

**University of Latvia
Faculty of Education, Psychology and Art
Department of Education Sciences and Pedagogical Innovation**

**Activities to Facilitate Self-Directed Learning
in Form 10 English Lessons of a
Distance Education Secondary School**

Master Thesis

Author: **Agnese Gromova-Ķūrena**

Student's ID No.: ag06062

Adviser: asoc. prof., Dr. paed Ieva Margeviča-Grīnberga

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**Aktivitātes tālmācības vidusskolas
10. klases angļu valodas stundās
pašvadītas mācīšanās pilnveidošanai**

Maģistra darbs

Autors: Agnese Gromova-Ķūrena

Studenta apliecības Nr.: ag06062

Darba vadītājs: asoc. prof., Dr. paed Ieva Margeviča-Grīnberga

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ABSTRACT

The author of the Thesis has recently become an English teacher of a distance education secondary school. The aim of the research was to apply into practice the activities to facilitate self-directed learning in Form 10 English lessons at a distance education school. The research sample were 49 Form 10 distance education students who had to do self-evaluation and feedback tasks worked in monthly assignments, accordingly qualitative data collection and analysis was performed.

It was understood what self-directed learning skills students have acquired and which challenges still persist. Consequently, further activities to enhance self-directed learning have been intended. The Thesis can be used as a source for ideas by teachers who face online learning challenges and who have to implement the new standard of competency based education.

Keywords: distance education, online learning, blended learning, self-directed learning, critical thinking, self-assessment, students' feedback.

ANOTĀCIJA

Darba autore nesen sāka strādāt par angļu valodas skolotāju tālmācības vidusskolā. Pētījuma mērķis bija pielietot praksē uzdevumus, kas pilnveidotu pašvadītas mācīšanās prasmes tālmācības skolas 10. klases angļu valodas stundās. Pētījuma bāze bija 49 tālmācības skolēni, kuriem bija jāveic ikmēneša uzdevumos iestrādāts pašvērtējums un atgriezeniskā saite, attiecīgi tika veikta kvalitatīva datu vākšana un analīze.

Tika apzināts, kādas pašvadītas mācīšanās prasmes audzēkņi ir apguvuši un kādi izaicinājumi joprojām pastāv. Rezultātā tika ieskicētas turpmāk veicamās aktivitātes pašvadītas mācīšanās sekmēšanai. Pētījuma atziņas var izmantot skolotāji, kuri saskaras ar tiešsaistes mācību izaicinājumiem un kuriem jārealizē jaunais kompetencēs balstītais izglītības standarts.

Atslēgvārdi: tālmācība, mācīšanās tiešsaistē, jaukta tipa mācīšanās, pašvadīta mācīšanās, kritiskā domāšana, pašvērtējums, skolēnu atgriezeniskā saite.

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INTRODUCTION

The second decade of the 21st century must have affected the lives of every inhabitant of the world due to the COVID-19 pandemic. The impact on all spheres of the national economy has become inevitable by causing challenging changes in them; and the education system is not an exception. Educators, students and their parents worldwide are frustrated and confused of how to adapt to the prevailing conditions.

To better illustrate the previously mentioned, similar statements can be found in several countries. For instance, Covid-19 pandemic has been a great struggle and challenge to students and their teachers, worsening prevailing education inequities (Garcia & Weiss, 2020). Mostly traditional methods of learning, such as face-to-face lectures in a classroom, are used by educational institutions; “although many academic units have also started blended learning, still a lot of them are stuck with old procedures (*in India*)” (Dhawan, 2020, p.5). As educational processes have moved from face-to-face learning to distance-learning, there have been “major changes to how we learn, teach, communicate and collaborate within and between our education and training communities. This has had an impact on learners, their families, teachers, trainers, institution leaders, as well as on the broader society (in the European Union)” (Council of the European Union, 2020a).

Lack of experience of how to ensure the quality of distance-learning education has forced to seek the ways of collaborations and dissemination. Member states of the EU are invited “to examine possibilities for innovation and accelerated digital transformation, and for further development of teachers' and trainers' digital skills and competences;” they are also appealed “to continue to share information, experiences and best practices on how education and training systems can best adapt to the situation, depending on further developments related to the COVID-19 crisis (Council of the European Union, 2020b). The Ministry of Education and Science (Latvia) has also invited education institutions to share their positive experience and findings of how to ensure a successful distance learning education (Valsts izglītības satura centrs [National Centre for Education], 2020).

However, not all educational institutions have been unprepared to face the situation caused by the pandemic as they have already provided distance education before the COVID-19 appeared. As to the data on the number of distance-learning schools in Latvia, 15 elementary schools and 52 secondary schools which offer distance-learning education are registered in Latvia on the current date – January, 2021 (Valsts izglītības attīstības aģentūra [State Education Development Agency], 2021). One of such schools is distance education secondary school “Riga Commerce School” (*tālmācības vidusskola “Rīgas Komerckkola”*)

– further in the text Riga Commerce School, where the author of the Thesis has been working as an English teacher since January, 2020. What is more, this is the only distance learning school in Latvia which provides this type of education to students from Class 1 (age 7) already. According to information gained during the discussion with the principal of Riga Commerce School I.Beļinska, the number of students has grown considerably from 580 Class 1 to Class 12 students in September to 740 students in May (data from State Education Information System - *Valsts izglītības informācijas sistēma, 2021*) due to the inability of mainstream schools to adopt to online learning during Covid-19 restrictions – according to students’ and parents’ feedback.

Having worked in a traditional mainstream educational setting for more than 20 years, the author has had to face considerable professional challenges to adapt to a different type of teaching. The initial observations and practice appeared to prove distance education to be successful. Moreover, unlike learners of a mainstream school, students here seemed to have a greater ability to learn in a self-directed way. Nevertheless, according to the Self-Assessment Report of Riga Commerce School, students’ self-directed learning ability, motivation, the ability to self-evaluate their work and to take co-responsibility for learning achievements should still be focused on and developed during the learning process (Tālmācības vidusskola Rīgas Komerceskola [Distance Education Secondary School Riga Commerce School], 2020).

The research object is English lessons in a distance education secondary school.

Whereas **the research subject** is the activities to facilitate self-directed learning in form 10 English lessons.

Consequently, the above mentioned led to the interest of doing a more profound research for the Master Thesis with **the aim** to explore and apply into practice the activities to facilitate self-directed learning in English lessons of a distance education secondary school.

In order to achieve the aim, the following **objectives** have been formulated:

- to study and analyse the literature about:
 - distance education, online learning, blended learning,
 - self-directed learning,
 - competency based learning,
 - critical thinking,
 - types of students’ self-assessment and feedback;
- to design monthly activities that facilitate self-directed learning in English lessons and assign them to Class 10 students;

- to work students' feedback features in the monthly activities;
- to analyse students' feedback information in the assignments;
- to analyse which areas of self-directed learning are still challenging for students and to plan the further development activities of facilitating self-directed learning for the next school year.

The **research questions** of the Portfolio are:

- What skills are needed for students at distance education school;
- What the characteristic features of self-directed learning are;
- What activities facilitate self-directed learning in English lessons;
- What self-directed learning challenges students of Riga Commerce School still have;
- What activities should be designed for the next school year to continue developing students' self-directed learning.

As the author has embarked into a completely new experience of becoming an English teacher in a distance education school where a teacher is forced to re-invent oneself as a professional (Memić-Fišić & Bijedić, 2017; Strambi & Bouvet, 2003); moreover the methods accustomed for years have to be changed and adapted, many unknown factors faced and challenges dealt with not only due to new form of educational setting, but also because of the new competency based approach which has to be implemented in the curriculum, the author felt the necessity just to gain the general view and overall sense of how it feels to be an English teacher at a distance education secondary school. As a result, the most appropriate **research design** was found to be the phenomenological approach; in which, according to Lester (1999), the phenomena is identified and interpreted through the perspective of participants; and the researcher in this research design is “an interested and subjective actor” (Lester, 1999, p.1.). Thus the author of the research can actively get involved in the learning process of Form 10. This research requires the researcher to be free from bias, it enables to surface deep issues and make voices heard – informal conversations with students have been held to understand their feelings and progress during the learning process, mind-maps and “post-it” notes or “memoing” (Groenewald, 2004) technique has been used to keep the record of sudden discoveries during the learning process and from the communication with students. Continuous communication with school administration and other English language colleagues at school have been kept up to understand the vision and mission of Riga Commerce School.

As within the phenomenological research such methods as interviews, participant observations, action research and analysis of personal texts are appropriate (Groenewald,

2004; Lester, 1999), to collect, analyse and manage the data, **qualitative data collection methods** have been chosen, based on students' self-assessment and feedback about their learning process which were worked into the monthly assignments. To see students' progress and involvement in doing digital self-check assignments, students' performance reports from the digital learning platform have been analysed.

Although the author is also an English teacher in Classes 1 to 4, and since January 2021 in Class 12, the **research sample** has been narrowed down to Class 10 students (number of participants was changing during the school year from 49 at the beginning to 59 at the end, but 37 students' involvement in the learning process can be regarded as active). One of the reasons for this was the competency based approach in the curriculum of Class 10 which has to be implemented in education of every school in Latvia since September 2020; and according to the Regulations Regarding the State General Secondary Education Standard and Model General Secondary Education Programmes (2019), one of the transversal skills of the compulsory content of general secondary education is self-directed learning.

Firstly, students' personal texts were read to get the general impression, later on the key words were highlighted to analyse the strengths and weaknesses, and further implementations for the development of the learning process, also with the regard to self-directed learning skills. As to the final stage of the research, a draft for the improvements to be performed in self-directed learning process and distance education setting has been made.

The period of the research was September 2020 – December 2020; however, preparatory work and planning was carried out during June - August 2020; the research was continued in January 2021 – May 2021, but the data have still to be gathered, to see a more complete situation, and analysed.

The Portfolio is based on the theoretical standpoints of such authors as: Allen (2016) Berg & Simonson (2016), Berge (2013), Cojocariu, Lazar, Nedeff, & Lazar (2014), Čakāne (2018), Dechesne (1995), Dhawan (2020), Doug (2002), Garcia & Weiss (2020), Garrison (1987), Groenewald (2004); Grow (1996), Gubenko, Kūle, Šuvajevs, Kūlis & Kūlis (2018), Hase & Kenyon (2013), Huang, Hurt, Swan & Caskurlu (2020), Hughes (2014), Keegan (1996), Keengwe & Kungu (2019), Kentnor (2015), Kerla & Zolota (2015), Knowles (1975), Layton (2020), Lester (1999), Levy (2003), McIsaac & Gunawardena (2001), Memić-Fišić & Bijedić (2017), Pennarola (2007), Quigley, Muijs & Stringer (2018), Roberson (2005), Saba (2003, 2014), Schneider (2021), Simonson & Berg (s.d.), Stauffer (2020), Sternberg, Roediger & Halpern (2007), Strambi & Bouvet (2003), Thorner (2017), Vanags (2019), Vaughan, Cleveland-Innes & Garrison (2013), Walker (2003), White (2007), Zook (2018).

According to the previously mentioned, the results of the research could be a valuable resource for disseminating teaching experience to the educators of a traditional mainstream setting to provide support during COVID-19 pandemic as well as to elaborate competency based learning strategies which must be provided in nowadays education curriculum. As to the future prospects, this pandemic might cause inevitable and permanent changes in the educational system on the whole, causing new trends of education to appear, one of which could be distance education at least, as a part of blended-learning education.

The outline of the chapters:

- Chapter 1 provides an insight into the concepts of distance education and self-directed learning by providing historical perspective, the similarities and differences in the terminology used in connection with these concepts, as well as the key characteristics of both concepts. The SWOT analysis of e-learning educational services has been built. The skills that are necessary to become a self-directed learning are discussed there, and Grow's (1996) model of Self-Directed Learning is described. The insight of community of inquiry and higher order thinking skills / metacognition is provided there.
- Chapter 2 explains the importance and stages of planning needed before and during teaching / learning English in a distance education school. The importance of communication is elaborated within this chapter by providing a summary of barriers to successful communication, as well as challenges of distance education. This chapter also describes technology that is one of the key elements for successful distance-learning. The concept of competency based education and critical thinking is described. Different forms of self-assessment and feedback during the learning process is provided.
- Chapter 3 is the empirical part of the research in which the author describes one's experience as Form 10 English teacher in a distance education school and provides an insight into the implementing competency based curriculum by facilitating students' self-directed learning starting from the planning the curriculum, searching for and choosing the learning resources (course book based digital materials).

1. DISTANCE EDUCATION AND SELF-DIRECTED LEARNING

Distance education has become an avoidable kind of education recently due to Covid-19 pandemic; when, as stated by UNESCO, 1.5 billion students from 193 states, or 91% of

the total student population (April 2020) were divested of schooling (DEPP, 2020). However, distance education had a tendency to become a popular and widespread type of education before as well.

As to the numbers, according to the data from the National Center for Education Statistics (2019a), which monitors distance education in the United States, in autumn of 2018 “6,932,074 students enrolled in any distance education courses at degree-granting postsecondary institutions” (35.3%), 16.6% of which took distance education courses entirely. As to distance education in elementary and secondary school level in the US in 2018, approximately 21% of public schools and 13% of private schools implemented distance education exclusively (National Center for Education Statistics, 2019b). As stated by the Ministry of Education and Science of Latvia (Izglītības un zinātnes ministrija, 2019) there were 10,292 Class 1 to 12 students (approximately 4.99% of the total number of general education students) in the evening or shift classes, part-time and distance education schools in September 2018, of which 4217 were distance education students. As already mentioned in the introduction, currently there are 15 elementary schools and 52 secondary schools which offer some kind of distance-learning education in Latvia (Valsts izglītības attīstības aģentūra [State Education Development Agency], 2021).

Active adjustments to distance education have also been made at the legislative level. In 2018 amendments to the Education Law (Latvia) come into force clarifying different forms of education including distance education (*tālmācība*) to prepare for transition to competency based learning content (Grozījumi Izglītības likumā [Amendments to the Education Law], 2018). In 2019 the Cabinet of Ministers issued the Regulations which state the criteria and procedure for the implementation of educational programs in part-time and distance education (Vispārējās pamatizglītības programmas... [Procedure for the Implementation...], 2019). In 2020 the Education Law has been supplemented by another term of distance learning – remote learning (*attālinātās mācības*¹) as a part of full-time education (Grozījumi Izglītības likumā [Amendments to the Education Law], 2020).

As defined in the Education Law (Izglītības likums, 1998): Section 1.26): distance learning is “the form of the acquisition of education in which an educatee acquires the contents of an educational programme implemented by an educational institution independently and individually, using specially structured study materials offered by the educational institution, different technical and electronic means of communication”.

¹ The translation in English not yet approved by the State Language Centre and not available at the National Terminology databases termini.gov.lv.

Evidently, a student of distance education requires specific skills such as the ability to learn independently and individually, in other words – in a self-directed way. A more detailed explanation of the terms distance education and self-directed learning is provided in the following sub-chapters.

1.1 DISTANCE EDUCATION

From the perspective of distance education theories which have been trying to conceptualize it by distinguishing from other forms of education, there are several conceptual synergies. According to Saba (2003) one of them is based on the centrality of the learner in the distance education process; such theorists are B.Holmberg (1995), C.A.Wedemeyer (1981), M.G.Moore (1983). Another synergy explores how the field of distance education is organized and how it functions by concentration on the structural issues and the way they affect the process of teaching and learning. Saba (2003) mentions that the most known theorists in this field are D.Keegan (1993), O.Peters (1994), R.Garrison and J.Anderson (1999).

As described above, distance education might seem a current trend; however, according to McIsaac and Gunawardena (2001) its history dates back to the end of the 19th century when at the University of Chicago (the United States) the first education program through correspondence between the teacher and learner was introduced due to different location of both parties. One of the reasons for the necessity of correspondence education (also called parcel post) was religious motive as parishioners were dispersed geographically. Thus it became essential to train Sunday school teachers and workers; the pioneer in this field was Chautauqua Lake Sunday School Assembly (1874) the correspondence education of which later grew into Chautauqua movement. (Kentnor, 2015; Simonson & Berg, s.d.) Correspondence education model at that time was not regarded as trustful and real education, and was mostly supposed for those outside the elite and who could not study full-time at the educational institution. Moreover, the efforts of educators like W.R. Harper, who tried to introduce alternative methods in education such as summer schooling and correspondence education, were even humiliated (Harper College, s.d.; McIsaac & Gunawardena, 2001).

Further development of distance education was due to technological inventions and development. Thomas Edison's invention of tinfoil phonograph (already at the end of 19th century) and first productions of films should be mentioned, which provided audio and audio-visual materials for learning. Equally important was the use radio during and after the First World War (200 stations broadcasted recorded educational programmes by 1936); and

appearance of television in the 1950s. Films were demonstrated for educating soldiers. Radio was preferred in countries where literacy rates were low or postal services could not be trusted. (Kentnor, 2015; Simonson & Berg, s.d.) Later on audio and computer teleconferencing were used; thus developing technologies started to replace correspondence studies by changing the name of correspondence education to distance education in 1982. A great contributor to the theoretical development of distance education was C.A. Wedemeyer, who introduced innovative uses of media at the University of Wisconsin in 1986; he even predicted that in the future students would not attend classes, but the education would come to their homes, workplaces, etc., and teachers would reach students not only regionally, but nationally, and the use of media by the teacher would “remove barriers of space and time in learning”. (McIsaac & Gunawardena, 2001; Saba, 2014b)

C.A. Wedemeyer’s ideas were further incorporated into the next stage of distance education evolution – open learning. The first distance education university, which was funded by state, was autonomous and granted a degree, was Open University of the United Kingdom, founded in 1969. Printed based materials were distributed by different means of technology to over 100,000 students (McIsaac & Gunawardena, 2001; Saba, 2014b). Meanwhile in the United States provision of distance education boomed from fewer than in 10 states in 1987 to all states promoting distance learning programmes in 1989. The 1980s was the period when companies in the U.S. started using computer-based programmes to train new employees. Consequently, in 1989, the first online educational programmes appeared, at the University of Phoenix. After introducing the World Wide Web in 1991 the University of Phoenix became one of the pioneers to provide online education through the Internet (Kentnor, 2015; McIsaac & Gunawardena, 2001).

Accordingly, historic background explains the term of distance education provided by UNESCO Thesaurus (2020) defining it as a type of learning method in which education is “imparted at a distance through the use of information/communication technology: radio, TV, the telephone, correspondence, e-mail, videoconferencing, audioconferencing, CD-ROMs, or online”. Due to evolution of technology some narrower concepts or concepts with similar meaning can also be referred to distance education, for example: electronic learning, e-learning, m-learning, mobile learning, virtual learning, web-based learning, computer-mediated learning, distance study, distributed education or learning, open learning, online learning, ubiquitous learning, pervasive learning (Berge, 2013; Dhawan, 2020; UNESCO Thesaurus, 2020; Vaughan, Cleveland-Innes, & Garrison, 2013); these technologies enable the user to “to learn from anywhere, anytime, in any rhythm, with any means” (Cojocariu, Lazar, Nedeff, & Lazar 2014, p.1).

In 1996 D.Keegan differentiated distance education from mainstream education by stating that it is (Saba, 2014a) “coherent and distinct field of educational endeavor: it embraces programmes at a distance at primary and secondary, technical and further, college and university levels in both public and private sectors. Distance education is a form of education fraught with problems for administrators, teachers, and students. It is characterized by the fragility of the non-traditional in education. These difficulties concern the quality, quantity and status of education at a distance. Good practice in distance education seeks to provide solutions for these inherent difficulties” (Keegan, 1996, p.12). Keegan (1980, as cited in McIsaac & Gunawardena, 2001) highlighted six main elements of distance education:

- “separation of teacher and learner;
- influence of an educational organization;
- use of media to link teacher and learner;
- two-way exchange of communication;
- learners as individuals rather than grouped;
- educators as an industrialized form” (p. 404).

Table 1.1. (see below) is the summary of SWOT (strengths – weaknesses – opportunities – threats) analysis of e-learning (which also can be referred to distance education) performed by Cojarcu et.al (2014) who have gathered the findings of several authors such as: Arabasz, Pirani, Pond, & Fawcett, 2003; Brown & Charlier, 2012; Clark & Mayer, 2008, 2011; Cook, 2007; Demiray, 201; Dobre, 2010; Hsieh & Cho, 2011; Liebowitz & Frank, 2011; Motschnig-Pitrik & Standl, 2012; Ozuorcun & Tabak, 2012; Rosenberg, 2001; Singh, Pathak, & Naz, 2007; Šolc, Legemza, Sütőová, & Girmanová, 2012; Wang & Chiu, 2011; Welsh, Wanberg, Brown, & Simmering, 2003; Wu, Xu, & Ge, 2012; Yucel, 2006 (as cited in Cojarcu et.al, 2014); some concepts by Dhawan, (2020) have also been added to the table.

Table 1.1.

SWOT analysis of e-learning educational services (Cojocariu et.al., 2014; Dhawan, 2020)

Strengths	Weaknesses
<ul style="list-style-type: none"> • Accessibility (learn anywhere, anytime). • Affordability (no transport or accommodation costs). 	<ul style="list-style-type: none"> • Technological features not as efficient as expected, not matching psychological aspects. • Unexpected traps hindering the flexibility and autonomy of the learner and teachers.

<ul style="list-style-type: none"> • Flexibility (being able to plan one’s own time, geographical independence, mobility). • Life-long learning. • Off institution-based learning. • Appropriate way of learning for “digital natives”. • Offering greater diversity of learning means and techniques. • Taking learner’s needs into consideration. • Specific intuitive character (audial and visual information combined with kinaesthetic activities – multisensory stimulation). • Collaborative learning, professional learning community by using platforms and networks. • Motivating (doing tasks, immediate feedback, formative assessment, builds self- confidence, facilitates involvement in and responsibility for learning, reduces stress). • Focus on the learner and the process, not the content. 	<ul style="list-style-type: none"> • Insufficient, limited or inappropriate adjustments of designing e-learning. • Lack of individualisation of instruction and design. • Probability of carelessness in learning because of too large variety of tools, methodology, processes. • Insufficient balance of the development between digital competence and academic skills. • Reduction of direct communication. • Isolation of the learner. • Risk of creating dependence on technology. • Risk of loss of immediate collaboration.
<p style="text-align: center;">Opportunities</p> <ul style="list-style-type: none"> • Rapid growth of technological innovations facilitate development of e-learning educational services. • Complete change of all educational aspects due to the development of technologies. • Growing interest in the e-learning. • Relatively lower costs of e-learning services and studies. 	<p style="text-align: center;">Threats</p> <ul style="list-style-type: none"> • Risk of ignoring the student due to an overblown positive attitude towards technologies. • Danger of creating the generation of “noncritical thinkers”. • Lack of appropriate infrastructure, such as internet connection. • Difficulties of online administering: security, monitoring of students’ performance, solving technical issues.

Table 1.1. - continued

	<ul style="list-style-type: none"> • Students unwilling to use technologies and services, having negative attitude towards them. • Lack of skills and knowledge to use technologies (both students and teachers).
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	<ul style="list-style-type: none"> • Lack of or insufficient motivation of students to get down to learning. • Insufficient motivation for teachers to improve and implement e-learning services. • High drop-out rate of students. • Lack of ongoing monitoring of students. • Costs of distance education higher than seem (technologies, transmission of materials through network, maintenance of equipment, creation and development of the learning materials, additional teacher training, individual tutorial costs, etc.). • Extra workload for teachers. • Unsatisfactory and poor normative and legislative regulation, lack of standards and quality control of e-learning.
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Having compared SWOT analysis of e-learning educational services in Table 1.1., it can be concluded that a constant monitoring of distance education is needed, as positive aspects can unexpectedly turn into negative ones. For example, although e-studying might seem motivating to students due to technological opportunities, immediate feedback, stress reduction, comparatively higher freedom in choosing one's own time, place and pace of learning, it can turn out that students are not motivated enough to get down to the learning, the learning is postponed to the later; which might result into high drop-out rate of distance education students. Similarly, e-learning can be individualised by taking the learner's needs into consideration; however, the learner can easily become isolated due to lack of communication, or the learner's needs cannot be noticed because of the afore-mentioned. Moreover, the technological services are implemented and learning materials are designed before the learner's needs are analysed. One more controversial example could be relatively lower costs of distance education: on the one hand there is no expenditure for transportation and accommodation needed, on the other hand it requires investment in technological resources and infrastructure. Thus, to understand the real expenses, each educational institution as well as each learner should do individual calculations beforehand.

Another issue to be dealt with is the different terms used for distance learning which sometimes are used as synonyms or have a similar meaning (see page 14). Therefore, in table 1.2. comparative information about commonly confusing terms has been provided. Additionally, Berge (2013) reveals the differences between distance education and distance learning: "Distance education is the responsibility of the sponsoring educational

institution or organization and the instructor; distance learning is what students do, and therefore mainly the students' responsibility" (p.376).

Table 1.2.

Comparison of Online Learning, Distance Education and Blended Learning (Dhawan, 2020; Layton, 2020; Stauffer, 2020; Vaughan, Cleveland-Innes, & Garrison, 2013; Zook, 2018)

	Online Learning	Distance Education	Blended Learning
Location	At home. In classroom with a teacher working on digital activities.	At home (not at school premises) doing assignments and having assessment digitally.	In classroom and at home / digitally.
Interaction	Regular in-person student-teacher interaction (used as blended learning technique).	No in-person student-teacher interaction. Communication through technological means.	Constant in-person student-teacher interaction. Communication with peers in a structured educational environment, for example, forum.
Intention (teaching strategy)	Several in-person teaching combinations. Variations of teaching style. More appropriate for elementary and secondary students. Student-centred environment. Synchronous or asynchronous learning environments.	Entirely online teaching, instructions, assignments. No variations and combinations of teaching style. More appropriate for elder students, students who can work on their own and have a higher work responsibility.	Strategy featuring both digital and traditional teaching methods. Content delivery in multiple ways, variety of teaching methods, instructional resources. Tried-and-true teaching (for example, lecture) combined with current technology (for instance, digital curriculum). Integrating face-to-face synchronous and text-based online asynchronous communication. Community of inquiry (Lipman, 1991 as cited in Vaughan, Cleveland-Innes, & Garrison, 2013).

Table 1.2. - continued

Advantages	Increasing student's motivation and involvement. Online tools facilitate differentiation of learning activities.	Outer factors (disasters, outbreaks of diseases, etc.) do not affect learning, it continues.	Increasing student's engagement, motivation and understanding. Blending synchronous and asynchronous learning gives greater
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	Time-saving for planning and grading (digital curriculum tools provide ready-to-use resources; automatic grading of online assignments).	Students learn anywhere, anytime, at their own pace. Review whenever needed.	academic challenge to students, meanwhile providing more time to reflect and respond thoughtfully. Proven to work for everyone. More time can be dedicated to students who fall behind. Borders between the social / personal and academic life. Great flexibility for teachers (planning, choosing the methods, etc.), as well as students. A variety of opportunities to differentiate lessons, grading, etc. In case of unpredicted circumstances, possible switch to remote or distance learning only. Significant administrative advantages (access, retention, campus space, teaching resources), thus quality of learning is made possible.
Disadvantages	Consistent access to technology needed. Increased screen time. Probability of cheating by using digital tools.	Impossible if no consistent technology access available (Internet, computer, tablet, smartphone). Difficult to control and monitor if students are learning. Higher probability of cheating. Almost impossible to control screen time.	Technological resources (mostly computers or tablets with Internet connection) needed to access the learning. Students can be disruptive now and then (for example, during group work).

According to table 1.2., more similarities can be found between online and blended learning; to be more precise – online learning is based on the principles of blended learning. Both of them can take place in the classroom or remotely / digitally; whereas distance education is digital only. The same refers to communication; in online and blended learning

there are a variety of ways of communication: in-person, via technologies, by structured peers' communication environment, etc. In distance education, on the contrary, communication takes place by technological devices only. Online and blended education has a greater variety and flexibility in teaching methods, planning, differentiation of the lessons, etc. Another distinction is students' age, online and blended education is appropriate for students of all age, even elementary level; whereas in distance learning students should be more mature, having gained skills for working independently and taking responsibility of one's own work, so to say, being able to learn in a self-directed way more. This leads to the next subchapter on the concept of self-directed learning.

1.2 SELF-DIRECTED LEARNING

Likewise distance education, self-directed learning also has several synonyms or similar terms such as self-teaching, autodidact activity, autonomous learning, individualized learning, self-initiated, self-concept, self-planned learning, self-guided learning, self-determined learning, self-regulated learning (Garrison, 1987; Hase & Kenyon, 2013; Humanitarian Leadership Academy, s.d.; Keengwe & Kungu, 2019; Quigley, Muijs, & Stringer, 2018). Historically, first self-initiated and planned learning was mentioned by Johnstone and Rivera in 1965 in the national survey about adult education participation in the U.S. In 1979 Tough carried out research on deliberate adult self-planned learning projects after being inspired by Houle's research on the motivations of learners in 1961 (Garrison, 1987; Roberson, 2005).

In nowadays education self-directed learning is one of the six transversal skills or 21st century skills implemented in competency based education. As defined in Latvia by Regulations No 416 of the Cabinet of the Ministers "Regulations Regarding the State General Secondary Education Standard and Model General Secondary Education Programmes" (2019) Section 1 Clause 5.2.3.: in self-directed learning "the pupil analyses the connection of his or her activity with his or her emotions, personality traits, and behaviour. By orienting towards positive solutions, he or she manages his or her emotions and thoughts. He or she brings forward short-term and long-term objectives, develops a plan for the implementation of objectives and adjusts it for the achievement of the objectives, uses criteria for the assessment and improvement of work, aggregates the acquired experience and uses it in the future. He or she independently chooses, adjusts, and uses learning strategies corresponding to the task to be performed." Another definition of self-directed learning / self-guided learning provided by Humanitarian Leadership Academy

(s.d.) states that it is “learning where the learner is not reliant on the input from a ‘teacher’ or their ‘peers’ in order to achieve the learning outcomes. It allows the learner to engage with learning at his/her own pace and at times that suit him/her”. An earlier definition by Knowles (1975, p. 18) states that self-directed learning is “a process in which individuals take the initiative, with or without the help of others, in diagnosing their learning needs, formulating learning goals, identifying human and material resources for learning strategies, and evaluating learning outcomes.”

However, self-directed learning cannot be achieved if the learner is totally autonomous, isolated in one’s learning, or all alone; it is facilitated only through interaction. “Therefore we come to this seemingly paradoxical position that self-direction is highly dependent upon quality interaction and collaboration between a learner and facilitator” (Garrison, 1987, p.311). Moreover, two crucial issues that are necessary to achieve self-directed learning are the facilitator and the context in which learning takes place. “The external assistance is a necessary component in self-directed learning to facilitate the critical analysis of existing values, perspectives and ideas as well as to help identify alternative sources of information” (Garrison, 1987, p. 310). Thus, a self-directed learner is someone who has developed higher order thinking skills.

One of the higher order thinking skills is metacognition, as defined in Merriam-Webster dictionary (s.d.) “awareness or analysis of one's own learning or thinking processes,” or simply – thinking about thinking. When undertaking any learning task, it should be approached with some metacognitive knowledge about: knowledge of oneself as a learner (understanding own abilities and attitudes), knowledge of strategies (which are effective and available), knowledge of the particular task; further on the knowledge is applied and adapted. This process is called metacognitive regulation, “it is about planning how to undertake a task, working on it while monitoring the strategy to check progress, then evaluating the overall success” (Quigley, Muijs, & Stringer, 2018, p.10). Even in self-directed learning usually a teacher or facilitator is needed to guide the learner towards and through the development of metacognitive and other higher order thinking skills (Garrison, 1987; Quigley, Muijs, & Stringer, 2018; Vaughan, Cleveland-Innes & Garrison, 2013). An example of a metacognitive regulation is displayed in Figure 1.1. with an example of learner Joe who has to answer a maths question.

