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ELP in whole-school use

Case study – Lithuania

Nida Burneikaité

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Summary
- 10 schools and 11 teachers in primary schools around Lithuania (project coordinated by Nida Burneikaité under the auspices of the Primary English Special Interest Group [PESIG] of the Lithuanian Association of Teachers of English as a Foreign Language [LAKMA])
- About 90% of pupils have Lithuanian as their home language; other home languages include Polish and Russian, and especially in the Vilnius region many pupils are plurilingual
- ELP model used: there is no validated Lithuanian model for this age group; the project designed and piloted various portfolio tasks for primary learners
- Scope of the project: 11 teachers (in 10 schools), one language (English), 250 pupils

This project originally hoped to develop and pilot a version of the ELP for use in Lithuanian primary schools, involving teachers of English, German and French. When lack of funding made this impossible, the Lithuanian Association of Teachers of English (LAKMA) agreed to support the project in developing and piloting ELP-related approaches to the teaching of English at primary level. Project events were supported by Vilnius Pedagogical University. The project had three principal pedagogical aims: to foster the development of learner autonomy, to make learners aware of their plurilingual repertoires, and to explore the intercultural dimension of language learning. By the end of the reporting period the project had produced and piloted a range of portfolio activities for Grades 2–4, some hints for teachers, and an inventory of 'I can' descriptors. Project meetings allowed participating teachers to share their experience and discuss some of the practical questions posed by portfolio learning.

Summary of actions (October 2008 – June 2010)

Stage One (November 2008 – February 2009). Negotiations with officials of the Lithuanian Ministry of Education regarding the implementation of ELP in primary schools
Originally, funding was supposed to be allocated for the design and implementation of a primary ELP as part of the National Programme for Early Language Learning. However and unfortunately, due to severe budget cuts, no funding was made available. I decided nevertheless to carry on with portfolio work within the framework of the Lithuanian Association of Teachers of English as a Foreign Language (**LAKMA**) and involve members of the Primary English Special Interest Group (**PESIG**) in the ELP-WSU project. Originally, my intention was to involve teachers of English, German and French, which are the three foreign languages taught at primary level in Lithuania. However, having decided to work within the framework of LAKMA, I had to reduce my target group to English teachers only.

Stage Two (March 2009 – June 2009). Introducing the idea of the project to primary English teachers
I informed LAKMA members about the future project and – through various INSETT events and personal contacts – invited more primary teachers to join LAKMA PESIG and the project. Since there is no validated primary ELP in Lithuania, I have called the project 'Primary Language Portfolio (**PLP**) Project'.

Stage Three (October 2009 – June 2010). Work of the PLP Project within the framework of LAKMA PESIG (http://www.lakma.vpu.lt/en/sigs0/pe_sig/)
The project activities started with (a) introductory seminars covering general issues in assessment with a particular focus on self-assessment, and (b) practical workshops at which teachers studied ELP samples, analysed various portfolio activities, discussed the principles of a portfolio approach, and attempted to design their own portfolio tasks. These were followed by (c) regular meetings where project group members reported on portfolio work with their learners and evaluated the effectiveness of portfolio activities in the classroom. We also used (d) e-mail communication to share portfolio materials and give/get further guidance. At the end of the project the teachers produced a written report on the PLP project. As the coordinator, I also collected feedback from project participants, which I intend to use for project dissemination and also to improve further portfolio work. We started off as a group of 20 teachers and finished the first year of the project as a group of 11. Vilnius pedagogical University supported the project and hosted its events.

Stage Four (planned for September 2010 – June 2011). Involving more teachers in using portfolio methodology at primary level
The teachers who for various reasons dropped out of the project would like resume PLP work with another project group which, hopefully, will be formed in September 2010. Those who completed the project are going to continue portfolio work with their pupils and also share their PLP project experience with colleagues in their school, town or local area as part of their continuous professional development.

Description of context

Country/region/area
Lithuania. We are 12 members of the Lithuanian Association of Teachers of English as a Foreign Language (**LAKMA**) Primary English special interest group (**PESIG**). The project group started off with 20 teachers (representing 17 schools) and finished the first year of the project as a group of 11 teachers (representing 10 schools). The teachers come from different towns in Lithuania (see Appendix 1). Our project is supported by Vilnius Pedagogical University, which is also our venue for seminars, workshops and meetings.

