

**SHARING THE EXPERIENCE OF
IMPLEMENTING THE *EUROPEAN
LANGUAGE PORTFOLIO* IN THE
LANGUAGE COURSE OF
UNIVERSITY STUDENTS.
A CASE STUDY**

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Presentation Outline

- AIMS
- TASKS
- ISSUES ARISING FROM THE USE OF THE PORTFOLIO
- FEEDBACK FROM THE STUDENTS
- FINDINGS
- CONCLUSIONS

AIMS

- FAMILIARIZE STUDENTS WITH THE PORTFOLIO
- USE IT AS A VALUABLE TOOL OF SELF-ASSESSMENT
- IMPROVE STUDENTS' AWARENESS OF THEIR OWN ROLE IN THE PROCESS OF TEACHING & LEARNING
- ENHANCE STUDENTS' MOTIVATION

TASKS

- WHAT IS A PORTFOLIO?

A COLLECTION OF DRAWINGS, ETC. THAT REPRESENTS A PERSON'S WORK, ESP. AN ARTIST'S WORK

A COLLECTION OF COMPANY SHARES & OTHER INVESTMENTS THAT ARE OWNED BY A PARTICULAR PERSON OR ORGANIZATION

IN CLASS

- WHAT IS THE EU LANGUAGE PORTFOLIO?
- WHAT IS ITS PURPOSE?
- WHICH INSTITUTION ISSUES IT?
- WHAT DOES IT CONSIST OF?
- WHAT IS THE PURPOSE OF EACH OF ITS COMPONENTS?
- HOW WOULD YOU ASSESS YOUR OWN LEVEL OF COMMAND OF THE FOREIGN LANGUAGE?

AS INDIVIDUAL ASSIGNMENT

- COMPLETE THE SELF-ASSESSMENT CHECKLISTS AT THE LANGUAGE LEVEL YOU THINK YOU ARE
- WRITE DOWN A SHORT TEXT (IN THE MOTHER TONGUE & IN THE FOREIGN LANGUAGE) TO DESCRIBE YOUR AIMS IN LEARNING THE LANGUAGE

ISSUES ARISING FROM USE OF THE PORTFOLIO

- WHICH ARE THE OFFICIAL LANGUAGES OF THE EUROPEAN UNION?

THERE ARE 23 OFFICIAL LANGUAGES BUT MORE IMPORTANTLY THERE ARE 60 INDIGENOUS REGIONAL & MINORITY LANGUAGE COMMUNITIES

- PRONUNCIATION IS NOT INCLUDED IN THE CHECKLISTS – HOW DO I EVALUATE THAT?

- HOW DO YOU DETERMINE THE LEVEL – PROPORTION OF PRIORITIES TO CAN DOS?

THEY CAME UP WITH TABLES THAT IN SUMMARIZED FORM SHOWED THEIR RESULTS

- SHALL I USE THE DESCRIPTORS IN BULGARIAN OR IN ENGLISH?

I LEFT IT TO THEM TO DECIDE WHICH VERSION TO USE AS IT WAS MORE IMPORTANT TO GET THE CORRECT RESULTS RATHER THAN TO USE THE COMPLETION OF THE CHECKLISTS AS LANGUAGE PRACTICE

FEEDBACK FROM THE STUDENTS

- HAS THE PORTFOLIO HELPED YOU TO MAKE YOUR GOALS IN LANGUAGE LEARNING MORE SPECIFIC? HOW?
- HAS IT HELPED YOU TO CHOOSE MORE SPECIFIC TACTICS IN ORDER TO ACHIEVE YOUR GOALS?
- ARE YOU SURPRISED WITH THE RESULTS FROM THE ASSESSMENT OF YOUR LANGUAGE LEVE?

FINDINGS

- STUDENTS TEND TO FORMULATE THEIR AIMS IN VERY GENERAL TERMS
LIKE IN PLANNING YOUR CAREER YOUR LONG-TERM GOALS MAY BE FUZZY BUT YOUR SHORT-TERM GOALS SHOULD BE MORE FOCUSED
- THEY MAY NEED TO GO BACK TO THIS SECTION OF THE PORTFOLIO AND WRITE DOWN SPECIFIC WAYS OF TRYING TO ACHIEVE THEIR GOALS

CONCLUSIONS

- DEDICATE SOME TIME IN CLASS TO INTRODUCE THE PORTFOLIO & DO SOME ACTIVITIES WITH IT
- USE THE PORTFOLIO AS A STIMULUS FOR CREATING THEIR OWN PORTFOLIO OF MATERIALS ON THE COURSE (E.G. CV, ESSAY, GLOSSARY & OTHER PIECES OF WRITING THEY PRODUCE)
- USE THE PORTFOLIO AS A BASIS FOR ASSIGNING PROJECT WORK (E.G. WHICH ARE THE EUROPEAN INSTITUTIONS & WHAT ARE THEIR MAIN FUNCTIONS?; PRESENT SOME OF THE INDIGENOUS LANGUAGES OF EUROPE)
- STUDENTS NEED GUIDANCE WHEN USING THE PORTFOLIO SO THAT IT DOES NOT SEEM TO THEM YET ANOTHER THING THEY ARE EXPECTED TO DO