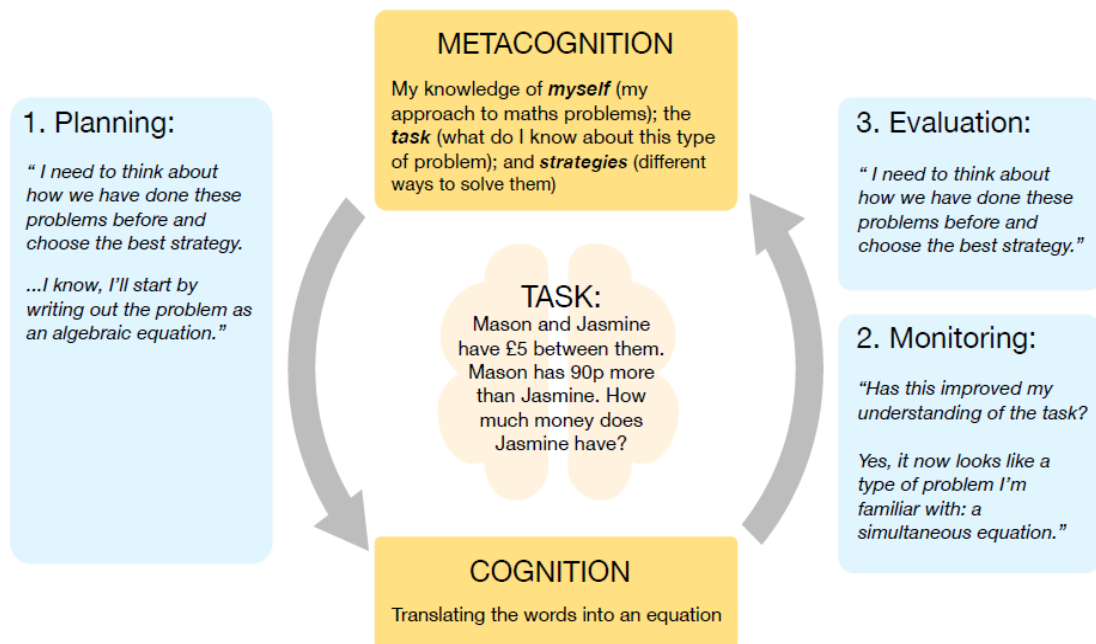


Figure 1.1. An Example of Metacognitive Regulation Cycle. (Quigley, Muijs, & Stringer, 2018, p.11)

A favourable methodology often used in a blended-learning environment “for the encouragement of that fusion of critical and creative cognitive processing known as higher-order thinking” is the community of inquiry (Lipman, 1991, p. 204 as cited in Vaughan, Cleveland-Innes, & Garrison, 2013). In this model there are three key elements or dimensions (see Figure 1.2.):

- teaching presence involves design (a planning process; instructional design, organisation and activities, as well as redesign), facilitation, leading and guiding of meaningful cognitive and social processes to ensure learning; teaching presence is reinforced when the learners have acquired certain level of metacognitive awareness and responsibility and control of their learning;
- social presence – helps to perceive others in online environment as real by building trust, creating open communication, affective expression and group cohesion;
- cognitive presence – clarifying expectations, negotiating requirements, constructing and confirming meaning through constant reflection and communication, engaging in critical discourse, diagnosing misconception, assessing understanding. (Huang, Hurt, Swan, & Caskurlu, 2020; Vaughan, Cleveland-Innes, & Garrison, 2013)

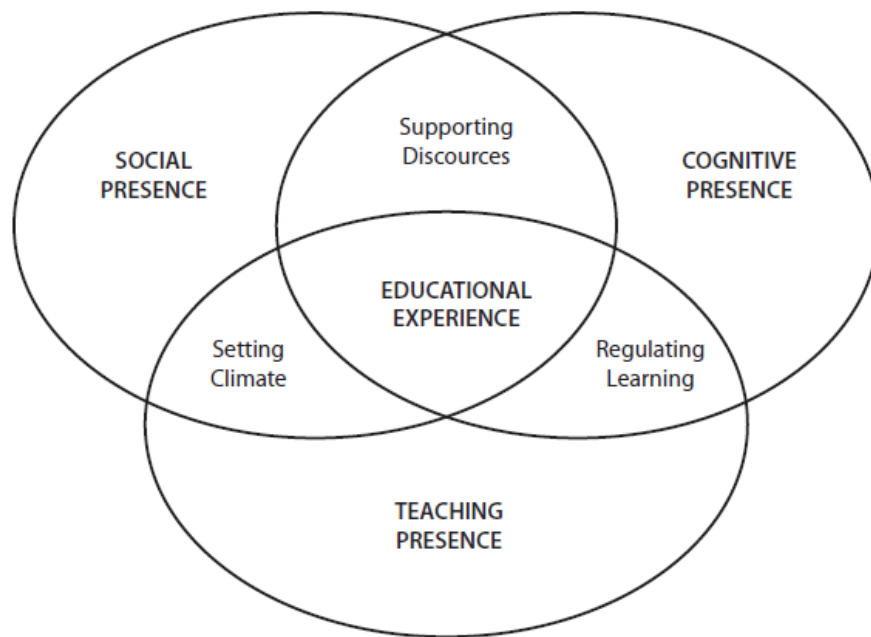


Figure 1.2. Three Elements or Dimensions of the Community of Inquiry Framework.

(Vaughan, Cleveland-Innes, & Garrison, 2013, p. 11)

To refer back to metacognitive regulation, such a component as reflection is also essential in self-directed learning in the process of planning-monitoring-evaluating. Reflecting means being able to manage (plan, monitor and evaluate) one’s own learning through questioning (asking and answering questions). Each of the stages separately can also be carried out with the help of reflection – by thinking and talking about one’s own reasoning. Teachers should plan various types of activities that provide regular reflection during the learning process. (Quigley, Muijs, & Stringer, 2018; Vanags, 2019; Vaughan, Cleveland-Innes, & Garrison, 2013)

Another integral part of self-directed learning is motivation. Metacognitive strategies are necessary to retain motivation. It is essential to manage one’s motivation to be able to get down to and to continue one’s learning, especially when the teacher is not nearby. The skill of regulating one’s motivation should also be acquired, as there might be several distractors around while learning. Motivation is also needed to accept the challenge. “Cognition, metacognition, and motivation all interact in complex ways during the learning process,” motivation is about one’s “willingness to engage in one’s metacognitive and cognitive skills and apply them to learning” (Quigley, Muijs, & Stringer, 2018, p.9).

However, as claimed by Grow (1996) motivation is a distinctly situational feature of self-direction, every learner is differently motivated towards a certain subject. Grow has created the Staged Self-Directed Learning Model (Based on the Situational Leadership model of Hersey and Blanchard, 1988 as cited in Grow 1996), which proposes that learners

advance through stages of increasing self-direction and that teachers can help or hinder that development. A learner can be compared to an employee in the Situational Leadership model, in which “the style of management should be matched to the employee's "readiness." Readiness, a combination of ability and motivation, ranges from "not able" and "not willing or motivated" to do the specific task at hand, to "able and willing" in the task at hand. Readiness is situational and it may even be task specific” (Grow, 1996, p.4). Directiveness and personal interaction, to provide socioemotional support, should be mixed in order to facilitate learners’ readiness to accomplish the task and to increase self-managing skills. The teacher’s task is to estimate the learner’s readiness or stage of self-direction to provide the support accordingly. The Staged-Self-Directed Learning Model is displayed in Table 1.3.

Table 1.3.

Grow’s (1996, page 6) Staged Self-Directed Learning Model

Stage	Student	Teacher	Examples
Stage 1	Dependent	Authority Coach	Coaching with immediate feedback. Drill. Informational lecture. Overcoming deficiencies and resistance.
Stage 2	Interested	Motivator Guide	Inspiring lecture plus guided discussion. Goal-setting and learning strategies.
Stage 3	Involved	Facilitator	Discussion facilitated by teacher who participates as equal. Seminar. Group projects.
Stage 4	Self-directed	Consultant Delegator	Internship. Dissertation. Individual work or self-directed study-group.

To briefly explain the stages of Grow’s table, a teacher-centred approach, learners of Stage 1 should be taught and made learn by the teacher; lack of knowledge, skills, experience, motivation, self-confidence, higher-thinking-skills prevail (Pratt, 1988 as cited in Grow 1996). The risk here is to be a very nice teacher, thus students might mistakenly regard the teacher as too soft and can cheat or remain lazy. In Grow’s opinion, clear rules, strict in the sense of having fair attitude are appropriate here.

At Stage 2 motivational techniques should be used to attract students’ attention, it is all about the excitement and joy of learning; at this stage, students should learn how to learn more successfully. This is the stage of active two-way communication, and in distance education it is mediated between teacher and student mostly by technology, this means not

with the computer, but with the teacher through the computer. (Garrison, 1987; Grow, 1996) Removing communication barriers in distance education has to be reconsidered here (although, it should be already performed in Stage 1, to ensure that unwilling to learn students are reached). The rapid development and technological innovations nowadays can be used as a motivational tool to increase engagement, as well as the opportunity to remove communication barriers. However, there is a paradox, “as communication capabilities increase within the distance education environment, the more complex the communication barriers become,” even causing the rise of anxiety (Berge, 2013). Thus the teacher should know one’s students well to choose appropriate means of communications to facilitate and not hinder the interaction.

Stage 3 learners are those who already feel themselves as participants of their own education. Deeper understanding of learning strategies, metacognitive skills, more profound self-concept, critical thinking and multicultural competence should be acquired at this stage. Life-long learning goals are set here. The assistance of a teacher is also necessary, however, this is a different level – a teacher as a guide or facilitator, equal participant of the learning process.

Stage 4 students are independent and self-directed learners, they do not require assistance of a teacher; “exercise skills in time management, project management, goal-setting, self-evaluation, peer critique, information gathering, and use of educational resources,” as well as autonomy, but they are not lonely – “many independent learners are highly social” (Grow, 1996, p. 10).

Referring back to motivation, another issue should be considered – motivation is highly dependent on the reward. Reward can mean the sense of satisfaction, joy or pleasure gained from learning (this is connected with brain function and the release of the chemical dopamine; motivation occurs during the anticipation of the reward (Thorner, 2017). Another type rewarding can be done by assessment; “students do what is rewarded;” thus, teachers should make sure “to reward activities that can encourage deep and meaningful approaches to learning” (Vaughan, Cleveland-Innes, & Garrison, 2013, p. 41).

To sum up, not only learners in a self-directed learning process should be able to apply metacognitive regulation by planning, monitoring and evaluating, but teachers as well. To facilitate self-directed learning skills, the education process has to be carefully planned, designed, constantly observed and monitored, as well as assessed. Teaching methodology is provided in the next chapter.

2. PLANNING AND TEACHING ENGLISH IN DISTANCE EDUCATION SCHOOL

As discussed in the previous chapters, technological inventions have facilitated the change of education by introducing new ways of curriculum delivery to the learners. Foreign language learning is not an exception; it has gained a great “flexibility in content and the organization of learning,” involving not only various technologies, “but also other factors, such as adequate methodology and pedagogy, readiness to use new technology, competence of teachers etc.” (Memić-Fišić & Bijedić, 2017, p. 41). Although there is a lot of flexibility and opportunities, foreign language educators face many challenges and even difficulties. One of the concerns is how to reduce the gap and physical separation between teachers and learners and how to ensure efficient communication between them. (Memić-Fišić & Bijedić, 2017; White, 2007) “Instructors reported having to reassess their teaching practices, partly re-inventing themselves as pedagogues, as they became aware that teaching languages at a distance required a completely different instructional stand from classroom-based instruction” (Strambi & Bouvet, 2003, p. 82).

Whatever school subject it is, the first step should be a clear vision and well-considerate planning before implementing a distance education curriculum. The vision is what defines the organizational culture; whereas planning facilitates the analysis of all areas needed in distance education: physical (including technological), organizational administrative, etc. (Levy, 2003) The educators have to take into the consideration the rapid technological evolvement in the 21st century, as it provides completely new opportunities, perspectives and challenges, which should be regarded in the strategic planning of the distance learning institution. According to the vision of the schools, the content or curriculum should be planned. While doing this, teachers should be aware that the traditional language learning curriculum of a mainstream school cannot be transferred to and implemented in a distance education setting; requirements for the skills needed in today’s society should be incorporated in the learning. (Levy, 2003; Memić-Fišić & Bijedić, 2017; White, 2007)

Planning can be categorized as long-term planning (usually for a period of year and over; this might refer to English language curriculum where the content of the school year is provided) and short-term planning (lesson plans, weekly and monthly planning, plans for a semester); (Gromova-Ќūrena, 2015). Before drawing any plans for the subject, the teacher should reconsider who the learners are, what should be taught to them, how it will be carried

out, and how it can be assessed that learners have understood (Spencer, 2003 as cited in Gromova-Ķūrena, 2015).

An essential starting-point is getting to know one's students and helping the learner to get to know oneself as well. Teachers should know the background of their students, their learning styles, experiences, communication styles, cultures they come from, behavioural characteristics, etc. (Berge, 2013; Doug, 2002; World Learning, 2018) As to what should be taught is described in the next subchapter about competency based learning.

As mentioned in the previous chapter, one of the key elements in distance education to facilitate self-directed learning is two-way communication; in this context the most challenging question in planning might be how to ensure the learning process and how to deliver the content to students. Moreover, communicative competence is the key element of any foreign language subject (Dimpere, Krīgere & Zeimanis, 2020; Strambi & Bouvet, 2003).

Berge (2013) has summarized the theoretical viewpoints of Carr, Gardner, Odell, Mumsch and Wilson (2003), Winthrop (1991), Moore (1993), Pereira, Lisbon and Löhmus (2005) Isman, Canan, Isbulan and Demir (2008), Jones (2010) about communication barriers in distance education that affect both actual communication how the participants perform and feel about the learning, which teachers should be aware of. These are: cognitive distance (differences among students and teacher in conceptual understanding), contextual distance (problem solving in abstract and authentic situations), cultural distance, emotional distance (current personal feelings towards learning; it has to be taken into account that teachers' and students' anxiety level at distance education might be higher due to unknown environment, delivery systems, changes in communication methods and patterns), language distance (second or third language in teaching, accent, slang, dialect, collocations, acronyms, jargon, contractions, etc.), pedagogical distance (teacher's and students' transactional distance during educational processes), physical distance, psychological distance (perceptions, subjective feelings), social distance, technical distance (access to and ability to use technologies), temporal distance (i.e., different time zones of students' locations). Students' social, cultural and intellectual differences can be bridged by well-designed and considered distance education programs; such a plan can establish a climate that is necessary to support open communication and cohesion (Berg & Simonson, 2016; Vaughan, Cleveland-Innes, & Garrison, 2013).

Another challenge that requires prior reasoning and planning before the implementation of distance education curriculum is how to join two different but equally necessary and complementary ways of communication: synchronous (happening

simultaneously, real-time interaction, often scheduled, immediate feedback from peers and teacher available) and asynchronous (content available online to be used at any time; flexible) learning (Dhawan, 2020; Schneider, 2021; Vaughan, Cleveland-Innes, & Garrison, 2013). Figure 2.1. reveals the explanation of Ohio State experts between asynchronous and synchronous online learning.

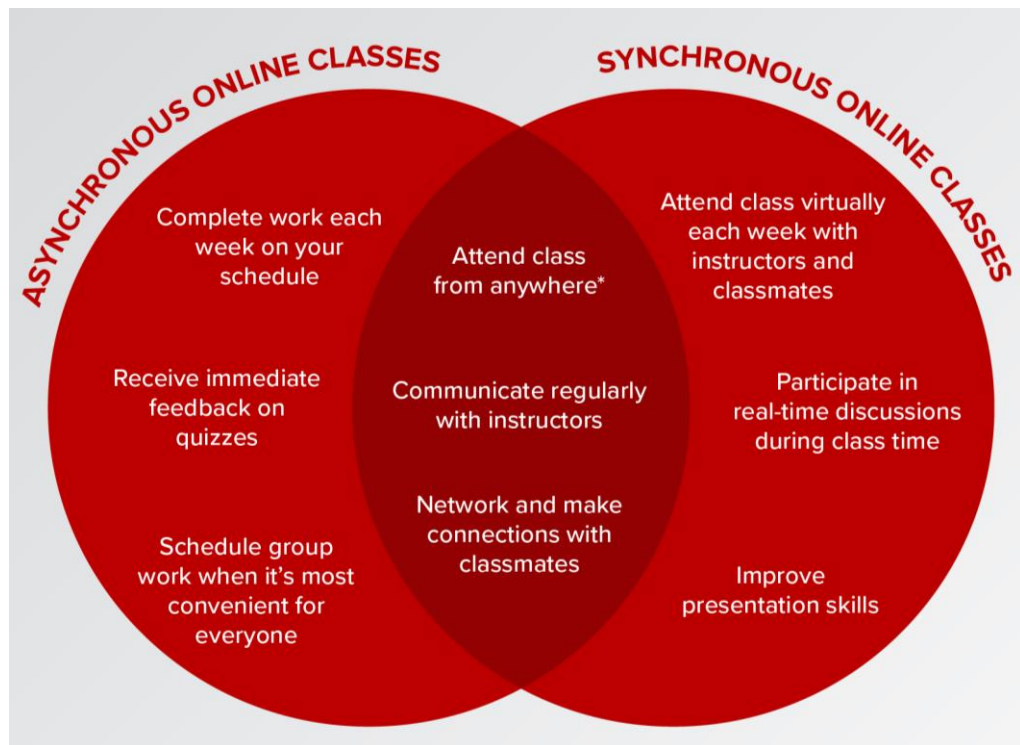


Figure 2.1. **Differences Between Asynchronous and Synchronous Learning.** (Schneider, 2021)

Another summary provided by Berge (2013) are suggestions to improve communication in distance education settings which should be considered while designing the course. They are as follows:

- setting clear goals and purpose (course, activities, assignments);
- instructional information on course navigation (location of materials, calendar, assignment submission, etc.);
- course goals, syllabus, content, activities and assignments are linked and explained;
- simple and concise language is used;
- communication channels preferred by students;
- summaries, feedback, additional resources to ensure learners' understanding of their progress;
- introducing students to each other, building trust;
- guidance in collaborative activities and group work.

Additionally, as mentioned before, there should be a clear vision of the educational establishment of what distance education they are going to implement; accordingly, common goals, requirements and attitudes in providing quality of instruction should be carried out by all teachers. (Doug, 2002)

As already stated, the teachers in distance education have to re-invent themselves as pedagogues, this means teachers' role is slightly different from a traditional learning setting – they have to be as guides who help to lead the learner through the learning process, providing support when necessary. This is in accordance with the competency based education (described in the following subchapter). However, not only the role of the teacher changes, but also the methodology used in distance education. What is more, besides the importance of communication and interaction between the participants, learning resources is another important aspect in distance education. According to findings in educational theories, there are three main elements of learning a foreign language: level appropriate and understandable input information (learning resources), two-way communication (interaction), output information opportunities (language production, testing of rules, development of communication). (Memić-Fišić & Bijedić, 2017; White, 2007)

Distance education is largely based on technological means of content delivery, so there can be several ways of providing the learning materials to students. “The starting point in the process of designing electronic teaching materials and environment for distance learning should be pedagogical principles that define the choice of technological options” (Chapelle, 1998, Doughty & Long, 2003 as cited in Memić-Fišić & Bijedić, 2017, p.43).

Modern technologies have also changed the way students access the learning resources. In a more traditional distance education program learning is based on teaching materials; materials are usually designed and provided as a sequence of units where all practice and support sessions are incorporated and have to be completed before moving to the next unit. This way of learning is usually supervised by the teacher. The teacher also is the one who makes, selects and delivers the materials, as well as provides the feedback to the student. It is also a common way to structure foreign language learning materials by skills, e.g., speaking, listening, reading, writing. (Memić-Fišić & Bijedić, 2017; Pennarola, 2007; White, 2007)

A similar type of providing learning materials to students in distance education is coursebook supporting websites for English as a foreign language (ELF) learning. All the resources and activities there are usually structured according to the coursebook series; digital workbook or follow-up online activities can be used for additional individual practice.

(Pennarola, 2007) Examples of publishers that offer digital learning course materials are Oxford University Press, Longman's, Pearson Education Limited.

Another type of learning online is using the website as an open resource (Pennarola, 2007), also called 'dynamic' mode (White, 2007), where learners can freely select learning materials available on the Internet. There are numerous self-learning web-sites (usually free of cost) that students can use for learning a foreign language. Such examples are: the British Council Learn English Kids, Learn English Teens or Learn English (<https://learnenglishteens.britishcouncil.org>; <https://learnenglishkids.britishcouncil.org>; <https://learnenglish.britishcouncil.org>), or English learning site by BBC (<https://www.bbc.co.uk/learningenglish/>). The structure of the resources there depends on the website, they can be arranged either by topics, or skills, resources can be complemented by leisure activities. The disadvantage here can be that the progress of students' activities is not tracked, it is more difficult for teacher to monitor the learning process.

Neither of the approaches is better or worse. The traditional ones, where the structure is very clear and the systems are defined, might be more appropriate for students who prefer frontal teaching or weaker students who have not developed the skills of self-directed learning, lack confidence (Memić-Fišić & Bijedić, 2017; Pennarola, 2007); or to Stage 1 students, according to Grow's (1996) staged self-directed learning model, where students are dependent on teacher's guidance. Whereas the freedom of navigation, the variety of language activities and authentic materials can be highly appreciated by self-directed learners. However, teacher's guidance, assistance and scaffolding is needed in both approaches, especially the feedback, as technologies lack the empathy and emotional aspects in assessment. (Pennarola, 2007; Strambi & Bouvet, 2003)

Whatever materials are chosen for providing distance education content, all electronic materials should be multisensory, include activities for different learning styles, interests and skills, and support a variety of learners' needs. (Memić-Fišić & Bijedić, 2017; Strambi & Bouvet, 2003) What is more the learning resources should be presented to the learners in variety of ways – having “ample opportunities to exposure to and interact with a variety of input sources” to ensure interaction and task authenticity (Strambi & Bouvet, 2003, p.88). However, the variety of learning resources poses a threat for students to get lost. Therefore a clear structure with guiding assistance should be presented. In Figure 2.2, there is a course template concept map designed by Strambi's and Bouvet's (2003) to represent the idea of how to facilitate students' access to the learning resources by easy navigation (all pages there are linked by navigation buttons to provide an easy access to any section of the learning site).

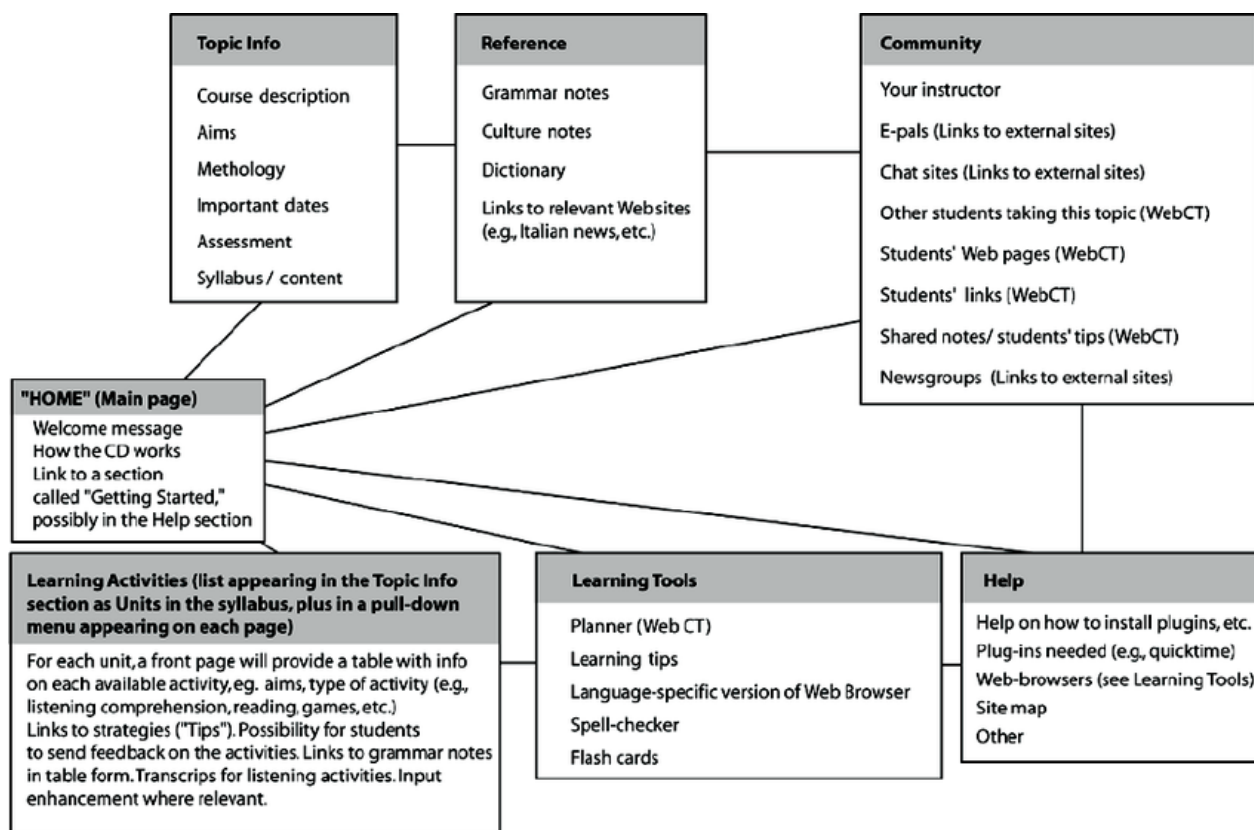


Figure 2.2. Course Template Concept Map by Strambi's and Bouvet's (2003, p. 89)

Referring back to the questions the teacher has to ask before planning the learning process – how to measure students' understanding, knowledge and skills acquired during the learning, last but not least importance of a successful learning process is held by the assessment. There are two types of assessment: formative and summative. In summative assessment, a student's learning outcome is assessed and documented at the end of a learning period (topic, course, module, school year, etc.), these are usually grades or points that can be gained for doing some kind of assignments or tests. Summative assessment is used for assessing competence. (Čakāne, 2018; Vaughan, Cleveland-Innes, & Garrison, 2013) Whereas, formative assessment is the gathering of evidence about a student's learning performance, interpreting the data to make well-grounded decisions about the next steps in the learning process. (Čakāne, 2018) By formative assessment students' misunderstandings are recognized, which should be followed by constructive feedback and clear guidance for the further progress. Moreover, formative feedback is essential for creating sustainable social presence, as feedback complemented with guidelines for further learning in distance education can replace discussions in an in-class environment. By teacher's feedback self-directed learning can also be facilitated, as the learner can identify the source of one's mistakes, problematic areas of one's learning, and decide on the necessity for further

improvement. (Moore & Kearsley, 1996 as cited in Memić-Fišić & Bijedić, 2017; Strambi & Bouvet, 2003; Vaughan, Cleveland-Innes, & Garrison, 2013)

As to feedback of formative assessment, there are three types of feedback; self, peer and instructor assessment, which should be included in blended learning; thus, community of inquiry is promoted, students' metacognitive skills and strategies are facilitated. Vaughan, Cleveland-Innes and Garrison (2013) provide a triad-approach in a blended learning setting by using digital technologies (see figure 2.3.).



Figure 2.3. Using Digital Technologies to Support a Triad Approach to Assessment in a Blended Community of Inquiry (Vaughan, Cleveland-Innes, & Garrison, 2013, p. 89)

Practical examples of the assessment and feedback will be provided in the empirical part of the research, additional explanation of self-assessment and students' feedback is described in Chapter 2.2. The theoretical standpoints in this chapter have been provided from the perspective of the research described in Chapter 3; in regard to this, a more detailed explanation according to the distance education content of competency based learning should be elaborated.

2.1 COMPETENCY BASED EDUCATION

In the previous chapters it has already been stated that technological development has facilitated the economics worldwide; thus, changes in education also have to be managed. Complemented by the rapid globalisation, the world has to face challenges socially, economically and environmentally, consequently there are many unknown factors that the future might bring. It is not known, for example, what future professions will be needed (what to prepare school children nowadays for); therefore, the learning goals are also different nowadays. (OECD, 2018) If earlier a satisfactory result in education would be the knowledge gained in a certain branch of science, then this is not enough for the dynamic world today. To live in a developed society in the future, today's children must learn to adapt to a constantly changing world and be prepared to create a unique economic, political, social and cultural environment in the future (Skola2030 [School2030], 2019a). Nowadays there is a need for broader education goals: "In the 21st century, that purpose has been increasingly defined in terms of well-being. But well-being involves more than access to material resources, such as income and wealth, jobs and earnings, and housing. It is also related to the quality of life, including health, civic engagement, social connections, education, security, life satisfaction and the environment. Equitable access to all of these underpins the concept of inclusive growth" (OECD, 2018, p. 3-4).

According to the data in 2014, only 33% of lessons at school were considered as productive, during the rest of the lessons students' performance was mostly reproductive (knowledge of facts, reproductive questions, dictations of the theory, mechanic memorising, revision and practice of elementary skills etc.), only 55% lessons contained students' collaboration, and in 47% the aim of the lesson was explained (Izglītības un zinātnes ministrija [Ministry of Education and Science], 2015). Currently, students in Latvia are able to do tasks that require remembering or acting in familiar situations quite satisfactory; however, they lack the skills and experience to analyze and manipulate a variety of data, collaboration skills are low, students struggle finding solutions to non-standard situations and making connections between theoretical and real life experiences, analyzing achievements and setting goals seems also challenging, another drawback is the lack of the skills to implement one's own ideas in new conditions (Skola2030 [School2030], 2019a).

This has led to the necessity for the change in education. School year 2020 / 2021 is the period when improved learning content, which also includes competency based education principles, should be implemented in the school curriculum of Form 1, Form 4, Form 7 and Form 10 in Latvia (Regulations Regarding the State Basic Education Standard

and Model Basic Education Programmes, 2018; Regulations Regarding the State General Secondary Education Standard and Model General Secondary Education Programmes, 2019). As to the distance education schools, competency based learning was widely used by distance education schools or companies which sell online learning programmes already at the beginning of the 21st century (The Glossary of Education Reform, 2014).

As to the term itself, competency based learning or competency based education can be defined differently as it can have a variety of forms depending on the standards of a school, district or country. Similarly to the terms of distance education and self-directed learning, competency based learning has several synonyms as well, for example, standards-based, proficiency-based, outcome-based, mastery-based, performance-based education. But the main concept of it includes the systems of instruction, assessment, grading and academic report of the knowledge and skills set by standards and acquired by a student which are supposed to be necessary for further education, career and adult life. In case of failure in meeting the expected learning standards, academic support, additional instructions, guidance and practice time are provided. (The Glossary of Education Reform, 2014).

Each school subject has specific aims to be reached and competencies to be developed within the curriculum. As to the language learning stated in Skola2030 [School2030] (2019b), the Big Idea of the new curriculum of Latvia is that the languages are interconnected and facilitate the ability of the learner to clearly understand what one is learning and where the knowledge gained can be used after school. Thus the basic skills and understandings to be learned and developed are:

- all language skills (listening, reading, writing and speaking);
- understanding of the role of language in communication;
- comprehension of language structure;
- understanding of the text and how to create it;
- a feel for language and thinking by reading, listening, observing, analyzing the information, training perception and forming attitudes;
- creativity and ability to express oneself verbally and in writing; ability to create the text;
- digital literacy;
- ability to compare languages by noticing similarities and differences.

At the secondary school level more attention should be paid to:

- multilingualism, interconnection between all the acquired languages and the development of translation skills;
- mediation skills, ability to see and resolve the contradictions or ambiguities in multilingual communication situations;
- the use of foreign language for interdisciplinary purposes by independent search for and use of additional information according to the field of interest and learning content;
- some of the content can be acquired in a foreign language, thus collaboration of foreign language and other subject teachers is essential to support students in understanding complicated grammatical structures and specific terminology by using various learning resources of other subjects in foreign languages. Skola2030 [School2030] (2019b).

