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THE ESSENCE OF LANGUAGE PORTFOLIO
AS AN INTEGRAL PART OF MODERN TECHNOLOGIES’
FOREIGN LANGUAGE TEACHING

The main goal of the article is to explain the essence of ‘language portfolio’, analyse its main peculiarities and prospects of development in Ukraine.

Key words: language portfolio, CEFR (Common European Framework of References for Languages), know-how.

According to the Pan-European Recommendations as to Language Teaching, which outlined the results of the Council of Europe country-members experts’ work in the realm of teaching foreign languages, one of the prominent sectors of its development is ELP (European Language Portfolio). Its concept was formed during the last 10 years and was launched officially in 2001 – the year which was the start of “The European Day of Languages” – 26th of September. It was devised by the Council of Europe, piloted in 15 countries (1998-2000) and has proved its efficiency in practice. In Ukraine Language Portfolio was presented in 2003[1].

Theoretical principles of language portfolio formation are in the centre of attention of the works by M. Glaboniat, M. Muller, L. Wertenschlag, R. Perclova, G. Schneider, P. Lenz, D. Little, J. Trim, A. Dobson, R. Scharer and others.

The ELP is a personal document in which language learners can record and reflect on their language learning and cultural experiences. The portfolio is a personal document, held and regularly updated by
the learner, which contains three sections: the language passport, the biography and the dossier [4].

ELP uses the levels and descriptors of CEFR (Common European Framework of References for Languages) both for indicating the relative levels of qualifications achieved by holders, and for guiding their self-assessment. The CEFR classifies language competence in 6 levels and 4 language skills (Reading, Writing, Spoken Interaction, Spoken Production and Listening): The levels are: A1, A2, B1, B2, C1, C2 [3].

1. There are two basic functions of a LP:
   1. Pedagogic function
   2. The documentation and reporting function

Some educational institutions seem to perceive the LP as a viable tool to bundle together different teaching forms and activities, to foster coherence and quality of services and to make learning outcomes visible.

2. Language Portfolio project has two main aims:
   - to motivate learners by acknowledging their efforts to extend and diversify their language skills at all levels;
   - to provide a record of the linguistic and cultural skills they have [2].

Suggestions concerning introduction of the positive practice of European educators in the educational realm in Ukraine, specifically ELP, can be significant contribution in the education reformation in Ukraine, and what is more important, will assist in Ukraine’s integrating into Europe’s and world’s multicultural community.

Practical experience of European educational establishments concerning the European Language Portfolio implementation has proved to be positive and effective in the Europe’s terrain, and approbation of the know-hows on different stages reveals that by the virtue of these technologies new contributory conditions can be provided for Ukrainians to gain consistently and gradually the needed competences. Contribution of the ELP to the development of broad functional plurilingualism and self-reliant citizens is immense. European expertise in this sphere can be successfully applied to Ukraine as a developing country with current educational reforms, all the more pilot projects concerning the LP implementation, including Language Portfolio for students of universities’ economic departments (S. Nikolaeva, N. Yagelska), English Language Portfolio for primary schools’ students (L. Yagenchy) and a pilot version of ELP for secondary schools (O. Karpiuk) were already launched.

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