School type, age range of students
The teachers involved in the project are all working with grades 2–4 of primary school, 8–11 year-olds. The schools are either (a) independent primary schools or (b) primary level grades of basic or secondary schools or (c) primary level groups of an informal education centre.

Sociolinguistic profile of students
The students involved in the project are mother tongue speakers of Lithuanian (about 90 per cent), Polish and Russian. Many students from schools in the Vilnius region are plurilingual and have various degrees of competence in Lithuanian, Polish and Russian (the languages commonly used in the region).

Languages taught in the school
English is taught as a foreign language at all project schools. Lithuanian as the state/second language is taught at Kyviškių basic school, which is a Polish ethnic minority school.

ELP model used
There is no validated ELP for primary level in Lithuania. The project activities included designing and trying out various portfolio tasks for primary learners.

Number of languages, teachers and students involved in the project
English as a foreign language; 11 teachers; 250 pupils.

Principal motivation for the project
Most project members have said they were interested in the concept of the ELP and assessment issues in general. My own primary interest, and therefore the main focus in this project, is the process of designing portfolio activities and creating one's own portfolio as part of the process of language education. I tend to believe in the voluntary, bottom-up and creative approach towards the implementation of what I call 'ELP philosophy'. I also see portfolio work as a powerful tool for teacher professional development.

Principal aims of the project
In terms of the overall project impact, we agreed that our aim was to (a) develop our professional competence and improve the quality of teaching by applying new effective methods which should (b) enhance student responsibility, independence and increase their intercultural awareness. It is hard, however, at this point to say whether these overall aims have been achieved. In terms of specific project outcomes, initially we defined two major aims: (1) to produce guidelines for developing language portfolios as part of the process of language education at primary level, including detailed syllabus specifications, a bank of 'can do' statements, structure and vocabulary lists etc. and (2) to produce samples of language portfolios for primary grades. We managed to achieve the first aim only partially by creating a list of 'tips for teachers' and a 'menu' of can-do statements for the four language skills (see Appendix 2); and we have fully achieved the second aim by producing a range of portfolio activities for grades 2–4 (see Section 3).

Status of the project in the schools
All project group members received permission from their school management to take part in the project. Teacher Jevgenija's school management decided to introduce (as of September 2010) a portfolio approach in the whole school as a tool of student self-evaluation.

Where did the initiative for the project come from?
The teachers got involved in the project as members of LAKMA Primary English special interest group.

Teachers' previous experience of using the ELP
Most teachers had heard of the ELP but never used or seen it. A few teachers were familiar with self-assessment activities included in EFL course books for young learners. One teacher (Vaida) was using portfolio elements in cooperation with a primary class teacher who used a portfolio for all subjects.

Organizational arrangements

How is the project coordinated and by whom?
The project seminars, workshops, meetings and e-mail discussions were coordinated by myself as coordinator of LAKMA PESIG. Our internet website is hosted by LAKMA and managed by its President dr. Eglė Petronienė (see http://www.lakma.vpu.lt/en/sigs0/pe_sig/).

Were there any incentives to encourage teachers to participate in the project?
The project was free of charge to LAKMA members. The annual membership fee (25 LT, equivalent to about €7) was used to cover the cost of materials and coffee/snacks at the project events. As an extra incentive, LAKMA offered small gifts to the project group – teaching materials, methodology books, posters, pens, bags, USB memory sticks etc. An important incentive was the fact that the Lithuanian LAKMA PLP Project is part of ELP-WSU. Most project teachers and school management consider this an indicator of quality. Vilnius Pedagogical University, which supported the project, is also highly regarded by teachers.

How often do teachers meet? What do they discuss? How do they share experience and materials?
The project work started with a couple of introductory seminars followed by workshops, and continued with regular monthly/bi–monthly meetings supplemented by e-mail communication in between. We first covered general issues in assessment with a particular focus on self-assessment, then we analysed a number of validated ELPs, discussed the key principles of portfolio methodology and tried to design our own portfolio activities. At the meetings the teachers first reported on the portfolio work they had done with their learners and evaluated the effectiveness of various activities; then we generated ideas for follow-up work and drafted worksheets for further activities.