Additionally to the skills that should be developed within each subject, special attention should be paid to the development of transversal skills. Six transversal skills which are stated as the compulsory content in the Regulations Regarding the State General Secondary Education Standard and Model General Secondary Education Programmes by the Cabinet of Ministers (2019) are critical thinking and problem solving skills, creative activity and entrepreneurship skills, self-directed learning, cooperation, civic participation and digital literacy. Figure 2.4. represents the learning framework or “learning compass” of how a young person becomes prepared for and navigates through one’s life and the surrounding world by intertwining one’s knowledge, skills, attitudes and values with the help of transversal skills into becoming a competent individual of the society who is able to take actions, reflect on them and surrounding situations, and anticipate the consequences, meanwhile developing transversal skills of creating new values, reconciling tensions and dilemmas, and taking responsibilities. (OECD, 2018)

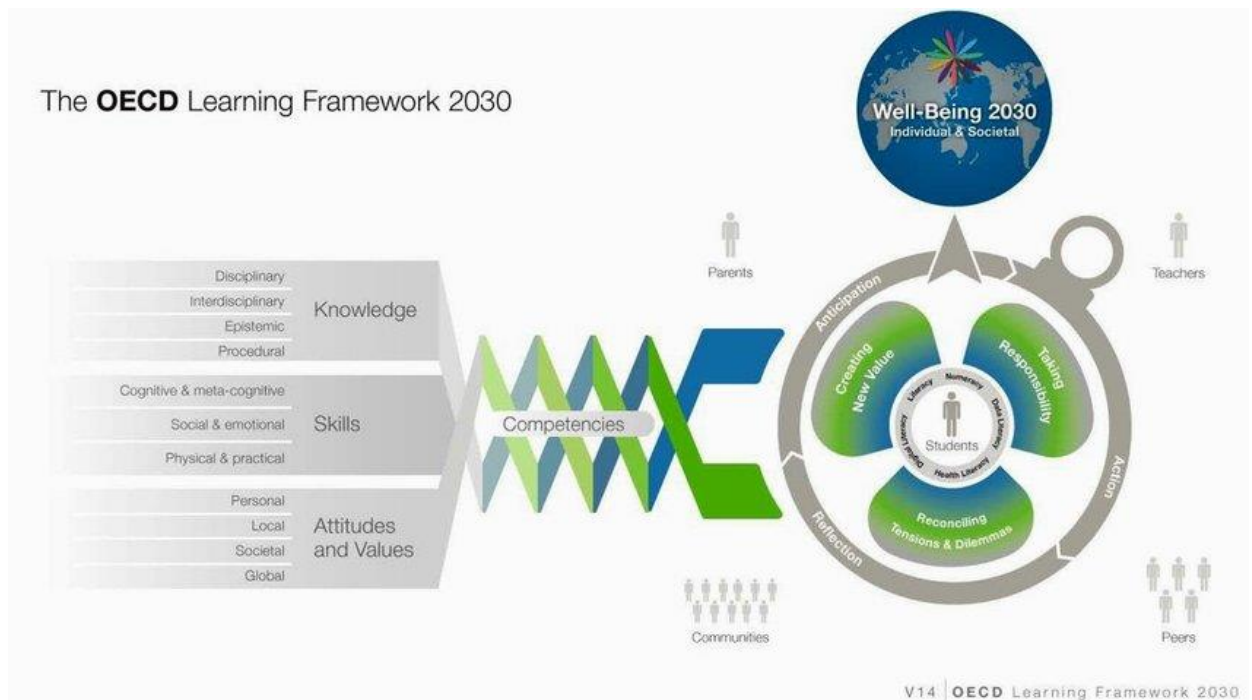


Figure 2.4. The OECD Learning Framework 2030: Work-in-progress (OECD, 2018, p. 4)

In the context of this Thesis, the critical thinking skill should be explained in more detail; although it is a separate transversal skill from self-directed learning, they are still inter-connected. To master self-directed learning, such higher thinking skill as critical thinking is crucial (Garrison, 1987).

As defined in Latvia by the Cabinet of the Ministers “Regulations Regarding the State General Secondary Education Standard and Model General Secondary Education Programmes” (2019) Section 1 Clause 5.2.1., by critical thinking and problem solving skills learners are able to:

- accurately formulate and critically analyse complex situations and abstract ideas, thus obtaining comprehensive and accurate information,
- use problem-solving strategies corresponding to the situation,
- bring forward different solutions and choose the most appropriate one for the objective,
- flexibly adapt to unexpected changes.

From a broader perspective, the meaning of critical thinking is associated with epistemology, ethics, philosophical anthropology, axiology, logic, cultural philosophy, intercultural philosophies and other issues. Critical thinking must be included in the philosophical positioning, in the framework of ethical attitudes and norms, it should be directed dialogically and communicatively. To be able to join the reasoning with an ethical dimension (conscience, integrity, empathy, ability to listen in, have a dialogue, etc.),

reflective thinking should be developed. Critical thinking enables people to recognize the limits of their understanding and mind, which means self-discipline of the mind or self-monitoring. (Gubenko, Kūle, Šuvajevs, Kūlis & Kūlis, 2018; Sternberg, Roediger, & Halpern, 2007)

In today's globalized world encounters with members from other cultures are inevitable, thus it is necessary to gain intercultural competence (an ability to interact with people who have different values and practices. English as foreign language teachers are preparing their students for future intercultural encounters, as speaking a foreign language means talking to someone from another culture. To be able to notice cultural differences and to negotiate them critical thinking skills should be developed. Critical thinking in this context is the ability to examine assumptions, distinguish facts from opinions, imagine and explore alternatives. It is free from bias and prejudice (understanding things in context), and is based on certain universal intellectual values such as clarity, accuracy, consistency, depth, breadth, fairness. Critical thinking is a continuous process, it can be learned and taught. (World Learning, 2017; World Learning, 2018).

There are different taxonomies on critical thinking, thus the way skills are group also differ according to the context they apply to (Sternberg, Roediger, & Halpern, 2007). In a language learning setting, Hughes (2014) states that critical thinking has five sub-skills: understanding, applying, analysis, evaluating and creating. Ability to create a product is another reason why critical thinking is necessary to be developed, for example, an essay; thus, critical thinking goes together with creative skills – another transversal skill. What is more, in the digital age, when there is so much information available, it is necessary to be able to distinguish the truth from the fake news; thus critical literacy should be learned. (Hughes, 2014)

Similarly, the methods to promote critical thinking also depend on the context and content they are used for. Practical activities and methods of facilitating critical thinking in English lessons will be provided in the empirical part; but to mention some examples, commonly used critical thinking methods are: distinguishing facts from assumptions / opinions, questioning, classroom discussion and debates, various written assignments and creative tasks, exploring different cultures, provocative statements, opinion and reason generators, making connections between topics, evaluating the reliability of sources, different stances / different perspectives, identifying main arguments and supporting evidence, identifying vague or accurate language, reading between the lines / recognising context, writing headlines, recognising false conclusions, predicting the content of the text, practicing the language for expressing critical thinking, applying active listening and reading

techniques, encouraging reflective practice, for-and-against and argumentative essays, preparing group presentations, assessing a presentation. (Hughes, 2014; Walker, 2003; World Learning, 2018)

In the previous chapters about self-directed learning, as well as in this chapter about competency based learning and critical thinking, self-monitoring, self-assessment, evaluation and assessment have been mentioned as important skills in the context of the Thesis. Therefore, introduction to the concept of such students' self-evaluation form as feedback is provided in the following sub-chapter.

2.2 STUDENTS' FEEDBACK

“The teacher's purpose is to teach and the students' is to learn, but teachers can learn from students how to teach better” (Dechesne, 1995, p. 1), and this can be done in different ways. As described previously, a self-directed learner should be able to analyse one's own performance. To help the learner notice the opportunities for one's growth, to manage one's own learning, to formulate the aims for further development and results, it is useful to create feedback and descriptions of performance levels. They help to understand the characteristics of good work and provide clarity on performance criteria. This becomes especially important when supporting a student as one learns to act in complex situations. (Čakāne, 2018) However, this is not the only way to make learners be aware of their performance and progress, analyze it and use their higher thinking skills to make the necessary adjustments to their learning process if necessary. It can be facilitated by self-evaluation questionnaires and tasks with feedback information. (Dechesne, 1995; Memić-Fišić & Bijedić, 2017).

Considerate and meaningful assessment and feedback is an important element to reach a valuable result in learning, while “feedback defines strengths and weaknesses and outlines areas that need improvement. Improved teaching leads to improvements in students' learning” (Dechesne, 1995, p. 2). As mentioned in previous chapters, assessment traditionally consists of summative and formative assessment; however, there are educational institutions which do not use grades to assess students' performance. An example is Alverno College (an arts college in the U.S.), where education is competency based and students are facilitated to develop self-awareness, self-reflection and self-assessment, thus becoming more independent learners. (Allen, 2016). In the info-graph (Figure 2.5.) created by Alverno College (s.d. as cited in Allen, 2016) there is a display of how the results can be achieved by teaching- learning process in combination with assessment and feedback (detailed feedback provided in assessment rubrics by teachers or

in-depth written and verbal feedback, and students' continuous self assessment of their own work).



Figure 2.5. Grading system in Alverno College (s.d. as cited in Allen, 2016)

As to the concept of self evaluation, “learning to adequately assess one’s own performance is a skill that must be cultivated over time as students develop four required component skills: observing, interpreting/analyzing, judging, and planning” (Alverno College Faculty, 2000), this self assessment has to be carried out according to criteria determining what improvements could be done (Alverno College, 2006 as cited in Vaughan, Cleveland-Innes, & Garrison, 2013). Interestingly, in Alverno College the term “self assessments” is used instead of the hyphenated “self-assessments”, because students do not assess themselves, but their performance (Allen, 2016). Referring back to the community of inquiry in relation to self-directed learning (Huang, Hurt, Swan, & Caskurlu, 2020; Vaughan, Cleveland-Innes, & Garrison, 2013), metacognitive thinking is involved and collaboration is essential. There, metacognition involves the knowledge, monitoring and regulation of cognition; in which:

- knowledge of cognition – recognising oneself as a learner, being motivated for the inquiry, having academic discipline and expectancies,
- monitoring of cognition – being aware of and willing to reflect upon one’s learning;
- regulation of metacognition – active learning experience, application of strategies to achieve meaningful learning results. (Vaughan, Cleveland-Innes, & Garrison, 2013)

This means that the learner has to be willing and motivated to learn, has to know one’s learning goals, has to be able to observe and analyse one’s learning by reflecting on it, and the learner has to know the learning strategies (how to learn successfully) to develop one’s learning and achieve higher results.

The most common forms of students' feedback that can be incorporated in the learning process at distance education are:

- informal conversation at the beginning or during the lesson or learning process (e.g., informal individual meetings) by asking simple questions such as “How are you doing?” or “Do you have any suggestions?”
- self-evaluation checklist for developing instructional awareness;
- audio self-assessment narrations (e.g., by Audicay - <https://sourceforge.net/projects/audacity/>);
- peer evaluation;
- classroom research techniques: portfolios, student reviews, minute papers;
- journals or online journals;
- end-of-unit / -test / -semester / -year reflection papers;
- online discussion boards and groups;
- course or faculty (in this context – school) evaluation;
- rubrics written or by digital online technologies (Rubistar - <http://rubistar.4teachers.org/index.php>, Teachnology - https://www.teachnology.com/web_tools/rubrics/, Google Drive - <https://drive.google.com>);
- by such evaluation instruments as open-ended questionnaires, closed question forms or checklists.

(Dechesne, 1995; Kerla & Zolota, 2015; Vaughan, Cleveland-Innes, & Garrison, 2013)

Although there is a great variety of self-assessment of students' feedback options which might be engaging activities (thus facilitating motivation and satisfaction in learning), the doubt of the validity of the information gained persists, because students may not associate this form of assignment as real learning, they might report not what they really think, but what the teacher seems willing to receive, there could be some degree of carelessness be present, etc. (Dechesne, 1995; Vaughan, Cleveland-Innes, & Garrison, 2013). To repeat, “students do what is rewarded” (Vaughan, Cleveland-Innes, & Garrison, 2013, p. 41). Thus, teachers should carefully plan the way students' feedback is gained by setting the aim of this form of assessment, raise expectations by foreseeing the probable failures; the next step should be the communication with students to clearly explain the purpose of the activity; motivating factors should be included, arousing students' interest; consequently the data have to be analysed and interpreted.

To conclude, facilitating students' self-directed learning skills in distance education is a complex process, in which it is important to know who the learners are, how to design

and what to include in the content and appropriate activities to develop the skills that are intertwined with self-directed learning (such metacognitive skill as critical thinking; creativity, etc.), how to deliver this content to the learners, how to ensure the collaboration and communication, how to provide the assessment and reflection (both from the teacher and the learners), etc. There is no one correct way of doing this, each educational setting is a unique community, having its own culture, according to which the learning environment should be provided. The following chapter is the analysis of the empirical research and the description of the teaching practice in Form 10 at distance education school Riga Commerce School.

3. ACTIVITIES TO FACILITATE STUDENTS' SELF-DIRECTED LEARNING IN FORM 10 ENGLISH LESSONS

As already described in the introduction, the author has become Form 1 – 4 English teacher at Riga Commerce School in January 2020. At first it was a really challenging new experience. Feelings similar to the ones described in the theoretical part about the teachers who had to change from traditional mainstream classrooms to distance education were experienced (Levy, 2003; Memić-Fišić & Bijedić, 2017; Strambi & Bouvet, 2003; White, 2007): frustration because of the unknown, great confusion, being forced to be adapt to completely new teaching approach and searching for new methods, not knowing where and what to start with, urged to acquire a larger variety of technological resources, not knowing how to manage reasonable communication with students, how to organise the balance between synchronous and asynchronous learning, etc. The list here could go on and on, as every day was a new challenge. With the young learners, it was found useful to use various video and audio materials, as well as elements of online games. Project-based activities proved to be a great success. Students' and parents' feedback after the first semester was excellent. An example of Form 1 to 4 student's self-assessment / feedback, which had to be done after every unit test, is provided in the attachment No. 1.

The following challenge was the offer to become an English teacher in Form 10 (school year 2020 / 2021) by designing and implementing the improved competency based education curriculum (Regulations Regarding the State General Secondary Education Standard and Model General Secondary Education Programmes, 2019). Another rush of frustration and confusion took over. If it finally seemed a rather easy and rewarding method to engage younger learners into learning by games, various multisensory strategies (Gromova-Ķūrena, 2015) with some adjustments for blended learning environment, it was not clear what methods could be applied to adolescent and adult learners who are not monitored and supported in their learning as younger students are. Besides Form 10 students might be busy at work or developing their talent and hobbies, how could the schedule been manage to ensure two-way communication (Berge, 2013; Garrison, 1987; Grow, 1996; Memić-Fišić & Bijedić, 2017; Strambi & Bouvet, 2003; White, 2007) and that learning really takes place. Another period of many “what? why? how?” questions.

According to the theory, before designing a course content, it is essential to understand the vision, mission, strategical plan of the educational institution, so that every staff member, involved in providing educational services to the learners, act accordingly and

have a common goal. What is more, the needs and perspectives of the 21st century society should also be taken into consideration (Levy, 2003; Memić-Fišić & Bijedić, 2017; White, 2007).

To start with, continuous discussions with the principal of distance education school Riga Commerce School I. Beļinska about the traditions, vision, strengths and weaknesses, objectives of the school, etc. were and still are discussed. The Self-Assessment Report of Riga Commerce School (Tālmācības vidusskola Rīgas Komerceskola, 2020) has been studied.

According to the report distance education secondary school Riga Commerce School was established on February 23, 2011 and is located in Riga, Alberta Street 13. It has been providing distance education since school year 2011 / 2012. Currently five educational programmes are available:

- distance learning basic education programme (code: 21011113),
- second stage (Forms 7 – 9) distance learning basic education programme (code: 23011113),
- general secondary education professionally oriented programme (code: 31014013),
- general secondary education general education direction programme (code: 31011013),
- general secondary education programme (code: 31016014)

The main priority of the school is to help learners understand intellectual needs and desires by using methods and approaches, so that the learning process is engaging and creative and students can apply the acquired knowledge in practice, so that they are able process and operate the information, plan their time, communicate with each other and be happy. Teachers and school administration must also learn and change, in order to organize a modern learning process based on the promotion of deep understanding, development of skills and competencies using different contexts, situations, forms of cooperation and learning activities; and it is very important to observe if what is being done today, will be useful in some years' time.

The school has gained four awards “Lielā Pūce” [Big Owl] among other distance education, evening (shift) and part-time schools in Latvia since 2016 / 2017. The students of Riga Commerce School regularly participate in various competitions and Olympiads of regional, national and world-wide level. According to the information provided by school principle I. Beļinska, which was prepared for the focus group interview organized by State Education Quality Service in May 2021 (see the draft summary in Appendix 2), a modern student in distance education school is able and willing to manage one's own learning

process more efficiently and purposefully by managing one's time, learning through understanding at one's own pace and paying more attention and developing one's interests. Thus, it has been understood that the aim of a distance school is a self-directed learner.

To have a deeper understanding of what has to be done to ensure this, from the perspective of school vision, the author tried to find out, what is the role of the teacher at Riga Commerce school. Teachers have to be supportive having a positive attitude, providing individualize and personalized learning approach. They should help the students to master problem solving skills, develop self-assessment, critical thinking, life skills and learning-to-learn skills. Modern digital tools and latest technologies should be meaningfully and purposefully used in the learning process to facilitate students' engagement and motivation. Regular feedback on students' progress and achievements, and suggestions for further development should be provided. (Appendix 2; Tālmācības vidusskola Rīgas Komerckola [Distance Education School Riga Commerce School], 2020) It can be concluded that the vision of a teacher in Riga Commerce School is similar to the theoretical viewpoints described in the previous chapters.

Another issue to mention, although the name of the school suggests that it is a distance education school, it has the characteristic features of a blended learning environment more, as before the restrictions due to Covid-19 pandemic, the students had a chance to meet face-to-face at school premises regularly. There are 740 students in Forms 1 to 12 whose place is all around Latvia and in other countries of the world. Some students' families travel a lot due to parents' occupation. A typical organization of the learning process is as follows:

- The main learning platform is Moodle where all the learning materials are uploaded. The materials are mostly made by the teachers themselves.
- In Forms 1 – 6 new assignments and theoretical materials are uploaded or opened in Moodle platform. In main subjects, such as Latvian, English, Maths, Science, online meetings usually take place once a week. Online lessons for other subjects depend on the necessity for meetings. Before Covid-19 pandemic restrictions, lessons at school premises in presence were held once a week.
- In Classes 7 – 8 new assignments and theoretical materials are given for a two-week period of time. Weekly online lessons in main subjects. Lessons at school premises every second week.
- In Classes 9 – 12 new assignments and theoretical materials are given for a one-month period of time. For some subjects, such as Music, Arts, Sports, Geography there is one course module per year where the content has to be acquired and

final test passed. Weekly online lessons in main subjects once a week or every second week. Lessons at school premises once a month on Saturdays.

- Students can apply for individual online meetings with a teacher unlimited times if this is necessary. Students can choose whether they want or can attend online lessons and lessons in presence or not.

A distinctive feature in the education process is various exploratory trips regularly organized to explore different places of Latvia and around the world. To gain financial support, school administration works out projects, for example, Nordplus. According to the Nordplus project “Promoting Environmental Awareness of Youth by Traveling and Exploring Natural, Cultural and Socio-economic Processes in the Northern European Region” – discover Greenland (Appendix 3; Tālmācības vidusskola Rīgas Komerckola [Distance Education School Riga Commerce School], 2020), exploratory trip is a complex teaching practice with the aim to raise awareness among young people on environmentally friendly behaviour by developing knowledge, skills and attitudes in environmental education, addressing challenges in changing real-life situations, leading to lifelong achievements, fostering quality, creativity and innovations in education, harnessing the latest technological advances, strengthening and developing cooperation between schools. English as a foreign language school subject is one of the main subjects that is involved in international programs, as students have to explore information, they solve problems, make researches and presentations, communicate with participants of foreign schools, etc. in English. Thus this was another aspect to be taken into consideration by the author when planning and implementing English language curriculum in Form 10.

The key principles of how the environment exploratory trips are connected with the competency-based skills, including self-directed learning, critical thinking and problem solving, Figure 3.1. is provided (Tālmācības vidusskola Rīgas Komerckola [Distance Education School Riga Commerce School], 2020). The concept and the figures were retrieved from and developed from the Environmental Education Handbook (Grīnberga & Ridūze, 2006). The three circles represent the model of environmental education in which the intellectual development happens by being active in the environment, thus gaining experience about the environment, which facilitates interest and leads to actions that can be useful for the environment. The steps represent the structure of environmental education of how experience is gained through senses, interaction, engaging activities, thus facilitating the research by asking questions, doing experiments, solving problems, which leads to the necessity of collecting the facts, followed but the evaluation of the research results and implementing the findings into action. The illustration at the bottom suggests which skills

the learner should use and which should be acquired in a successful environmental education project.

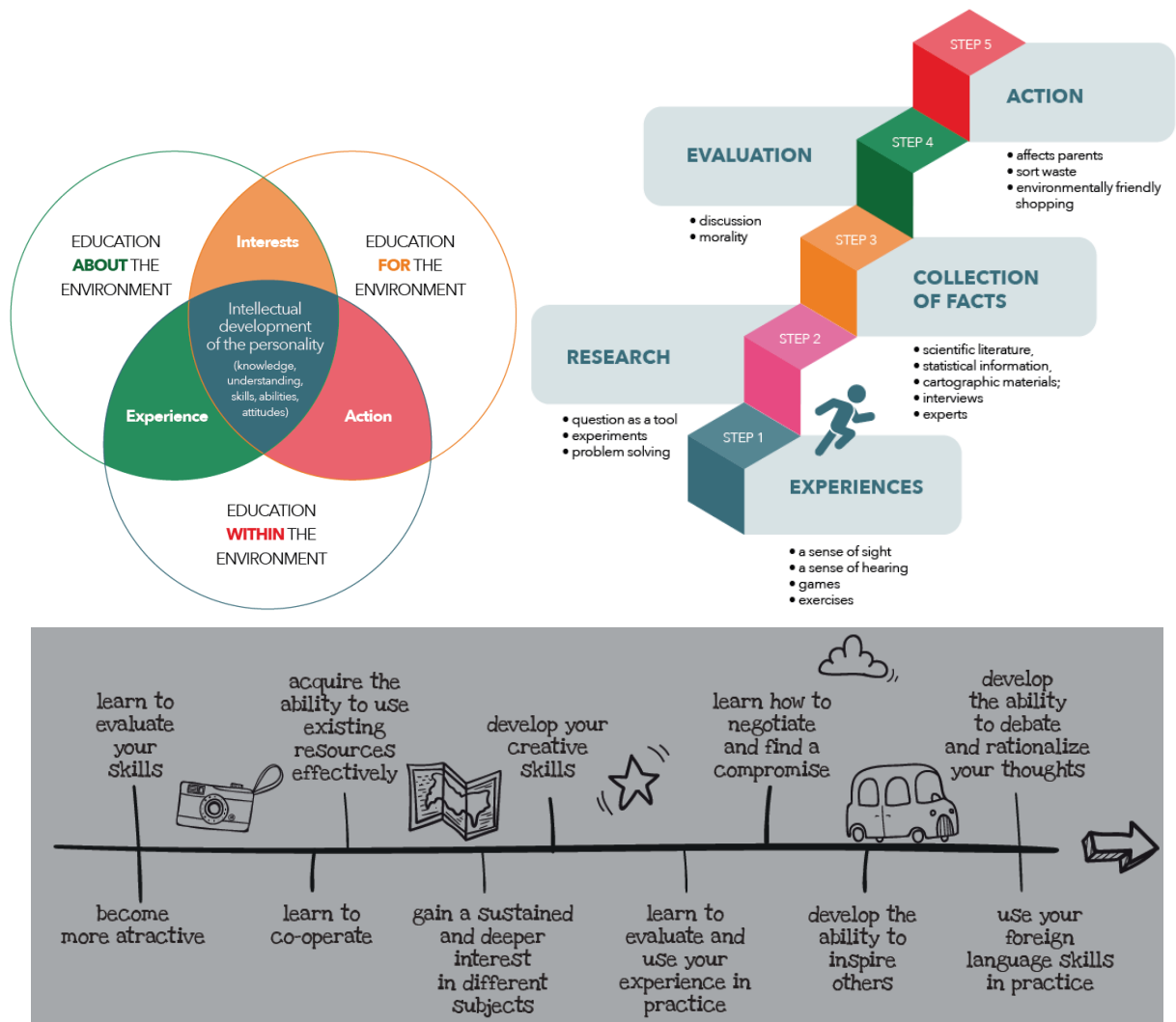


Figure 3.1. Environmental Education: the Model, Structure and Skills to be Acquired (Tālmācības vidusskola Rīgas Komerckola, 2020)

Lastly, it should be used to analyse the strengths and the weaknesses or risks / threats of the school, to see what could be used to build the learning process upon, and what should be focused on for further development. The summary of them has been made according the information in Appendix 2 and the Self-Assessment Report of Riga Commerce School (Tālmācības vidusskola Rīgas, 2020); unlike traditional SWOT analysis as in theoretical part Table 1.1. (SWOT analysis of e-learning education services), weaknesses and risks have been combined in one section.

Table 3.1.

Summary of Strengths, Weaknesses / Threats and Areas to Be Developed at Distance Education Secondary School Riga Commerce School

Strengths	Weaknesses / Threats
<ul style="list-style-type: none"> • learning at one's own pace, • taking into account individual abilities and needs; 	<ul style="list-style-type: none"> • students at risk of lacking motivation (mostly due to

<ul style="list-style-type: none"> • opportunity to personalize and individualize the learning process; • in-depth acquisition of the study content – focusing at one subject in a time; • using time more purposefully and meaningfully; • studying from anywhere in the world; • opportunity to improve one’s talent; • opportunity to learn by travelling, having excursions, visiting museums, learning in nature, linking theory with real life; • facilitating self-directed learning in digital learning environment; • change of teacher’s role: teacher = advisor; • various technological resources; • students and parents well-informed about the requirements for the assignments and learning process; • reasonable assessment criteria according to students’ age; • variety of assessment methods and forms; • regular online and face-to-face group consultations; • unlimited individual consultations online and face-to-face; • a variety meaningful and purposeful career education and activities; • positive and friendly school environment, comfortable school premises; • high sense of belonging to the school; • a variety of school traditions; • good collaboration with other educational institutions. 	<p>negative previous learning experience in other educational settings);</p> <ul style="list-style-type: none"> • avoiding difficult subjects; • difficulties to get down to the learning due to other reasons: work, family.
<p>Areas to be developed (opportunities)</p>	
<ul style="list-style-type: none"> • to continue complementing the learning process by modern technological resources; • facilitating the development of the 21st century skills, global and environmental education; • to strengthen and increase the variety of cross-curricular links, interdisciplinary projects; • to develop a variety of assessment criteria and methods, as well as means and methods of communications to facilitate learning motivation and engagement; • to facilitate students’ responsibility for one’s own learning and co-responsibility for one’s learning achievements; • to develop self-assessment skills; • to facilitate, guide and support self-directed learning by using progress visualisation; • to appropate complex assessment criteria; • to develop and strengthen the support arrangements and collaboration with students who have special needs and their families; • to continue developing competency based skills and self-directed learning, educating teachers on this issue; • to develop new traditions, strengthen already accustomed; • to facilitate collaboration of the school with higher educational institutions. 	

In comparison to the theoretical SWOT analysis in Table 1.1., the common weakness or threat is that students might lack the motivation, additionally in the SWOT summary of Riga Commerce School it is mentioned, that not getting down to work might be due to other difficulties; students also might avoid difficult subjects. As to the strengths, flexibility is a

common factor in both SWOT analysis, as well meaningful time-management; another similarity is taking students' needs into consideration and providing individual and personalized approach, greater variety of learning resources, life-long learning skills, etc. In the SWOT summary of Riga Commerce School some more personalized features such as school traditions, travelling, school excursions and achievements are mentioned.

Having gained the understanding about the vision of Riga Commerce School, the next step was to choose the learning resources which could be used to develop the curriculum. The author set the criteria according to the information provided by and discussed with the principal of Riga Commerce School I. Beļinska, and from the Self-Assessment Report of the distance education secondary school Riga Commerce School (Tālmācības vidusskola Rīgas Komerckkola, 2020). The learning materials should include the skills necessary for the 21st century, all language skills should be equally developed by the activities provided, they should be engaging and supporting various interests, and most importantly – they should be digital, as: “self-direction, which always has to be presupposed for learning by distance students, can be raised with the help of a PC to a qualitatively higher level. For important pedagogical reasons, it would be irresponsible not to make use of these new chances for pedagogical optimization” (Petters, 2003, p.90). Moreover, as theory in chapter 2 reveals, the choice and desing of learning materials in distance education should start from the electronic environment (Memić-Fišić & Bijedić, 2017). Additionally, according to the theoretical research in the previous chapters (Memić-Fišić & Bijedić, 2017; Pennarola, 2007; White, 2007), it seemed considerate to choose from a course-book based digital sources, thus time for preparing learning materials by the teacher would be saved, a more structured content could be designed easier, and this kind of materials could provide a greater opportunity to monitor students' progress and achievement.

Having regularly visited teachers professional development seminars and having seen the presentations by the publishers of English learning and teaching resources, it was decided to arrange a meeting with a manager from Pearson Education Limited. Two Form 10 (previous school year) students and members of parents council, as well as school administration and other English teachers were also invited to participate in the presentation to have several opinions to choose English learning resources which would best suit Riga Commerce School. The representative of Pearson Education Limited offered several resources, later on they were tested online by the English teachers and students. To make the choice easier, another criteria were set; the assessment list with the criteria is provided in Appendix 4. Additionally to the previous criteria set of what kind of materials to choose, the several options offered by Pearson Education Limited had to be assessed according to the

variety of digital activities, if there are worksheets that can be downloaded by the teacher and student, if there are video resources, project-based activities and if the performance of students can be easily monitored. The choice was in favour of *Gold Experience 2nd Edition B2* (Alevizos, Gaynor, & Roderick, 2018; Edwards & Newbrook, 2018; Maris, 2018) with its personalized digital learning platform available at <https://english-dashboard.pearson.com>, as it promised a fast-paced motivational course to build language skills and skills needed in the classroom, for the exams and real-life world. The learning materials include engaging and current topics relevant to teenagers' lives (also appropriate for older learners), encourages meaningful communication, has an attractive design, contains a variety of written, audio, video and digital content activities. The content is based on authentic resources to present the real life. Digital tools and apps are available both for the teachers and learners. The digital learning platform has an integrated Zoom account, so that online lessons can be held directly from the personalized Pearson account. Video-based speaking activities are followed by project ideas which facilitate the development of the 21st century skills. Most importantly, the activities provided in the course push the learner into active engagement with one's learning by taking the responsibility of one's progress, thus facilitating independent or self-directed learning. (Pearson Education Limited, s.d.) The practical testing of the digital learning resources and the content of course descriptions was a promising start to implement a curriculum which would suit a self-directed learner in distance education school.

The next step of the planning to implement a new English curriculum was to design a course syllabus. It was based on the *Gold Experience 2nd Edition B2 Mapping Booklet* (Pearson Education Limited, 2018) by taking into consideration the principles from the *Sample of Basic Course Curriculum for General Secondary Education* (Dimpere, I.; Krīgere, G.; Zeimanis, J., 2020) and the *Regulations Regarding the State General Secondary Education Standard and Model General Secondary Education Programmes* (2019).

However, the author was not fully satisfied with the opportunities provided in the *Gold Experience 2nd Edition B2* course material to facilitate critical thinking skills; as critical thinking skills are essential to facilitate the development of self-directed learning (Garrison, 1987; Quigley, Muijs, & Stringer, 2018; Vaughan, Cleveland-Innes, & Garrison, 2013). Thus the syllabus was complemented by the activities to facilitate critical thinking, the idea of which was gained during the online course "Integrating Critical Thinking Skills into the Exploration of Culture in a Young Learners' EFL Setting" (World Learning, 2018) – the course certificate in Appendix 5. Moreover, as a self-directed learner should know the strategies how to learn more successfully (OECD, 2018) the topic of learning strategies and

types of learners also was added to the content. Additionally, taking into consideration Berge's (2013) findings that there is increased risk of anxiety among distance education students due to many unknown factors and new environment, the topic of stress management strategies also was included. This content was developed according to another online course "Master your brain: Neuroscience for personal development" (Caremans, 2020) – the course certificate in Appendix 5. Lastly, taking into the consideration the aim for the further development to provide a larger variety of cross-curricular activities and to involve students in different project-based activities to facilitate motivation, engagement in a meaningful learning process and to develop self-directed learning skills, each course unit (one-month period) was supplemented by a list of ideas for creative projects. Another additional component in the syllabus is the list of sources useful for independent learning. The English language syllabus designed by the author is attached in Appendix 6.

