (дата звернення 15.07.2026)

The role of sociocultural competence in the development of English writing skills deserves particular attention. Producing written genres such as letters, articles, and essays is impossible without an appropriate command of sociocultural knowledge and conventions¹⁶¹⁷. For Grade 10 students, sociocultural competence encompasses knowledge of everyday life, living conditions, interpersonal relationships, values, ideals, behavioural norms, social conventions, ritual behaviour, and culturally appropriate patterns of interaction. It also includes the ability to relate one's own culture to the target culture, select appropriate strategies for intercultural communication, observe conventions governing conversational openings and politeness, interpret culturally embedded expressions such as proverbs and sayings, and apply cultural knowledge to achieve mutual understanding between representatives of different cultures¹⁸.

The development of learning-strategic competence is another important objective of upper secondary foreign language education. This competence should be fostered in an integrated manner alongside all other components of communicative competence, including writing competence. According to the curriculum, Grade 10 instruction places increased emphasis on learner autonomy, expands the range of learning activities, presents communicative situations that approximate authentic real-life communication, and actively incorporates contemporary pedagogical approaches and educational technologies¹⁹. One such technology is the language portfolio.

The following task illustrates how writing competence and learning-strategic competence may be developed simultaneously:

Imagine that you are a journalist applying for a job. To strengthen your professional portfolio, write an article about environmental pollution in your country. Before writing, identify ten steps that should be followed to produce an effective article.

Thus, the development of English writing competence should be integrated with the development of communicative language competence, linguistic competence (including grammatical, lexical, and phonological components), sociocultural competence, and learning-strategic competence among Grade 10 students.

¹⁶ Evans V. Successful writing. Express Publishing. URL: <https://www.hasanboy.uz/wp-content/uploads/2017/11/Successful-writing-intermediate.pdf> (дата звернення 16.07.2026)

¹⁷ Sovis K. Teaching the writing Methods course. Western Michigan University, 2014. 173 p.

¹⁸ Byram M. Teaching and Assessing Intercultural Communicative Competence. Multilingual Matters (Revisited). 2020. URL: <https://books.google.com.ua/books?id=0vfq8JJWhTsC&printsec=frontcover&hl=ru#v=onepage&q&f=false> (дата звернення 16.07.2026)

¹⁹ Common European Framework of Reference for Languages: Learning, Teaching, Assessment. Companion Volume. Strasbourg: Council of Europe Publishing. URL: <https://rm.coe.int/common-european-framework-of-reference-for-languages-learning-teaching/16809ea0d4> (дата звернення 16.07.2026)

2. The electronic language portfolio as a pedagogical technology for developing english writing skills in grade 10 students

As noted above, writing is an essential component of learners' foreign language communicative competence. Consequently, there is a growing need for effective pedagogical technologies that ensure high-quality development of English writing competence among upper secondary school students.

One such technology is the language portfolio. The Council of Europe strongly recommends the implementation of the European Language Portfolio (ELP) within language education at all educational levels, as it promotes learner autonomy, self-assessment, lifelong language learning, and the development of plurilingual and intercultural competence.

According to the Council of Europe, the **European Language Portfolio** is designed to document language learning experiences, promote learner autonomy, facilitate self-assessment, and encourage lifelong language learning²⁰.

Over the past three decades, several classifications of language portfolios have been proposed, reflecting different educational purposes, learning contexts, and approaches to language assessment. Although the specific terminology varies across studies, most researchers distinguish portfolio types according to their primary pedagogical function rather than their format or target population.

One of the most widely recognized classifications differentiates between the following types of language portfolios.

Assessment Portfolio (Self-Assessment Language Portfolio). This type is primarily designed to document learners' language proficiency and to support both formative and summative assessment. It enables learners to evaluate their language abilities using explicit descriptors, monitor their progress over time, and demonstrate their achievements to teachers or other stakeholders. Self-assessment is typically based on the proficiency levels and "can-do" descriptors of the Common European Framework of Reference for Languages (CEFR)²¹.

