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LANGUAGE PORTFOLIO AS MODERN AND EFFECTIVE TECHNIQUE OF EDUCATIONAL MANAGEMENT

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Abstract — this article deals with the analysis of Language Portfolio as an effective technique of educational management and one of the language competence formation methods.

Key words: language Portfolio, educational management, self-assessment, project portfolio, learning achievements and competence.

The European Language Portfolio is based on the Common European Framework of Reference for Languages, which was established by the Council of Europe. A lot of European Language Portfolios were developed in many European countries, in many languages and for different age groups, from small children to adults in the 1990s by leading experts with the help of future users. Portfolios allow learners to collect together certificates and good pieces of work to document and inform others about their learning achievements. Learners can also use a portfolios to describe, reflect on and plan their learning process, and to improve their learning strategies [1]. There are many theoretical and practical reasons why portfolios are being used in a range of contexts for a variety of purposes. The use of portfolios for a range of purposes has the potential to make more explicit the important relationship between curriculum, assessment and pedagogy. The use of portfolios for assessment helps provide a structure and processes for documenting and reflecting on teaching and related learning practices, and making them public. To build up the knowledge, awareness and skills which enable young people to interact more freely with fellows of different language and culture is a life - long process. Growing need for transnational portable qualifications in the language field and for fuller record of language learning experiences can be reflected in language portfolio. Language portfolio is modern and effective mechanism of educational management and an effective mechanism of self – management in

language learning. A language portfolio is a document, or an organized collection of documents, in which individual learners can assemble over a period of time, and display in a systematic way, a record of their qualifications, achievements and experiences in language learning together with samples of work they have themselves produced. It enhances the ability of learners to plan, manage and assess their own learning [1]. The aim of this article is to study language portfolio as an effective mechanism of education management. The subject of this article is to study theoretical and methodological principles and approaches to developing and implementing language portfolios. The object of this article is to provide educators and students with guidance on how portfolios have been used for assessment and learning purposes in order to illustrate their potential. In modern practice of teaching foreign languages different types of portfolio are effectively used depending on its target orientation: 1. Language Portfolio is a tool for self-assessment of student's achievement in the process of foreign language learning; 2. There is self assessment language portfolio and level of proficiency in this language; 3. Language learning portfolio is a tool for autonomous language learning. This type of portfolio may also vary depending on the purpose and direction: language portfolio in reading (reading portfolio), language portfolio in listening (listening portfolio), language portfolio in speaking (speaking portfolio), language portfolio in writing (writing portfolio), language portfolio of interrelated types of foreign language activities (integrated skills portfolio); 4. Administrative language portfolio is a tool for educational demonstration of the student's product that is the result of learning a foreign language; 5. Show case, feedback language portfolio is a tool for feedback in teaching a foreign language; 6. Multipurpose or comprehensive language portfolio reflects different objectives in learning a foreign language [3]. Language portfolio may include different functions such as: a) a structural framework giving information and instruction to learners and readers; b) a record of language obtained qualifications; c) a language learning experience which may contain a record of language courses attended in an educational institution; a record of self – directed learning (objectives, methods, materials); a record of self – assessment; a record of literary and other written texts; a record of spoken and audio – visual texts; a record of work produced in a non – native language and a “ language learning diary” – the results of self – observation or reflection on experience [2]. The format available for the presentation of portfolio information is different. It may include a pre - printed booklet. This format strictly limits the given information and its updating. For example, a section for course participation might contain headings like date,

name of institution, level of course, etc. The loose – leaf format is more flexible, since a learner all the material he or she thinks to be significant. The outdated information can be removed. Page size may be different from standard to a pocket. The needs and nature of portfolio change with the age of a learner. It influences the education systems. What suits one may be inappropriate for another [2]. The most suitable for general purposes portfolio structure contains:

1. an overview of the learner’s linguistic experience. This overview may be renewed from time to time.
2. a language biography or experience, both formal and informal, with respect to the language and associated culture.
3. A dossier contains material relating to the learning process, such as the learner’s self – setting of objectives, “diary”, which reflects learning experience, examples of work done, etc. Among the samples of a dossier key elements there might be: log of the class – work; log of the personal work; records of the formative evaluation during the class – work; records of self – evaluation; records of learning activities; socio – cultural activities; project work; etc [1].