The next step at the beginning of every new learning process is to get to know one's students. Previously, the assessment tests and learning resources were usually PDF type materials uploaded on Moodle system (the basic online learning platform of Riga Commerce School). As to the tests, they had to be downloaded from the platform, printed, completed, scanned, and uploaded back to the Moodle system within a set time limit. The author decided to digitalize the diagnostic test to assess the knowledge and language skills of Form 10 students. Although time consuming to create, it was labour saving afterwards, as the grading was done automatically by Moodle. The diagnostic test (see Figure 3.2.) was introduced by an essay-type task in which students had to introduce to themselves, open-end questions were provided to suggest what information students were welcome to provide. Then it was followed by 100 multiple-choice questions retrieved from Pearson Education Limited (2018) Teacher's Resource Pack assessments. The explanatory note of the test was provided in Latvian to ensure that all students understand what has to be done and not to frustrate weaker students if there happen to be ones. Moreover, to ensure that students do not cheat while doing the test, but demonstrate their real knowledge, it was explained that the test result would not be graded, but students would receive additional points to September's assignment mark for a fully completed test. It was also explained that the test results and students' introductions to themselves would help the teacher to understand how to organise further learning.

✓ 1-Diagnosticējošais darbs

Diagnosticējošā darba mērķis ir noskaidrot katra skolēna angļu valodas zināšanu līmeni, lai pedagogs pieņemtu lēmumu, kā turpmāk organizēt mācību procesu.

Par pareizajām un nepareizajām diagnostikas darba atbildēm vērtējums netiks likts. Par pabeigtu darbu iegūsi papildus punktus septembra darba vērtējumam.

Lūdzu, **pildi darbu godīgi, nemeklējot atbildes citos avotos**, lai tiktu uzrādīti patiesi testa rezultāti.

1. esejtīpa jautājumā lūgums veikt aprakstu par sevi, minot apstākļus, kas varētu ietekmēt angļu valodas mācīšanās procesu, lai skolotāja varētu veikt nepieciešamos mācību procesa pielāgojumus.



Sākums / 10v-Angļu valoda / / 1-Diagnosticējošais darbs / Priekšskatījums

Jautājums 1

Nav vēl atbildēts

Nav vērtēts

▼ Karogot jautājumu

⚙ Rediģēt jautājumu

Analyse the way you have been learning English so far: what your strengths and weaknesses are, what the preferences (likes / dislikes) are, what the reasons for learning English are, what you expect from your future learning process...

Do your best to demonstrate your knowledge and skills of the language. You can use a dictionary to do this task.

Complete the sentences so that they are true about yourself (there are some hints how to start):

I have been learning English (how / where / how long, etc.) ...

I am good at... / I like...

The things that still seem difficult for me and are rather challenging are: ...

I learn English because ...

This year I would like to learn / to have more ...

My English teacher should know that ...

Rindkopa ▼ B I [List] [Link] [Image] [Table]

Jautājums 2

Nav vēl atbildēts

Maksimālais punktu skaits 1

▼ Karogot jautājumu

⚙ Rediģēt jautājumu

Tom ___ on a new idea for his game at the moment.

Izvēlieties vienu:

A. worked

B. works

C. work

D. 's working

Figure 3.2. Screenshot of Form 10 Diagnostic test in September, 2020 (created by Agnese Gromova-Ķūrena on Moodle platform of distance education secondary school Riga Commerce School)

After the test was completed, students could see their performance score, automatic feedback was provided (Figure 3.3.):

- if the score was less than 10% students might lack the basic knowledge required for B2 level, they were advised to arrange regular individual meetings with the teacher to catch up with the curriculum;
- if the score was 10 – 49% they also might need extra help for remediation of some of the content topics;
- having scored 50 – 74%, students were suggested to apply for an additional interview with the teacher to assess if extra advanced materials would be necessary during the learning process;
- for more than 75% test result, students were considered to be at a level above the curriculum content and were suggested to use extra materials of a more advanced level.

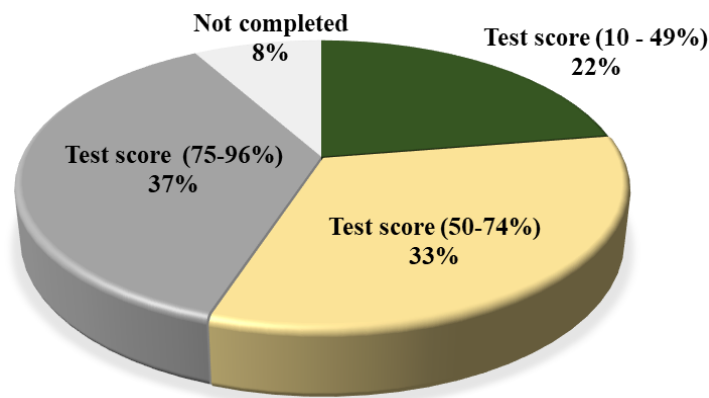


Figure 3.3. Form 10 Students' Diagnostic Test Result (September)

The diagnostic test was completed by 45 students, 4 students had not done it. Moreover, these 4 students have not done any assignment this school year, this means that the drop-out rate was 8% already at the beginning of September. Although school administration has tried to contact them to offer some assistance and guidance, they have not responded.

According to the data (Figure 3.3.) more than one third of the students achieved high results in the test, this means that the activities provided in the course book might be much too easy for them. From the perspective of self-directed learning, the teacher's task in such case is to design additional assignments not to decrease students' motivation and to provide activities that are challenging enough.

33% of the students achieved satisfactory results, some of them applied for additional interviews. It could be concluded, that these students potentially might be rather independent learners, however would require teacher's assistance and guidance now and then.

22% of the students performed lower than average, thus should be paid more attention to by the teacher. 4 out of 11 students who performed below the average have attended online group tutorials regularly, as having been suggested by the teacher. 2 of 11 students who performed below the average left school later in the school year, 2 more students have not participated actively in any of the lessons further on. Whereas other 2 students have not participated actively only in the English learning; as to these students, the teacher should find the way to get in touch with them, as they might need extra support and might have failed in English due to the low knowledge of it (as mentioned in SWOT analysis of Riga Commerce School Table 3.1., there is a threat for the students to avoid difficult subjects). At the beginning, one of these students responded to the teacher's emails, several individual meetings were arranged, but were postponed afterwards.

Having read students' introductions to themselves, it was understood that, even a large number of them had a high test score, they mostly had quite common spelling and grammar mistakes. It was also approved in their writings, where most of the students admitted that they knew the language quite well and were able to communicate in English freely; however, they felt that writing / spelling skills and the ability to use grammar correctly were the weakest. Quite often, especially students who scored below the average, admitted that they didn't not feel comfortable if had to speak in front of other people, as didn't feel confident enough, several of them had had bad learning experience in their previous school due to negative teachers' attitude.

Most of students mentioned a purpose for learning English, for example, widening perspectives in life, useful for career, future education, meeting people, being able to communicate and gaining new knowledge. A number of students had lived or still live abroad (the USA, Germany and the UK were mentioned). Thus, it can be concluded that the students had the characteristic features of becoming global citizens and being able to live in a multi-cultural society. *(As the purpose within the frame of phenomenological research is not to focus on quantitative data and numbers, but the general impression of the situation, precise numbers of the respondents' answers are not provided.)*

Further acquaintance with the students was made through the assignments in September, they are available in Appendix No. 7. They were also introduced to the learning strategies and theory on the different types of learners, as well as encouraged to get to know themselves as the learners, which is an essential skill for becoming a self-directed learner, as described in the theoretical part. Another activity, to make the students realise who they were, was called "Identity Wheel" (World Learning, 2018). They had to draw a circle and write their identities, then they had to write what identities they had chosen, why and what

was surprising to them, they had to decide which of the identities were determined and which they had chosen themselves. Most of the students admitted that they enjoyed the activity (which also is a positive aspect on the way to self-directed learning). Some of them admitted that they had been sceptical about the activity before doing it and did not see any useful purpose of it; however, while doing this they became surprised of themselves as they had not thought about some of the aspects. Some also mentioned that they felt joy while doing the activity, some came to the conclusion that only some of the identities could not be changed, e.g. being a daughter, whereas most of the identities can be changed if the person is determined to do this. Even gender can be changed nowadays, if the person is not satisfied with the nationality, one can choose a country to become a resident or citizen of.

As to the assignments, the instructions are provided both in English and Latvian, to make sure what has to be done and to avoid misinterpretations. This might be helpful for students whose English knowledge is below the average. Moreover, in some of the later assignments while providing feedback, several students mentioned that they liked the detailed descriptions of the assignments and that they could also check their understanding by reading the translation in Latvian.

What is more, each month's description of assignments contains the rubrics according to which students are graded. Thus students can focus on the details and be more precise about their performance. To teach students do assignments on time, neat and tidy, the relevant criteria are included in the rubrics.

After the assignments have been graded, students are provided for a detailed written feedback by the teacher (Appendix No.8). According to students' feedback, some of them had never received such a detailed analysis of their mistakes and recommendations for further development, most students very glad and grateful for receiving it; however, there were a few who even did not notice that they were sent such a feedback. From this it can also be concluded that there are different levels or stages (according to Grow (1996)) of self-directed learners. Some of the students even requested feedback rubric for the assignments in which the teacher had not planned to write it (online test and self-assessment in December), as they admitted that it really helped them in their learning. Which proves the theoretical standpoints of the importance of teacher's feedback in distance education as described in the previous chapters.

To move on in getting acquainted with the students, on September 12 there was the first face-to-face lesson at school premises, 45% of students attended the classes. With the reference to the importance of communication and the establishment of the community of inquiry, socializing activities were provided. The teacher had prepared at least 30 different

types of symbols (various pictures). Students had to choose three which best represent them by telling about it to the classmates. Not to embarrass those who were not confident about their English speaking skills, students were allowed to speak in their native language (Latvian or Russian). Before this, the teacher explained that we live in a multicultural society where there are several languages used around us and we have to respect other cultures. To encourage the students, the teacher started by introducing to oneself. She displayed several symbols on the screen (one by one), and the students had to guess what they could represent.

The next face-to-face lesson was on October 10. Having understood that students had enjoyed communication activities previously, several group work activities were used during the lesson. This was also the introduction to one of the skills necessary for critical thinking – ability to distinguish between facts and assumptions / opinions. Several pictures were demonstrated on the board, for example, a woman with a child, the written statement was “This is a mother with a child”. Students had to decide whether this was a fact or opinion. To receive students’ feedback after the lesson, students had to fill the exit tickets (Figure 3.4.), by completing open-end statements:

- What I liked...
- What I learned...
- What still seems unclear...
- What I would like to be different...

The image shows two documents side-by-side. The left document is an 'English Class Exit Ticket' dated 10.10.2020. It has four sections with handwritten answers: 'What I liked...' (games and 1st task), 'What I learned...' (I revised about tenses), 'What still seems unclear...' (prepositions), and 'What I would like to be different...' (nothing, I liked everything). The right document is titled 'Skype / Zoom meetings' and lists: Monday (16.00 - 18.00) (12.00 - 20.00), Tuesday (10.00 - 12.00; 16.00 - 20.00) (10.00 - 20.00), and Wednesday (10.00 - 17.00) (10.00 - 20.00).

Figure 3.4. Form of Students’ Feedback after the lesson: “Exit Ticket”

In general, students liked the lesson, enjoyed the group activities, liked that the teacher spoke English, they had fun distinguishing between facts and opinions. They revised grammar, learnt “a bunch of grammar words” both in English and Latvian. Several students would like to have group activities more.

Thus it was concluded that more communicative activities should be provided. One of the ways to do it, could be providing regular group lessons online. Therefore, on the other side of the “Exit Tickets” students were asked their preferences on time when to organise the lessons. They could also choose between Zoom or Skype. As mentioned before in the theoretical part, to facilitate self-directed learning in distance education, students should be offered a variety of communication options and learning tools to choose from and which best suited them.

In Appendix 9 there are instructions for the assignments in October. Students were introduced to Pearson digital learning platform (the digital learning tool based on the course book Gold Experience 2nd Edition B2) – further in the text “Pearson”. To help students understand how to navigate on the platform, guidelines with illustrations and explanatory descriptions were designed (see Appendix 10); the aim was to facilitate students’ ability to work on Pearson platform independently.

Students were assigned 48 activities from Unit 1 (topics to be acquired in October), but they did not have to do all of them. They were required to do at least 2 activities from each skill: reading, grammar, vocabulary, listening, speaking, use of English. The purpose of this was to make students decide of what activities to choose, what would suit them best, what they struggle with most, etc.

Two more tasks to facilitate self-directed learning in October were as follows:

- 1) students had to choose a well-known story and to re-write from the viewpoint of another character (the one whose perspective was usually not discussed). Thus students would continue mastering critical thinking skills by practicing the ability to look at the situation from a different perspective. As to the language skills, students had complete the table with the examples from their story according to the set criteria. Ability to distinguish facts from opinions was also included there.
- 2) the last activity in October was self-assessment of one’s performance / feedback on one’s progress in September and October by answering 8 questions:
 1. How and why did you choose the specific exercises to do in Pearson platform?
 2. Have you done at least some activities in every category of all skills: reading, grammar, vocabulary, listening, use of English, speaking? Did you do the activities several times to improve the results?
 3. What are the things that you have done well? What have you learned?
 4. What have you struggled with?
 5. What should you still focus on?
 6. Have you got any suggestions to your English teacher?

To analyse the results according to the phenomenological research design, all the texts were read through to gain the overall impression. Then the key words were highlighted by a text-liner. The third step was to try to categorize the answers by deciding whether they can be regarded as strengths / achievement, weakness / struggle or opportunities / goals. Colours were used to highlight the answers of the same student, if the parts of the answer were connected. Comments in red were done by the teacher to demonstrate the ideas coming up while reading students' responses, as well as to give additional explanation for the purpose of this research. There are language mistakes in the table to **keep students' writing style, and the contractions to demonstrate that these are notes of the teacher. (Tables 3.2. – 3.X.)**

Table 3.2.

Analysis of Students' Self-Assessment / Feedback in October – Question 1.

STRENGTHS / ACHIEVEMENT	WEAKNESSES / STRUGGLES	OPPORTUNITIES / GOALS
1 - How and why did you choose the specific exercises to do in Pearson platform?		
<ul style="list-style-type: none"> want to be smart and get a job -> need to know Engl. ones I had more fun to do, focused more on voc. and gram. – enjoy them those easier and faster, prefer multiple choice started all types of ex., if saw that having difficulties, did more of those did half in the given order then took a break there are so much ex., I chose all in a row P.pl. rather advanced and entertaining way to study... mostly order they were, some because looked interesting; wanted to test myself on that specific task. at the beginning in their order, later on the difficulty level; more gram., because this is my weak spot the ones I struggle most step by step; if it's hard for me or I don't know the answer, I skip and come back later with fresh mind. Also looking for more resources in Moodle tried at least 1 of each skill to see overall result I chose the ex. because I wanted to refresh my Engl. skills, I thought I would have a problem with grammar by my knowledge in English By completing first to evaluate which skills I need to practice more at first didn't choose any specific, simply started in sequence; after understanding that each category differently outlined -> started looking in them -> chose more user friendly from form of presentation 	<ul style="list-style-type: none"> first few only explored the platform (has not been on P.platf.) not a big fan of reading big texts so I went easier on reading exercises after the break platform wouldn't register any further attempts, so I just stopped (didn't inform the teacher) didn't do as much as I could have randomly; not happy with P as internet connection was not stable, I was struggling with P most of the time to make sense out of it. Technical aspects were making me mad skipped the time-consuming, didn't feel like doing them now no particular order, just as they were listed no particular choice, just doing in their order did all in every category randomly, because first I thought we had to do all randomly didn't choose, just in a row I started to do exercises and there were all tasks (reading, gr....) in one map (it turned out that on teacher's platform skills are neatly sorted, but they are not on student's platform – a messy order) 	<ul style="list-style-type: none"> want to do more next time stopped once had done quite a few, but going to finish later in the year as a part of my revision might come back to them later

It can be concluded (according to the data in table 3.2.) , more than a half of the students had their strategy to choose the tasks to be done; if not from the beginning, then later on by practicing they discovered the functioning features of the platform and worked

out their strategies to continue doing the assignments. This can be considered a positive aspect in the development of self-directed learning. Some of the students also made further development prospective. Some of the students were not trying to struggle themselves, avoided difficult tasks, or just did the tasks randomly.

A few students claimed to have technical problems. Not to hinder the further learning process, by facing the risk of losing students' motivation, teacher's assistance and guidance should be provided – at least helping the students to contact Pearson's technical support team. Only recently by rereading and categorizing students' answers, has the author noticed that the order of the tasks on students' platform is not the same as on teachers' – were the tasks are ordered by the skills. Thus there is unnecessary confusion for the students. Most probably, next year the tasks should be assigned week- by-week not for a month, for students to better understand what task refers to what skill and topic.

Table 3.3.

Analysis of Students' Self-Assessment / Feedback in October – Question 2.

STRENGTHS / ACHIEVEMENT	WEAKNESSES / STRUGGLES	OPPORTUNITIES / GOALS
2 - Have you done at least some activities in every category of all skills: reading, grammar, vocabulary, listening, use of English, speaking?		
<ul style="list-style-type: none"> • one in every • several in each • yes • tried all cat. – I succeeded • yes • yes • at least a few of every skill • all in a row, dealing with them in a trial mode • at least three on each • yes, except LU, because I couldn't find it at first, but later I found it • Yes, it's extremely helpful. If I struggled I contacted my teacher • yes, listening my favourite – easy to do& can find interesting information in them • yes • all • yes • yes, in each • almost everything (except. speaking) • in every single category • yes • yes • multiple in each category 	<ul style="list-style-type: none"> • some, but not all (did Voc, LU) • found most of the things of no use for me (has not been on P.platf.) • I have not checked, for me the start of the year always is worse than the end • was unhappy when work got lost or when the choice I wade was not repairable • not all • only reading and grammar, some tasks were a little jerky, couldn't be finished until the end • except speaking 	<ul style="list-style-type: none"> • plan to do them all •

In these responses (table 3.3.) it can be seen that most of the students tried to complete the assignment, some find the tasks useful. One learner demonstrated the skill to find assistance of the teacher when needed. In some responses (question 1 and 2) “joy / enjoy” is mentioned, which can be regarded a positive aspect to facilitate self-directed learning.

Table 3.4.

Analysis of Students' Self-Assessment / Feedback in October – Question 3.

STRENGTHS / ACHIEVEMENT	WEAKNESSES / STRUGGLES
3 - Did you do the activities several times to improve the results	
<ul style="list-style-type: none"> • one exercise multiple times due to misspelling (trying to achieve better) • some of them more than once to improve • yes • no, only first time re-did a few exercises because I wanted to see the best result • yes, if I wasn't sure what to do in the first attempt, in 2nd I already knew and improved result. • yes, but not on all • no, just the ones that system didn't register • yes, several times to improve the results, because I didn't like those • I tried but sth went wrong • I was a bit disappointed with myself, to the point where I started questioning the correct answers, funny. so going through several times to find and understand my mistakes • had to do several times • yes, those with dumb mistakes because I didn't understand the task on the first try • yes, a few more than once • for some I did • I discovered that I don't have to do P on computer, I downloaded P's app • Yes, if low score bothered me, I improved to have 100% • only if made spelling or other minor mistake • used the opportunity to improve the result by repeating • yes, because from beginning couldn't understand; when practiced, I realized how everything works • some yes, and in some I immediately understood the error • no because I understood my mistakes • if my result was below 45%, tried another to improve. • yes • yes, because I wanted better result • had to work harder on writing grammar, and re-do ex. several times to improve the result 	<ul style="list-style-type: none"> • because they kept disappearing, nevertheless I couldn't improve any results since the program got stuck on my first random choice (there is a technical support assistance available on P; teacher was not informed at once) • P's app is not connected with P's profile • there was this one task, "An article, Exercise 2 in writing" that got on my nerves, because 3 times of trying I couldn't drastically improve my score, so I gave up on it. (should be encouraged to contact teacher to find out – did in later monthly assignments)

In table 3.4., a satisfactory feature in responses to question 3, whether the students did the activities repeatedly if they had not scored optimal result, is that most of the students tried again if they had made any mistakes or were not satisfied with the result. Ambition and being determined might enable the development of self-directed learning. A student discovered Pearson's app, another technological opportunity for independent learning. In these responses, similarly to the first question, some students demonstrate their skill to set the criteria for what they are doing.

Table 3.5.

Analysis of Students' Self-Assessment / Feedback in October – Question 4.; 6.-7.

STRENGTHS / ACHIEVEMENT	WEAKNESSES / STRUGGLES	OPPORTUNITIES / GOALS
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4 - What are the things that you have done well?

6 - What have you struggled with?

7 - What should you still focus on?

- enjoyed listening as I figured out how to match the words
- voc, LU
- judging by my results, I did pretty well in all exercises – 100% in everything
- speaking, gram., listening
- writ., list.
- everything
- gram., at least better than others
- voc., LU, read.
- most ex.well. (except in 2 or 3 tiny mistakes)
- best result in read., listen.
- read., voc.; some struggles, but practice and I got reading book
- listening and reading, since short & easy, quite enjoyable
- speaking...(after the mistakes) finally I understood what to do
- gram, list.
- speaking (but don't exactly remember)
- listening, grammar
- in ex.where I had to put the right word in the text
- grammar
- speaking, writing, grammar
- scored the best in voc., reading, writing, speaking
- gram., voc.
- looks that I'm good at reading, list., speak. – well at all
- with short tasks you can try different options quickly, and come to the right answer more faster

- except the writing because I misinterpreted the instruction
- I have not done anything with awareness. Any monkey without knowledge could press buttons and get some result
- until I didn't understand what to do, it brought my average score 50% down
- listening was difficult to figure out how to match
- differentiating between gram.correct and incorrect sentences
- Gram.
- except voc. and gram.; system not accepting a different answer that would fit (only the programmed ones) – I got a bit frustrated
- didn't remember a lot of words when I needed
- vocabulary
- reading, because I skip some parts of the text to finish faster, leading to some avoidable mistakes
- reading, because accustomed to read in Latvian
- gr.at the moment; list.-challenging – made lot of mistakes though Brit.accent was quite clear
- I was struggling with an engine that does not understand my human needs. As if I had a phonecall and stuck with an answering machine telling me that all operators are busy.
- some trouble with voc. and 1 writ.ex. (but these were dumb mistakes I usually don't make
- voc, LU
- gram, past tense
- The longer tasks, because I didn't feel like re-doing them, because if you fail the first time, you still need to consume the same amount of time to do them again
- spelling
- vocabulary exercises
- reading, gram.
- some tasks as I didn't like the topic (both tasks were the same)
- some difficulties with ex. where I had to read the text and answer questions, tricky questions – difficult to complete the task
- reading
- reading, listening
- gr., list. were a bit harder to complete
- listening
- memorizing info through audio recordings
- I know longer writing tasks are important, so I will probably touch on them again.

- do more ex.in every category
- therefore need to revise
- except punctuation (it's not on P, it's the side of gr. that could be better
- build up my vocabulary
- on all exercises as usually
- looking forward to studying with P – seems promising
- read the task multiple times and be more careful, because I was trying to do as fast as I can
- prepositions, voc.
- gram, reading
- I should repeat at few days; mostly gram, voc.
- do more on P, keep doing tasks from every skill, continue improving my results
- spelling
- how to fold word endings
- reading more English and do more exercises
- grammar tenses and writing
- sentence structure
- more on speaking in English, refresh my vocabulary skills
- using and speaking English in my daily life ; even if I know gr.well, without using language I can't improve
- gram. and tenses more, it seems I struggle with those types most
- writing and grammar, memorising info heard

A positive aspect for self-directed learning in students' responses (table 3.5.) about what they had done well, what they had struggled with and what they should focus on is that they are able to recognise and reflect on their strengths and weaknesses. In comparison to the students' introductions in Septembers' diagnostic test, where most of the students mentioned grammar as the topic for struggling, here grammar in some responses is mentioned as the skill where students had performed well. However, grammar is still the topic of struggle for most of the students. As students' weakness impatience can be spotted here and lack of persistence to find the correct answer. The positive aspect from the perspective of self-directed learning on Pearson platform is that the tasks here can be done repeatedly (if set so). In case of mistakes, students can access their digital materials to find the active vocabulary or grammar rules to find the specific answer which would suit the one being programmed on the system. Conclusion – the teacher should provide more activities on problem solving where there should be found solutions in various ways. Another skill to be acquired is to offer various solutions to the situation. Probably creating mind maps on key concepts would facilitate this skill.

Table 3.6.

Analysis of Students' Self-Assessment / Feedback in October – Question 5.

STRENGTHS / ACHIEVEMENT	WEAKNESSES / STRUGGLES
5 - What have you learned?	
<ul style="list-style-type: none"> • knew most of things, found sth. I need to brighten • anything new, but revised • comma placement a real issue for me (has not been on P.platf.) • how to transform nouns into adj. and other way • to give myself more time to rethink my answer before submitting them • not much, mostly new phrasal verbs • I have understand that in the ex.of listening can impose to one I con to see what they speak (has discovered transcript) • but I got familiar with platf.and learning techniques; P taught to focus and pay attention to detail, understand mistakes in gr. • there is such thing as supertasters, learned interesting things about them • new phrases, new words, how to use P app • a few new words, from everything a little bit slowly • anything new, but refreshed memory in English, revised how to do some short tasks • how to use P platf. • improved knowledge about present tenses • new words • learned a little time (tenses) and new words using translator • that I need to do more reading • even if you think that you know sth well then that' s not true; you can't be perfect in any category; there' s always sth. that you can improve • to listen more closely to audio to write the correct answer • that I' m quite impatient, that I like the tasks that with outstanding amount of listening, is seems that it is more difficult to memorise information I have heard, rather than seen 	<ul style="list-style-type: none"> • don't think that anything new • I have learned that (for my big surprise) online learning makes me mad and dumb. (communication options on Moodle or otherwise should be improved to discuss problems immediately) • nothing new that I didn't know before

Table 3.6.: the student who had technical issues became completely annoyed, lost confidence in one's English skills. This is a threat that should be considered in distance education that use of technologies can cause anxiety, in some cases lack of motivation if technical struggles appear. Teacher's and administration's assistance and guidance should be immediately provided. Two more students could not see anything new they had learned; it can be possible if the student has scored more than 75% in the diagnostic test. The threat in this case can also be lack of motivation by assigning activities that are too low for the cognitive level, knowledge and skills; thus the development of self-directed learning can be affected negatively.

A positive aspect in one of the responses is that a student has discovered another technical opportunity for learning assistance – transcripts of the listening tasks. Several students got familiar with the platform. Some students have recognised their weaknesses in more detail, e.g., being impatient, not being perfect in everything although you'd had an impression of knowing English well. A useful skill gained by one of the students – to think before responding (to rethink before submitting the answer), another student learned to pay attention to detail; both rather useful skills for self-directed learning.

In table 3.7. students' answers about suggestions to the English teacher have been summarized. In general, students seem satisfied with the learning process in English, except those who had some technical problems. The teacher should provide clearer instructions on what to do in case of technical struggle. The skill of asking for help should also be acquired within English lessons.

The decision to supplement the English language curriculum by additional activities, to ensure a greater challenge for more advanced students, can be regarded as successful, as several students admitted that they enjoyed them, they were interesting and motivating. Detailed descriptions for monthly assignments can also be regarded as successful. To conclude: being interested, enjoying the assignments (which was also evident in the previous responses), staying motivated, overcoming challenges, finding solutions, discovering things by practice, doing the tasks repeatedly until the mistake is solved and the explanation found – these can be regarded at the advantages provided by the digital practice on Pearson platform which facilitate the development of self-directed learning.

Analysis of Students' Self-Assessment / Feedback in October – Question 8.

STRENGTHS / ACHIEVEMENT	WEAKNESSES / STRUGGLES	OPPORTUNITIES / GOALS
8 - Have you got any suggestions to your English teacher?		
<ul style="list-style-type: none"> • Everything is good as it is now. • current system of learning the material and testing knowledge in P.platf. working very well • teacher very good in her job, needs to continue giving these exercises because they are very good • teacher is doing fine, nothing particularly needs to be changed • if possible more tasks in P and less writing tasks in additional assignm. • no • not really, I think the learning process and everything else is pretty good so far • the writing tasks would be good • no suggestions – liked the challenges so far. Right now the studying process is ideal. The different nature of tasks keeps the studying entertaining, makes me think and put an effort in learning instead of thinking that my En.is good enough, I am very happy so far. • All other activities this month were rather interesting and fun. I also like detailed task descriptions. Thank you! • don't think I have any • no suggestions, but thank you for interesting teaching • I am very satisfied with my teacher and way how she plan our lectures and homework • I enjoy doing P, suggest teacher keeps giving us these tasks • overall exercises are very accurate, I'm pleased • no • no, I don't think • no, I like my teacher' s way how she is teaching • no everything is alright • no, everything is nice 	<ul style="list-style-type: none"> • except my problems with Moodle (lives in the U.S., internet causes problems) • I do not want to sound offensive but I would like to kindly ask my En.teacher to get rid of this device. Seriously. Could we return to the old style? • P pl. accepts only one correct answer. In one task I wrote 25% of sth., I guess the correct answ was a quarter of sth. (next year clear instructions what to do in case of struggle – check student' s book, check materials on Moodle, if still struggle – contact teacher immediately_ • I would enjoy submission of video or audio better than writing – they take less time to prepare. • I would like to have online lessons and deadline at the same time as other subjects (end of month) • if we could see each month exercises and learn by our mistakes, 	<ul style="list-style-type: none"> • if you see anything particularly wrong with my works then tell me as I am actually used to a bit of a different kind of English classes so I won't be surprises if there are problems you notice but I want to adjust • I should focus on English learning instead of machine learning (did great in written / creative assignments)

To validate the data on students' real engagement with the Pearson activities on other monthly activities, some numbers can be analysed. Only 27 students (55%) did the self-assessment / feedback task, which is 20 students less than performing diagnostic test and introductory task in September. However, more students (35) did at least any of the assignments in October and received a grade. The risk for drop-out increases to 29%. 33

students completed Unit 1 activities on Pearson platform – still 33% have not done anything up till the current moment.

For the next school year, a well-considered action plan to facilitate communication with the students, to monitor their progress and to act immediately and accordingly in case they stop learning, should be designed and implemented. This should be done in the collaboration between school administration and the teacher.

To explain about the number of students per class, it is not stable during the school year, as new students often join in the middle of the semester or even at the end of the school year. Several students leave school due to various reasons (changing place of residence, financial reasons, family matters, not being able to learn independently). Thus it is difficult to precisely compare statistical data.

Figure 3.5. represents the monitoring options of students’ performance on Pearson platform. Various settings can be performed to arrange the data: time spent on the platform, activities completed, score of the performance, attempts of doing the activities, etc.

<input type="checkbox"/> Student ↓	Assignment Highest Score	Assignment Time spent	Assignment Average Score	Assignment Completed	Assignment First Attempt	Assignment Last Attempt	Assignment Attempts
<input type="checkbox"/> Aa, Ten	97%	38m 6s	86%	5/46	88%	97%	11
<input type="checkbox"/> Ab, Ten	55%	34m 22s	41%	3/46	43%	55%	5
<input type="checkbox"/> Ac, Ten	72%	7hr 39m	62%	3/46	53%	72%	5
<input type="checkbox"/> Ad, Ten	-	-	-	0/46	-	-	-
<input type="checkbox"/> Ae, Ten	86%	6hr 0m	66%	24/46	65%	86%	45
<input type="checkbox"/> Af, Ten	-	-	-	0/46	-	-	-
<input type="checkbox"/> Ag, Ten	70%	5hr 28m	54%	19/46	50%	70%	31
<input type="checkbox"/> Ah, Ten	-	-	-	0/46	-	-	-
<input type="checkbox"/> Ai, Ten	92%	10hr 10m	90%	38/46	89%	92%	40

Figure 3.5. Report on Students’ Performance on Pearson digital learning platform (October’s assignment – Unit 1 activities).

As to the monitoring of students’ performance from the perspective of self-directed learning, students knowing that they are monitored admitted that they try to do more. Before that, some of the students tried to cheat by telling they had done the activities. However, after the teacher had presented what information on students’ performance can be seen on teacher’s Pearson platform, the number of completed activities increased. Thus it can be concluded that the theoretical findings that self-directed learning is facilitated by the presence of the instructor and monitoring the students’ performance is approved in practice.