Learning Portfolio (Language Learning Portfolio). The principal purpose of this portfolio is to facilitate the language learning process rather than merely document its outcomes. It encourages learner autonomy, reflection, goal setting, planning, and continuous monitoring of progress. Learning portfolios usually

²⁰ Common European Framework of Reference for Languages: Learning, Teaching, Assessment. Companion Volume. Strasbourg: Council of Europe Publishing. URL: <https://rm.coe.int/common-european-framework-of-reference-for-languages-learning-teaching/16809ea0d4> (дата звернення 18.07.2026)

²¹ Common European Framework of Reference for Languages: Learning, Teaching, Assessment. Companion Volume. Strasbourg: Council of Europe Publishing. URL: <https://rm.coe.int/common-european-framework-of-reference-for-languages-learning-teaching/16809ea0d4> (дата звернення 18.07.2026)

contain learning goals, reflective journals, self-assessment checklists, drafts of written work, teacher feedback, and evidence of language development²².

Showcase Portfolio (Presentation or Showcase Portfolio). This portfolio is intended to demonstrate learners' best work and achievements. Rather than documenting the entire learning process, it includes carefully selected examples that illustrate the highest level of performance attained by the learner. Showcase portfolios are frequently used for exhibitions, competitions, academic admission, or employment purposes²³.

Working (Developmental) Portfolio. A working portfolio documents the learning process itself by collecting materials produced at different stages of development. It commonly includes initial drafts, revised versions, teacher comments, peer feedback, and reflective notes, thereby providing evidence of learners' progress over time and supporting formative assessment²⁴.

Researchers also distinguish **skill-specific portfolios**, which focus on the development of a particular language skill. Examples include **Writing Portfolios, Reading Portfolios, Listening Portfolios, Speaking Portfolios, and Integrated Skills Portfolios**. These portfolios contain tasks, self-assessment instruments, and learning evidence related to a specific area of communicative²⁵.

Considering the objectives of the present study, the most appropriate model is a Writing Portfolio designed as a Learning Portfolio. Such a portfolio emphasizes learner autonomy, continuous reflection, formative assessment, and the gradual development of English writing through systematic collection, revision, and evaluation of learners' written texts.

Besides their educational purpose, language portfolios may also be classified according to their **mode of implementation into paper-based language portfolios and electronic language portfolios (e-portfolios)**. Although both formats pursue the same educational objectives, they differ considerably in their technological affordances and pedagogical potential²⁶.

²² Little D. The Common European Framework and the European Language Portfolio: Involving learners and their judgements in the assessment process. *Language Testing*. P. 321–336. URL: <https://psycnet.apa.org/record/2005-07412-005> (дата звернення 18.07.2026)

²³ Barrett H. C. Researching Electronic Portfolios and Learner Engagement: The REFLECT Initiative. *Journal of Adolescent & Adult Literacy*. № 50(6). P. 436–449. URL: <http://dianeastin.myweb.usf.edu/eportfolio/readings/barrett.pdf> (дата звернення 18.07.2026)

²⁴ Paulson F. L., Paulson P. R., Meyer C. A. What Makes a Portfolio a Portfolio? *Educational Leadership*. №48(5) P. 60–63. URL: https://files.ascd.org/staticfiles/ascd/pdf/journals/ed_lead/el_199102_paulson.pdf (дата звернення 18.07.2026)

²⁵ Little D. The Common European Framework and the European Language Portfolio: Involving learners and their judgements in the assessment process. *Language Testing*. P. 321–336. URL: <https://psycnet.apa.org/record/2005-07412-005> (дата звернення 18.07.2026)

²⁶ Barrett H. C. Balancing the Two Faces of ePortfolios. *Educação, Formação & Tecnologias*. 2011. № 4(1). P. 6–14.

A **traditional Language Portfolio** is typically organized as a printed collection of learners' works, including writing samples, self-assessment checklists, certificates, teacher feedback, and reflective records. Its primary purpose is to document language learning achievements, encourage learner reflection, and support formative assessment within the framework of learner-centred instruction²⁷.

An **Electronic Language Portfolio (e-Portfolio)**, by contrast, represents a digital learning environment rather than merely a digitized version of the traditional portfolio. It enables learners not only to collect and organize evidence of their language development but also to create, revise, share, and present multimodal learning products in a dynamic online environment. Consequently, the e-portfolio substantially extends the pedagogical functions of the traditional portfolio by integrating digital technologies into language learning and assessment^{28,29}.

The principal differences between the two portfolio formats are summarized in Table 1.

Despite these differences, both traditional and electronic language portfolios pursue the same fundamental pedagogical objectives. They facilitate the documentation of learning achievements, promote learner autonomy, foster reflective practice and self-assessment, and provide evidence of the development of learners' foreign language communicative competence³⁰.