When a class uses portfolio assessment, students are told at the beginning of the semester what kinds of things to collect in their portfolio and what to expect for evaluation of the portfolio. Some teachers sometimes require students to fill out a learning contract to specify the details of their inquiry, and portfolios almost always contain some form of reflection assignment. The teachers develop a set of portfolio objectives and decide what the outcomes will need to be. This includes the projects, the end-products, strategies students will work with, skills gleaned and the overall experiences that students will have. To cover various educational technology applications the educator may develop more than one setting plan. Most portfolio projects require group work and lots of peer-to-peer interaction. They reveal high creative and cognitive activity. This is a new role for students. Hereby the motivation raises and students feel members of learning process, whose interests are not indifferent both to a teacher and group mates [3].

Forms of work with different kinds of language portfolio in teaching foreign languages may be different depending on the goal. The end – product portfolios are used for end-of term evaluation with students choosing to showcase the best versions of the work samples required. After a class is finished, these can be used to show future employers the students' specific capabilities and experiences in the subject, a feature which is particularly appealing to professional schools (e.g., business, journalism, architecture and education) [3].

Process portfolio or project portfolio is a document which demonstrates a student’s growth across the term, and is often required to be turned in to the teacher several times during a term,

with the teacher reviewing the updated contents and returning them to the student. The process portfolio can become a place where a teacher has a private, written "conversation" with a student about their work and its progress, which can be a satisfying experience for both teachers and students. It summarizes student's outcomes, includes the best completed works determined through a combination of students' and teachers' selection. It includes analyses and reflections by the students [3]. The Ukrainian language portfolio reflects the relationship between the Ukrainian and all requirements at the language level, which is the starting point of creating the united education system. Today there are many types of portfolio which are described in the Ukrainian methodological literature. The most common are: a) "folder achievements", which represents student's educational progress in mastering a school subject, in educational activities in general; b) problem research language portfolio, which is a collection of materials related to the preparation and writing by students essays, reports, research papers and so on. These materials are systematized by category (a work plan on the abstract, quotations, aphorisms, survey results, etc.); c) contextual language portfolio, that is created in the process of studying a large part, a course, a topic. The main thing in this portfolio is a student's self - assessment as reflection, reasoning, justification. As for the student's portfolio depending on the purpose, some authors identify two types: property-portfolio (prepared for itself) and report portfolio (prepared for teachers) [2]. The main assessment criterion of the language proficiency portfolio in Ukraine is testing which helps to reveal all drawbacks of foreign language learning and prevent students' absence from classes. Testing is administered according to modules. The term "module" means functional unit. The essence of modular learning is in self – developing of students' skills in educational and cognitive activity. Modular learning provides efficient structuring of educational content that may be created by means of educational portfolio. Educational portfolio raises personal, self – development and proficiency level of students' educational activity. Students develop not only the language skills, but the communication and self - assessment skills. They may evaluate their progress from year to year by means of evaluation card, competition results and their achievements' card and Certificates Diplomas [2]. Having based on the European Language Portfolio Ukrainian methodologists divide knowledge of those who learn foreign languages into six levels, according to which students are capable to write, to listen, to speak and to read. These levels are: A – basic user, B - independent user and C – proficient user. Level A includes A1- breakthrough and A2 – Waystage. Level B – includes B1 – thresholds;

B2 – vantage and level C includes C1 – effectiveness and C2 – mastery [1]. In conclusion it may be said that the maintenance and further development of a free, interactive, pluralistic, participatory democratic society depends on the education of young people. Portfolio is a good mechanism of education management, which reports of language competences in a transparent manner, contributes to mobility of Ukrainian students for educational and other purposes.

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