

LANGUAGE PORTFOLIO AS THE MEANS OF AUTHENTIC SPECIFIC MATERIALS FOR PROFESSIONAL COMMUNICATION

The English for Specific Purposes Curriculum provides teachers with instruments to develop meaning descriptors which will serve as reliable criteria for learner self-assessment. The European Language Portfolio may serve as a model for language portfolio developers. It is a collection of tools for recording on the learner's language learning and intercultural experience. It also provides grids for self-assessment of language achievements and the setting of personal learning goals.

Compilation of the Portfolio

Each learner will create a portfolio of authentic documents on specific topics that can be used for teaching English as a foreign language.

1. Find materials in the resource centre (library), or on the Internet.

2. Organize the material in a binder.

3. Content:

- Table of contents listing the documents and the possible Levels of English Language Proficiency for Specialisms.

- Authentic Texts: 2 samples, Basic User - A-Breakthrough

A2 – Waystage

3 samples, Independent User - B1 – Threshold,

B2 – Vantage

2 samples, Proficient User - C1 – Effective Operational Proficiency.

C2 - Mastery

- Audicassettes: 2 samples, identify the level (s)

- Video cassettes: 2 samples, identify the level (s)

- Websites

- Miscellaneous: photos, forms, etc.

Evaluation of the Portfolio

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Authentic Texts:	5
Audio/Video Cassettes:	2
Websites:	1
Miscellaneous:	1
Total:	10 points

Developing Activities Using Authentic Material

1. Select 3 items from the portfolio.
2. Decide on the appropriate ESP level for the use of each item.
3. Conceptualize at least one communicative activity for each item.
4. Ensure that the requirements as a communicative activity are fulfilled, i.e. the activity should be interactive, purposeful, meaningful, related to real life. Also remember that this activity should be of a specific nature.
5. Write a rationale and instructions on how to teach with the chosen items. Accompanying this account should be the 3 items from the portfolio plus any extra material required for the activities. This written assignment will be worth 15 points on the final report.
6. Prepare to present (not teach) the activities for 1 of the 3 items to your classmates.
7. Incorporate and teach at least one of the activities in your demonstration specific lessons.

Evaluation

Compilation of the portfolio	10 points.
Development of material from the portfolio	15 points.
Total score	25 points.

Teaching of Specific Topics

Task: In order to apply the language skills for professional needs, you will teach two lessons: one from a general source such as General English Portfolio and one from authentic source(s). The emphasis is on specific content and your use of the

Communicative Approach in teaching it. You may use other material and training aids to support your lesson. In one of the lessons, you should use material developed from your portfolio.

The pedagogic function of the ELP is to make the language learning process more transparent to students, to help them develop their capacity for reflection and self-assessment, and thus to enable them gradually to assume more responsibility for their own learning. The ELP enhances 'learning to learn' and promotes the development of thinking skills.

In addition to the standard components of the General Language Portfolio, ESP teachers need to develop the ESP-specific component which should comprise a grid and self-assessment checklists for self – assessment of language skills for professional needs.

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PROFESSIONALLY-ORIENTED COMMUNICATIVE LANGUAGE COMPETENCES IN ENGLISH

The practical aim of ESP is to develop student's general and professionally-oriented communicative language competences in English to allow them to communicate effectively in their academic and professional environments.

The Communicative Approach to language learning emphasises genuine communication between students or between student (s) and teacher, leading up to communication between student (s) and native speaker (s) of the target language.

Therefore, in the classroom there should be a work-related purpose to activities, with a focus on fluency rather than accuracy.

There should be a variety of activities to maintain learner's interest, with pair-work or group-work for learners to carry out tasks such as role-plays, information-gap activities and jigsaw activities.

Listening and reading texts should be of interest to the learners, with plenty of workrelated authentic material.

The Communicative Approach is learner-centred, with emphasis on the learners' needs; the teacher's role is a facilitator or a guide.