Do teachers share a common approach to language teaching?
At the beginning of the project one could feel that different teachers had slightly different understandings of assessment and the role of portfolios in the educational process. In the course of the project the teachers developed a deeper and more accurate understanding of portfolio methodology and became a more coherent group in this respect. This confirmed my intuition that learning to use portfolio methodology can be an effective vehicle of teachers' professional development.

What accompanying material has been used?
We used (1) the national curriculum guidelines for foreign languages at primary level; (2) examples of validated ELPs for primary/young learners (British, French, German, Latvian, Norwegian, Polish, Spanish) and guides for teachers; (3) hand-outs and worksheets produced by myself on the basis of the ELP-related materials/publications by the Council of Europe and ECML; (4) materials shared by the ELP-WSU networking group; (5) published EFL teaching materials recommended by PLP Project participants (e.g., Aušra, Eglė, Vera) relevant for developing portfolio tasks.

Are students given their ELP free of charge?
Students are given portfolio worksheets by their teachers. They buy their own files/folders in which they put all their portfolio materials.

Pedagogical exploitation of the ELP

Fostering the development of learner autonomy:
(a) Each project group member designed a task intended to help learners become aware of the many different ways of learning languages and reflect on their own learning experience. Learners were asked whether or how often they used English in various real-life situations outside the classroom and also encouraged to try out new ways of learning.

(b) We also agreed that the tasks intended for self-assessment should include statements/questions which would help pupils not only to identify their strengths ('I can…') but also their weaknesses and to set their own learning targets ('What do I need to improve? Why? How can I get better at it?'). Teacher Birutė emphasized that such tasks are particularly useful for training learners in reflection and self-analysis.

(c) A few teachers included statements which focus on specific strategies for specific skills ('When I read, I also look at the pictures'); (d) A couple of teachers have added statements which focus on the use of a dictionary ('When I write, I check spelling in the dictionary). See Appendix 3.

Making learners aware of their developing plurilingual repertoires and exploring the intercultural dimension of language learning
We felt that at primary level these two aspects are closely interrelated and therefore designed tasks which combined both plurilingualism and intercultural awareness. Working as a group, we produced a list of possible ideas/topics (a kind of menu) which could be exploited in activities intended to raise the learners' awareness of linguistic and cultural issues. The list includes statements such as 'Languages in my family/country'; 'The words I know in other languages'; 'The countries I have visited'; 'My favourite athlete is … S/he speaks …'; 'Countries, capitals, languages, flags'; 'Films, stories, songs' etc. The teachers can draw upon this list of ideas/topics in designing specific activities for their target learners. The same idea/topic can be used in Grades 2 and 4, but the format, the scope and the language of the task may be different. See Appendix 4.

Informing/involving the parents
The project group decided that parents should first of all be informed about portfolio methodology as a way of assessing their children's progress and achievements and also as a way of building learner confidence, independence, responsibility, intercultural awareness etc. We also agreed that parents could be involved in portfolio activities. For example, they could help their children with (a) certain linguistic/intercultural assignments, such as 'The languages of my family/relatives' or 'The countries my family have visited'. Such tasks would be a good way of helping children to get to know their family/relatives. Parents could also help their children with (b) can-do checklists at the end of a teaching period. This would allow them to see what progress their child has made and what targets they have achieved. One should be prepared, however, not to expect a positive response from all parents, as some may not be willing to try new ways of communicating and collaborating. Teacher Vaida told the group about her experience with her pupils' parents: she asked them to have a look at their child's portfolio work (which is kept in the classroom) and write some feedback to their child. Some parents, sadly, found this task too demanding and unnecessary. See Appendix 5.

Cooperation with the primary class teacher
This aspect is particularly important in a situation where English is taught by a teacher–specialist and not by the primary class teacher. Teacher Virginija reported that the primary class teacher helped her with the task on intercultural awareness. A few teachers noted that the class teacher was also an important link with the parents, so she needed to be well aware of portfolio work to be able to answer parents' questions. Many teachers said that in future they would involve the primary class teacher in portfolio work as many activities are examples of integrated learning and therefore could be done in

other subject lessons in the pupils' mother tongue. Cooperation with the class teacher is essential if she uses a portfolio approach for all subjects, in which case the Language Portfolio can be treated as one segment of the Primary Portfolio.

