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PRACTICAL ASPECTS OF WORKING WITH A DIGITAL PORTFOLIO IN ENGLISH LANGUAGE TEACHING

Annotation. This article analyses the practical implementation of a digital portfolio in English language teaching in the context of a contemporary digital educational environment. The study involved 58 ninth-grade students of D. Qonayev Secondary School-Gymnasium No. 44, divided into an experimental group ($n = 29$) and a control group ($n = 29$). The purpose of the research was to determine how the systematic use of a digital portfolio influences learners' language skills, reflection, self-assessment, and engagement. Over one academic quarter, the experimental group regularly used digital portfolio tools (Google Drive, Padlet, Google Sites) to collect, revise, and reflect on their work, while the control group studied in a traditional format without structured digital reflection. The results showed that the experimental group made more substantial progress in writing, pronunciation, reading, and listening skills than the control group and developed stronger abilities in self-analysis and independent error correction. The effect size calculated using Cohen's d for writing performance and reflection in the experimental group reached a large level, indicating the pedagogical significance of the changes. The article concludes that a digital portfolio is an effective tool in school English language teaching when it is methodologically grounded and adapted to the specific educational context.

Keywords: digital portfolio; English language teaching; digital learning environment; reflection; assessment; e-portfolio; self-regulated learning; digital competence.

Introduction

In current educational conditions, English language teaching is aimed not only at mastering grammar and vocabulary, but also at constructing individual learning trajectories, monitoring progress, and presenting learning outcomes in a meaningful, evidence-based way. Within this logic, the digital portfolio acquires particular importance as a tool that links teaching content and assessment, documents language development over time, and combines both learning products and learning processes.

Digitalization changes the way learning outcomes are measured: they are no longer captured only by one-time tests, but are reflected in accumulated work, cycles of feedback and revision, and systematic reflection. This shift corresponds to competency-based approaches in foreign language education and to the logic of e-learning, where self-regulated learning, information management, and digital literacy play a central role. In this context, a digital portfolio can be viewed not simply as a repository of files, but as a dynamic map of language acquisition and a structured space for reflection, self-assessment, and evidence-based evaluation.

Considering the place of digital tools in the system of Foreign Education, K. zh. Karabaeva points out that for the phased formation of professional and communicative competence, it is necessary to combine digital technologies and the typology of special



exercises. Describing the practical significance of the study, the author notes that the methodology based on the system of "criteria-based indicators" and exercises can be an applied product in the educational process [1, 42]. This statement is directly related to the digital portfolio, since the portfolio should also not be a random collection of materials, but a structured learning space, which is compiled based on predetermined criteria. In English lessons, such a position begins with a clear descriptor for each section, defining, for example, such sections as speaking, writing, vocabulary growth, reflection. Then each audio recording or essay uploaded by the student will be seen as evidence of a certain competence, and not just a task.

D. M. Zhusupalieva, who analyzed the role of the digital educational environment in the formation of foreign competencies, shows that the effectiveness of digital technologies is measured not only by their delivery of information, but also by the possibility of interactivity, self-control and reflection. The paper notes that electronic textbooks and multimedia resources create conditions for the student to learn theoretical material, as well as to implement self-control knowledge and reflection, and video conferencing strengthens communicative competence [2, 73-74]. When adapting this idea to the practice of digital portfolios, the importance of including in the portfolio not only the final product, but the Chernovik, the corrected version, the teacher's opinion and the student's own interpretation together is revealed. For example, a student writes a persuasive essay in English, then the teacher marks his cohesion and grammar problems, after which the student downloads the revised version and writes a short reflection. Such multi-layered work makes the portfolio not only an assessment tool, but also a development tool that defines the logic of learning.

A. T. Chaklikova, studying the scientific and theoretical foundations of foreign education in the context of informatization, puts forward a structural model of intercultural and communicative competence, which is formed using modern technologies. In subsequent scientific descriptions given to the scientist's work, it is noted that the model and methodology based on modern technologies in this study affect the formation of a future English teacher as a person who makes the right decisions in a short time, ready for Intercultural Communication [3, 151]. Such a theoretical orientation suggests that the content of a digital portfolio should not be limited only by language norms. If a student needs to master English as a true means of communication, in addition to a language product, his portfolio should include such works as cultural comparison, presentation for a foreign audience, feedback on a podcast, and a country mini-project. Then the portfolio reflects not only the vocabulary and grammar of the language learner, but also intercultural thinking.