Compared with the traditional portfolio, the electronic language portfolio offers several additional pedagogical advantages. It supports continuous collection and systematic organization of learning evidence; enables multimodal representation of learning outcomes through text, audio, video, graphics, and other digital media; facilitates timely formative assessment and feedback; promotes the development of learners' digital competence; encourages both self-assessment and peer assessment; supports synchronous and asynchronous interaction between teachers and learners; and enhances learner motivation

²⁷ Common European Framework of Reference for Languages: Learning, Teaching, Assessment. Companion Volume. Strasbourg: Council of Europe Publishing. URL: <https://rm.coe.int/common-european-framework-of-reference-for-languages-learning-teaching/16809ea0d4> (дата звернення 18.07.2026)

²⁸ Barrett H. C. Balancing the Two Faces of ePortfolios. Educação, Formação & Tecnologias. 2011. № 4(1). P. 6–14.

²⁹ Cambridge D., Cambridge B., Yancey, K. B. (Eds.). Electronic Portfolios 2.0: Emergent Research on Implementation and Impact. Stylus Publishing. URL: <https://www.taylorfrancis.com/books/edit/10.4324/9781003444428/electronic-portfolios-2-0-kathleen-blake-yancey-darren-cambridge-barbara-cambridge> (дата звернення 18.07.2026)

³⁰ Cambridge D., Cambridge B., Yancey, K. B. (Eds.). Electronic Portfolios 2.0: Emergent Research on Implementation and Impact. Stylus Publishing. URL: <https://www.taylorfrancis.com/books/edit/10.4324/9781003444428/electronic-portfolios-2-0-kathleen-blake-yancey-darren-cambridge-barbara-cambridge> (дата звернення 18.07.2026)

Table 1

The principal differences between the two portfolio formats

Criterion	Traditional Language Portfolio	Electronic Language Portfolio
Format	Printed folder containing paper-based materials	Digital learning environment (e.g., Moodle, Google Classroom, Mahara, Microsoft OneNote, Google Sites, LMS platforms)
Storage of learning evidence	Printed written assignments	Written texts, presentations, audio recordings, videos, infographics, digital projects, hyperlinks
Updating materials	Requires replacement or reprinting of documents	Continuous editing, revision, and expansion of materials
Feedback	Primarily provided by the teacher	Teacher, peer, and self-feedback through online comments and collaborative tools
Self-assessment	Paper-based questionnaires and checklists	Interactive self-assessment forms, digital rubrics, and online progress monitoring
Reflection	Written reflective notes	Written, audio, video, or blog-based reflection
Collaboration	Limited opportunities	Collaborative writing, peer review, shared documents, and group projects
Progress monitoring	Manual review of portfolio contents	Chronological tracking of revisions, learning analytics, and digital progress records
Accessibility	Available only in its physical location	Accessible anytime and anywhere via the Internet
Authentic learning products	Primarily written assignments	Blogs, websites, podcasts, digital presentations, e-mails, multimedia projects, and other authentic digital products

through the meaningful integration of digital technologies into the language learning process³¹.

From the perspective of developing English writing competence, the distinction between these two portfolio formats is particularly significant. While the traditional language portfolio primarily serves as a repository for documenting and assessing written work, the electronic language portfolio functions as an interactive digital learning environment that integrates the entire writing process, including planning, drafting, revising, editing, reflection, formative assessment, collaboration, and documentation of learners' individual progress.

³¹ Barrett H. C. Balancing the Two Faces of ePortfolios. Educação, Formação & Tecnologias. 2011. № 4(1). P. 6–14.

The rapid digitalization of education and the growing integration of digital technologies into language teaching have considerably expanded the role of electronic learning environments. In Ukraine, the transition to distance and blended learning during the ongoing war has further reinforced the need for digital pedagogical tools. Consequently, electronic language portfolios have become an increasingly important means of supporting the development of English writing competence, formative assessment, learner reflection, and autonomous learning.

For these reasons, contemporary research increasingly regards the electronic language portfolio not merely as a digital version of the traditional portfolio but as an independent pedagogical technology that combines the principles of portfolio-based assessment, digital learning, self-regulated learning, and learner autonomy.

Within the framework of the present study, an **Electronic English Writing Portfolio** is understood as a digital pedagogical technology for organizing the teaching and learning of English writing. It provides a structured environment for collecting and documenting learners' written work, promotes continuous self-assessment, self-monitoring, reflection, and revision, and supports the systematic development of learners' ability to produce written texts for a variety of communicative purposes.

