

# INTEGRATING THE EUROPEAN LANGUAGE PORTFOLIO IN THE CURRICULUM IN AN ESP-CONTEXT IN BULGARIA

**YORDANKA ANGELOVA**  
Technical University, Sofia  
OPTIMA, Bulgaria

The overall aim of this activity was to familiarize students with *The European Language Portfolio* - the EAQUALS-ALTE version for adults, translated into Bulgarian by OPTIMA - and to incorporate it in the language course as a way of continuous self-assessment and as a tool of enhancing students' motivation.

The *European Language Portfolio* (ELP) has been introduced to students at the Faculty of Management at the Technical University in Sofia. Their language course lasts for four semesters with 30 contact hours for the first three semesters and 40 contact hours for the last semester.

Because of the time constraints the classes allotted to its introduction were 4 contact hours at the beginning of the course and 4 contact hours at the end of the course.

The ELP was introduced in the first class in order to help students get a clear idea of their level of language proficiency and help them set themselves realistic goals for their language learning.

The first step in the pilot implementation of the portfolio was to ask students to find the answers to the following questions in class using the paper version of the Portfolio:

- What is a portfolio in general? Why is it used?
- What is the ELP? What is the purpose of the Portfolio?
- Which organization/s issue it?
- Which foreign languages does it apply for?
- What documents does it consist of?
- What is the purpose of each of the documents?
- How would you assess your own level of command of the foreign language?

Secondly, as a home assignment, students had to complete the self-assessment checklists for B1 and find out what percentage of CAN-DOs and priorities they had.

I left it to them to decide which version of the descriptors to use - the English or the Bulgarian version - as it was more important to get the correct results rather than to use this as language practice.

Thirdly, they had to formulate their goals in the form of a short text of up to 150 words both in English and Bulgarian and submit it to the teacher.

The issues arising from the completion of the tasks in class and then at home were the following:

- What institution is the Council of Europe?
- What organization is EQUALS?
- What organization is ALTE?
- Which languages does the portfolio apply for?
- Which are the official languages of the European Union?
- How shall I determine my level - what proportion of priorities to CAN-DOs should I have for the specific language level?

The answers to the first three questions students could find in the Portfolio itself, and as an extension to the task, students of Public Administration could be asked to do research about the institutions of the European Union and do mini-presentations to the class.

They found out that there are 27 official languages in the European Union and, more importantly, 60 indigenous regional and minority language communities.

Students produced a grid which in a summarized form showed their results based on the checklists, and we decided together that a percentage of 60 for the CAN-DOs indicates a language proficiency at that level.