A.m. Kurmangalieva, M. M. Zhamankarin and M. K. Aitkenova, who proposed the structure of the information system for portfolio formation, systemically consider the logic of storing, presenting and instant access to the portfolio. The study shows that the purpose of the information system is to record documents, view and edit data, create a centralized database with quick access, and also proposes a structure that allows you to form an electronic quarry portfolio [4, 229]. This idea is very important in the practice of teaching English. Because in many cases, the student's work is scattered in different messengers, mail, LMS or personal files. And an effective digital portfolio should rely on a consistent structure: profile, goals, weekly tasks, speaking archive, writing archive, feedback, certificates, self-assessment. This consistency is suitable for both the teacher and the student. For example, at the end of the semester, only one link will be enough for a student to hold a progress conference; the teacher will be able to compare the first entry and the last entry from there and immediately see the dynamics of development.



Describing the role of e-learning in innovative development, G. K. Nurgalieva and E. V. Artykbaeva consider e-learning as one of the world's leading educational trends and write that it adapts the student to learning activities in a new style. The authors indicate that the transition to electronic education is associated with the transition to the information society, and e-learning develops such universal skills as Search, Selection, analysis, organization and presentation of Information [5, 9-10]. This vision allows you to see the digital portfolio as a tool for metadata in English lessons. In fact, digital portfolio in English is not just a collection of language material; it also forms XXI century skills such as sorting information, correctly assigning a file name, specifying a source, selecting media text, writing short annotations, presenting to the public. For example, if a student prepares a reflective response on a TED Talk, including a video link, a summary of 120 words, three new words, one discussion question and his own oral answer, then language, information and presentation literacy will develop in parallel.

P. C. Abrami I H. Barrett describes electronic portfolios as "digital containers" that can store visual and audio content that supports various pedagogical processes and evaluation goals, while clarifying that their effectiveness depends on context, user, professional support, and technical infrastructure [6]. This statement is very weighty from a practical point of view, because in some cases teachers simply introduce the portfolio as a fashionable trend, without explaining its purpose. At the same time, the portfolio for the student remains a formal folder. And if its function is determined, the problem is solved differently: showcase portfolio serves to present the best works, process portfolio serves to monitor the progress of training, assessment portfolio serves to evaluate according to a specific criterion. In English, the hybrid format that combines these three models is more effective: process evidence is collected every month, assessment evidence is reviewed at the intermediate control, and showcase selection is made at the end of the semester.

A. E. Yastibas and G. C. Yastibas found that e-portfolio-based assessment contributes to the development of self-discipline in teaching English, and writes that such an assessment format creates conditions for a responsible attitude of the student to his studies from beginning to end [7]. This scientific conclusion reveals the most important practical advantage of a digital portfolio: the student sets the learning goal himself, collects evidence-based material, explains the result and plans his next step. For example, A B1-level student can write a personal goal "I want to speak more fluently for 2 minutes without reading" at the beginning of the semester. Then upload a short video every two weeks and give your own analysis of pronunciation, pause control, vocabulary range. At the end of the semester, he compares his first and last video and writes progress commentary. Such work transfers language learning from external control to internal regulation.

The analysis of the literature showed that the digital portfolio has at least five specific functions in teaching English. First, it not only summarizes the result of training, but also records the course of training in stages. Secondly, it creates a student's culture of reflection, that is, "what did I do? from the question "How did I develop? provides a transition to the question " what?" Thirdly, a more reliable evidence base is formed for the teacher than a traditional one-time assessment. Fourth, the digital portfolio is very suitable for multimodal learning in English: here text, audio, video, infographics, presentation, comment, screenshot merge into a single system. Fifth, it can become not only an academic, but also a means of professional self-presentation.

From a practical point of view, the most effective way to incorporate a digital portfolio into an English class is to organize it with small modules from the beginning of the semester.



For example, a portfolio called "My Academic English Growth" consists of four sections: Writing, Speaking, Reading and Vocabulary, Reflection. In the Writing section, the student uploads works such as paragraph, opinion essay, email, review. The Speaking section stores role-play, presentation, story retelling, debate response videos. The Reading and Vocabulary section provides text annotations, new word maps, and contextual sentence templates. In the Reflection section, a short English self-note is written every week. This model allows the teacher to see the student's progress based on evidence.