To continue the development of self-directed skills, in November (see the assignments in Appendix 11) students had to write a “Cultural Bumps” story – about their experience where they were involved in or witnessed the misunderstandings or conflicts between two different cultures. At the beginning this activity was supposed to be done on Forum as a group discussion, where students had to reflect on each other’s story by applying active listening and reading skills or encouraging reflective practice skills (World Learning, 2018). Unfortunately, the forum was not available on the current version of Moodle system. Although having already assigned to reflect on peers’ experiences, the task was slightly changed – the students had to reflect on the sample story provided by the teacher (Appendix 11). However, the failure due to this technical struggle could be regarded as a learning point. Firstly, both the teacher and students were forced to find a solution in case of unexpected technical obstacles. Secondly, the need for technical improvement was identified. The school administration had already started to look for a more advanced learning platform to be implemented next year.

Another activity in November was a students’ self-assessment / feedback, similar to the October’s task, with the only difference that it had to be written in a connected text by using the strategies of structuring text and using appropriate linking words.

The analysis of students’ feedback was done similarly as for October’s assignments, with the exception that the responses were not categorized by questions, as students wrote a connected text. The weaknesses mentioned in the self-assessments:

- quite a few students mentioned being lazy, having lost the will-power to get down to work (in other school subjects as well), one tried to explain it by the dark and unpleasant weather outside;
- several students confessed of doing less activities that month;
- one student expressed dissatisfaction that Pearson platform did not show the correct answers, but only marked the answers as correct or wrong, the student admitted to be too shy and not wanting to bother the teacher every time one could not find the correct answer;
- some students expressed the pity that face-to-face lessons at school were cancelled due to the pandemic

In teacher’s feedback to the students, they were encouraged to contact the teacher any time they could not find the solution themselves and struggled in their learning. They were also explained the reason why it could be regarded a positive aspect of Pearson platform not showing the correct answers – thus students are facilitated to find the solution, to learn from their mistakes, because learning by doing is an efficient way of mastering new skills.

Another positive aspect is that students should try to initiate the communication with the teacher.

As to positive recognitions in students' feedback in November:

- exercises on Pearson seemed much easier than previous month, probably because students already knew how the platform functioned; several students were surprised how well they had done;
- one student wrote that by doing the task several times, one became better and better each time, and finally understood the topic;
- one of the students reflected that the digital activity book is much better than paper workbook as "you can interact with it" and gain the sense of communication;
- as to additional tasks, they were regarded "super inspiring and motivational", enjoyable and fun tasks;
- some students expressed their gratitude for the useful and interesting online lessons.

Similar to the conclusions for the previous month's feedback, here it is also evident that Pearson digital activities facilitate self-directed learning and critical-thinking skills as students are interested, motivated and determined to learn by repeating the activities and finding their mistakes. For further development, it should be remembered that a distance school teacher has to take into account the general situation in the society and in the nature, as it can facilitate the sense of isolation which the students of a distance education school face a higher risk of. In the regard of the pandemic, additional communication and collaborative activities should be provided to facilitate students' involvement in the community of learners.

As mentioned in the students' feedback, November was the first month when group online lessons were held. 30 students participated in the first lesson; however, a frustrating attitude was observed – none of the students turned on their cameras, and only a few turned on their microphones. This issue was brought to the discussion with the colleagues and school administration. Latvian language teacher initiated a seminar with a guest lecture about communication in which secondary school students were invited to participate. It was followed by the author's initiative to organise an online seminar about stress management and self-confidence, which was performed in the collaboration with the Social Science teacher / psychologist. Still only two or three students turned on their cameras during the following online lessons, students rarely spoke, mostly this was a teacher's monologue performance. Consequently, at the beginning of each lesson the teacher invited the students to turn on their cameras, the information was also written on the slide – nevertheless, students did not change their attitude.

Later on, in January, some Form 12 students joined Form 10 online lessons in order to revise and practice before the final exam. Being motivated to practice speaking, Form 12 students actively participated in the communicative activities (although with their cameras turned off). Meanwhile, Form 10 students became even more silent. From the individual conversations with both Form 10 and Form 12 students, it was concluded that students did not feel confident enough to speak in front of other students. Another reason was their emotional state due to Covid-19 pandemic. Even usually very sociable adolescents admitted having become timid, not willing to communicate, trying to hide, feeling isolated, but not doing anything to overcome this state. During Form 12 students' individual meetings to practice the speaking part of the exam, it was observed how the students gradually became more and more confident speakers, becoming more active speakers during group lessons. Thus it was concluded that small group communicative practices and individual meetings with the students should be performed more during the next school year. This year students were allowed to audio or video record their speaking assignments. As for the next school year, it will be tried to set as a requirement to arrange individual meeting with the teacher to do the speaking assignments. This could be the way to facilitate students' communicative skills which are also necessary for self-directed learning as described in the theoretical research in previous chapters.

The task in December was to continue practice on Pearson platform, to do an online test on Moodle, based on the topics of the 1st semester, and to do an online self-assessment. This time, students had to imagine that they are a teacher giving a feedback to themselves, in other words, they had to look at themselves as a detached observer. This turned out to be a challenging task to the most of the students. Whether they had not read the task carefully, or they were struggling to write about themselves from other person's perspective, but most of the students reflected using "I" form. An example of the assignment is provided below in figure 3.6. The assignment was as follows:

Imagine that you are your English teacher who has to evaluate your learning.

From your teacher's perspective:

- *describe your progress and achievements,*
- *mention the strengths and weaknesses,*
- *refer to the skills and knowledge that still need to be improved in English;*
- *make suggestions for your further learning process;*
- *provide evidence and specific examples from your learning process to support your commentaries.*
- *Use critical thinking skills and encouraging reflective practice techniques and phrases in your reflection.*

Complete the assessment of the following aspects.

Ability to explain the grammar rules and to use them in practice (*tenses, articles, comparison of adverbs and adjectives, determiners with countable / uncountable nouns etc.*):

This is by far the hardest part for me because im used to learning English through the internet and media as I hear and read it, so most of the time I know how to to write something in the correct form even if I don't know what form is asked of me.

Improvements of vocabulary (*core vocabulary of specific topics, phrasal verbs, collocations, idiomatic expressions, etc.*):

I have definitely learned some new words and phrasal verbs, especially about different workplaces and jobs.

Writing skills (*reflections, articles, essays; structuring and paragraphing; linking words, etc.*):

Even though I thought I knew how to correctly write an essay or an e-mail, I learned some new tips and tricks how to structure my work better for it to be more reader friendly as well as more professionally correct.

Reading and listening skills (*strategies used to do the tasks*):

These have been also my downfall, as I sometimes read or listen to certain speakers and when asked what they were talking about I got a different message from them than the intended and so I mess up a lot.

Learning strategies used during the semester, including planning and time management (*what has been successful, what failed, what has to be changed...*):

Im a big procrastinator, so one thing I tried to change but failed was to do all the work in time. This is something I still need to work on!

Critical thinking skills (*different viewpoints and perspectives; distinguishing between facts / observations and opinions; active reading and listening skills; encouraging reflective practice techniques*):

I feel like my critical thinking skills are up to par, as I have developed many different opinions about a task that gives me multiple choices. I cant name a great example but I know this to be true throughout my work this semester.

Participation in face-to-face and online lessons, and individual tutorials, as well as communication with English teacher to improve your study process:

Sadly, I couldn't attend online lessons as I am working abroad while studying and this has greatly limited my time to do and participate in online work.

Figure 3.6. Students' Self-Assessment / Feedback in December

As first four questions refer to the language skills, they will not be analysed in detail within the framework of this research, but will be taken into account if they seem interconnected with the development of self-directed learning. To analyse students' feedback in December the keywords and some phrases were sorted into three following categories: learning strategies, critical thinking skills; participation in the lessons and communication, as self-directed learning requires one' s ability to learn independently by applying efficient and appropriate strategies, ability to analyse ones work, reflect on it, notice details, predict the failure and plan the further development, and above all become an active and sociable member of the society.

An evident development is noticed in the learning strategies applied by the students in the learning. Several students mentioned Dr. Marty Lobdell's (2011) video lecture on efficient learning strategies (September's tasks), telling that they have applied them during the semester. Other students highlighted time management, some of them have learned to do the assignments until the due date to "respect the dates and requirements". This seems interconnected with critical thinking skills. Many students mentioned time management as the most important skill that needs to be improved by using words "I'll try / should be worked on / improved"; however, "it's better to do later than not doing at all – it isn't as hard to manage your time as it seems". To quote one of the students: "Assignments are completed within the term, but still in the last minute – the rush leads to mistakes."

In connection to the previous finding, several students have noticed that they are not paying attention to details well enough, that this should be done more on Pearson platform,

in the assignments and learning materials available on Moodle. Similarly, a negative trait of skipping small tasks in the student's book and in the presentations has been mentioned. However, several students acknowledged that the materials provided by the teacher are very clear, understandable and easy to read. Some admit that they should pay more attention to these materials.

Spotting the details is a skill intertwined with critical thinking. "In English I try to see what the task provided wants me to do, so I do it accurately; I try to compute details in the text so I understand it completely." Several students have mentioned that they have learned to recognize their emotions and describe them, thus learning to express one's opinion more clearly. This proves the development of metacognitive ability. Active listening and reading techniques have appeared in students' feedback, as well as the ability to listen more attentively, think over one's opinion before expressing it not to be rude. It has become easier for some to look at things from different perspectives, try to understand other people's point of view and feelings. Distinguishing facts from opinions is another aspect of critical thinking mentioned by the students. Some students have requested to assign more tasks involving critical thinking skills. One student's opinion critical thinking skills weren't useful as they didn't help in tests.

A rather common finding in student's feedback in December is creativity. Students have enjoyed the creative tasks a lot (some liked those which included writing). "I enjoyed face-to-face lessons – I enjoyed seeing my classmates and the teacher doing variety of tasks which were interesting; as a result, during this lesson I wrote a poem because creativity hit me in the middle of class. Creativity is also a characteristic of a self-directed learner – someone who is able to create a product, produce something on one's own.

Despite the obvious improvement in the ability to apply various learning strategies in students' learning process and the growth in critical thinking, a weak point should still be considered communicative skills. Some students provided feedback that they have not the necessity for the participation in online lessons as their knowledge is good enough. Some of them suffer from anxiety, it is to frustrating for them to overcome their fear and shyness in front of the classmates. Some simply are unwilling to join, as they do not like to socialize.

Several students reflected that they enjoyed online lessons and the lessons have helped to improve their performance. However, they recognised that they should improve in the sense of communication: "I promise to be brave enough to switch my camera and microphone and start communicating with my teacher; I would need some individual practices and tutorials." "Online lessons are interesting, but I am saddened my classmates aren't as interactive with the teacher as I'd like them to be, I hope their interactivity and

interest for English expands as school year goes on. I'd like to say a big thank you to my English teacher." There were more responses in regard to the teacher's assistance and guidance, and it was admitted to be supportive and valuable: "Communication with the teacher is good, there is access all the time; if something is not understood, then the teacher explains and helps in moments if something happened so that it should not have happened."

Learning process is the creation and collaboration of the teacher and learners. Through collaboration and communication, it is possible to create a meaningful and purposeful journey of gaining new experiences, practices, values, skills by becoming a better-self and a better member of the society. Being self-directed does not mean being alone, it means being aware of one's own strengths and weaknesses, being able to spot them in others, not in a way of being judgmental, but being supportive. Having recognized the strengths and the weaknesses in oneself and the surrounding world, the person can take up the responsibilities of creating new values.

CONCLUSION

Seemingly new trend distance education has actually been known for almost 150 years. However, it has undergone remarkable changes, mostly due to the rapid evolution of technologies which largely affect global economics and the society. Moreover, unexpected changes and catastrophes in natural, social and healthcare sphere might cause great confusion. To adapt the rapid changes, new skills have to be gained, strengthened and improved. Thus, also the field of education has been forced to transform by changing the roles of its participants, finding new methods and resources of communication, collaborating and learning by implementing them into practice, etc.

Simultaneously, distance education is developing as well. One of the key characteristics of distance education is the use of technologies. Innovation cause the modification in the way teachers and students communicate; consequently, their roles change – of the teacher being more as an advisor, of the student becoming a self-directed learner.

Having been an English as a foreign language teacher for more than 20 years in a traditional mainstream school educational setting, the author had to face the struggle and challenges, described in the theoretical literature, when becoming a teacher at a distance education school. Being a practitioner by nature, the author was eager to find out in real life distance education setting what a self-directed learner is like and how to facilitate self-directed learning by answering the research questions: what skills are needed for students at distance education school, what the characteristic features of self-directed learning are, what activities facilitate self-directed learning in English lessons, what self-directed learning challenges students of distance education school Riga Commerce School still have, what activities should be designed for the next school year to continue students' self-directed learning skills.

Although English language teachers have been in a more favourable position from the opportunities of digital technologies, as the foreign language publishers have designed a variety of digital language learning resources, it still was a great confusion to change teaching style from the mode when digital resources had been used now and them just as a tool for motivation and facilitator for engagement, to the digital educational environment where traditional methods used before can be used just as additional resources.

Before implementing any grand changes, the culture of the setting and participants should be explored. Thus the theories on distance education were researched. It has been concluded that, despite the name, distance education secondary school Riga Commerce

School is more a blended learning educational establishment, rather than distance education school, as the learning takes place both in classroom and digitally, constant in-person student-teacher interaction is provided, and traditional teaching methods are combined with the digital technologies and innovations. As one of the examples can be mentioned school trips – environmental explorations. Such school has a great flexibility, is ready to change and collaborate.

As to the skills needed for being a student in distance education school, these are:

- digital literacy to accomplish one of the key principles learning by technological devices;
- communicative and collaborative skills, first of all to be able to keep in touch with the teachers and school administration, and also with peers during online or face-to-face meeting;
- flexibility to adapt changes and unpredicted situations, first of all triggered by technologies;
- being motivated and self-determined to get down to work, to continue learning and complete the assignments;
- being responsible for one's own learning and achievement;
- and most importantly, being a self-directed learner, being able to work independently.

As self-directed learning skill is one of the skills characteristic to distance education setting, all the characteristic features of self-directed learning can be applied to skills needed for students in distance educations. It involves being able to use metacognition or higher order thinking skills, such as critical thinking, for example. A self-directed learner should have analytical mind-set, strategical thinking and planning skills. The one connects activities with one's own emotions, personality traits and behaviour, being able to manage one's emotions and thoughts – to self-monitor them, and later reflect on them. A self-directed learner can take responsibility for one's own actions, initiate the creative activities, find solutions in unexpected situations. Not of a less importance in self-directed learning are communicative and collaborative skills. As observed in distance education secondary school Riga Commerce School, self-directed learners there are creative and talented personalities having a wide range of interest.

Although self-directed learning might seem to be rather independent learning, the communication and collaboration with the teacher is essential. It was proved during the research that a teacher should monitor students' performance constantly; in case of failure

be ready to support the student and give advice. Thus unnecessary drop-out rate could be decreased. Students have admitted that knowing that their progress is being observed, they were willing to do more and better.

Another crucial activity in facilitating self-directed learning is providing students for a detailed and clear feedback on their progress and performance, so that they can spot their weaknesses and decide on actions to be performed for further development.

After a careful and considerate research on the digital learning materials available to be used in a distance education school, Pearson Education Limited digital learning platform proved to be successful among the students of distance education school Riga Commerce School. According to students' feedback, the activities were engaging, sometimes challenging, helped to revise, facilitated looking for detail and analysing one's own mistakes by finding the correct solutions. They provided multisensory approach to the learning. The platform is an interactive tool do assignments which might seem boring in a paper-cover book.

Interesting, motivational and challenging activities are also necessary, especially for more advanced students who might get bored by doing typical activities. Thus varies project based activities involving critical thinking skills (observation, being able to distinguish facts from opinions, being able to analyse situation from different perspectives, etc.) were implemented in Form 10 English lessons.

Students' self-assessment activities also facilitate students becoming self-directed learners, as they have to be careful observers of themselves, situation and setting around them. They have to spot their feelings, attitudes and behaviours. They have to reflect on what they have noticed, take responsibility for one's own behaviour and actions, and develop a plan for further growth.

In distance education secondary school Riga Commerce School students still struggle with communicative and collaborative skills by avoiding to speak during the lessons, not turning on the cameras and microphones. Some of them do not feel the necessity for communication or cannot manage their anxiety. Therefore, stress management activities, as well as a variety of communicative and collaborative tasks should be provided. To reduce the social anxiety, students should be encouraged to start with regular individual meetings with the teacher, gradually becoming a participant of smaller learning groups, followed by the participation in class lessons.

For more advanced learners not to get bored (some of them do not take part in online lessons because of this), and for the less confident students not to get anxious, smaller study groups based on students' level of proficiency could be provided in the next school year.

Moreover, if spoken assignments were allowed to audio record and send by e-mail this year, next year it could be a must-do task to arrange an individual online meeting with a teacher to do the speaking test. Online google.docs schedule could be provided where students could apply for the consultation. By meeting students individually at least once, there is a greater chance to continue the communication further as well. As it appeared this year, the greatest struggle was to make the first step in starting up an activity.

As realized during the research, some of the students struggled with the technological issues on Pearson digital learning platform. Thus, in the next school year very clear guidelines with visual instructions of how to navigate the platform should be designed and provided. Information of what to do in case of struggle should be provided.

Another weakness appeared to be the display of the learning resources on Moodle platform. Some of the students missed and did not notice several activities. Additionally, due date activities should be linked to the course calendar. School administration are already working on implementing a more advanced and up-to date Moodle system in the next school year. What is more, all school subjects should have the same system of ordering the materials, informing students about current issues, etc. to avoid students getting confused.

A failure this school year can be regarded students' monitoring by the teacher. As the distance education setting of secondary school level was unknown to the teacher, it was assumed at the beginning that all learners are rather self-directed learners having the skill of learning independently and being responsible for one's own work. However, getting acquainted with Grow's (1996) Staged Self-Directed Learning Model, it was understood that stage 1 or dependent students are not able to learn on their own, they need constant monitoring, encouragement, coaching with immediate feedback, etc. If noticing that assignments are not submitted on due time, the teacher in collaboration with the school administration should get in touch with the student, to avoid drop-out risk. Some of the students in their feedback reflected that procrastination caused even greater trouble, as with every day of delay it became more frustrating and difficult to get down to work.

And lastly it is essential to create the whole school as a communicative community for students to see the possible interconnections and interdisciplinary between different subjects, various cross-curricular projects could be performed for the self-directed learner to become a competent member of the complex society and real-life world. If teachers and school administration demonstrate their skills and willingness in collaboration and communication, students might also take up their model of action.

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An Example of Form 1 – 4 End-of-Unit Test Self-Assessment / Feedback

Angļu valoda 3. klase 2. semestra 1. pārbaudes darbs

EVALUATE YOUR PROGRESS AND ACHIEVEMENT, PLEASE!
(Novērtē, lūdzu, savu izaugsmi un sasniegumus!)

Circle or colour one face. (Apveļ vai iekrāso vienu sejiņu.)

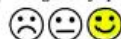
1) Work with course material. (Darbs ar mācību materiāliem.)



2) Work during face-to-face or online lessons or with the materials of these lessons.
(Darbs klātienē vai tiešsaistes nodarbībās vai ar šo nodarbību materiāliem.)



3) Success in this project work. (Sasniegumi šajā projekta darbā.)



4) Activities in Pearson platform. (Darbības Pearson platformā.)



Write the answers to the questions. You can answer in Latvian.
(Uzraksti atbildes uz jautājumiem. Vari atbildēt latviski.)

5) What did you like learning so far?

(Kas Tev patika mācīties līdz šim?)

Man tika šim ir patīcis.

6) What did you dislike learning so far?

(Kas Tev nepatika mācīties līdz šim?)

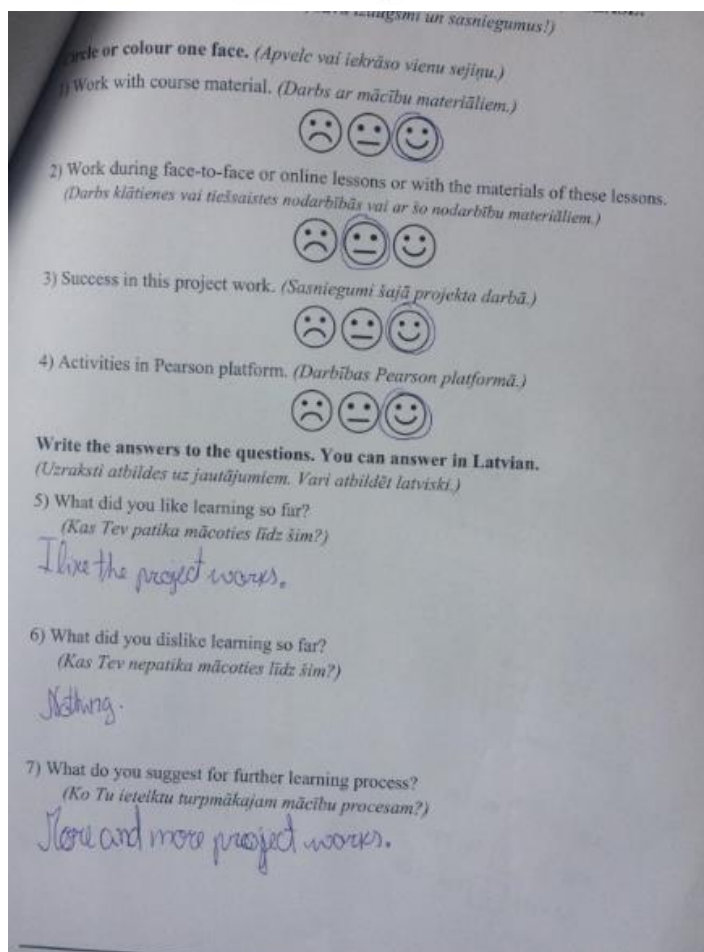
Man tāda lieta kas nepatīkst.

7) What do you suggest for further learning process?

(Ko Tu ieteiktu turpmākajam mācību procesam?)

Vairāk uzdevumu darba.

Tālmācības vidusskola "Rīgas Komercskola"



Atbilžu konspekts Izglītības kvalitātes valsts dienesta fokusgrupas intervijai 26.05.2021.

Autors: tālmācības vidusskolas “Rīgas Komercskola” direktore Ilze Beļinska

Mērķis: noskaidrot, kādi faktori ietekmē neklātienē/tālmācības izglītības programmu izglītojamo mācību sasniegumus valsts centralizētajos eksāmenos un nepieciešamo atbalstu kvalitatīvas vidējās izglītības nodrošināšanai.

Diskusijas ilgums: līdz 2 stundām.

Diskusijas jautājumi:

1) Kas un kādēļ, Jūsaprāt, izvēlas mācīties neklātienē/tālmācības izglītības programmās?

- audzēkņi, kuri vēlas attīstīt savu talantu: mācās paralēli mūzikas skolā, glezno, nodarbojas ar sportu – tenisu, basketbolu, hokeju, daiļslidošanu, kalnu slēpošanu, jo vairāki treniņi dienā un bieži treniņu nometnes, sacensības, koncerti;
- audzēkņi, kuri skolā nejūtas komfortabli dažādu iemeslu dēļ - troksnis, attieksme, nesaskaņas ar pedagogiem, vienaudžiem, apdraudēta psiholoģiskā drošība;
- audzēkņi, kuri attālināto mācību laikā pārliecinājās, ka spēj un vēlas paši vadīt savu mācību procesu, lietderīgāk un mērķtiecīgāk, efektīvāk, izmantojot savu laiku, mācoties ar izpratni sev vēlamā tempā un veltot vairāk laika savām interesēm;
- audzēkņi no arodizglītības - tehnikumiem, koledžām, kuri atraduši sev darbu;
- izvēlas vecāki, kuri vēlas iesaistīties pedagoģiskajā procesā bērna izglītības mērķa sasniegšanā.

2) Raksturojiet, kāds ir mūsdienu izglītojamo neklātienē/tālmācības izglītības programmā?

Spēj un vēlas paši vadīt savu mācību procesu, lietderīgāk un mērķtiecīgāk, efektīvāk, izmantojot savu laiku, mācoties ar izpratni sev vēlamā tempā un veltot vairāk laika savām interesēm;

3) Kādu atbalstu Jūs piedāvājat izglītības iestādē neklātienē/tālmācības izglītības programmas/u izglītojamiem?

- Pedagogi sekmīgi palīdz audzēkņiem veidot pozitīvu attieksmi pret mācību procesu, izmantojot individuālu pieeju, personalizētu pieeju, rosinot un palīdzot risināt mācību procesā radušās problēmas, izaicinājumus, attīstot pašvērtējuma prasmes: „Jo vairāk darbs notiek cilvēka dēļ, jo svētīgāks tas ir.” /Z.Mauriņa/;
- Mācību procesa organizācijas pamatforma ir konsultācija (*klātienē – grupas, individuālās, neklātienē – Skype / Zoom – grupas, individuālās*).
- Grupu konsultāciju un pārbaudes darbu norises laiki tiek plānoti pa semestriem un ir pieejami e-mācību vidē Moodle, kas ļauj izglītojamiem plānot savu laiku.
- Individuālās konsultācijas (*klātienē, neklātienē – Skype, Zoom*), pēc savstarpējās vienošanās, nodrošina audzēkņiem individuālu kontaktu ar pedagogu jeb pašvadītu mācīšanos, uzdodot pedagogam jautājumus, kuri nav saprotami, tādējādi attīstot kritiskās domāšanas prasmes, dzīves mācīšanās prasmes, mācīšanos mācīties;
- Individuālie plāni.

4) Kādi faktori (negatīvie un pozitīvie) un kāpēc, Jūsaprāt, ietekmē, neklātienē/tālmācības izglītības programmu izglītojamo sasniegumus valsts centralizētajos eksāmenos?

Pozitīvie faktori:

- iespēja mācīties sev vēlamā tempā, ņemot vērā katra spējas un vajadzības;
- iespēja personalizēt un individualizēt mācību procesu;
- iedziļināties mācību saturā;
- mērķtiecīgāk un jēgpilnāk izmantot savu laiku;
- var mācīties jebkurā pasaules vietā un laikā;
- iespēja pilnveidot savu talantu;
- iespēja mācīties ceļojot un pētīt dabā, kultūrvīdē notiekošos procesus, sasaistot teoriju ar reālo dzīvi;

Negatīvais faktori :

- reizēm trūkst motivācijas, jo negatīva iepriekšējā pieredze;
- izvairās no mācību priekšmetiem, kas sagādā grūtības;

- 5) **Kāds, Jūsaprāt, ir iemesls, kāpēc neklātienēs/tālmācības izglītības programmu izglītojamie pārtrauc mācības, neiegūstot vidējo izglītību?**
- Ģimenes pieaugums... pēc tam turpina mācības;
 - Veselības problēmas, ilgstoša saslimšana;
 - Darba slodze, darba apstākļi...
- 6) **Kāds, Jūsaprāt, ir iemesls, ka neklātienēs/tālmācības izglītības programmas izglītojamie nekārto centralizētos eksāmenus?**
- Mūsu skolā tas nav raksturīgi, piemēram, šogad 2020./2021 mācību gadā no 199 audzēkņiem atbrīvoti 23 audzēkņi, daži no viņiem arī kārtos atsevišķus eksāmenus, iemesli dažādi – valodas traucējumi stresa situācijās, neiroloģiskas slimības, disleksija u.c.
- 7) **Kādi ir Jūsu neklātienēs un tālmācības izglītības programmai/-ām noteiktie kvalitātes mērķi attiecībā uz izglītojamo mācību sasniegumiem valsts pārbaudes darbos?**
- Virš valsts vidējiem rādītājiem... ir izdevies, izņemot matemātiku...
- 8) **Kādas papildu profesionālās kompetences un personības iezīmes ir nepieciešamas pedagogam, kurš strādā neklātienēs un tālmācības izglītības programmās? Ar ko ir īpašs pedagogs, kurš strādā klātienēs un neklātienēs/tālmācības izglītības programmās?**
- Lai nodrošinātu mūsdienīgu mācību procesu tālmācībā pedagogam:
- ir jābūt īpašai attieksmei,
 - jābūt ļoti augstā profesionālā līmenī,
 - jāprot darboties ar dažādiem mūsdienīgiem digitālajiem rīkiem, jaunākajiem tehnoloģiskajiem sasniegumiem, programmām, domājot kā tos izmantot gudrāk, jēgpilnāk un mērķtiecīgāk,
 - jāprot pielietot mācību procesā mūsdienīgas pieejas, metodes, sadarbības formas,
 - jābūt vēlēšanās mainīties un atvērtiem jauninājumiem, lai jēgpilni veidotu mūsdienīgus digitālus mācību materiālus, paškontroles uzdevumus, pārbaudes darbus, praktiskos darbus, sasaistot ar reālo dzīvi, sniedzot audzēkņiem regulāru atgriezenisko saiti, personalizējot mācību procesu... regulāri domājot kā padarīt mācību saturu vieglāk uztveramu, audzēkņiem interesantāku... kas motivētu audzēkņus mācīties ar prieku un izpratni.
- 9) **Kāds papildu atbalsts ir nepieciešams izglītības iestādēm kvalitatīvai neklātienēs/tālmācības izglītības programmas īstenošanai, lai veicinātu izglītojamo mācību sasniegumus valsts pārbaudes darbos?**
- Līdz šim neesmu izpratusi tālmācības izglītības programmām pielīdzināto koeficientu 0.6 - pedagogu darba samaksai, jo lai nodrošinātu kvalitatīvu, mūsdienīgu mācību procesu tālmācībā
 - Skolas soma..... muzeju, dažādu pasākumu apmeklējums..., ņemot vērā vecumposma īpatnības un vajadzības.
- 10) **Kāds, Jūsaprāt, ir iemesls, ka dažkārt neklātienēs/tālmācības izglītības programmas izvēlas apgūt izglītojamie ar speciālajām vajadzībām? Kādus atbalsta pasākumus var nodrošināt izglītības iestāde?**
- Mūsdienu iekļaujošās izglītības kontekstā nav jāfokusējas uz to, ka kāds ir savādāks savu trūkumu dēļ (daudzās skolās šādus bērnus virza uz speciālajām izglītības programmām, lielākoties finansējuma dēļ; vecāki nevēlas, ka bērni apgūst speciālās izglītības programmu). Šeit citādākajam tiek meklētas spēka puses, izceltas tās, lai motivētu un celtu pašapziņu. Vienlaicīgi individuāli tiek atrasti atbalsta mehānismi, lai trūkumus pilnveidotu. Bērns, kurš bija zaudējis ticību sev un savām spējām, pēkšņi pamana, ka viņš var un ir novērtēts. Tiek dota liela radošās izpausmes brīvība.
- Izplatīta ir sociālā trauksme, fobijas, uzmanības nenoturība, koncentrēšanās grūtības, iepriekš pārceista emocionālā vardarbība, palēnināts darba temps. Ir audzēkņi ar autiska spektra traucējumiem, selektīvo mutismu (nespēj parunāt ar svešiem cilvēkiem), runas traucējumiem (piemēram, logoneiroze - stostīšanās). Strādājot ar īpaši apdāvinātajiem audzēkņiem, nodrošinot viņiem nepieciešamo individuālo pieeju.
- Jauninājums individuālajam atbalstam, kas efektīvi darbojas, ir ļašana vecāku klašu audzēkņiem piedalīties jaunāku klašu grupu nodarbībās un piekļuves nodrošināšana iepriekšējo klašu mācību materiāliem Moodle gadījumos, ja ir pamatīgi "ielaistas" / nav apgūtas iepriekšējo klašu zināšanas vai nepieciešams mācību vielas atkārtojums. Piemēram, 12.kl.audzēkņi piedalījās 10.kl.un 11.kl. stundās. Divas 3.un 4.klases meitenes piedalās arī 1.-2.klašu stundās, jo iepriekšējās skolās angļu valodu nav mācījušās.

Appendix No.3
The Program of Exploratory Trip –
Complex Teaching Practice in Greenland (Nordplus project)

NORDPLUS PROJEKTS - 2020 I. PIELIKUMS

THE PROGRAM OF EXPLORATORY TRIP - COMPLEX TEACHING PRACTICE IN GREENLAND (PROJECT)

DISCOVER GREENLAND



PROGRAM

DAY 1 **Riga - Reykjavik - Nuuk**

Let's learn to implement ideas, to negotiate, to find compromise, to learn to cooperate, to accept the different, and to apply our knowledge of foreign languages in practical

- Flight: Riga - Reykjavik - Nuuk
- We will get to know **Nuuk** or **Gothab**, the capital of the largest island in the world: Greenland (Nuuk means "Land of Heaven", but the Danes have given the city the word "Good Hope"). We will get acquainted with cultural and historical sites of Nuuk: National Museum, Theater, Library, wooden architecture and its economic environment through observations - how the natural environment affects the cultural environment and economic activity.