Practicalities of using PLP
The practical problems we discussed at our meetings included questions such as 'How often should we do portfolio activities?', 'In class or at home?', 'Where should portfolios be kept?', 'Can pupils work in pairs/groups?', 'What should be put in the dossier?', 'Should students have a separate Language Portfolio or should they include language portfolio materials in their general Primary Portfolio?' etc. These practical issues can be quite important for a beginner teacher with no experience of using portfolio methodology.

Evaluation of whole-school ELP use

What use will be made of evaluation?
Two types of evaluation were carried out:

(A) Evaluation of the project carried out by myself in order (1) to prepare for the dissemination of the project and (2) to improve the organization of similar PLP projects in the future.

(B) Evaluation of the project conducted by the teachers in order (1) to improve their teaching/evaluation practice, which in turn should lead to better learning outcomes, and (2) to promote the idea of portfolio learning and assessment in their schools, towns or local areas.

What kinds of data have been collected?
I obtained feedback from the teachers by asking them to complete two questionnaires (see Appendix 6) and a final report. To get feedback from the pupils, the teachers mainly used observation and informal conversations. Some teachers (e.g., Rasa) asked pupils to write their opinions about portfolio tasks on the reverse of the worksheet. Some teachers had informal conversations with parents at parents' meetings or individually. The following illustrative data were also collected to record and report PLP Project work: examples of teachers' work – sample portfolio tasks (see Appendix 7); examples of students' work – completed portfolio tasks (see Appendix 8); photographs of the project group members and of the students doing portfolio tasks, available at www.lakma.vpu.lt/en/sigs0/pe_sig/primary_language_portfolio_plp_project/photos/.

What are the focuses of evaluation? What are appropriate indicators of impact?

Impact on the teachers
The teachers reported as follows: the project increased their confidence in setting targets; they were now putting more emphasis on skills and functions (what pupils can do) rather than on structures; they had a better understanding of the national curriculum; they saw how student self-assessment complements teacher assessment; they could design better teaching and assessment tasks; they involved students in discussing learning goals and learning strategies; they had got to know their students better, e.g., their preferred ways of learning; they had gained a lot from working with their colleagues; the project had been a positive new experience despite the fact that it involved extra time and effort. However, the teachers still had a lot of questions: How objective can learners be in self-assessment? What role should a portfolio play in the system of assessment at primary level? How often should portfolio tasks be done? What is the 'ideal' scope of the task for Grade 2 and Grade 4? Where should portfolios be kept? etc.

Impact on the students
All students said that they enjoyed portfolio activities, which could also be deduced from their smiling faces and their body language. Some particularly liked tasks on intercultural awareness; some were

surprised to see that there were so many ways of learning languages and said they were going to try them all; self-assessment made them proud of themselves and they showed their skills sheets to their friends and family. Teacher Vilma's students saw portfolio tasks as a nice change from the usual work with a course book. Students of lower ability needed more help from the teacher, but were happy to complete the tasks.

Impact on the parents: Parents were generally positive about the project; some, however, had certain reservations about the necessity of extra work. Most parents said that the portfolio helped them to see the progress their children were making and concentrate not on mistakes (something they usually saw in tests) but on the success evidenced in the dossier. Some said they were glad that their children enjoyed doing challenging and unusual tasks. Some parents, however, refused to cooperate with the teacher in portfolio work. Teacher Vaida's initiative to have parents write comments on their children's work was met with reluctance on the part of some parents. Some parents also refused to give permission to take photos of their children and put them on the project website.

How frequently should data be collected? How should the data be presented and analysed?
(A) The data for the evaluation of the project should be collected continuously in order to be able to respond immediately to the needs of the project participants.

(B) The data for the evaluation of the effectiveness of portfolio methodology in schools could be collected two/three times per year, at the end of the semester/trimester. The project group suggested that reports/talks on portfolio methodology should first of all be given to other English teachers, primary class teachers and students' parents in order to promote the idea of portfolio use. A few teachers were going to report on their experience at local, regional or national teacher professional development events. Teacher Daiva and teacher Rasita wrote a short article about the project for their school website (www.mindaugas.vilnius.lm.lt).