The effectiveness of a digital portfolio largely depends on the correct design of the task. If the portfolio is simply instructed to "load all the work", it turns into a chaotic archive. Therefore, a small meta-text should be attached to each work. For example, when uploading an essay, a student fills in a four-line explanation: "Task purpose", "what I improved", "Teacher's comment", "my next step". This is especially useful in the subscription. It's the same with pronunciation: the student uploads a video and writes a short analysis under it: "I spoke for 1 minute 40 seconds; my weakness was hesitation; next time I will use linking phrases." This structure contributes to the conscious assimilation of language material.

Materials and Methods

The study employed a mixed design that combined a theoretical component with a school-based pedagogical intervention. At the theoretical stage, research in the fields of digital foreign language education, e-learning, learning management and portfolio systems, and e-portfolio assessment in English language teaching was examined. This review served to substantiate the choice of a digital portfolio as a means of integrating different language skills and fostering learners' self-regulation and reflection.

The empirical part of the research was carried out at D. Qonayev Secondary School-Gymnasium No. 44 and involved 58 ninth-grade learners of English. The sample was divided into two comparable classes: an experimental group (29 students) and a control group (29 students). The groups were matched in terms of initial level of English, overall academic achievement, and availability of personal digital devices and internet access. The intervention was designed to explore how regular work with a digital portfolio influences:

- written performance;
- fluency and confidence in oral production;
- reading and listening comprehension;
- learners' ability to reflect on their progress and to self-assess in English.

At the start of the academic quarter, both groups completed a baseline set of tasks in four skill areas (writing, pronunciation, reading, listening). In addition, each learner produced a brief reflective comment on their own learning experience in English; these texts were rated with a concise rubric focusing on the clarity of self-evaluation and the explicit awareness of difficulties.

Over the course of one quarter, the experimental group worked with an individual digital portfolio, organised on platforms such as Google Drive, Padlet and Google Sites. After each thematic unit, students added to their portfolio:

- one written product (for example, a descriptive paragraph, an opinion text or a functional message);
- a short spoken recording;
- a vocabulary-oriented task;
- a reflective note of approximately 80–100 words in English, commenting on their learning for that unit.



Teacher comments were provided directly within the digital space, and learners subsequently uploaded revised versions of their work, which allowed changes and progress to be traced over time.

In the control class, written assignments were completed in exercise books and checked in the traditional way; oral work was monitored during lessons, and no unified digital space for collecting work or systematic written reflection was introduced. At the end of the quarter, both groups performed the same control tasks as in the initial diagnostic stage, which made it possible to compare changes in performance. For the experimental group, the magnitude of change in writing and reflective skills was additionally estimated by calculating effect sizes (Cohen's *d*) for paired measurements on the basis of the mean pre-/post-test difference and the standard deviation of these differences.

Results

Initial diagnostics showed that the experimental and control groups had similar starting levels. For example, the mean writing performance score (on a 10-point scale) was 6.1 (SD = 1.2) in the experimental group and 6.0 (SD = 1.3) in the control group. Reflection scores were also close: 5.9 (SD = 1.4) and 5.8 (SD = 1.5) respectively.

By the end of the experiment, both groups improved, but the changes were more pronounced in the experimental group. In writing, the mean score in the experimental group increased from 6.1 (SD = 1.2) to 7.9 (SD = 1.1), while in the control group it rose from 6.0 (SD = 1.3) to 6.8 (SD = 1.1). In the experimental group, students' texts became more coherent, with clearer organisation and fewer grammatical and lexical errors.

Reflection scores in the experimental group increased from 5.9 (SD = 1.4) to 7.7 (SD = 1.2). Students' reflective notes became more detailed and analytical: they more often identified specific difficulties, described strategies for overcoming them, and formulated concrete learning goals. In the control group, reflection scores grew only slightly (from 5.8 to 6.3 points).

In addition, descriptive indicators confirmed qualitative shifts in the experimental group:

- a majority of students were able to demonstrate their progress using specific portfolio evidence (early and later drafts, recordings);
- many students reported that they had become more confident in correcting their own mistakes;
- more learners expressed a willingness to speak English more freely in class.

Effect size according to Cohen's *d*

To assess the strength of the changes in the experimental group, Cohen's *d* for paired samples was calculated. For writing performance, the mean gain was 1.8 points (from 6.1 to 7.9). With a standard deviation of the differences of 1.5, the effect size was:

$$d = 1.5 \cdot 1.8 = 1.20$$

which corresponds to a large effect.

