

ERRATUM

Dear Administrative Editor,

I, Hüseyin Efe of Artvin Coruh University, Faculty of Letters and Sciences Artvin, Turkey 0800, am the author of the paper entitled 'Reflective Portfolio Assessment in an EFL Context' published in the Special Issue entitled 'New Perspectives to Develop Society: Lifelong Learning and Leadership' of journal *The Anthropologist*, Volume 24, Issue 1, page 157-163, year 2016 (Edited by Osman Titrek as a Guest Editor). The author has agreed with Dr. Tanju Deveci (Petroleum Institute, Abu Dhabi, UAE) on the following amendments in the paper. I, the author, (Hüseyin Efe) would be glad if you could take the following amendments into consideration.

INTRODUCTION

AMENDMENT 1:

Add (Deveci, 2015). At the end of sentence2

Paragraph One

The famous English saying "You can't teach an old dog new trick" seems to have an equivalent in various languages, and implies that learning becomes increasingly difficult or even impossible as people get older. But, the phrase "from cradle to grave", which is also familiar in many languages, challenges this belief and suggests that learning should not be confined to a particular age (Deveci 2015).

AMENDMENT 2:

Combine the Definitions of Lifelong Learning and Language Learning and Lifelong Learning as in the Following:

Definitions of Lifelong Learning and Language Learning

The belief that learning is a lifelong process is not new: evidence for this could be seen in Plato's Republic. However, Ayhan (as cited in Deveci, 2015) states that this belief did not exist in modern education until the 1920's, when philosophers of education like Dewey, Lindeman and Yeaxle suggested a more systematic approach to learning during a person's life by em-

phasizing the fact that learning is life itself, and therefore it should be seen as an intrinsic part of life. In other words, people keep learning almost in every setting in their life.

Therefore, Iqbal (as cited in Deveci 2015) maintains that lifelong learning (LLL) could be defined as a process of deliberate and unintentional opportunities effecting learning throughout one's life span. Several attempts to show the difference between education and learning and LLL can easily be seen in the LLL definition of the UNESCO Institute of Education:

... education is not a once-for-all experience that is confined to an initial cycle of continuous education commenced in childhood, but a process that should continue throughout life.

Life is already a continuous learning process, but each human being needs specific opportunities for continuing, purposive and sequential learning in order that he or she may keep abreast of technical and social change, may equip himself or herself for changes in his or her own circumstances... (Titmus 1979).

The other definition was made by the OECD Education Ministers in 1996 and they accepted LLL for all as a policy fabric in spite of the fact that many countries have not been able to enable access to learning for their citizens yet. However, this approach inspired many institutions in those countries to expand the definition of learning with an emphasis on learning not on education. This process naturally included all formal and informal settings putting the motivation at the centre. Focusing on increased life expectancies and changes in age structures, the Commission of the European Communities published a White paper on lifelong learning in 1995, setting different goals for member countries with a priority on LLL (Deveci, 2015). For learning a language, learning at least three European languages to a level of proficiency was put as an objective by the White Paper. Within this context, though a program named the SOCRATES program, the production of language teaching materials for young learners was supported by the European Commission. Together with that progress,

UNESCO Institute of Education changed its name as the UNESCO Institute for Lifelong Learning (UIL) in 2006 (UNESCO Institute for Lifelong Learning 2009).

REFERENCES

AMENDMENT3:

Add the following source to the reference
Deveci T 2015. A Comparative Study on the Lifelong Learning Propensities of English Lan-

guage Learners: Nationality, Gender and Length of Study. Learning and Teaching in Higher Education: Gulf Perspectives, 12(1). From <<http://the.zu.ac.ae>>

Delete the following source to the reference
Ayhan (2006) and Iqbal (2009) from the references

Regards,
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