Follow-up
The PLP project group discussed ways of continuing portfolio activities in 2010–2011. The teachers who for various reasons had dropped out of the project indicated that they would like to resume PLP work with another group which, hopefully, will be formed in September 2010. Those who had completed the first year of the project were thinking of working along two lines: (1) refining portfolio tasks they had designed and creating further tasks in order to produce a complete portfolio of their own; (2) involving other English teachers and primary class teachers in portfolio work in order to develop a more coherent approach to evaluation at their schools.

Acknowledgements

Appendix 1: PLP Project participants and schools

No	Teacher's Name	School
1.	Eglė Čepulienė	Naujamiesčio secondary school, Panevėžys region
2.	Vilma Gudeikaitė	Alionių basic school, Širvintos region
3.	Jevgenija Ivleva	Kyviškių basic school, Vilnius region
4.	Rasa Jakutavičiūtė-Ricciardi	Sietuvos secondary school, Vilnius
5.	Virginija Karanauskienė	Šeduvos gymnazium, Radviliškis region
6.	Vaida Kuncevičienė	Genio primary school, Vilnius
7.	Aušra Matienė	Ringaudų basic school, Kaunas region
8.	Vera Matulionienė	A.Vienuolio basic school, Vilnius
9.	Birutė Pernaravičiūtė	Lithuanian Children and Youth Centre, Vilnius
10.	Daiva Riškienė	Mindaugo secondary school, Vilnius
11.	Rasita Vekeriotienė	Mindaugo secondary school, Vilnius

Appendix 2: List of 'Can do' statements for speaking, Grade 2

	I can speak English. I can...
LANGUAGE FUNCTIONS	answer my teacher's questions
	answer my friend's questions
	ask my teacher a question
	ask my friend a question
	say what I like and dislike
	be polite (say please, thank you, sorry)
	say hello and good-bye
	say my name and age and where I live
	ask people to repeat if I need it
ABSTRACT NOTIONS	say what I can see around
	say where things are
	count 1-20
	name the days of the week
	name the colours
	name the size
	say what I can see around
	say where things are
ACTIVITIES	Play a game
	Sing a song
	Say a poem / rhyme
	Act out a role-play

Appendix 3: Fostering learner autonomy – examples of activities

Example 1 (adapted from teacher Vera)

Why I'm learning English

Circle Yes or No

I'm learning English because...

It will help me with my future studies.

Yes

No

My parents think it's important.

Yes

No

I want to play computer games in English.

Yes

No

It's fun.

Yes

No

I want to use the internet in English.

Yes

No

I have friends who speak English

Yes

No

I want to understand DVDs in English

Yes

No

Example 2 (adapted from teacher Jevgenija)

HOW I LEARN LANGUAGES / KAIP AŠ MOKAUSI KALBŲ

	never niekada ♥	sometimes kartais ♥	often dažnai ♥
Žiūriu TV laidas užsienio kalba	♡	♡	♡
Bendrauju su draugu užsienyje	♡	♡	♡
Skaitau knygas užsienio kalba	♡	♡	♡
Žaidžiu internetinius žaidimus	♡	♡	♡
Bendrauju su tėvais užsienio kalba	♡	♡	♡
Keliauju į užsienio šalis	♡	♡	♡
Klausau dainų	♡	♡	♡
Dainuoju dainas	♡	♡	♡
Taip pat _____	♡	♡	♡

Example 3 (adapted from teacher Virginija)

I can do better when I… / Man sekasi geriau, kai aš…

Man sekasi klausyti/suprasti, kai:

Aš klausausi atidžiai

Aš klausiu, jei ko nors nesuprantu

Aš atidžiai įsižiūriu į paveikslėlius

Aš stengiuosi atspėti, ką reiškia žodžiai

Aš ....

Man sekasi kalbėtis, kai:

Aš klausausi, ką kalba mano partneris

Aš rodau paveikslėlį arba daiktą, apie kurį kalbu

Aš naudoju mimiką ir gestus

Aš nebijau kalbėti

Aš ....

Man sekasi skaityti, kai:

Aš atidžiai įsižiūriu į paveikslėlius

Aš stengiuosi atspėti, ką reiškia žodžiai

Aš naudojuosi žodynėliu

Aš stengiuosi aiškiai skaityti garsiai

Aš ....