DAY 2 **Nuuk - Narsarsuaq - Qaanaaq**

Let's develop our research skills, observational abilities, ability to discuss, agree, compromise, learn to cooperate, accept different and improve our performing skills!

- Flight: Nuuk - Narsarsuaq
- Discussion **"Causes and Consequences of Climate Change in Greenland - a Challenge or an Opportunity?"**
- We will get acquainted with Qaanaaq, the largest city of southern Greenland, the region affected by civilization, its history, where the ancient traditions of the nation have remained, the culture of the Eskimos (Unite, Greenlandic), the old way of life, language and its economic activities, observing how economic activity might have affected natural diversity.



NORDPLUS PROJEKTS - 2020 I. PIELIKUMS

DAY 3 **Qaanaaq - Narsaq - Qaanaaq**

Let's develop our creative abilities, the ability to perceive nature and man-made environment as aesthetic value, the ability to search for truth, apply the obtained information in practical action!

We will observe and learn about the untouched nature and cultural environment of **South Greenland**:

- The southern coast robotic coastline around **Qaanaaq**, its formation conditions, ocean level fluctuations;
- **Narsaq** coastal natural landscapes and cultural environments - picturesque fjord valleys, ancient fishing villages, clothing traditions, occupation of the inhabitants, living conditions, etc., observing how the natural environment affects the living conditions of the population, current and future occupation.



DAY 4 **Qaanaaq - Taserusuaq - Qaanaaq**

Let's promote the ability to use existing resources efficiently, including the latest information technologies, the ability to discuss and rationalize our ideas!

We will go on a hike, explore and learn about:

- Climatic conditions in South Greenland, analyzing their impact factors;
- Ice formation conditions, ice shield, ice types, their change due to climate change: **compact ice** - salt water, which covers the fjords, ice fields and icebergs formed from inland glaciers, contains a lot of fresh water;
- Facts about the general warming of the biosphere, their possible consequences;
- Ocean giants - whales, watching them in coastal bays and open waters;
- **Taserusuaq Lake** and its surroundings.



DAY 5 **Qaanaaq - Umanartoq - Hvalsey - Brattahlid - Qaanaaq**

Let's develop our observational skills, our ability to predict, by promoting an environmentally friendly way of thinking!

During the boat trip, we will observe, forecast and learn about:

- The further development of the Greenlandic terrain and its conditions;
- Hot springs (+38 ° C), the reason for their formation in **Umanartoq**;
- Plants (cotton grass, polar poppies, large flower rhododendrons, etc.) and animals (polar bears, reindeer, musk ox, lemming, etc.)
- Greenland's history and ancient settlements - Norse/Viking settlements, ancient church ruins near **Hvalsey** and **Brattahlid**.



NORDPLUS PROJEKTS - 2020 I. PIELIKUMS

DAY 6 **Qaanaaq**

Let's develop our communication skills, improve our ability to find optimal solutions in changing circumstances!

We will get to know and explore:

- Greenland's economic development trends, including tourism development opportunities;
- Activities of the inhabitants: fish processing trade opportunities, visiting the **"Royal Greenland"** fish processing company, seal and whale hunting, their traditions, reindeer husbandry.



DAY 7 **Qaanaaq**

Let's become active, develop the ability to inspire others!

We will go on a hike and learn about:

- The coast of **King Frederick VI**, a high-altitude region, one of the most picturesque and scenic areas in Greenland;
- Movement of glaciers;
- **Fritjof Nansen**, a polar explorer who first crossed the Greenland Inland Ice Shield with skis in 1888.



DAY 8 **Qaanaaq**

Let's evaluate our abilities and use our experience and insights for further action!

Educational seminar **"Education for the Future Human"**, in which we:

- Collect and evaluate experiences, insights and personal gains of students and teachers during the exploratory trip;
- We will assess the teaching content acquired from the exploratory trip, the teaching aids used, including the use of the latest information technologies, approaches and methods, forms of cooperation, learning environment that promotes environmental awareness among young people, enhances knowledge, skills and attitudes in environmental education, develops the ability to use knowledge, skills and attitudes to solve problems in changing real-life situations that guide towards achievements in life.



DAY 9-10 **Flight: Narsarsuaq - Reykjavik - Riga**



PEARSON digitālo mācību līdzekļu izvērtēšanas kritēriji

Mācību līdzeklis:

Klase:

Komplektācija:

- Testi (piekļuve atbildēm; izdrukas / Word versija)
- Pielāgojamība tiešsaistes nodarbībai
- Patstāvīgais darbs (atbilžu pieejamība; aktivitāšu / izaugsmes pārraudzība; interaktivitāte / tehnoloģiju kvalitāte / daudzveidība)
- Darba lapu izdrukas iespējas
- Video
- Projekti
- 21.gs.kompetences, caurviju prasmes
- Valodas prasmes:
 - Gramatika
 - Lasīšana
 - Vārdu krājums
 - Rakstīšana
 - Valodas lietojums
 - Runāšana





RĪGAS KOMERCSKOLA
Tālmācības vidusskola

Tālmācības vidusskolas „Rīgas Komercskola”
mācību saturs – programma
Svešvaloda I - angļu valoda (B2)
10. klasei

Angļu valodas skolotāja: Agnese Gromova-Ķūrena

2020

Mācību priekšmeta mērķis, uzdevumi, stundu skaits

Mācību stundu skaits:	70 stundas
Teorija	25 stundas
Praktiskie darbi	45 stundas

Mācību priekšmeta mērķis

Nodrošināt apstākļus un darbības, lai īstenotu vispārējās vidējās izglītības satura īstenošanas mērķi, kas ir “lietpratīgs skolēns, kurš apzinās savas spējas un intereses mērķtiecīgai personiskās un profesionālās nākotnes veidošanai, kurš ciena sevi un citus, padziļina zināšanas, izpratni, prasmes un turpina nostiprināt vērtības un tikumus atbilstoši saviem nākotnes mērķiem, atbildīgi, inovatīvi un produktīvi darbojas paša, ģimenes, labklājīgas un ilgtspējīgas Latvijas valsts un pasaules veidošanā”².

Angļu valodas apguves mērķis – skolēns prasmīgi lieto valodas kā domāšanas līdzekli izziņā, tajā skaitā dažādu mācību jomu apgūvē un pašizziņā, atbilstoši situācijai izmanto formālu vai neformālu saziņas veidu, prasmīgi izvērtē dažādus informācijas avotus, izvēlas sev nepieciešamos faktus, formulē savu attieksmi, skaidri izsaka un pamato savus argumentus, pārliecinoši izmanto visas sev zināmās valodas starpkultūru saziņā:

- valodas loma sabiedrībā – uztvert kompleksu informāciju angļu valodā un izmantot to atbilstoši saviem saziņas mērķiem, izklāstīt, pamatot un aizstāvēt savu viedokli par dažādiem tematiem;
- teksta un tekstveides jomā – pilnveidot prasmi izteikties rakstos un runā atbilstoši izvēlētajā teksta veidam;
- valodas sistēmas jomā – paplašināt vārdu krājumu un gramatisko konstrukciju dažādību, lai spētu sazināties brīvi un bez sagatavošanās atbilstoši valodas funkcionālajam stilam.^{3 4}

² Ministru kabineta noteikumi Nr.416 *Noteikumi par valsts vispārējās vidējās izglītības standartu un vispārējās vidējās izglītības programmu paraugiem.*

³ Turpat.

⁴ Valsts izglītības satura centrs. (2019) *Svešvaloda (angļu valoda). Svešvaloda I (angļu valoda). Pamatkursu programmas paraugs vispārējai vidējai izglītībai.* Rīga: Valsts izglītības satura centrs / 8.3.1.1/16/I/002 Kompetenču pieeja mācību saturā.

Dot iespēju skolēnam 10. klasē apgūt angļu valodu optimālajā līmenī un sasniegt B2 līmeni, lai sagatavotos padziļinātai C1 līmeņa kursa apguvei 12.klasē, atbilstoši “*Eiropas Kopīgajām pamatnostādņēm valodu apguvei: mācīšanās, mācīšana, vērtēšana*” (2006)⁵.

Mācību priekšmeta uzdevumi

Radīt katram skolēnam iespēju:

- 1) tikt izglītotam atbilstoši skolēncentrētai pieejai, ņemot vērā individuālās mācīšanās un attīstības vajadzības;
- 2) sekmēt pašvadītu mācīšanos un sadarbību;
- 3) mācīties ar prieku fiziski un emocionāli drošā mācību vidē;
- 4) saņemt jēgpilnu, atbalstošu un attīstošu atgriezenisko saiti;
- 5) radīt un padziļināt interesi par valodām (to apguvi) un dažādām kultūrām, mācoties saskatīt atšķirīgo un līdzīgo;
- 6) izprast valodu nozīmi un izmantot to citu mācību priekšmetu apgūvē un starpkultūru saziņas nodrošināšanai;
- 7) sekmēt pilsonisko līdzdalību, kā arī atvērtību un cieņpilnu attieksmi pret neierasto, svešo un atšķirīgo un palīdzēt veidot vērtējo attieksmi pret sevi, citiem un apkārtējo pasauli;
- 8) piedalīties dažādās aktivitātēs un veikt uzdevumus mutvārdos un rakstos, lai izmantotu valodu kā saziņas līdzekli;
- 9) lietot angļu valodu kā domāšanas, izziņas, pētniecības, saziņas un radošās izpausmes līdzekli;
- 10) radīt izpratni par personīgo mācīšanās kultūru, apgūt lietderīgākās mācīšanās stratēģijas, sekmēt pašvērtējuma un darba kultūras prasmju attīstīšanu;
- 11) pilnveidot digitālo pratību angļu valodas apguvei un izmantošanai;
- 12) uztvert kompleksu informāciju svešvalodā (ziņās, reportāžās, filmās, lekcijās, daiļliteratūrā, publicistikā, datubāzēs) un izmantot to atbilstoši saviem saziņas mērķiem;
- 13) izklāstīt, pamatot un aizstāvēt savu viedokli par dažādiem tematiem rakstos un runā atkarībā no izvēlēta teksta veida (vēstulēs, esejās, ziņojumos, prezentācijās, diskusijās);
- 14) paplašināt izpratni par prasmju lietot vārdu krājumu un gramatisko konstrukciju dažādību, lai spētu sazināties brīvi un bez sagatavošanās atbilstoši valodas funkcionālajam stilam⁶.

⁵ Eiropas Padome. Valodas politikas nodaļa. (2006) *Eiropas kopīgās pamatnostādnes valodu apguvei: mācīšanās, mācīšana, vērtēšana* [Common European framework of reference for languages]. Rīga : Madonas poligrāfists

⁶ Valsts izglītības satura centrs. (2019) *Svešvaloda (angļu valoda). Svešvaloda I (angļu valoda). Pamatkursu programmas paraugs vispārējai vidējai izglītībai*. Rīga: Valsts izglītības satura centrs / 8.3.1.1/16/I/002 Kompetenču pieeja mācību saturā.

Skolēnam attīstāmie ieradumi mācību priekšmetā “Svešvaloda I - angļu valoda (B2)”:

- **valodas loma sabiedrībā –**
 - attīsta ieradumu uz klausīt un iedziļināties dažādos viedokļos, pārlicībās, kultūrās, iejūtas otra pārdzīvojumos un sniedz atbalstu, sazinoties ar dažādu valodu lietotājiem – atbildīgs sabiedrības dalībnieks (tikums – solidaritāte, vērtība – cilvēka cieņa);
 - attīsta ieradumu būt zinātkāram un intelektuāli atvērtam, pētīt dažādus resursus dažādās valodās, lai papildinātu zināšanas par plašu tematu loku – lietpratējs izaugsmē (tikums – centība, vērtība – darba tikums);
- **teksts un tekstveide –**
 - attīsta ieradumu veidot cieņpilnas attiecības, sadarboties ar citiem cilvēkiem teksta veidošanā un publiskošanā – atbildīgs sabiedrības dalībnieks (tikums – savaldība, vērtība – cilvēka cieņa);
 - attīsta ieradumu patstāvīgi veidot izpratni par Latviju un pasauli, lasot/klausoties ziņas dažādās valodās dažādos plašsaziņas līdzekļos un izvērtējot informācijas ticamību un viedokļu daudzveidību – atbildīgs sabiedrības dalībnieks (tikums – gudrība, vērtība – Latvijas valsts);
- **valodas sistēma –**
 - attīsta ieradumu patstāvīgi mācīties visu mūžu, kritiski vērtējot savu sniegumu un plānojot pašizaugsmi – lietpratējs izaugsmē (tikums – atbildība, vērtība – darba tikums);
 - attīsta ieradumu apgūto pielietot jaunās reālās dzīves situācijās, ievērojot lielāko labumu, mobilizējot savus valodu resursus, izmantojot angļu

valodu saziņas mērķu sasniegšanai – lietpratējs izaugsmē (tikums – drosmība, vērtība – brīvība).⁷

⁷ Valsts izglītības satura centrs. (2019) *Svešvaloda (angļu valoda). Svešvaloda I (angļu valoda). Pamatkursu programmas paraugs vispārējai vidējai izglītībai*. Rīga: Valsts izglītības satura centrs / 8.3.1.1/16/I/002 Kompetenču pieeja mācību saturā.

Mācību satura apguves secība un apguvei paredzētais laiks 10. klasē

Mācību satura komponents	Mācību priekšmeta obligātais saturs	Sasniedzamais rezultāts		Stundu skaits			Pārbaudes veids un projektu idejas
		Zināšanas un izpratne	Darbība ^{8 9}	Teorija	Praktiskās mācības	Kopā	
I semestris							
1. Sevis izzināšana. Sekmīgas mācīšanās stratēģijas. Septembris	Diagnosticējošā ievadvērtēšana. Sevis izzināšana – mācīšanās stili, patiesais es, identitāte. Mana vizītkarte, manas identitātes (sevis prezentēšana / pirmā iespaida radīšana). Sekmīgas mācīšanās stratēģijas. Plaģiātisma veidi. Atsauču veidošana.	Izzina un apzinās savas personības iezīmes, mācīšanās paradumus, dažādas identitātes un lomas. Pilnveido izpratni par daudz kultūru sabiedrību / indivīdu dažādību. Iepazīst dažādas sekmīgas mācīšanās stratēģijas, izvēloties sev piemērotākās. Vērš uzmanību uz sevis prezentēšanas un pirmā iespaida nozīmi turpmākajā komunikācijā / sadarbībā. Mācās veidot atsauces uz autordarbiem, pilnveido izpratni par plaģiātisma sekām.	Ievada pašvērtējums: - pārskata / pārdomā savu iepriekšējo angļu valodas apguves procesu; - izvērtē savas stiprās un vājās puses mācīšanās jomā; - izvērtē priekšrocības (patiku / nepatiku) angļu valodas apguves procesā; - izvērtē angļu valodas mācīšanās nepieciešamību un izvirza mērķus turpmākajam mācību procesam; - veido turpmāko sadarbību ar skolotāju mācīšanās procesa pilnveidei. Veic ievadvērtēšanas diagnostikas testu angļu valodas zināšanu līmeņa noteikšanai.	3	5	8	Praktiskais darbs (<i>skatīt sniedzamā rezultāta darbības</i>). Kombinētais tematiskais pārbaudes darbs. Diagnostikas darbs. Projekta idejas: ✓ domu karte, kolāža, plakāts par mācīšanās stiliem / stratēģijām; ✓ savu personības aspektu, mācīšanās stilu, identitāšu izzināšana;

⁸ Pearson Education Limited. (2018) *Gold Experience B2, 2nd edition. Mapping Booklet. Alignment with the Global Scale of English and the Common European Framework of Reference.*

⁹ Council of Europe (2001) *Common European Framework of Reference for Languages: Learning, teaching, assessment.* Cambridge: Cambridge University Press.

			<p>Pārdomā iepriekš, t.sk., citos mācību priekšmetos apgūto par sevis izzināšanu, sevis prezentēšanu, savu rokrakstu, savu identitāti.</p> <p>Skatās īsu video fragmentu par identitātes veidošanos.</p> <p>Izzina savas personības aspektus un dažādās identitātes, pārstāvētās mikrokultūras.</p> <p>Zīmē / rada savu identitāšu apli (vai tml. vizuālu atspoguļojumu).</p> <p>Veic īsu, kodolīgu aprakstu par savām identitātēm, ar jautājumu palīdzību.</p> <p>Skatās video lekciju (60 min) par mācīšanās stratēģijām. Saklausa dažādas mācīšanās stratēģijas, izvērtē sev piemērotākās, atspoguļo tās domu kartē / plakātā / kolāžā u.tml. Veic rakstisku aprakstu vai mutisku prezentāciju par vizuāli atspoguļoto informāciju.</p> <p>Veic papildus avotu izpēti par citām mācīšanās stratēģijām.</p> <p>Apgūst teorētisko materiālu par dažādiem plaģiātisma veidiem, uzzina par tā sekām. Mācās noformēt atsauces uz dažādiem informācijas avotiem.</p>			<p>✓ savas “vizītkartes” veidošana.</p> <p>Starppriekšmetu saikne:</p> <p>✓ latviešu valoda (vizītkartes, atsauču noformēšana),</p> <p>✓ sociālās zinības un psiholoģija (mācīšanās stratēģijas, personības aspekti, identitāte);</p> <p>✓ dizains un tehnoloģijas / datorika / vizuālā māksla (plakāts, kolāža, prezentācija, atsauču noformēšana).</p>
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<p>2. Sajūtas un maņas. Jaunas pieredzes gūšana. Festivālu kultūra pasaulē.</p> <p>Oktobris</p>	<p>Lasīšana: lasīšanas stratēģijas - norādes tekstā; informācijas ievietošana tekstā.</p> <p>Klausīšanās: stratēģijas - specifiskas informācijas saklausīšana; teikumu papildināšana.</p> <p>Gramatika: darbības vārdu tagadnes laiki; īpašības un apstākļa vārdu salīdzināmās pakāpes.</p> <p>Vārdu krājums: pieredzes un sajūtu aprakstīšana; frazālie darbības vārdi; piedēkļi; vārdkopas.</p> <p>Valodas lietojums: vārdu darināšana.</p> <p>Runāšana: pieredzes salīdzināšana; attēlu salīdzināšana; <i>'long turn'</i> – ilgstoša runa.</p> <p>Rakstīšana: viedokļi un rekomendācijas; apraksts / recenzija (<i>review</i>).</p> <p>Dzīves prasmes: šefpavāra darbā nepieciešamās maņas un prasmes; projekts / prezentācija par kulinārijas festivāliem pasaulē; pašvērtējums.</p> <p>Kritiskās domāšanas prasme atšķirt pieņēmumus / viedokļus no faktiem; situācijas analīze no dažādiem skatpunktiem.</p>	<p>Prot meklēt norādes tekstā.</p> <p>Prot saklausīt specifisku informāciju.</p> <p>Zina, kā veicami uzdevumi ar informācijas ievietošanu tekstā, teikumu papildināšanu.</p> <p>Zina kā veidot un lietot darbības vārdu tagadnes laikus, īpašības un apstākļu vārdu salīdzināmās pakāpes, frazālos darbības vārdus.</p> <p>Prot izmantot piedēkļus vārdu darināšanai, veido vārdkopas.</p> <p>Prot izteikt savu viedokli un rekomendācijas, salīdzināt pieredzes.</p> <p>Iepazīstas ar dažādo festivālu kultūru.</p> <p>Veido izpratni par sajūtu dažādību un atšķirībām dažādiem cilvēkiem.</p> <p>Pilnveido projektu veidošanas un prezentēšanas prasmes.</p> <p>Zina un prot uzrakstīt aprakstu / recenziju.</p> <p>Iepazīst sevi, savas sajūtas. Veido izpratni par jaunas pieredzes iepazīšanu, izejot no komforta zonas.</p> <p>Prot atšķirt faktus no pieņēmumiem un viedokļiem.</p> <p>Mācās analizēt situāciju no dažādiem skatpunktiem.</p>	<p>Veic septembra mācību procesa pašvērtējumu un saņem skolotāja atgriezenisko saiti par septembra darbu.</p> <p>Klausīšanās:</p> <p>Klausās un saprot galveno domu un pārbauda izpratni, izmantojot konteksta norādes.</p> <p>Klausās un saprot ātru runu ar pazīstamu akcentu bez teksta / subtitru atbalsta.</p> <p>Lasīšana</p> <p>Identificē un atpazīst dažāda stila, žanra un reģistra rakstītos tekstus.</p> <p>Runāšana</p> <p>Pamato un atbalsta kādu viedokli, sniedzot paskaidrojumus un argumentus.</p> <p>Izsaka secinājumus vai pieņēmumus par cilvēka noskaņojumu vai emocionālo stāvokli.</p> <p>Sniedz atbilstošu personīgās pieredzes piemēru, lai paskaidrotu / ilustrētu sarunas tēmu / domu.</p> <p>Ar pārliecību izsaka savas sajūtas, (piemēram, līdzjūtību, pārsteigumu, ieinteresētību) izmantojot plašu izteicienu klāstu.</p> <p>Detalizēti apraksta personīgi nozīmīgus notikumus un pieredzi.</p> <p>Kritiski izvērtē situāciju (salīdzina, pretstata faktus), lai</p>	3	5	8	<p>Praktiskais darbs (<i>skatīt sasniedzamā rezultāta darbības</i>). Kombinētais tematiskais pārbaudes darbs.</p> <p>Projekta idejas:</p> <ul style="list-style-type: none"> ✓ projekts / prezentācija par kulinārijas festivāliem pasaulē; ✓ savādā maņu pasaule un tās īpatnības; ✓ jauniešu iniciatīvu centri un brīvā laika pavadīšanas iespējas reģionā / Latvijā. <p>Starppriekšmetu saikne:</p> <ul style="list-style-type: none"> ✓ sociālās zinības un psiholoģija (sajūtas / maņas, jaunu prasmju apgūšana, iziešana no komforta zonas, laimes meklējumi);
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			<p>pārdomātu un izteiktu pieņēmumus par situācijas dažādiem iemesliem.</p> <p>Veic skaidru, plašu un detalizētu zināmu priekšmetu aprakstu.</p> <p>Brīvi piedalās sarunā, ja tēma nav pārāk abstrakta vai sarežģīta.</p> <p>Rakstīšana</p> <p>Raksta vienkāršus personiskus ieteikumus par kultūras tēmām (piemēram, grāmatas, filmas, koncerti, festivāli).</p>				<p>✓ dabaszinātnes (maņas);</p> <p>✓ dizains un tehnoloģijas / datorika / kultūras joma (prezentācija par kulinārijas festivāliem);</p> <p>✓ sociālās zinātnes / ģeogrāfija (reģiona izpēte / jauniešu brīvā laika pavadīšanas iespējas).</p>
<p>3. Ceļošana.</p> <p>Brīvdienas.</p> <p>Novembris</p>	<p>Lasīšana: konkrētas informācijas atrašana; vairāku atbilstību savienošana (<i>multiple matching</i>).</p> <p>Gramatika: darbības vārdu pagātnes laiki; artikuli.</p> <p>Vārdu krājums: ceļojumu anekdotes un aplikācijas; mākslinieciskie izteiksmes līdzekļi, idiomas; vārdkopas, saikļi.</p> <p>Klausīšanās: konkrētas informācijas un viedokļu saklausīšana; uzdevumi ar atbilžu variantiem.</p> <p>Valodas lietojums: teksta papildināšana ar vairāku atbilžu variantiem (<i>multiple-choice cloze</i>);</p>	<p>Apgūst paplašinātu vārdu krājumu par ceļošanas iespējām, galamērķiem, brīvdienu maršrutiem un plānošanu; prot to izmantot gan mutvārdos, gan rakstos.</p> <p>Zina artikulu lietošanas nosacījumus, prot pareizi tos izmantot valodā.</p> <p>Zina darbības vārdu pagātnes laiku veidošanas un izmantošanas nosacījumus.</p> <p>Pilnveido vārdu darināšanas prasmes.</p> <p>Zina, kā jāpilda dažāda veida uzdevumi (ar atbilžu variantiem –</p>	<p>Pilnveido kritiskās domāšanas prakses, apgūstot aktīvās klausīšanās / lasīšanas tehnikas atgriezeniskās saites sniegšanas ierosināšanas tehnikas. Sniedz atgriezenisko saiti klasesbiedriem un saņem skolotāja un klasesbiedru atgriezenisko saiti par oktobra mācību darba rezultātiem.</p> <p>Klausīšanās:</p> <p>Klausās un saprot galveno domu un pārbauda izpratni, izmantojot konteksta norādes.</p> <p>Klausoties mācās atšķirt būtisku un nebūtisku saturu paplašinātā, neformālā runā.</p>	3	7	10	<p>Praktiskais darbs (<i>skatīt sasniedzamā rezultāta darbības</i>).</p> <p>Kombinētais tematiskais pārbaudes darbs.</p> <p>Projekta idejas:</p> <p>✓ projekts / prezentācija par filmēšanas vietu / grāmatas notikumu darbības vietu lokāciju pasaules kartē.;</p>

	<p>teksta papildināšana vārdiem bez atbilžu variantiem (<i>open cloze</i>).</p> <p>Runāšana: vasaras brīvlaiks; intervija; attēla simboliskās idejas apraksts; kodolīgu atbilžu sniegšana.</p> <p>Rakstīšana: labākā un sliktākā brīvdienu pieredze; apraksts, stāstījums un kontrastu izteikšana; žurnāla / laikraksta raksts.</p> <p>Dzīves prasmes: dažādas kultūras – populārākie ceļojumu galamērķi; literatūra un kino – iedvesmojošas un iespaidīgas vietas; projekts – filmēšanas vietas pasaules kartē; kritiskās domāšanas prasmes: atgriezeniskās saites ierosināšanas, aktīvas klausīšanās / lasīšanas tehnikas.</p>	<p>savienošana, atbildes izvēle; teksta papildināšana bez dotajiem atbilžu variantiem u.tml.).</p> <p>Bagātina savu valodu runā un rakstos ar mākslinieciskajiem izteiksmes līdzekļiem.</p> <p>Zina raksta veidošanas nosacījumus.</p> <p>Apgūst intervijas veikšanai nepieciešamās sarunvalodas frāzes.</p> <p>Apgūst un vingrinās pielietot aktīvas klausīšanās / lasīšanas un atgriezeniskās saites ierosināšanas tehnikas kritiskās domāšanas pilnveidošanai.</p> <p>Apzinās rakstiskā teksta kļūdu labošanas nozīmi, mācās atrast kļūdas savā darbā un izlabot tās.</p>	<p>Klausās dabiska ātruma runu standarta valodā, izprotot runātāja viedokli par dažādām tēmām.</p> <p>Klausās skaidras, standartizētas, paplašinātas runas un intervijas par cilvēku dzīvē un pieredzi.</p> <p>Lasīšana</p> <p>Pārlasa garu tekstu vai saistītu tekstu kopu, lai atrastu konkrētu informāciju.</p> <p>Tekstā atrod galvenos secinājumus, kas sniedz un pretnostata argumentus skaidru norāžu veidā.</p> <p>Veic kopsavilkumu, komentē un apspriež dažāda veida faktu un izdomātus tekstus.</p> <p>Runāšana</p> <p>Detalizēti apraksta personīgi nozīmīgus notikumus un pieredzi. Sniedz kopsavilkumu un izsaka viedokli par jautājumiem un stāstiem, detalizēti atbild uz jautājumiem.</p> <p>Izsaka viedokli, komentārus un ieteikumus neformālās diskusijās. Pamatojot un minot iemeslus, izsaka ieteikumus turpmākai rīcībai.</p> <p>Pamato viedokli par aktuāliem jautājumiem, apspriežot vairāku iespēju plusus un mīnus.</p>		<p>✓ intervija par ceļojumiem; ceļojuma apraksts žurnāla / avīzes / interneta rakstā;</p> <p>✓ ceļojumu / brīvdienu maršrutu izstrāde.</p> <p>Starppriekšmetu saikne:</p> <p>✓ literatūra, kultūra un māksla, ģeogrāfija;</p> <p>✓ dizains un tehnoloģijas / datorika.</p>
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			<p>Sniedz detalizētas atbildes uz klātienē aptaujas / intervijas jautājumiem.</p> <p>Veic skaidru, plašu un detalizētu zināmu priekšmetu aprakstu.</p> <p>Rakstīšana</p> <p>Raksta aprakstu vai stāstījumu, skaidri to izklāstot, sniedzot atbilstošu detalizētu pamatojumu un piemērus.</p> <p>Pārbauda un izlabo pareizrakstības, pieturzīmju un gramatikas kļūdas garos rakstītos tekstos.</p> <p>Apgūst aktīvas lasīšanas un klausīšanās tehnikas, vingrinās runā un rakstos sniegt atgriezenisko saiti un ierosināt, lai to sniedz arī citi.</p>				
<p>4. Izglītība un karjera.</p> <p>Decembris</p>	<p>Lasīšana: virtuālās skolas; detaļu/faktu un viedokļu izpratne.</p> <p>Gramatika: darbības vārdu nākotnes laiki; nenoteiktie vietniekvārdi, daudzuma apzīmētāji pirms vienskaitļa / daudzskaitļa lietvārdiem.</p> <p>Vārdu krājums: izglītība un darbs; frazālie darbības vārdi; darbības vārdi + prievārdi.</p> <p>Klausīšanās: profesiju “ēnošana”; prasme saprast dažādus runātājus.</p>	<p>Iepazīst dažādas lasīšanas un rakstīšanas tehnikas un stratēģijas. Izprot darbības vārdu nākotnes laiku uzbūvi, pielietojumu un funkciju.</p> <p>Zina kā izmantot daudzuma apzīmētājus vienskaitļa un daudzskaitļa lietvārdiem.</p> <p>Apgūst vārdu krājumu par izglītību un darbu.</p> <p>Iepazīst dažādas profesijas. Mācās paust savu viedokli esejas formā.</p>	<p>Klausīšanās</p> <p>Saprot galveno domu un pārbauda izpratni, izmantojot konteksta norādes.</p> <p>Klausās dabiska ātruma runu standarta valodā, izprotot runātāja viedokli par dažādām tēmām.</p> <p>Lasīšana</p> <p>Lasa un saprot autora attieksmi un viedokli paplašinātā tekstā, kurā atspoguļotas domas, sajūtas un idejas.</p>	3	5	8	<p>Praktiskais darbs (<i>skatīt sasniedzamā rezultāta darbības</i>).</p> <p>Kombinētais tematiskais pārbaudes darbs.</p> <p>Projekta idejas:</p> <p>✓ Tālmācības un klātienē skolu salīdzinājums.</p>

	<p>Runāšana: nepilna laika darbs; viedokļa pamatošana; sadarbība.</p> <p>Rakstīšana: paaudžu skola; savu ideju iekļaušana tekstā; eseja.</p> <p>Dzīves prasmes: biznesa izpēte; karjera, kas sākusies kā hobijs; jaunie uzņēmēji; prezentēšanas prasmes; sava un kolēģu darba izvērtējums – atgriezeniskās saites sniegšana, aktīvās lasīšanas tehnikas.</p>	<p>Zina, kā pamatot savu viedokli. Apgūst un pilnveido sava viedokļa / pētījuma prezentēšanas prasmes.</p> <p>Zina, kā pieklājīgi un konstruktīvi sniegt atgriezenisko saiti par citu darbu.</p>	<p>Lasa strukturētu tekstu un atpazīst autora uzskatus.</p> <p>Runāšana Apspiež izvēles un iespējamo rīcību.</p> <p>Apkopo daudzveidīgu tekstu galveno domu, apspriežot pretstatījumus un galvenās tēmas. Pamato viedokli par aktuāliem jautājumiem, apspriežot vairāku iespēju plusus un mīnus.</p> <p>Detalizēti apraksta nākotnes plānus un nodomus, izsakot iespējamības pakāpi.</p> <p>Izsaka un komentē idejas un izsaka ierosinājumus neformālās diskusijās.</p> <p>Skaidri pamato un atbalsta viedokļus, sniedzot attiecīgus paskaidrojumus un argumentus.</p> <p>Skaidri izsaka viedokli un izvērtē iespējamus priekšlikumus neoficiālās diskusijās.</p> <p>Izsaka savu viedokli diskusijās par dažādām aktualitātēm un aktuālajiem sociālajiem jautājumiem.</p> <p>Rakstīšana Raksta strukturētu tekstu, skaidri norādot uz galvenajiem punktiem un pamatojot tos.</p>			<p>✓ Videi draudzīga skola.</p> <p>✓ Intervija ar veiksmīgiem uzņēmējiem, kuru karjera sākas kā hobijs.</p> <p>✓ Sevis izzināšana (stiprās / vājās puses, vēlmes, karjeras testi). Karjeras plāna izstrāde.</p> <p>Starppriekšmetu saikne:</p> <p>✓ Sociālās zinības.</p>
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II semestris

