

39 Secondary Comprehensive School Sofia



- Implementation of Foreign Language Portfolio

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PILOT SCHOOL INFORMATION

- **39 SOU “P.Dinekov” Sofia was founded in 1976.**
- **The School meets the public interest and provides for each student knowledge adequate to their abilities and interests ensuring developing of students’ personality and their successful integrity in society in view of the CEFR.**



Foreign Language Portfolio

MOTTO:

“ If money is your hope for independence,
you will never have it. The only security
that a man will have in this world is

a reserve of knowledge,

experience

and ability.”

Foreign Language Portfolio

- **TARGET GROUP: ELEVENTH GRADERS**
- **LEVEL: INTERMEDIATE(B1) AND UPPERINTERMEDIATE(B2)**
- **AIM: Introducing the foreign language portfolio (FLP)
 Developing writing skills in view of cefr**
- **SCHEDULE:**

**JANUARY: Introducing the portfolio and its three parts;
 2010 Getting students acquainted with the general ideas for using
 the portfolio emphasizing the principles of:**

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Foreign Language Portfolio

PRINCIPLES

- The portfolio is students' own property to be developed all their lives;
- Self- assessment;
- Follow-up of their progress;
- Taking responsibility for their learning;
- Using the portfolio for future job interviews.

- **Students think what they are doing and why**
 - **Students plan their learning:**

They set their own targets and identify the means to achieve them

SCHEDULE

- *FEBRUARY 2010:*
- Students filled in selected pages of the original portfolio, mainly the part concerning their short-term goals and ideas for achieving them
- *MARCH 2010:*
- All the students had their portfolios, complete with the three parts, and filled them in at home.

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SCHEDULE

- APRIL 2010

Students reached a decision to concentrate on their writing skills progress in view of the school curriculum and to monitor more precisely their growth in their writing abilities in view of the cef criteria

- MAY 2010

Students reviewed and compared all their written productions throughout the school year which included writing :

- A FILM REVIEW;
- A COVERING LETTER;
- A CV;
- FORMAL AND INFORMAL LETTERS;
- A SURVEY REPORT;
- FOR AND AGAINST ESSAYS;
- NARRATIVES;
- DESCRIPTIVES.

- **N.B.**

All these written productions students either had for homework or for current tests and were duly corrected, assessed and kept by their english teacher

- Students reflected upon the writing criteria of the cef for level b₂ and level c₁ respectively (see part one – language passport – of the flp)
- *JUNE 2010*
- Students compared their results to their expectations formulated by themselves as their own goals four months ago - in february 2010.
- Students registered discrepancies between the expected and the accomplished results and tried to identify the reasons that caused these discrepancies.

SCHEDULE

CONCLUSIONS

- The analysis and the interpretation of the data collected from the students' portfolios and teacher's field notes, classroom observation and journal, are reliable and valid only for this group of students.
- *So the conclusions refer to this particular group of students only.*

CONCLUSIONS

- Students spotted some major weak points in their writing skills especially in the use of:
 - Adverbs in writing;
 - Linking words and expressions;
 - Combining sentences etc.
- *Thus teacher was given essential prompts as to what should be done to help students get over these problematic areas.*

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CONCLUSIONS

- Students found the writing criteria in the c e f too general and not much helpful for assessing their writing skills for a particular level, so they accepted the more detailed criteria suggested by their teacher following the advice of associate professor elga naumova, namely:
 - Impact on the target reader;
 - Completion of the task;
 - Range of vocabulary and grammar;
 - Accuracy of vocabulary and grammar;
 - Appropriacy (register, layout etc)

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CONCLUSIONS

- Students agreed that portfolios are not just folders of their work completed during a given period of time.
- They saw in practice how their entries in their portfolios can help them see the overall picture of their achievements more clearly and set up their future goals and ways of accomplishing them more effectively.

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CONCLUSIONS

- Teachers have to develop their own questionnaires to meet the specific needs of their own students for assessing their writing abilities, so that their students can become more confident writers and develop their self assessment skills more successfully.

Written and processed by:

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