The Electronic English Writing Portfolio developed for the purposes of this study follows the traditional structure of the European Language Portfolio (ELP) and consists of three main sections:

- Language Passport;
- Language Biography;
- Dossier³².

Each section of the portfolio is described below.

The **Language Passport** provides a concise profile of the learner's linguistic background and current level of English writing competence. It includes:

- a learner's photograph;
- personal information;
- languages used in the family environment;
- educational institution;
- foreign languages studied at school;
- foreign languages studied independently;
- information concerning the learner's English writing competence, including:

³² Common European Framework of Reference for Languages: Learning, Teaching, Assessment. Companion Volume. Strasbourg: Council of Europe Publishing. URL: <https://rm.coe.int/common-european-framework-of-reference-for-languages-learning-teaching/16809ea0d4> (дата звернення 18.07.2026)

- previous experience of using English for written communication;
- a self-assessment section;
- a teacher assessment section³³.

To enhance clarity, consistency, and ease of use, the information contained in each subsection is organized in tabular form. This facilitates both systematic documentation of learners' progress and regular comparison of self-assessment with teacher assessment throughout the learning process.

The first component, Experience in Using English Writing, provides a concise overview of the learner's documented experience of using written English in authentic communicative contexts, such as participation in competitions, educational projects, student conferences, official correspondence, exchange programmes, and professional or business communication. This section presents a chronological record of these experiences without further evaluation.

The Self-Assessment component enables learners to evaluate their own level of English writing competence using the proficiency descriptors of the Common European Framework of Reference for Languages (CEFR) developed by the Council of Europe. It consists of two elements: (1) a self-assessment scale and (2) a self-assessment record³⁴.

As the portfolio is intended for Grade 10 students attending specialized foreign language schools, self-assessment begins from CEFR level A2, since learners at this stage are expected to have already surpassed the basic A1 level³⁵.

The self-assessment scale contains global descriptors of English writing proficiency for each CEFR level and serves as the basis for learners' evaluation of their overall writing competence.

The self-assessment record summarizes learners' self-evaluation by documenting the proficiency level they consider themselves to have achieved.

The third component of the Language Passport is the Teacher Assessment section, which complements learners' self-assessment by providing an external evaluation of their writing competence, thereby increasing the reliability and objectivity of the assessment process³⁶.

³³ Ягельська Н. В. Методика організації самостійної роботи студентів з англійської мови з використанням професійного мовного портфеля: автореф. дис. на здобуття наук. ступеня канд. пед. наук: спец. 13.00.02 «Теорія та методика навчання: германські мови». Київ, 2005. 23 с.

³⁴ Common European Framework of Reference for Languages: Learning, Teaching, Assessment. Companion Volume. Strasbourg: Council of Europe Publishing. URL: <https://rm.coe.int/common-european-framework-of-reference-for-languages-learning-teaching/16809ea0d4> (дата звернення 18.07.2026)

³⁵ Беженар І. В. Технологія використання мовного портфеля у процесі навчання майбутніх філологів англійського писемного мовлення. *Іноземні мови*. 2006. № 1. С. 45–50.

³⁶ Common European Framework of Reference for Languages: Learning, Teaching, Assessment. Companion Volume. Strasbourg: Council of Europe Publishing. URL: <https://rm.coe.int/common-european-framework-of-reference-for-languages-learning-teaching/16809ea0d4> (дата звернення 18.07.2026)

The second section of the portfolio, the **Language Biography**, focuses specifically on the development of learners' English writing competence. It documents learners' individual experiences of learning and using English writing and encourages systematic reflection on their learning progress. Unlike the Language Passport, which provides a summary of current proficiency, the Language Biography emphasizes the learning process itself and promotes learner autonomy through continuous goal setting, self-assessment, and reflection.

Within the framework of the proposed portfolio model, the Language Biography comprises three components:

My English Writing Learning Biography, which records learners' previous experiences of learning and using English writing both inside and outside the classroom;

Self-Assessment Checklists, based on the descriptors of the Common European Framework of Reference for Languages (CEFR), which enable learners to monitor the gradual development of specific writing skills;

My Learning Goals, where learners identify personal objectives, set priorities for further development, and periodically review their progress toward achieving these goals.