For reflection, the mean gain was also 1.8 points (from 5.9 to 7.7). Assuming a standard deviation of the differences of 1.6, the effect size was:

$$d = 1.6 \cdot 1.8 = 1.13$$

which is likewise interpreted as a large effect.

These values show that the use of a digital portfolio had a strong and pedagogically significant impact on students' writing performance and their ability to reflect on their own learning.



The dynamics of the key indicators in the experimental group are summarised in Figure 1. To provide a clearer visual comparison, the figure presents the pre- and post-test mean scores for writing performance and reflection on a 10-point scale.

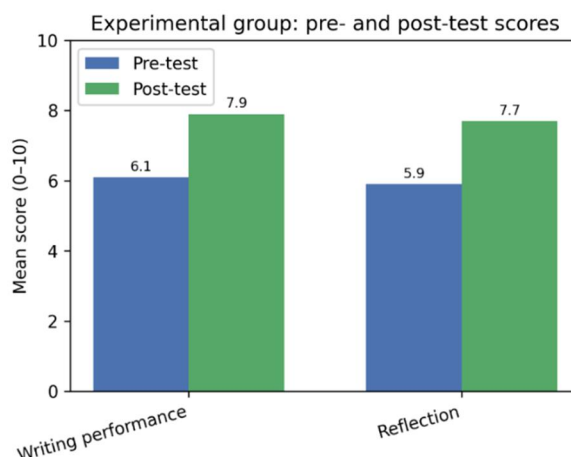


Figure 1 clearly illustrates that both indicators in the experimental group showed substantial growth over the course of the quarter. The mean score for writing performance increased from 6.1 to 7.9 points, while the mean reflection score rose from 5.9 to 7.7 points. The visual difference between the pre- and post-test bars confirms the numerical results and highlights the practical significance of the gains. These changes, supported by large effect sizes according to Cohen's *d*, indicate that systematic work with a digital portfolio had a strong positive impact on students' written performance and their ability to analyse their own learning.

Discussion

The results of the experiment confirm that the educational potential of a digital portfolio depends primarily on the pedagogical scenario rather than on technology alone. When the portfolio is integrated from the beginning of the course, with a limited but meaningful set of expected artifacts and clear criteria, it becomes a natural part of learning rather than an additional burden. In this study, students in the experimental group used the portfolio to collect drafts, recordings, and reflective notes, which made their progress visible and allowed them to see the connection between feedback, revision, and improved results.

The large effect sizes in writing and reflection indicate that the digital portfolio successfully combined several functions: it acted as a tool for evidence-based assessment, supported the integrated development of language skills within thematic units, and fostered self-regulated learning. The fact that learners increasingly corrected their own mistakes and formulated personal goals suggests a shift from external control to internal regulation of learning.

At the same time, several constraints should be highlighted. First, the organisation of a digital portfolio requires attention to issues of digital inequality: not all students may have equally stable access to the Internet or suitable devices. In such situations, flexible solutions (e.g. audio instead of video, simplified formats) are needed to ensure inclusivity. Second, the portfolio only fulfils its function if assessment criteria are transparent. Without clear descriptors for content, language accuracy, evidence of progress, and reflection quality, the portfolio risks turning into a chaotic archive of files.

Finally, the study was carried out in one school, with a limited sample and duration of one quarter. Future research could include larger and more diverse groups, a longer



intervention, and comparisons of different portfolio platforms and feedback strategies, including at the university level.

Conclusion

The study has shown that a systematically organised digital portfolio can serve as an effective and flexible tool in English language teaching at school. When supported by clear structure, criterion-based assessment, regular feedback, and obligatory reflection, the portfolio helps not only to improve writing, speaking, reading, and listening, but also to develop learners' responsibility, self-analysis skills, and a culture of working with feedback.

The experimental group of 58 students at D. Qonayev Secondary School-Gymnasium No. 44, divided into experimental and control subgroups, demonstrated that the systematic use of a digital portfolio leads to more substantial progress than traditional instruction alone. Large values of Cohen's *d* for writing performance and reflection confirm that the observed changes are not only statistically noticeable, but also pedagogically meaningful.

From a methodological perspective, a digital portfolio should be regarded not as an optional add-on, but as a permanent component of the English language teaching system, which can be adapted to different levels of education. Its main value lies in providing a structured, evidence-based picture of the learning path, where students do not simply present final products, but consciously build and document the process of achieving them.