Man sekasi rašyti, kai:

Aš pasitikslinu žodžių rašybą vadovėlyje/žodynėlyje

Aš tiksliai perrašau žodžius ir sakinius

Aš atidžiai įsižiūriu į pavyzdį

Aš garsiai perskaitau, ką parašiau

Aš ....

Example 4 (adapted from teacher Aušra)

	TOPIC	I can understand when the teacher says the new words	I can say short sentences using the new words	I can read words on this topic	I can write words on this topic	I have used my dictionary to work on this topic	I have put my work into my dossier on this topic
<table><tr><td colspan="8" align="center">WORKING WITH WORDS</td></tr></table>

	TOPIC	I can understand when the teacher says the new words	I can say short sentences using the new words	I can read words on this topic	I can write words on this topic	I have used my dictionary to work on this topic	I have put my work into my dossier on this topic
1.	About me, my family and friends						
2.	My room / house / flat						
3.	My classroom / school						
4.	My day / timetable						
5.	Toys and games						
6.	Transport and travel						
7.	Food and eating						
8.	Weather and seasons						

9.	Animals and plants			14			
10.	Other topics						
11.							

To show how well you can do these things, use your favourite symbols:

(a) draw a smiley (b) colour part or the whole of the box (c) use different colours etc.

Appendix 4: Linguistic and cultural awareness – examples of activities

Example 1 (adapted from teacher Vilma)

I am learning …

My mother tongue is…

My neighbours speak…

I can say 'hello' in…

My intercultural experience

I would like to visit ...

Eurovision will take place in ...

I can draw the flags of ...

Example 2 (adapted from teacher Eglė)

THE LANGUAGES I KNOW:

KALBOS, KURIAS AŠ ŽINAU:

A B C D E F

Bulgarian

....

G H I J K

....

L M N O P

Norwegian

....

Q R S T U

....

V W X Y Z

....

Example 3 (adapted from teachers Daiva and Rasita)

Mano tarpkultūrinė patirtis

My intercultural experience

Kalbos / Languages:

Belarusian   English   Estonian   Finnish   French   Latvian   German   Lithuanian   Polish   Russian   Swedish   Ukrainian   other

1. Mano gimtoji kalba / My mother tongue _____

2. Kalbos, kurias vartoja mano šeima / Languages used in my family

Tėvai (parents) _____

Seneliai (grandparents) _____

Kiti giminaičiai (other relatives) _____

3. Kita kalba, kurią vartoju / Another language I use _____

4. Kokias kalbas žinau / Languages I know

_____
_____

5. Šalys, kuriose lankiausi / Countries I have visited

_____
_____

6. Kur norėčiau pabuvoti / Places I would like to visit

_____
_____

Countries:

Belarus   Brazil   Bulgaria   Canada   China   Cyprus   Egypt   England   Estonia   Finland   France   Germany   Greece   Israel   Latvia   Malta   Mexico   Poland   Italy   Spain   Sweden   Thailand   Turkey   Ukraine others