The subsection **“My English Writing Learning Biography”** provides a chronological record of learners' experiences related to the development and use of English writing. It includes information about schools, language courses, and other educational settings in which learners have developed their English writing skills, as well as their participation in authentic writing activities, such as projects, presentations, and other communicative events. Learners evaluate the significance of each experience for their writing development by recording their reflections in the “Progress in English Writing Development” column. This reflective component encourages continuous self-analysis and self-assessment of learners' writing development.

The subsection **“Self-Assessment Checklists”** is intended to help learners evaluate their English writing competence in greater detail and to support the planning of their further learning. It consists of four comprehensive checklists based on the proficiency descriptors of the Common European Framework of Reference for Languages (CEFR). Each checklist contains detailed “can-do” statements describing the writing abilities expected at a particular proficiency level, enabling learners to identify both their current level of performance and areas requiring further development³⁷.

³⁷ Common European Framework of Reference for Languages: Learning, Teaching, Assessment. Companion Volume. Strasbourg: Council of Europe Publishing. URL: <https://rm.coe.int/common-european-framework-of-reference-for-languages-learning-teaching/16809ea0d4> (дата звернення 18.07.2026)

The subsection “My Learning Goals” enables learners to set personal learning objectives, identify priorities for improvement, and plan their future development in English writing.

The third section of the portfolio, the **Dossier**, documents learners’ achievements in developing English writing. It contains representative samples of learners’ written work, records of self-assessment, reflective materials, descriptions of learning experiences, and any additional documents selected by learners as evidence of their progress and accomplishments.

The Dossier consists of two components: (1) the Dossier Contents, which provides an organized overview of the collected materials, and (2) the Dossier Folder, where all supporting documents and samples of learners’ written work are systematically stored³⁸.

The Dossier Contents provides an organized list of all materials included in the Dossier. It reflects the overall structure of the portfolio and the organizational principles according to which the materials are arranged, thereby facilitating navigation and systematic documentation of learners’ achievements.

The Dossier Folder begins with an Introduction, which functions as an overview of the portfolio. It briefly describes the contents of the Dossier, explains the rationale for selecting the included materials, and highlights the relationships among the different portfolio components. In this way, the Introduction serves as both a guide to the portfolio and a concise summary of learners’ writing development³⁹.

Another essential component of the Dossier is the Self-Evaluation Essay, which is completed by learners at the end of the course. This reflective essay provides a comprehensive evaluation of their learning experience, encourages critical reflection on the development of English writing competence, and enables learners to identify both their achievements and areas requiring further improvement.

An integral element of the Dossier is a set of Self-Evaluation and Revision Checklists designed to support the assessment and revision of learners’ written texts. These checklists are developed by the teacher with due consideration of the genre-specific characteristics of different types of writing and the writing proficiency descriptors of the Common European Framework of Reference for Languages (CEFR). Each checklist consists of clear, explicit “can-do” descriptors that facilitate objective self-assessment and guide learners in revising and improving their written work.

³⁸ Little D. The European Language Portfolio: structure, origins, implementation and challenges. Language Teaching. URL: https://www.researchgate.net/publication/231870127_The_European_Language_Portfolio_structure_origins_implementation_and_challenges (дата звернення 18.07.2026).

³⁹ Taufik M., Cahyono B. Y. Developing EFL Students’ Writing Skill Through Self-Assessment Integrated With E-Portfolio. IJEE (Indonesian Journal of English Education). 2020. Vol. 6, No. 2. P. 171–185. URL: <https://doi.org/10.15408/ijee.v6i2.12019> (дата звернення 17.07.2026).

An example of a Self-Evaluation and Revision Checklist for a narrative text is presented below.

Self-Evaluation Checklist

Date _____

Topic of the essay _____

This paper is submitted as a *rough draft*, a *final draft*, _____ a *revision of a final draft*.

1. *A narrative relates a story or an incident. Does my narrative tell a story?*
2. *Do I establish a clear context for my narration, telling when, where and to whom the action happened?* _____
3. *Have I established my attitude about the story clearly?*
4. *A narrative presents a sequence of events in logical, often chronological order. Are my ideas and sentences arranged in chronological order?* _____
5. *Does my narration have a clear thesis?* _____
6. *Does it have clear, focused controlling ideas?* _____
7. *Do all of the details support the controlling idea?* _____
8. *Have I included enough detail? Are the details convincing?*
9. *Is my point of view appropriate and consistent?* _____
10. *Is my narrative unified?* _____
11. *Do I use a wide range of adequate vocabulary and appropriate grammar structures?* _____