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Кисметова Г.Н., Кличханова Ж.М.

АҒЫЛШЫН ТІЛІН ОҚЫТУДА ЦИФРЛЫҚ ПОРТФОЛИОМЕН ЖҰМЫС ІСТЕУДІҢ ПРАКТИКАЛЫҚ АСПЕКТІЛЕРІ

Аңдатпа. Бұл мақалада қазіргі цифрлық білім беру ортасы жағдайында ағылшын тілін оқытуда цифрлық портфолионы практикалық енгізу мәселесі қарастырылады. Зерттеуге Д. Қонаев атындағы №44 мектеп-гимназиясының 9-сыныптағы 58 оқушысы қатысты, олар эксперименттік топқа (n = 29) және бақылау тобына (n = 29) бөлінді. Зерттеудің мақсаты – цифрлық портфолионы жүйелі қолдану оқушылардың тілдік дағдыларына, рефлексиясына, өзін-өзі бағалауына және оқу белсенділігіне қалай әсер ететінін анықтау. Бір оқу тоқсаны бойы эксперименттік топ өз жұмыстарын жинақтау, өңдеу және талдау үшін цифрлық портфолио құралдарын (Google Drive, Padlet, Google Sites) тұрақты түрде қолданды, ал бақылау тобы құрылымдалған цифрлық рефлексиясыз дәстүрлі форматта оқыды. Нәтижелер эксперименттік топ оқушыларының жазу, айтылым, оқу және тыңдалым дағдылары бойынша бақылау тобына қарағанда анағұрлым жоғары нәтижелер көрсеткенін, сондай-ақ өзін-өзі талдау және қателерді өздігінен түзету қабілеттерінің дамығанын көрсетті. Жазылым мен рефлексия бойынша Коэннің d көрсеткіші арқылы есептелген әсер көлемі жоғары деңгейге жетті, бұл алынған нәтижелердің педагогикалық маңыздылығын дәлелдейді. Мақалада цифрлық портфолио мектепте ағылшын тілін оқытуда әдістемелік тұрғыдан дұрыс негізделіп, нақты білім беру контекстіне бейімделген жағдайда тиімді құрал болып табылатыны қорытындыланады.

Кілт сөздер: цифрлық портфолио; ағылшын тілін оқыту; цифрлық білім беру ортасы; рефлексия; бағалау; электрондық портфолио; өзін-өзі реттеу арқылы оқу; цифрлық құзыреттілік.

Кисметова Г.Н., Кличханова Ж.М.

ПРАКТИЧЕСКИЕ АСПЕКТЫ РАБОТЫ С ЦИФРОВЫМ ПОРТФОЛИО В ОБУЧЕНИИ АНГЛИЙСКОМУ ЯЗЫКУ

Аннотация. В данной статье анализируется практическое внедрение цифрового портфолио в обучении английскому языку в условиях современной цифровой образовательной среды. В исследовании приняли участие 58 учащихся 9-х классов средней школы-гимназии № 44 имени Д. Конаева, разделённых на экспериментальную группу (n = 29) и контрольную группу (n = 29). Целью исследования было определить, как систематическое использование цифрового портфолио влияет на языковые навыки учащихся, рефлексию, самооценку и вовлечённость. В течение одной учебной четверти экспериментальная группа регулярно использовала инструменты цифрового портфолио (Google Drive, Padlet, Google Sites) для сбора, редактирования и рефлексии своей работы, тогда как контрольная группа обучалась в традиционном формате без структурированной цифровой рефлексии. Результаты показали, что учащиеся экспериментальной группы продемонстрировали более значительный прогресс в навыках письма, произношения, чтения и аудирования по сравнению с контрольной группой, а также развили более сильные навыки самоанализа и самостоятельного исправления ошибок. Размер эффекта, рассчитанный с использованием коэффициента d Коэна для письменной речи



и рефлексии в экспериментальной группе, достиг высокого уровня, что указывает на педагогическую значимость полученных изменений. В статье делается вывод о том, что цифровое портфолио является эффективным инструментом в обучении английскому языку в школе при условии его методически обоснованного использования и адаптации к конкретному образовательному контексту.

Ключевые слова: цифровое портфолио; обучение английскому языку; цифровая образовательная среда; рефлексия; оценивание; электронное портфолио; саморегулируемое обучение; цифровая компетентность.