Appendix 5: Examples of parents' feedback (from teacher Vaida)
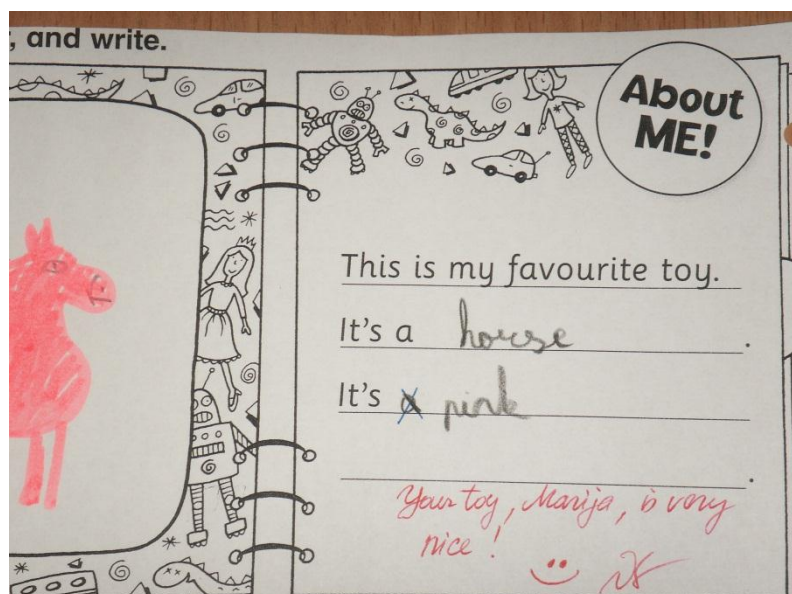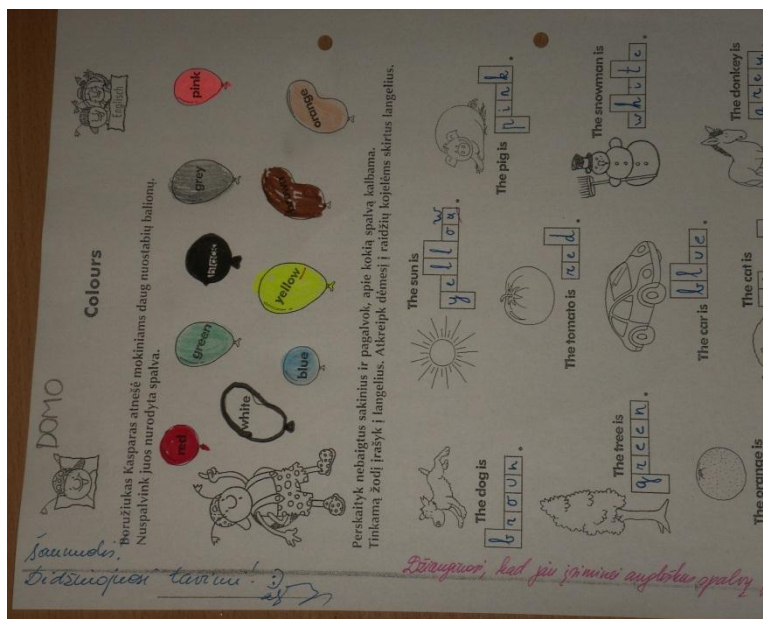
Appendix 6: Questionnaires for project teachers

INTERIM FEEDBACK FORM

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1. *In general, how do you feel about the portfolio work you have done so far?*
2. *What are you particularly happy about?*
3. *What would you do differently? Why?*
4. *What questions would you like to ask about the use of portfolio?*
5. *How did your learners feel about doing portfolio activities?*
6. *What support did they need?*
7. *What are you going to do next month?*

FINAL FEEDBACK FORM

PLP PROJECT / PKP PROJEKTAS

FINAL FEEDBACK / REFLEKSIJOS ANKETA

1. *What did you find useful, interesting etc. about the project?*
   Kas Jums projekte buvo naudinga, įdomu etc.?

2. *What did your students like about the project?*
   Kas patiko Jūsų mokiniams?

3. *What was too hard / challenging etc? What information / support was insufficient?*
   Kas buvo sunku, problematiška etc? Kokios informacijos, pagalbos, medžiagos trūko?

4. *How would you evaluate your own effort and progress in applying portfolio methodology?*
   Kaip vertinate savo pastangas ir pažangą taikant portfolio metodą?

5. *Are you going to use portfolio mathodology next year? Why? Why not?*
   Ar ketinate taikyti portfolio metodiką kitais mokslo metais? Kodėl?

6. *At this point, what questions about portfolio use would you like to ask?*
   Kokie portfolio metodikos aspektai išliko neaiškūs?

7. *Would you recommend a silmilar project to your colleagues. Why? Why not?*
   Ar rekomenduotumėte panašų projektą kolegoms? Kodėl?

Thank you.

Dėkojame.

Appendix 7: Examples of project teachers' work

Example 1 (adapted from teacher Birutė)

MY PROGRESS FROM SEPTEMBER TILL MAY

SELF-EVALUATION

TEACHER EVALUATION

Example 2 (adapted from teacher Rasa)

MY PROGRESS

I CAN DO IT   I SHOULD TRY HARDER

TOPIC: ANIMALS

LISTENING	SPEAKING	READING	WRITING

I can understand when the teacher speaks about animals.

I can say words and sentences about animals.

I can read words and sentences about animals.

I can write names of animals.

I know these words and I can draw these animals:

DATE ....

Appendix 8: Examples of students' work (from teachers Daiva, Rasita and Birutė)