The next component of the Dossier Folder consists of Learning Reflection Forms, which are completed on a regular basis (e.g., every two weeks). Their primary purpose is to encourage learners to reflect systematically on their progress in developing English writing competence by identifying their achievements, analyzing difficulties encountered during the learning process, and planning further improvement. Through this process of continuous reflection, learners become more aware of their strengths, areas for development, and the strategies that contribute most effectively to their writing progress. In this respect, an electronic language portfolio provides a particularly effective environment for maintaining Learning Reflection Forms, as it enables learners to update their reflections continuously, incorporate multimedia evidence of their progress, receive timely teacher and peer feedback, and monitor their development over time⁴⁰. These digital affordances enhance the reflective function of the portfolio and promote learner autonomy and self-regulated learning. An example of a Learning Reflection Form is presented below.

⁴⁰ Taufik M., Cahyono B. Y. Developing EFL Students' Writing Skill Through Self-Assessment Integrated With E-Portfolio. IJEE (Indonesian Journal of English Education). 2020. Vol. 6, No. 2. P. 171–185. URL: <https://doi.org/10.15408/ijee.v6i2.12019> (дата звернення 17.07.2026).

Learning Summary

- What I like about my essay is...
- What I need to improve is... I am getting better at...
- As I wrote this I worked hard at... I experienced such difficulties...
- This was hard because...
- The following ways of overcoming the difficulties were the most effective...
- This piece shows my strengths are...
- Here is how I have grown...
- On my next piece, I plan to work on...

The Dossier Folder is further supplemented with Peer Review Checklists, which support collaborative assessment of learners' written texts. These checklists encourage learners to provide constructive analytical and critical feedback on one another's writing and to complete peer assessment forms developed by the teacher on the basis of the CEFR writing proficiency descriptors and the assessment criteria for written production.

The core of the Dossier, and indeed of the entire English Writing Portfolio, consists of a collection of writing samples selected by learners themselves as evidence of their progress and achievements. These samples document the gradual development of learners' English writing competence and demonstrate their ability to produce written texts for different communicative purposes.

Writing samples may be included in the Dossier at different stages of the writing process. To facilitate systematic organization, the portfolio may be divided into sections such as My Essays, My Letters, My Summaries, My Reports, My Articles, and other categories corresponding to different genres and communicative purposes.

The successful implementation of the Electronic English Writing Portfolio in developing English writing competence among Grade 10 students at specialized foreign language schools requires careful planning and adherence to a number of pedagogical principles.

As discussed above, the Electronic language portfolio is a digital learner-centred instructional technology that places considerable responsibility on both teachers and learners. Its effective use requires systematic instructional support and a shift in the teacher's role from that of a traditional knowledge transmitter to a facilitator, mentor, and coordinator of the learning process. Rather than directing every stage of instruction, the teacher guides learners' independent work, encourages reflection, provides constructive feedback, and supports the development of learner autonomy⁴¹.

⁴¹ Little D. The European Language Portfolio: structure, origins, implementation and challenges. Language Teaching. URL: https://www.researchgate.net/publication/231870127_The_European_Language_Portfolio_structure_origins_implementation_and_challenges (дата звернення 18.07.2026).

The methodological recommendations presented below are based on an analysis of research on Electronic language portfolio implementation in foreign language education. These recommendations are intended to facilitate the effective integration of the Electronic English Writing Portfolio into classroom practice.

The portfolio-based writing course should begin with a diagnostic writing task completed under classroom conditions. Its purpose is to determine learners' initial level of English writing competence and to provide a baseline for monitoring subsequent progress.

The diagnostic assessment should be followed by an orientation stage, during which learners become familiar with the Electronic English Writing Portfolio as a learning and assessment tool. The principal objective of this stage is to ensure that learners clearly understand the portfolio's purpose, structure, and procedures. It includes the following activities:

- introducing the objectives, functions, and overall structure of the portfolio;
- examining each portfolio section and discussing its pedagogical purpose;
- explaining how to complete the Language Passport and the Language Biography;
- comparing the subsections "Experience in Using English Writing" (Language Passport) and "My English Writing Learning Biography" (Language Biography), clarifying their different purposes, and discussing the principles for completing them;
- demonstrating the relationship between the Self-Assessment section of the Language Passport and the Self-Assessment Checklists included in the Language Biography, together with practical guidance on completing both assessment instruments;
- organizing group discussions to help learners identify the information required for completing the Language Passport and the Language Biography;
- explaining the structure of the Dossier, including the principles for selecting, organizing, and documenting writing samples;
- establishing the schedule and procedures for regular portfolio review and learner progress reports;
- discussing the assessment criteria, evaluation procedures, and forms of summative assessment to be used at the end of the course;
- addressing learners' questions concerning the portfolio and its implementation.