<p>5. Dzīve pilsētā un laukos.</p> <p>Janvāris</p>	<p>Lasīšana: īstas un neīstas / izdomātas pilsētas; neparastas pilsētas; prasme pārskatīt tekstu, lai atrastu nepieciešamo informāciju.</p> <p>Gramatika: nosacījuma palīgteikumi; alternatīvās nosacījumu formas.</p> <p>Vārdu krājums: pilsētā un laukos; salikteni; “<i>as, like</i>”; frāzes ar prievārdiem.</p> <p>Klausīšanās: sabiedriskās vietas pusaudžiem; prasme atpazīt traucēkļus, uzmanības novērsējus;</p> <p>Runāšana: pilsētu apmeklējums; veidoļu izteikšana; diskusija.</p> <p>Rakstīšana: diena pilsētā; nepieciešamās informācijas sniegšana; neformāla vēstule vai e-pasts.</p> <p>Dzīves prasmes: klūdainie projekti un skices; projekta darbs – ēkas izpēte un analīze; vides pieejamība / iekļaujoša sabiedrība; vides apziņas sekmēšana – videi draudzīga pilsēta; pašvērtējums un grupas vērtējums par lasīšanas un klausīšanās stratēģiju izmantošanu.</p>	<p>Izzina pilsētas un lauku dzīves atšķirības, priekšrocības un trūkumus.</p> <p>Pilnveido prasmes paust savu viedokli, diskutēt, argumentēt.</p> <p>Zina, kā veidot un lietot nosacījuma palīgteikumus.</p> <p>Izzina sabiedrisko vietu un brīvā laika pavadīšanas iespējas pusaudžiem un jauniešiem. Mācās izteikt savus priekšlikumus diskusiju veidā.</p> <p>Pilnveido prasmes rakstīt neformālas vēstules un e-pastu.</p> <p>Apzinās vides saudzēšanas un pilnveidošanas nepieciešamību.</p> <p>Apzinās šķēršļus vides pieejamībā dažādiem sabiedrības pārstāvjiem.</p> <p>Ierosina priekšlikumus un izvirza mērķus dabai draudzīgas un sabiedrībai pieejams / iekļaujošas vides veidošanai.</p>	<p>Klausīšanās</p> <p>Klausās un saprot ātru runu ar pazīstamu akcentu bez teksta / subtitru atbalsta.</p> <p>Lasīšana</p> <p>Pārlasa garu tekstu vai saistītu tekstu kopu, lai atrastu konkrētu informāciju.</p> <p>Izmanto angļu valodas / vienvalodas vārdnīcu, lai saprastu vārdu nozīmi, nemeklējot to bilingvālajā (angļu-latviešu) vārdnīcā.</p> <p>Runāšana</p> <p>Izsaka savu viedokli diskusijās par dažādām aktualitātēm un aktuālajiem sociālajiem jautājumiem.</p> <p>Apkopo plaša tekstu klāsta galveno domu, apspriežot pretstatījumus un galvenās tēmas.</p> <p>Apspiež izvēles un iespējamo rīcību.</p> <p>Skaidri izsaka savus uzskata un izvirza hipotētiskus priekšlikumus neformālās diskusijās.</p> <p>Skaidri pamato un atbalsta viedokļus, sniedzot attiecīgus paskaidrojumus un argumentus.</p> <p>Izsaka argumentus, pamatojot tos ar faktiem / piemēriem, lai piekristu vai nepiekristu kādam viedoklim.</p>	3	5	8	<p>Praktiskais darbs (<i>skatīt sasniedzamā rezultāta darbības</i>).</p> <p>Kombinētais tematiskais pārbaudes darbs.</p> <p>Projekta idejas:</p> <ul style="list-style-type: none"> ✓ Plakāts / prezentācija – dzīve laukos (priekšrocības un trūkumi); ✓ “Mana sapņu dzīvesvieta”. ✓ “Videi draudzīga pilsēta.” ✓ Vides pieejamības pētījums. ✓ Ēkas izpēte un analīze. ✓ Pasaules neparastākās pilsētas (pamestās pilsētas, nogrimušās pilsētas, izdomātas pilsētas, piesārņotākās pilsētas / videi
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			<p>Izsaka un komentē idejas un izsaka ierosinājumus neformālās diskusijās.</p> <p>Pamato viedokli par aktuāliem jautājumiem, apspriežot vairāku iespēju plusus un mīnus.</p> <p>Rakstīšana</p> <p>Raksta neformālu e-pastu vai vēstuli, izmantojot plašu klāstu idiomātisko izteicienu.</p> <p>Izpēta un analizē vides pieejamību dažādos objektos gan interneta resursos, gan dzīvē.</p> <p>Analizē videi draudzīgu pilsētas faktorus, patstāvīgi pētot pieejamos materiālus.</p> <p>Veic pašvērtējumu un grupas vērtējumu par mācību procesā izmantotajām lasīšanas un klausīšanās stratēģijām.</p>				<p>draudzīgākās pilsētas...)</p> <p>Starppriekšmetu saikne:</p> <p>✓ Ģeogrāfija / sociālās zinības (pasaules pilsētas un lauku reģioni; sabiedrība un dzīve pilsētā un laukos; vides pieejamība).</p> <p>✓ Kultūra un māksla / dizains un tehnoloģijas / datorika (pilsētu arhitektūra, vides pieejamība).</p>
Februāris. 1. semestra tēmu projekta darbs.							
<p>6. Sports un veselība</p> <p>Februāris</p>	<p>Lasišana: sporta fani; prasme saprast attieksmi un viedokļus.</p> <p>Gramatika: nenoteiksme un darbības vārdi ar galotni “-ing” / ģerundijs; “<i>would rather / had better / it’s time</i>”.</p> <p>Vārdu krājums: sports; frazālie darbības vārdi; lietvārdu priedēkļi un piedēkļi.</p>	<p>Pilnveido saskatīt dažādu aktivitāšu un objektu priekšrocības un trūkumus.</p> <p>Paplašina vārdu krājumu par sporta un veselības tēmām, mācās to iekļaut garākā monologrunā.</p> <p>Apgūst darbības vārdu nenoteiksmes un ģerundija lietošanas nosacījumus, mācās tos izmantot mutvārdu un rakstu valodā.</p>	<p>Klausīšanās</p> <p>Klausās dabiska ātruma runu standarta valodā, izprotot runātāja viedokli par dažādām tēmām.</p> <p>Klausās uz faktiem balstītas TV ziņas, cenšas izsekot notikumu maiņai un saprast satura galveno domu.</p>	3	6	9	<p>Praktiskais darbs (<i>skatīt sasniedzamā rezultāta darbības</i>).</p> <p>Kombinētais tematiskais pārbaudes darbs.</p> <p>Projekta idejas:</p> <p>✓ Pētījums par sporta disciplīnas riskiem un</p>

	<p>Klausīšanās: dronu sacīkstes; prasme saprast intervijas.</p> <p>Valodas lietojums: vārdu darināšana.</p> <p>Runāšana: atpūšanās / atslābināšanās veidi; pieņēmumi / varbūtību izteikšana; garākas monologrunas / stāstījumi.</p> <p>Rakstīšana: veselība un fitness; paragrāfi / rindkopas; raksts.</p> <p>Dzīves prasmes: veselīgs dzīvesveids, stresa menedžments / apzinātība, datu atspoguļojums grafikos / diagrammās; pašvadīta mācīšanās – pašvērtējums un plāns savu prasmju pilnveidošanai.</p>	<p>Izzina dažādas stresa menedžmenta un relaksācijas tehnikas, prot par tām pastāstīt, argumentē savu izvēli.</p> <p>Pilnveido prasmi atspoguļot pētījuma datus diagrammās un grafikos, mācās tos interpretēt.</p> <p>Padziļina zināšanas par teksta veidošanu – rindkopām un paragrāfiem.</p>	<p>Klausās un saprot plašai auditorijai paredzētu radio programmu.</p> <p>Klausoties diskusiju par zināmu tēmu, spēj saprast nezināmu vārdu nozīmi kontekstā.</p> <p>Klausās un nekļūdīgi izpilda detalizētas norādes.</p> <p>Lasīšana</p> <p>Lasa un saprot autora attieksmi un viedokli paplašinātā tekstā, kurā atspoguļotas domas, sajūtas un idejas.</p> <p>Identificē un atpazīst dažāda stila, žanra un reģistra rakstītus tekstus.</p> <p>Runāšana</p> <p>Skaidri pamato un atbalsta viedokļus, sniedzot attiecīgus paskaidrojumus un argumentus.</p> <p>Izsaka viedokli par ziņu stāstiem, izmantojot plašu ikdienas vārdu krājumu.</p> <p>Lietiskā diskusijā vai prezentācijā sniedz jaunu informāciju.</p> <p>Detalizēti apraksta personīgi nozīmīgus notikumus un pieredzi.</p> <p>Detalizēti salīdzina un pretnostata situācijas un izsaka pieņēmumus par esošās situācijas iemesliem.</p> <p>Izsaka pieņēmumus par hipotētiskas situācijas cēloņiem un sekām.</p> <p>Rakstīšana</p>		<p>ieguvumiem, datu atspoguļojums diagrammās, grafikos.</p> <p>✓ Plakāts / kolāža + publiskā runa – veselīgs dzīvesveids.</p> <p>✓ Apzinātības / relaksācijas vingrinājumu kompleksa izveide.</p> <p>Starppriekšmetu saikne:</p> <p>✓ Sports un veselība (sports, veselīgs dzīvesveids, pilnvērtīga atpūta un relaksācija...).</p> <p>✓ Matemātika dizains un tehnoloģijas / datorika (datu atspoguļojums grafikos un tabulās).</p>
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			Strukturē garu tekstu skaidrās, loģiskās rindkopās / paragrāfos.				
			Izvērtē savu līdzšinējo mācību procesu; apzinās stiprās un vājās puses; izstrādā plānu vājo pušu pilnveidošanai.				
Marts. 4. – 6. tēmu sasniegto rezultātu kombinētais pārbaudes darbs.							
7. Dažādi skatpunkti.							
Marts	<p>Lasīšana: mazu radījumu filmēšana; prasme izprast teksta vienotību.</p> <p>Gramatika: ciešamā kārtā; <i>“have / get something done”</i>.</p> <p>Vārdu krājums: laiks un vieta; vietas prievārdi; laika frāzes; vārdu darināšana: priedēkļi, neregulāri pārveidojumi.</p> <p>Klausīšanās: karšu izstāde; prasme saklausīt detalizētu informāciju; teikumu papildināšana.</p> <p>Valodas lietojums: atslēgvārdu pārveidošana; vārdu darināšana.</p> <p>Runāšana: noderīgi priekšmeti; lēmumu pieņemšana; sadarbība / kopdarbs.</p> <p>Rakstīšana: dažādi / mainīgi viedokļi; ideju sasaistīšana; eseja.</p> <p>Dzīves prasmes: projektu (filmu / dokumentālo filmu u.tml.) plāna sastādīšana; prasme paraudzīties uz situāciju no dažādiem skatpunktiem; simboliskās nozīmes dažādās kultūrās.</p>	<p>Apzinās, ka uz notikumiem var raudzīties no dažādiem skatpunktiem, mācās to izdarīt. Mācās pieņemt un izteikt dažādus viedokļus.</p> <p>Pilnveido prasmi sadarboties.</p> <p>Zina ciešamās kārtas veidošanas un izmantošanas nosacījumus un funkcijas.</p> <p>Pilnveido eseju rakstības prasmes. Mācās interpretēt objektu un norišu simbolisko nozīmi.</p>	<p>Klausīšanās</p> <p>Klausās un saprot viedokļus paplašinātās, neformālās sarunās par personīgajām interesēm, ja tiek izmantota skaidra, standartizēta runa.</p> <p>Klausās dabiska ātruma runu standarta valodā, izprotot runātāja viedokli par dažādām tēmām. Saprot runātāja domu strukturētā prezentācijā.</p> <p>Atpazīst un saprot galvenos par un pret argumentu iemeslus vai idejas skaidrā, standartizētā diskusijā.</p> <p>Lasīšana</p> <p>Var izdarīt secinājumus vai prognozēt avīžu un žurnālu rakstu saturu no virsrakstiem.</p> <p>Rakstītā tekstā atpazīst saistvārdu lietojumu, kas savienotu idejas rindkopā vai starp tām.</p> <p>Lasa un saprot autora attieksmi un viedokli paplašinātā tekstā, kurā atspoguļotas domas, sajūtas un idejas.</p>	3	6	9	<p>Praktiskais darbs (<i>skatīt sasniedzamā rezultāta darbības</i>).</p> <p>Kombinētais tematiskais pārbaudes darbs.</p> <p>Projekta idejas:</p> <ul style="list-style-type: none"> ✓ Dažādi karšu (ģeogrāfiskās, politiskās, domu kartes...) veidi. ✓ Lietas no dažādiem skatpunktiem. ✓ Mākslas vai dokumentālās filmas plāna sastādīšana. ✓ Dažādas simboliskās nozīmes dažādās valstīs.

			<p>Runāšana Izsaka viedokli par ziņu stāstiem, izmantojot plašu ikdienas vārdu krājumu. Veic skaidru argumentāciju, atbilstoši pamatojot un minot piemērus. Skaidri pamato un atbalsta viedokļus, sniedzot attiecīgus paskaidrojumus un argumentus. Izskaidro un ilustrē runāto ar personīgās pieredzes piemēriem. Pamato viedokli par aktuālo tēmu, apspriežot dažādu iespēju plusus un mīnus. Diskutējot izvērtē dažādu viedokļu priekšrocības un trūkumus.</p> <p>Rakstīšana Raksta īsu, vienkāršu strukturēto viedokļu eseju par zināmām tēmām, pamatojot viedokļus, minot iemeslus. Izsaka papildus idejas, izmantojot plašu saistvārdu un frāžu klāstu.</p> <p>Pēta viena objekta dažādas simboliskās nozīmes dažādās valstīs. Mācās paraudzīties uz situācijām / lietām / notikumiem no dažādiem skatpunktiem. Turpina izvērtēt savu līdzšinējo mācību procesu; apzinās stiprās</p>			<p>Starppriekšmetu saikne: ✓ Ģeogrāfija. ✓ Kultūra un māksla. ✓ Dizains un tehnoloģijas / datorika.</p>
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			un vājās puses; izstrādā plānu vājo pušu pilnveidošanai.				
8. Stāsti, literatūra, mediji, kino, muzeji.	<p>Lasišana: stāstu stāstīšana, pārfrāzēšana.</p> <p>Gramatika: netiešā runa.</p> <p>Vārdu krājums: stāstu stāstīšana literatūrā, filmās un televīzijā; frazālie darbības vārdi; prievārdu frāzes; īpašības vārdi + prievārdi.</p> <p>Klausīšanās: filmas un kino; prasme atpazīt runātāja redzējumu; īsie teksti.</p> <p>Runāšana: mediji; piekrišana un nepiekrišana; diskusijas.</p> <p>Rakstīšana: radošā rakstīšana; prasme sakārtot notikumus secībā; stāsts.</p> <p>Dzīves prasmes: projekts – izdomāta ziņu reportāža; pašvadīta mācīšanās – pašvērtējums un plāns savu prasmju pilnveidošanai.</p>	<p>Pilnveido klausīšanās un lasīšanas tehnikas garu runu un garu rakstu uztverei un izpratnei.</p> <p>Zina, kā pārvērst tiešo runu netiešajā un otrādi.</p> <p>Pilnveido mākslinieciskās izteiksmes līdzekļu izmantošanu valodā.</p> <p>Zina, kā pieklājīgi un ar cieņu izteikt piekrišanu vai nepiekrišanu.</p> <p>Pilnveido diskutēšanas prasmes.</p> <p>Attīsta radošās rakstīšanas prasmes.</p> <p>Mācās strukturēt un sakārtot stāsta sižetu.</p> <p>Pilnveido pašvērtēšanas un sevis pilnveidošanas mērķu izvirzīšanas prasmes.</p> <p>Mācās strādāt ar vienvalodas vārdnīcām.</p> <p>Pilnveido konteksta izpratnes prasmes.</p>	<p>Klausīšanās</p> <p>Klausās un saprot ātru runu ar pazīstamu akcentu bez teksta / subtitru atbalsta.</p> <p>Klausās uz faktiem balstītas TV ziņas, cenšas izsekot notikumu maiņai un saprast satura galveno domu.</p> <p>Klausās un saprot runātāja domu / viedokli strukturētā prezentācijā.</p> <p>Klausās un saprot viedokļus paplašinātās, neformālās sarunās par personīgajām interesēm, ja tiek izmantota skaidra, standartizēta runa.</p> <p>Lasišana</p> <p>Pārlasa garu tekstu vai saistītu tekstu kopu, lai atrastu konkrētu informāciju.</p> <p>Izmanto angļu valodas / vienvalodas vārdnīcu, lai saprastu vārdu nozīmi, nemeklējot to bilingvālajā (angļu-latviešu) vārdnīcā.</p> <p>Runāšana</p> <p>Izsaka argumentus, pamatojot tos ar faktiem / piemēriem, lai piekristu vai nepiekristu kādam viedoklim.</p> <p>Detalizēti izstāsta grāmatas vai filmas sižetu.</p>	4	6	10	<p>Praktiskais darbs (<i>skatīt sasniedzamā rezultāta darbības</i>).</p> <p>Kombinētais tematiskais pārbaudes darbs.</p> <p>Projekta idejas:</p> <ul style="list-style-type: none"> ✓ Rakstniecība: literārs stāsts. ✓ Pētījums par senu objektu / atradumu – izdomāta ziņu raksta sacerēšana. ✓ Recenzija par grāmatu / filmu. ✓ Intervijas pārstāsts. <p>Starppriekšmetu saikne:</p> <ul style="list-style-type: none"> ✓ Literatūra. ✓ Kultūra un māksla / vēsture. ✓ Dizains un tehnoloģijas / datorika

			<p>Izsaka attieksmi, viedokli vai ideju, izmantojot idiomātiskus izteicienus.</p> <p>Detalizēti apraksta personīgi nozīmīgus notikumus un pieredzi.</p> <p>Izsaka savu viedokli diskusijās par dažādām aktualitātēm un aktuālajiem sociālajiem jautājumiem.</p> <p>Pārstāta citu cilvēku viedokli.</p> <p>Rakstīšana</p> <p>Garā stāstījumā par patiesiem vai izdomātiem notikumiem norāda notikumu secību, izmantojot plašāku vārdu krājumu.</p> <p>Dzīves prasmes</p> <p>Veic pašvērtējumu par mācību procesā izmantotajām lasīšanas un rakstīšanas stratēģijām</p>				
<p>Maijs. Mācību gada noslēguma pārbaudes darbs. / Projekta darbs. / Mācību gada izvērtējums.</p>							

Mācību priekšmeta saturs veidots, balstoties uz:

- Alevizos, K., Gaynor, S., Roderick, M. (2018) *Gold Experience 2nd Edition B2, Student's Book*. Essex: Pearson.
- Edwards, L., Newbrook, J. (2018) *Gold Experience 2nd Edition B2, Teacher's Book*. Harlow, Essex: Pearson.
- Maris, A. (2018) *Gold Experience 2nd Edition B2, Work Book*. Essex: Pearson.
- Pearson Education Limited (2018) *Gold Experience 2nd Edition B2, Digital App*. Harlow, Essex: Pearson.
- Pearson Education Limited (2018) *Gold Experience 2nd Edition B2, Teacher's Resource Book*. Harlow, Essex: Pearson.
- Pearson Education Limited mācību platforma <https://english-dashboard.pearson.com>

Ieteikumi par mācību priekšmeta apgūvē izmantojamajiem papildus mācību līdzekļiem:

1. Angļu valodas skaidrojošās vārdnīcas, piemēram, “Cambridge Dictionary” <https://dictionary.cambridge.org/> ; “Oxford Learner’s Dictionaries” <https://www.oxfordlearnersdictionaries.com/>
2. Vārdkopu veidošanas vārdnīcas, piemēram, ozdic.com
3. Sinonīmu-antonīmu vārdnīcas, piemēram, <https://www.thesaurus.com/>
4. Tiešsaistes tulkošanas rīki: “Hugo” <https://hugo.lv/lv/>; “Google tulkotājs” <https://translate.google.lv/?hl=lv&tab=wT&authuser=0> ; “Tildes tulkotājs” <https://translate.tilde.com/lv> ; DeepL Translator (var tulkot garus tekstus, bet nav latviešu valodā) <https://www.deepl.com/translator> u.c.
5. British Council digitālā mācību platforma “Learn English” <https://learnenglish.britishcouncil.org/>
6. Bez maksas digitālo mācību materiālu platformas (piemēram, rakstīšanas prasmju pilnveidošanas uzdevumi) <https://www.esolcourses.com/> ; www.englishmaven.org
7. Lasīšanas un klausīšanās prasmju pilnveidošanas materiālu krātuve: <http://anglickynazivo.szm.com/>
8. Digitālais Eiropas valodu portfelis
9. BBC ziņu raksti un video <https://www.bbc.com/>
10. “TED Talks” video <https://www.youtube.com/user/TEDtalksDirector>
11. Digitālo mācību resursu un interaktīvo uzdevumu krātuve “Agenda Web” <https://agendaweb.org/>
12. Interaktīvās simulācijas spēles dabaszinībās un matemātikā University of Colorado Boulder “PhET Interactive Simulations” <https://phet.colorado.edu/>
13. Programma rakstītā teksta valodas līmeņa noteikšanai “Oxford Text Checker” <https://www.oxfordlearnersdictionaries.com/text-checker/>
14. Rakstītā teksta lasīšanas programma “TTSREADER” <https://ttsreader.com/>
15. Runāšanas prasmju uzdevumi un vingrinājumi “Basic English Speaking” <https://basicenglishspeaking.com/>
16. Zinātniskie raksti “ScienceDirect” <https://www.sciencedirect.com/>
17. Ziņu raksti tiešsaistē “The New York Times” <https://www.nytimes.com/>
18. Ziņu tekstu mājaslapa “Newsela”, kurā tekstiem iespējams mainīt sarežģītības pakāpi, atskaņot tos audio formātā u.tml. newsela.com

GET TO KNOW YOURSELF

(iepazīsti sevi)

TASKS TO DO IN SEPTEMBER

(septembrī paveicamie uzdevumi)

TASK 1 – Diagnostic Test

(1. uzdevums: diagnosticējošais pārbaudes darbs)

September 7 – September 13 (this is just a suggestion; the deadline is September 30)

(7. septembris – 13. septembris: šis ir tikai ieteikums; darba iesniegšanas termiņš ir 30.septembris)

- The diagnostic test is available in Moodle.
(Diagnosticējošais pārbaudes darbs pieejams Moodle sistēmā).
- You will get **no mark for the right or wrong answers** in the test. **Just do it**, and you will get some **extra points** that will be a **part of your mark**.
(Par pareizajām un nepareizajām diagnostikas darba atbildēm vērtējums netiks likts. Vienkārši izpildi to un saņemsi papildus punktus, kas būs daļa no Tava vērtējuma.)
- This diagnostic test is necessary to see the level of your current knowledge for your teacher to decide how to organise the further learning process.
(Šis diagnostikas pārbaudes darbs ir nepieciešamas, lai redzētu Tavu pašreizējo zināšanu līmeni un lai skolotāja pieņemtu lēmumu, kā turpmāk organizēt mācību procesu.)
- Please, be honest and do the test by yourself without searching for any answers in other sources. *(Lūdzu, pildi darbu godīgi, nemeklējot atbildes citos avotos.)*

TASK 2 – My True Self / Identities

(2. uzdevums: mans īstais es / identitātes)

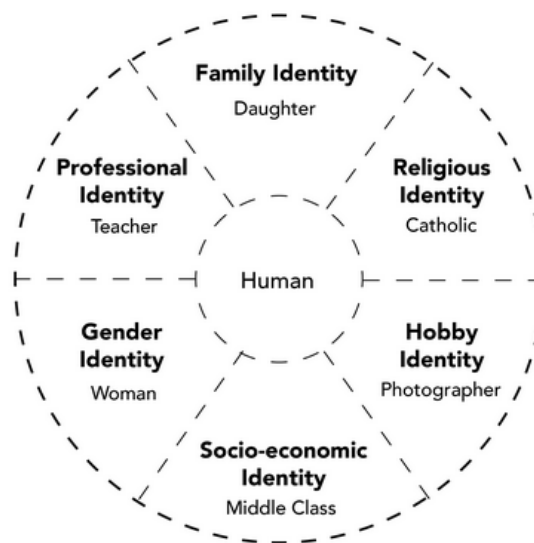
September 14 – September 20 (this is just a suggestion; the deadline is September 30)

(14. septembris – 20. septembris: šis ir tikai ieteikums; darba izpildes beigu termiņš ir 30.septembris)

- If you have already done the assignment “Visiting Cards” in Latvian, you most probably have found out something about yourself from your handwriting. Now it’s time to think what your true self is / what your identities are. *(Ja esi jau izpildījis / izpildījusi latviešu valodas uzdevumu par “Vizītkarte”, iespējams jau kaut ko noskaidroji par sevi no sava rokraksta. Pienācis laiks padomāt par savu īsto es / kas ir Tavas identitātes.)*
- Watch the animation “Whose Life Are You Living?” (PsychAlive, s.d.)
(Skaties animāciju “Kura dzīvi Tu dzīvo?”) <https://youtu.be/BLfuoceDPIQ>
- What has affected who you are today? Who are you? Have you ever thought about this? *(Kas ir ietekmējis to, kas Tu šodien esi? Kas Tu esi? Vai esi jebkad domājis / domājusi par to?)*
- In this task you should explore aspects of your identity. Probably you have already learned about them in Social Sciences or Psychology. Look at this example wheel diagram. This is an example of what you will be creating in this task. The elements

in your "pie" or "wheel" will be different than those in the example. You may have some or all of the same categories (family, religious, professional, etc.), and you may want to add or change some (ethnicity, political, age or generation, etc.). (World Learning, 2018) *(Šajā uzdevumā izpēti savas identitātes aspektus. Iespējams, par šo jau kaut ko mācījies sociālajās zinībās vai psiholoģijā. Apskati apla diagrammas piemēru. Elementi Tavā diagrammā būs citādi, nekā piemērā. Vari izvēlēties dažas vai visas piemēra kategorijas (ģimene, reliģija, profesionāla darbība u.tml.), kā arī vari tās papildināt vai kaut ko mainīt (etniskā piederība, politika, vecums vai paaudze, u.tml.)*

Multiple Identities Within the Individual



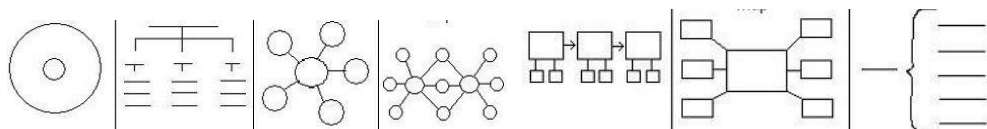
(World Learning, 2018)

- The wheel diagram is a visual tool to help you think about different aspects of your identity (roles and aspects that define who you are). The visual pie pieces are intended to help you consider the relative importance of each aspect. *(Apla diagramma ir vizuāls rīks, kas palīdz pārdomāt dažādus Tavas identitātes aspektus (lomas un aspektus, kas nosaka, kas Tu esi). Vizuālā apla daļu mērķis ir palīdzēt Tev pārdomāt katra aspekta nozīmi.)*
- What identities are there in your "Wheel of Multiple Identities"? **Draw your wheel of identities on a piece of paper (or create it in a digital format) and write about it in about 150 words (can be more). Include the following information:**
 - Which aspects/roles did you choose?
 - Which seem most important to you?
 - Which are ones that were determined for you?
 - What surprises you when you look at this list?

(Kādas identitātes ir atspoguļotas Tavā "Daudzpusīgo identitāšu aplī"? Uz papīra uzzīmē savu identitāšu apli (vai arī izveido to digitālā formātā) un uzraksti aptuveni 150 vārdus (drīkst būt

vairāk) aprakstu par to. Ietver tajā sekojošu informāciju: Kurus aspektus / lomas Tu izvēlēties? Kuras Tev šķiet visnozīmīgākās? Kuras Tev bija iepriekš nolemtas / paredzētas? Kas Tevi pārsteidz, skatoties uz šo?)

- If you prefer another way to display your identities, feel free to create it differently. It can have a different layout / it can be more artistic / it can be... Find your own way how to show who you are. (Ja Tev labāk patīk cits savu identitāšu atspoguļojums, droši veido to savādāk. Tam var būt citāds izkārtojums / tas var būt mākslinieciskāks / tas var būt... Atrodi savu veidu, kā parādīt, kas Tu esi.)



- Remember, that you are presenting yourself. Is your work neat and tidy / clear enough for others to understand? Is the use language correct? (Atceries, ka Tu prezentē sevi. Vai Tavs darbs ir tīrs un kārtīgs / pietiekami skaidrs, lai citi to saprastu? Vai valodas lietojums ir korekts?)

TASK 3 – Learning Strategies

(3. uzdevums: mācīšanās stratēģijas)

September 21 – September 30

(21. septembris – 30. septembris)

- What helps you learn better? Have you ever failed learning? (Kas Tev palīdz labāk mācīties? Vai esi kādreiz mācībās cietis neveiksmi?)
- Watch Dr. Marty Lobdell’s video lecture “Study Less, Study Smart” (60 min). (Lobdell, 2011) (Noskaties prof. Marija Lobdela video lekciju “Mācies mazāk, mācies gudri” (60min).)

<https://www.youtube.com/watch?v=IIU-zDU6aQ0>

- While watching, make notes about the strategies that might improve your learning. Make a poster / mind map / collage etc. to summarize the ideas that could help to improve your learning and achievements. (Skatoties veic pierakstus par stratēģijām, kā uzlabot savu mācīšanos. Izveido plakātu / domu karti / kolāžu u.tml., lai apkopotu idejas, kas varētu uzlabot Tavu mācīšanos un sasniegumus).
- Think of your own way how to display the information. You will have to take a photo of your work and send it to your teacher. It should be clearly visible, easy to understand, neat and tidy... (Pārdomā veidu, kā atspoguļot informāciju. Tev darba fotogrāfija būs jānosūta skolotājam. Darbam jābūt skaidri pārskatāmam, viegli saprotamam, glītam un kārtīgam...)



