

# Lifelong Learning and Assessment of English as a Foreign Language: The case of Second Chance Schools in Greece

Lazou Evangelia

PhD Candidate , University of Alicante

## Introduction

The current presentation aims to provide information on Second Chance Schools (SCSs) which have been operating since 2000 abiding by the European Policy for promoting adult education, literacy and inclusion in the context of Lifelong Learning. These institutions focus on the holistic approach of learning and promote alternative assessment through portfolios.

## Students' Profile

Second Chance Schools cater for students over the age of 18 years old who wish to obtain a Middle High School degree in 2 years. The students come from diverse cultural, economic and social backgrounds, with mixed ability dynamics and highly differentiated needs.

## Aim of SCSs

The purpose of these institutions is to provide essential academic knowledge and improve students' hard and soft skills in order to be more qualified in the working environment and claim better conditions.

Courses in SCSs are designed to promote literacy in language and science fields, digital literacy, environmental and cultural awareness, alongside with the development of social skills. The material used is designed by the educators in order to be adjustable and corresponding to the needs of all the individuals who attend the classes. Education is perceived as a whole and the students become more autonomous in their learning.

## Assessment

Since educators do not use traditional textbooks, assessment as well cannot be quantitative. Emphasis is placed on holistic approaches, task-based projects and learning by doing. Students organise their performance folder (portfolio) based on what they have implemented, their individual works and personal growth.

## English Language

English language can be a challenge for students in SCSs due to their backgrounds, prior experience and knowledge. Our study will focus on the use of digital tools in order to improve English language literacy and the creation of an e-portfolio to monitor and record the students' work and development.

## Bibliography

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