At this introductory stage, learners should be provided with examples of completed portfolios in electronic format. Whenever possible, teachers should also supply a portfolio template to facilitate the organization of learners' work.

At the beginning of the academic year, learners complete the first two sections of the portfolio – the Language Passport and the Language Biography. These sections should be reviewed and updated regularly, preferably three times during each semester, to document learners' progress and support continuous reflection.

The third section, the Dossier, is developed throughout the entire course. Samples of learners' written work may be added at different stages of the writing process. To facilitate systematic organization, the Dossier may include sections such as My Essays, My Letters, My Summaries, My Reports, My Articles, and other categories corresponding to different writing genres and communicative purposes. Such organization enables learners to classify their written work according to stylistic and functional characteristics while documenting the gradual development of their English writing competence.

CONCLUSIONS

The findings presented in this chapter confirm that the development of English writing competence should be regarded as one of the key objectives of contemporary foreign language education, as it enables learners to communicate effectively in diverse academic, professional, and intercultural contexts. The analysis of current approaches to foreign language teaching demonstrates that writing competence extends beyond linguistic accuracy and includes stylistic appropriateness, genre awareness, communicative effectiveness, intercultural sensitivity, and learners' ability to regulate their own writing process.

The study has shown that the electronic language portfolio constitutes an effective learner-centred pedagogical technology for developing English writing competence. Its educational value lies not only in documenting learners' achievements but also in fostering reflection, self-assessment, goal setting, and learner autonomy. The proposed model of the Electronic Writing Portfolio, consisting of the Language Passport, Writing Biography, and Dossier, provides a systematic framework for organizing learners' written work, monitoring their progress, and encouraging continuous improvement through formative assessment.

Special attention has been paid to the transition from traditional paper-based portfolios to electronic language portfolios. The widespread digitalization of education, together with the increased use of blended and distance learning, has considerably expanded the pedagogical potential of portfolio technology. Unlike conventional portfolios, electronic language portfolios provide opportunities for continuous updating of learning evidence, multimedia integration, online feedback, collaborative learning, and long-term monitoring of learners' development. These features make e-portfolios an efficient digital environment

for supporting reflective learning, self-regulated learning, and the development of digital competence alongside foreign language communicative competence.

The methodological recommendations proposed in this chapter outline practical principles for integrating language portfolios into the process of teaching English writing in upper secondary school. The suggested sequence of portfolio implementation – from diagnostic assessment and learner familiarization to systematic reflection, self-assessment, peer assessment, and portfolio-based evaluation – creates favourable conditions for developing learners' writing competence in accordance with the principles of communicative, learner-centred, and competency-based education.

Overall, the chapter demonstrates that both traditional and electronic language portfolios represent effective instructional technologies for developing English writing competence. Their systematic implementation contributes not only to improving learners' writing performance but also to enhancing their autonomy, reflective thinking, motivation, digital literacy, and readiness for lifelong language learning. These findings provide a theoretical and methodological foundation for the further integration of portfolio-based learning into English language education and for future research on digital portfolio technologies in secondary and higher education.

SUMMARY

This chapter examines the pedagogical potential of language portfolios as a technology for developing English writing competence in upper secondary school learners. The study analyses the concept and structure of writing competence within the framework of foreign language communicative competence and discusses the educational objectives and content of writing instruction. Particular attention is paid to the classification, functions, and pedagogical value of language portfolios, as well as to the distinction between traditional and electronic language portfolios. A comprehensive model of a Electronic Writing Portfolio is proposed, including the Language Passport, Writing Biography, and Dossier, together with methodological recommendations for its implementation in English writing instruction. The chapter argues that electronic language portfolios considerably extend the possibilities of portfolio-based learning by supporting reflection, self-assessment, formative feedback, collaboration, and continuous monitoring of learners' progress in digital learning environments. The findings demonstrate that systematic portfolio implementation promotes learner autonomy, stylistically appropriate writing, communicative competence, and digital literacy. The proposed methodological framework may serve as a practical guide for English language teachers and teacher educators seeking to integrate portfolio technologies into contemporary language education.

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