(Attēls no A.Gromovas-Ķūrenas pedagoģiskās prakses)

- You can look for additional information in other sources, but remember to give the references to the sources. (*Vari meklēt papildus informāciju citos avotos, bet atceries norādīt atsauces uz avotiem.*)
- Write a short description (150 words) the learning strategies that have helped you so far. What type of learner are you – do you learn by seeing things, listening, doing...? (*Uzraksti īsu aprakstu (150 vārdi) par mācīšanās stratēģijām, kas tev līdz šim ir palīdzējušas mācīties. Kāda tipa skolēns Tu esi – vai Tu mācies redzot lietas, klausoties, darot...?*)

Assessment Rubrics (*vērtēšanas kritēriji*)

Uzdevums	3 punkti	2 punkti	1 punkts
TASK 1 Diagnostic Test Diagnosticējošais pārbaudes darbs	Ir veikts savu angļu valodas prasmju pašvērtējums / apraksts. Ir izpildīti visi diagnostikas testa piemēri.	Ir izpildīts gan angļu valodas prasmju pašvērtējums / apraksts, gan diagnostikas tests, taču kāds no uzdevumiem nav paveikts pilnībā / ir izpildīts daļēji.	Ir izpildīts tikai diagnostikas tests. Nav izpildīts angļu valodas prasmju pašvērtējums.
TASK 2 – My True Self / Identities Mans īstais es / identitātes	Ir izveidots vizuāls identitāšu atspoguļojums un veikts apraksts (vismaz 150 vārdi). Aprakstā ir sniegtas atbildes uz visiem 4 jautājumiem.	Ir izveidots vizuāls identitāšu atspoguļojums, bet apraksts ir pārāk īss (mazāk par 100 vārdiem) vai nav sniegtas atbildes uz visiem jautājumiem.	Ir izveidots vizuāls identitāšu atspoguļojums, bet nav veikts apraksts. Vai arī ir veikts apraksts, bet nav izveidots vizuāls atspoguļojums.
TASK 3 – Learning Strategies Mācīšanās stratēģija	Ir izveidots plakāts / kolāža / domu karte u.tml. par mācīšanās stratēģijām. Atspoguļotās mācīšanās stratēģijas apliecina, ka darba autors ir noskatījies mācību filmu. Darbs var būt papildināts ar idejām par sekmīgu mācīšanos no citiem avotiem; ir minētas atsauces uz avotiem. Ir veikts apraksts par savām mācīšanās stratēģijām.	Ir izveidots plakāts / kolāža / domu karte u.tml. par mācīšanās stratēģijām. Atspoguļotās mācīšanās stratēģijas nerada pārlicību, ka darba autors ir noskatījies mācību filmu. Darbā var būt atspoguļotas idejas no citiem avotiem, bet nav minētas atsauces. Apraksts par savām mācīšanās stratēģijām var būt nepilnīgs / īsāks par 100 vārdiem.	Ir izveidots plakāts / kolāža / domu karte u.tml. par mācīšanās stratēģijām, bet to atspoguļojums nerada pārlicību, ka darba autors ir noskatījies mācību filmu. Darbā var būt atspoguļotas idejas no citiem avotiem, bet nav minētas atsauces. Nav veikts apraksts.
Darba kultūra	Visi uzdevumi iesniegti līdz 30. septembrim. Oriģināla darba forma, pašizpaušmes veids. Darbs noformēts glīti, skaidri, pārskatāmi, pārdomāti, strukturēti. Ja darbs veikts rokrakstā, tas ir viegli izlasāms.	Visi uzdevumi ir iesniegti, bet iespējams dažas dienas pēc noteiktā termiņa. Darbā pietrūkst loģiskas struktūras. Dažkārt vērojama paviršība. Ja darbs ir rokrakstā, tas var būt grūti izlasāms.	Visi uzdevumi ir iesniegti, bet krietni pēc noteiktā termiņa. Darbs var būt haotisks. Nav pārdomāts darba noformējums un izpilde. Ja darbs veikts rokrakstā, tas var radīt grūtības uztvert darba ideju.
Valodas lietojums	Var būt pieļautas dažas, nebūtiskas stilistiskas, vārdu krājuma, gramatikas vai	Darbā ir vairākas stilistiskas, vārdu krājuma, gramatikas vai	Darbā ir valodas lietojuma kļūdas, kas dažkārt traucē izprast

	pareizrakstības kļūdas, kas neietekmē domas / informācijas izpratni.	pareizrakstības kļūdas, kas sevišķi neietekmē domas, informācijas izpratni.	autora domu un sniegto informāciju.
			Kopā: 15 punkti

Visus izpildītos darbus augšuplādē Moodle sistēmā vai atsūti skolotājam Agnesei Gromovai-Ķūrenai uz e-pastu līdz 30. septembrim.

Ja mācību vai uzdevumu gatavošanas procesā ir radušās neskaidrības vai jautājumi, sazinies ar angļu valodas skolotāju Agnesi Gromovu-Ķūrenu pa tālruni xxx, e-pastā [xxx](#) vai Skype (lietotāja vārds: xxx).

BIBLIOGRAPHY

1. Lobdell, M. (2011). Video lecture "Study Less, Study Smart". Pierce College. Retrieved August 29, 2020, from <https://youtu.be/IIU-zDU6aQ0>
2. PsychAlive. (s.d.). A Guide to Finding Yourself. Glendon Association. Retrieved August 29, 2020, from <https://www.psychalive.org/author/admin/>
3. World Learning. (2018). Identities Wheel. *Online Course "Integrating Critical Thinking Skills into the Exploration of Culture", Module 2. AE E-Teacher Program, sponsored by the U.S. Department of State with funding provided by the U.S. government and administered by FHI360.*

Periods: SEPTEMBRIS.

Uzdevums	3 punkti	2 punkti	1 punkts	Iegūtie punkti
(1) TASK 1 Diagnostic Test Diagnosticējošais pārbaudes darbs	Ir veikts savu angļu valodas prasmju pašvērtējums / apraksts. Ir izpildīti visi diagnostikas testa piemēri.	Ir izpildīts gan angļu valodas prasmju pašvērtējums / apraksts, gan diagnostikas tests, taču kāds no uzdevumiem nav paveikts pilnībā / ir izpildīts daļēji.	Ir izpildīts tikai diagnostikas tests. Nav izpildīts angļu valodas prasmju pašvērtējums.	3
<i>Komentāri:</i> (izvērtējums 06.10.)	<p><i>Test result: 73% - well done!</i> <i>Thanks, XXX, for introducing to yourself.</i> <i>To my mind, regular practice in Pearson digital learning platform could help you improve the use of grammar tenses, prepositions, etc. Reading tasks are also available there; however, if you want some more reading options, you could have a look here:</i></p> <ul style="list-style-type: none"> • British Council digitālā mācību platforma "Learn English" https://learnenglish.britishcouncil.org/ • BBC ziņu raksti un video https://www.bbc.com/ • Zinātniskie raksti "ScienceDirect" https://www.sciencedirect.com/ • Ziņu raksti tiešsaistē "The New York Times" https://www.nytimes.com/ • Ziņu tekstu mājaslapa "Newsela", kurā tekstiem iespējams mainīt sarežģītības pakāpi, atskaņot tos audio formātā u.tml. newsela.com • Stāsti: http://www.eastoftheweb.com/short-stories/indexframe.html • Dažādu līmeņu lasīšanas uzdevumi: https://agendaweb.org/reading-exercises.html <p><i>Anyhow, feel free to contact me any time as soon as you have any questions or a wish to practice more.</i></p>			
(2) TASK 2 – My True Self / Identities Mans īstais es / identitātes	Ir izveidots vizuāls identitāšu atspoguļojums un veikts apraksts (vismaz 150 vārdi). Aprakstā ir sniegtas atbildes uz visiem 4 jautājumiem.	Ir izveidots vizuāls identitāšu atspoguļojums, bet apraksts ir pārāk īss (mazāk par 100 vārdiem) vai nav sniegtas atbildes uz visiem jautājumiem.	Ir izveidots vizuāls identitāšu atspoguļojums, bet nav veikts apraksts. Vai arī ir veikts apraksts, bet nav izveidots vizuāls atspoguļojums.	
<i>Komentāri:</i> (izvērtējums 06.10.)	<p><i>Thanks – a great and detailed description! The answers to all the questions are evident.</i> <i>I couldn't find a visual display of the identity wheel or business card.</i></p>			
(3) TASK 3 – Learning Strategies Mācīšanās stratēģija	Ir izveidots plakāts / kolāža / domu karte u.tml. par mācīšanās stratēģijām. Atspoguļotās mācīšanās stratēģijas apliecina, ka darba autors ir noskatījis mācību filmu. Darbs var būt papildināts ar idejām	Ir izveidots plakāts / kolāža / domu karte u.tml. par mācīšanās stratēģijām. Atspoguļotās mācīšanās stratēģijas nerada pārlicību, ka darba autors ir noskatījis mācību filmu.	Ir izveidots plakāts / kolāža / domu karte u.tml. par mācīšanās stratēģijām, bet to atspoguļojums nerada pārlicību, ka darba autors ir noskatījis mācību filmu.	3

	par sekmīgu mācīšanos no citiem avotiem; ir minētas atsaucis uz avotiem. Ir veikts apraksts par savām mācīšanās stratēģijām.	Darbā var būt atspoguļotas idejas no citiem avotiem, bet nav minētas atsaucis. Apraksts par savām mācīšanās stratēģijām var būt nepilnīgs / Īsāks par 100 vārdiem.	Darbā var būt atspoguļotas idejas no citiem avotiem, bet nav minētas atsaucis. Nav veikts apraksts.	
Komentāri: (izvērtējums 06.10.)	<i>Wonderful! Thanks for the great personal analysis, it's good to know your own learning strategies. I like the way you've displayed the learning strategies from the film.</i>			
(4) Darba kultūra	Visi uzdevumi iesniegti līdz 18. oktobrim. Oriģināla darba forma, pašizpaušmes veids. Darbs noformēts glīti, skaidri, pārskatāmi, pārdomāti, strukturēti. Ja darbs veikts rokrakstā, tas ir viegli izlasāms.	Visi uzdevumi ir iesniegti, bet iespējams dažas dienas pēc noteiktā termiņa. Darbā pietrūkst loģiskas struktūras. Dažkārt vērojama paviršība. Ja darbs ir rokrakstā, tas var būt grūti izlasāms.	Visi uzdevumi ir iesniegti, bet krietni pēc noteiktā termiņa. Darbs var būt haotisks. Nav pārdomāts darba noformējums un izpilde. Ja darbs veikts rokrakstā, tas var radīt grūtības uztvert darba ideju.	3
1.uzdevums	Izpildīts: 29.09.			
2.uzdevums	Iesniegts vērtēšanai: 30.09.			
3. uzdevums	Iesniegts vērtēšanai: 30.09.			
(5) Valodas lietojums	Var būt pieļautas dažas, nebūtiskas stilistiskas, vārdu krājuma, gramatikas vai pareizrakstības kļūdas, kas neietekmē domas / informācijas izpratni.	Darbā ir vairākas stilistiskas, vārdu krājuma, gramatikas vai pareizrakstības kļūdas, kas sevišķi neietekmē domas, informācijas izpratni.	Darbā ir valodas lietojuma kļūdas, kas dažkārt traucē izprast autora domu un sniegto informāciju.	2
2.uzdevums	Valodas lietojums: <ul style="list-style-type: none"> ...because I learn in at school where there are many different people: “at school” – skolā kā mācību iestādē / institūcijā, kur mācās; “in school” – skolas ēkā. ... after school activities where there are many persons people I can say that everything around me has an affection influence: “affection” – mīlestība, pieķeršanās; “influence” – ietekme I like to spend my free time in nature – word order. in-on / from the internet 			
3. uzdevums	Pareizrakstība: <ul style="list-style-type: none"> meaningful – viens burts “l”, bet- meaningfully study groups Gramatika: <ul style="list-style-type: none"> a word “orange” Valodas lietojums: <ul style="list-style-type: none"> For me, making my own word associations also works – word order. 			
Kopā: 15 punkti				13 punkti
				87 %

	9 balles
--	-----------------

Balles	1	2	3	4	5	6	7	8	9	10
Punkti no	0,5	1,5	3,5	5	7	8,5	10	11,5	13	14,5
Procenti no	3%	10%	23%	33%	47%	57%	67%	77%	87%	97%

Kombinēto pārbaudes darbu izvērtēja

skolotāja Agnese Gromova-Ķūrena

Detalizētākai kļūdu analīzei, ieteikumiem turpmākajam darbam, papildus vingrinājumiem u.tml. nepieciešamības gadījumā lūdzu sazināties ar skolotāju.

E-pasts: xxx

Skype: RKS_AgneseGromovaKurena; agnesiiteg

Tālrunis / Whatsapp: xxx

WAKE UP YOUR SENSES!

(Atmodini savas maņas!)

TASKS TO DO IN OCTOBER

(oktobrī paveicamie uzdevumi)

These tasks, as well as three tasks in September, are must-do-activities.

You will get one mark each month in English.

Šie uzdevumi, tāpat kā trīs septembra uzdevumi, ir obligāti izpildāmās aktivitātes.

Katru mēnesi saņemsi vērtējumu angļu valodā.

TASK 1 – Get to know Pearson digital learning platform

(1. uzdevums: iepazīsti Pearson digitālo mācību platformu)

October 5 – October 18 (this is just a suggestion; the deadline is November 8)

(5. – 18. oktobris: šis ir tikai ieteikums; darba iesniegšanas termiņš ir 8. novembris)

- The guidelines for using Pearson digital learning platform are available in Moodle. *(Pearson digitālās mācību platformas lietošanas pamācība pieejama Moodle sistēmā).*
- The task in October is to master the topics of Gold Experience B2 Unit 1 digital learning materials *(mērķis oktobrī ir apgūt Gold Experience B2 digitālo mācību materiālu 1. nodaļas tēmas).*
- See the English curriculum in Moodle *(angļu valodas mācību priekšmeta programmu skatīt Moodle).*
- Study the theoretical materials in Student's Book in Pearson English Platform and the October's learning materials in Moodle *(iepazīsties ar teorētiskajiem mācību materiāliem skolēna grāmatā Pearson angļu valodas platformā un oktobra mācību materiāliem Moodle sistēmā).*
- Start doing homework assignments in Pearson platform. There are 48 tasks available for you. **You don't have to do all of them! Choose some tasks** in the category of **every skill**: reading, grammar, vocabulary, listening, use of English, speaking. *(Sāc pildīt uzdotos mājas darbus Pearson platformā. Ir pieejami 48 uzdevumi. Tev nav jāpilda visi uzdevumi. Izvēlies dažus uzdevumus katras prasmes kategorijā: lasīšana, gramatika, vārdu krājums, klausīšanās, valodas lietojums, runāšana.)*
- You can do each task several times until you achieve the result you want *(katru uzdevumu vari pildīt vairākas reizes, līdz sasniegsi rezultātu, kādu vēlies).*
- When choosing the tasks, think why you choose them; and while doing them, monitor your work and progress. You will have to describe it in the self-assessment task. *(Kad izvēlies uzdevumus, kurus pildīt, padomā, kāpēc tos izvēlējies; un kamēr pildi uzdevumus, pavēro savu darba procesu un izaugsmi. Tev tas būs jāapraksta pašvērtējuma uzdevumā.)*

TASK 2 – Review

(2. uzdevums: apskats / apraksts / recenzija)

October 19 – October 25 (this is just a suggestion; the deadline is November 8)

(19. – 25. oktobris: šis ir tikai ieteikums; darba iesniegšanas termiņš ir 8. novembris)

- Write a review for a magazine *(uzraksti apskatu / aprakstu / recenziju žurnālam).*
- Your review should involve the topic of this unit – senses, gaining new experiences, trying something new and getting out of the comfort zone *(aprakstam jābūt saistītam ar šīs nodaļas tēmu – sajūtas / maņas, jaunas pieredzes gūšana, jaunu lietu izmēģināšana un iziešana ārpus komforta zonas).*
- Study the learning materials about writing a review in Moodle *(Moodlē izpēti mācību materiālus par aprakstu / apskatu / recenziju rakstīšanu):*

- 1) Mācīšanās stratēģijas: padomi rakstīšanas, klausīšanās, runāšanas, lasīšanas uzdevumu veikšanai.
 - 2) Mācību materiāls: apraksta / apskata / recenzijas paraugs.
- You can **think of your own topic** what to write about, **or you can choose from one of the options below** (*vari izdomāt savu tēmu, par kuru rakstīt, vai arī vari izvēlēties kādu no zemāk piedāvātajām opcijām*):
 - “What’s on in your area?” Write a review of leisure activities that young visitors can do in your area. Tell about an activity you have tried yourself. (See Student’s Book, page 16 – 17 – *skatīt skolēnu grāmatas 16.-17.lpp.*)
 - Have you ever visited any food festival or have you watched any on TV. Or maybe you have visited any excellent restaurant. Think about senses involved in cooking and eating. Tell about your experience. (See Student’s Book, page 18 – *skatīt skolēnu grāmatas 18.lpp.*)
 - Maybe it is a museum or a special place that wakens up your senses. Describe your experience.
 - Have you read any book or watched any movie about senses, gaining new experiences, trying something new and getting out of the comfort zone – could you share this in your writing and make any recommendations?
 - Whichever option you choose, in your review describe your positive or negative experience of trying the activity, visiting a festival / a restaurant, watching a film, or reading a book. Write whether or not you would recommend it to other people, and what people you would recommend it. (*Vienalga kuru variantu izvēlies, savā aprakstā pastāsti par savu pozitīvo vai negatīvo pieredzi izmēģinot kādu aktivitāti, apmeklējot festivālu / restorānu, skatoties filmu vai lasot grāmatu. Uzraksti vai Tu to iesaki citiem cilvēkiem, un kādiem cilvēkiem Tu to ieteiktu.*)
 - **The review should be 140 – 190 words long**, you can write it on computer (*apskatam / aprakstam / recenzijai jābūt 140 – 190 vārdus garai, drīksti to rakstīt datorrakstā*).
 - Try to organize it in **four paragraphs** – see the learning materials about reviews in Moodle (*centies to sakārtot četrās rindkopās – apskaties mācību materiālus par aprakstiem Moodle*).
 - After you have written the review, read it again and correct any grammar or vocabulary mistakes (*kad apraksts ir uzrakstīts, pārlasi to vēlreiz un izlabo gramatikas vai vārdu krājuma kļūdas*).

TASK 3 – Looking from a Different Perspective

(3. uzdevums: paraudzīšanās no cita skatpunkta)

October 26 – November 1 (this is just a suggestion; the deadline is November 8)

(26. oktobris – 1. novembris: šis ir tikai ieteikums; darba iesniegšanas termiņš ir 8. novembris)

- Choose a fairy-tale, a story, a book, a film etc. that you like (*izvēlies pasaku, stāstu, grāmatu, filmu u.tml., kas Tev patīk*).
- Choose your favourite scene of the story (*izvēlies stāstā savu mīļāko sižetisko ainu*).
- Retell the story from the point of view of one of the characters. Try to use a character that does not typically tell the exact story. It can be even an object in the story that is observing the situation. (*Pārstāsti stāstu no kāda tēlu redzespunkta. Centies izvēlēties tēlu, kas parasti nestāsta šo stāstu. Tas pat var būt priekšmets stāstā, kas vēro situāciju*).
- In your story you should include the following (*savā stāstā Tev jāiekļauj sekojošais*):
 - present simple tense (*vienkāršās tagadnes laiks*);
 - present continuous tense (*ilgstošās tagadnes laiks*);
 - present perfect tense (*saliktās tagadnes laiks*);
 - present perfect continuous tense (*saliktās ilgstošās tagadnes laiks*);
 - 3 different types of comparative forms of adjectives or adverbs (*3 dažāda veida īpašības vārdu vai apstākļa vārdu salīdzināmās pakāpes*);
 - at least one fact and one opinion – see the 10.10.2020. face-to-face tutorial presentation on distinguishing facts from opinions (*vismaz vienu faktu un vienu*

viedokli – skatīt 10.10.2020. klātienes konsultācijas prezentācijā par faktu un viedokļu atšķiršanu).

After you have written the story, write the required elements of the story in the table (pēc tam, kad stāsts ir uzrakstīts, ieraksti tabulā prasītos stāsta elementus).

Required element	Example from the story
present simple tense	
present continuous tense	
present perfect tense	
present perfect continuous tense	
3 different types of comparative forms of adjectives or adverbs	1) 2) 3)
at least one fact	
at least one opinion	

- To get an idea of what to do, read a **sample story** based on “The Little Red Riding Hood” from the perspective of a rock lying next to the path in the wood (*lai labāk izprastu, kas jādara, izlasi stāsta paraugu, kas balstīts uz pasakas “Sarkangalvīte” motīviem, stāstīts no akmens, kas guļ mežā pie taciņas, skatpunkta*).

*I am a rock. I am **as old as the world**. I **have been lying** here for centuries. Every day I **lie** next to the path in the wood and **observe** the surroundings. Oh, **there is a girl coming**. She **is wearing a red hood**, and she **is carrying a basket** in her hands. I think her mother **has prepared some treats** that she **is carrying** in the basket. **She is happy**, because she **is singing** a joyful song. Hey, look! There **is** wolf **hiding behind that tree**. It **seems** that he **has been waiting** for the little girl who looks **too naïve** to realise the danger. Look, the wolf **is coming out!** Oh, no! The situation **is becoming even more dangerous!***

Required element	Example from the story
present simple tense	lie, observe, seems
present continuous tense	is wearing, is carrying, is singing, is hiding, is coming out, is becoming even more dangerous
present perfect tense	has prepared
present perfect continuous tense	have been lying, has been waiting
3 different types of comparative forms of adjectives or adverbs	1) as old as 2) too naïve 3) even more dangerous
at least one fact / observation	There is a girl coming. She is wearing a red hood. She is carrying a basket. She is singing. The wolf is behind the tree.
at least one opinion	She is happy. She is too naïve to realise the danger. Her mother has prepared some treats that she is carrying in the basket.

TASK 4 – Self-Assessment

(4. uzdevums: pašvērtējums)

November 2 – November 8 (1. – 8. novembris)

Describe your learning of English in October, especially the activities in Pearson English Platform. Write the answers to these questions (*apraksti savu angļu valodas mācīšanās procesu oktobrī, īpaši aktivitātes Pearson angļu valodas platformā; uzraksti atbildes uz šiem jautājumiem*):

- 1) How and why did you choose the specific exercises to do in Pearson platform? (*Kā un kāpēc Tu izvēlējies uzdevumus, ko pildīt Pearson platformā?*)
- 2) Have you done at least some activities in every category of all skills: reading, grammar, vocabulary, listening, use of English, speaking? (*Vai izpildīji vismaz dažus uzdevumus katrā visu prasmju kategorijā: lasīšana, gramatika, vārdu krājums, klausīšanas, valodas lietojums, runāšana?*)
- 3) Did you do the activities several times to improve the results? (*Vai pildīji uzdevumus vairākas reizes, lai uzlabotu rezultātus?*)
- 4) What are the things that you have done well? (*Kas Tev labi paveicās?*)
- 5) What have you learned? (*Ko Tu iemācījies?*)
- 6) What have you struggled with? (*Kas Tev sagādāja grūtības?*)
- 7) What should you still focus on? (*Kam Tev vēl vajadzētu pievērst uzmanību / uz ko vajadzētu vēl koncentrēties?*)
- 8) Have you got any suggestions to your English teacher? (*Vai Tev ir kādi ieteikumi angļu valodas skolotājam?*)

Assessment Rubrics (*vērtēšanas kritēriji*)

Uzdevums	3 punkti	2 punkti	1 punkts
Darba kultūra	Visi uzdevumi iesniegti līdz 8. novembrim. Oriģināla darba forma, pašizpaušmes veids. Darbs noformēts glīti, skaidri, pārskatāmi, pārdomāti, strukturēti. Ja darbs veikts rokrakstā, tas ir viegli izlasāms.	Visi uzdevumi ir iesniegti, bet iespējams dažas dienas pēc noteiktā termiņa. Dažkārt vērojama paviršība. Ja darbs ir rokrakstā, tas var būt grūti izlasāms.	Visi uzdevumi ir iesniegti, bet krietni pēc noteiktā termiņa. Darbs var būt haotisks. Nav pārdomāts darba noformējums un izpilde. Ja darbs veikts rokrakstā, tas var radīt grūtības uztvert darba ideju.
TASK 2 Review Apskats / apraksts / recenzija	Interesantā un aizraujošā veidā ir veikts apraksts, iekļaujot visus uzdevuma nosacījuma punktus. Idejas ir padziļināti izklāstītas. Izvēle un ieteikumi ir skaidri pamatoti ar piemēriem. Ir vienots rakstības stils visā aprakstā. Sarežģītas idejas ir izklāstītas lasītājam saprotamā veidā. Nav liekvārdības vai nepietiekami attīstītu ideju.	Aprakstā iekļauti visi uzdevuma nosacījumi. Pārsvarā skaidrs un pamatots ideju izklāsts. Var būt neliela liekvārdība vai nepietiekami attīstīts domu gājiens. Pārsvarā ir vienots rakstības stils. Lasītājs pārsvarā saprot arī sarežģītu ideju izklāstu.	Aprakstā ir ietverta lielākā daļa uzdevuma nosacījumu. Saturis ir atbilstošs uzdotajam. Skaidri ir izklāstītas vienkāršas idejas. Dažkārt doma nav attīstīta līdz galam, mēdz būt liekvārdība. Ne vienmēr ir vienots rakstības stils.
Struktūra, organizācija	Ir uzrakstīts atbilstošs virsraksts, kas piesaista lasītāja uzmanību. Apraksts sadalīts rindkopās (ar ievada, divām iztirzājuma un nobeiguma daļām). Idejas tekstā ir	Virsraksts ir atbilstošs saturam un ir lasītājam saistošs. Teksts ir strukturēts rindkopās. Pārsvarā idejas tekstā ir loģiski sasaistītas.	Tekstam ir virsraksts. Ir vērojamas rindkopas. Ideju sasaistei ir izmantoti vienkārši saistvārdi.

	loģiski sasaistītas. Dažādi saistvārdi ir atbilstoši lietoti.	Lielākoties ir izmantoti atbilstoši saistvārdi.	
Valodas lietojums un gramatika	Plašs un sarežģīts gramatisko konstrukciju klāsts, plašs vārdu krājums – pārsvarā bez kļūdām. Var būt kāda nebūtiska neuzmanības kļūda. Pareizrakstība ir korekta.	Dažādas kompleksas gramatiskās struktūras, pārsvarā bez kļūdām. Labs un dažāds vārdu krājums. Var būt dažas nebūtiskas kļūdas. Dažas pareizrakstības kļūdas, kas neietekmē informācijas izpratni.	Pamata gramatiskās struktūras un ikdienišķs vārdu krājums, ko pārsvarā lieto pareizi. Pareizrakstības kļūdas var traucēt pareizu informācijas izpratni.
TASK 3 – Looking from a Different Perspective Paraudzīšanās no cita skatpunkta	Ir izpildīti visi uzdevuma nosacījumi. Ir izvēlēts oriģināls skatpunkts. Stāsts ir aizraujošs un atbilstošs. Tabula ir plaši aizpildīta ar dažādiem, vairākiem piemēriem no stāsta. Prot atšķirt faktus no viedokļiem, sniedz tam nepārprotamus piemērus.	Ir izpildīti visi uzdevuma nosacījumi. Izvēlētajam skatpunktam var pietrūkt oriģinalitātes. Tabula pārsvarā aizpildīta atbilstoši, var būt dažas nepilnības. Demonstrē izpratni par faktu un viedokļu atšķiršanu.	Ir izpildīta lielākā daļa uzdevuma nosacījumu. Ir veikts stāsta sižeta apraksts no cita skatpunkta, bet tas var būt ne vienmēr atbilstošs. Ir aizpildīta lielākā tabulas daļa, var būt neprecizitātes. Izpratne par faktu un viedokļu atšķiršanu ir nojaušana, bet ne vienmēr skaidra un precīza.
Valodas lietojums un gramatika	Plašs un sarežģīts gramatisko konstrukciju klāsts, plašs vārdu krājums – pārsvarā bez kļūdām. Var būt kāda nebūtiska neuzmanības kļūda. Visi tabulā aizpildītie elementi atbilst noteiktajām gramatiskajām un vārdu krājuma struktūrām. Pareizrakstība ir korekta.	Dažādas kompleksas gramatiskās struktūras, pārsvarā bez kļūdām. Labs un dažāds vārdu krājums. Var būt dažas nebūtiskas kļūdas. Tabulā aizpildītie piemēri pārsvarā atbilst gramatiskajām un vārdu krājuma struktūrām – var būt dažas nebūtiskas neprecizitātes. Dažas pareizrakstības kļūdas, kas neietekmē informācijas izpratni.	Pamata gramatiskās struktūras un ikdienišķs vārdu krājums, ko pārsvarā lieto pareizi. Tabulā aizpildītie piemēri pārsvarā ir pareizi, bet ar dažām neprecizitātēm un ne vienmēr atbilst noteiktajām gramatiskajām un vārdu krājuma struktūrām. Pareizrakstības kļūdas var traucēt pareizu informācijas izpratni.
TASK 4 – Self-Assessment Pašvērtējums	Ir veikts plašs un pārdomāts pašvērtējums, atbildot uz visiem jautājumiem. Audzēknis skaidri apzinās savas stiprās un vājās puses un izvirza skaidrus mērķus turpmākai attīstībai.	Ir veikts skaidri saprotams pašvērtējums, atbildot uz visiem jautājumiem.	Ir veikts pašvērtējums, atbildot uz lielāko daļu jautājumu. Var būt neprecīzs domu izklāsts, nepilnīga stipro un vājo pušu analīze vai neskaidri izvirzīti turpmākās attīstības mērķi.
Sasniegumi Pearson digitālajā mācību platformā.	Ir izpildīti daži uzdevumi katrā prasmju kategorijā vai arī vairāk. Neapmierinošu rezultātu gadījumā uzdevumi ir pildīti atkārtoti. Pēdējā mēģinājumā sasniegti augsti rezultāti.	Ir izpildīti daži uzdevumi katrā prasmju kategorijā, iegūstot optimālu vērtējumu.	Ir pildīti paškontroles uzdevumi lielākajā daļā prasmju kategoriju, bet ne visās. Izpildīto uzdevumu rezultāti ir apmierinoši.
<i>Plaģiātisma gadījumā darbs netiks vērtēts!</i>			
Kopā: 24 punkti			

Visus izpildītos darbus augšuplādē Moodle sistēmā vai atsūti skolotājam Agnesei Gromovai-Ķūrenai uz e-pastu līdz 8. novembrim.

Ja mācību vai uzdevumu gatavošanas procesā ir radušās neskaidrības vai jautājumi, sazinies ar angļu valodas skolotāju Agnesi Gromovu-Ķūrenu pa tālruni xxx, e-pastā [xxx](#) vai Skype (lietotāja vārds: RKS_AgneseGromovaKurena; agnesiiteg).

Appendix No. 10

Guidelines for the Navigation on Pearson Digital Learning Platform

“PEARSON” DIGITAL LEARNING PLATFORM

“Pearson” digitālā mācību platforma

Oktoobrī sāksim darboties “Pearson” digitālajā mācību platformā, kurā atrodas:

- “Gold Experience 2nd Edition B2” mācību grāmata:
 - mēnesī paredzēts apgūt vienas nodaļas tēmas;
 - ar digitālās mācību grāmatas materiāliem strādāsim klātienē un tiešsaistes nodarbībās;
- “Gold Experience 2nd Edition B2” darba burtnīcas interaktīvie uzdevumi:
 - katru mēnesi patstāvīgam darbam tiks uzdoti visi vienas nodaļas uzdevumi;
 - visi uzdevumi nav obligāti jāpilda;
 - vēlams izpildīt kādu uzdevumu katras prasmes sadaļā (lasīšana, klausīšanās, valodas lietojums, vārdu krājums, rakstīšana u.tml.);
 - izliekot ikmēneša vērtējumu, tiks ņemts vērā, vai audzēknis ir pildījis interaktīvos paškontroles uzdevumus;
- tiešsaistes nodarbību Zoom platforma:
 - šo platformu drīzumā izmantosim tiešsaistes grupu nodarbībās (pagaidām tiek izmantots Skype), vēl tiek gaidītas lietošanas instrukcijas no izdevēja;
- “Gold Experience 2nd Edition B2” aplikācija, kuru var izmantot mobilajos telefonos.

Lai nokļūtu “Pearson” digitālajā mācību platformā:

- ej uz english.com/login
- ievadi lietotāja vārdu (**Username**) un paroli (**Password**), kuru e-pastā saņēmsi no angļu valodas skolotājas;
- izvēlies **“SIGN IN”**.



Sign In

Username

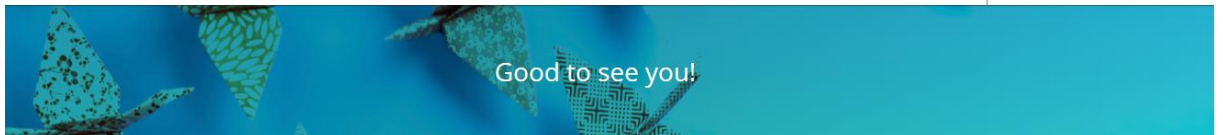
Password

SIGN IN

[Forgot your password or username?](#)

New to Pearson? [Create an account](#)

By signing in, you accept our [Terms of Use](#)



Products Classes

ACTIVE EXPIRED

Products

ADD A PRODUCT



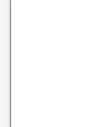
Gold Experience B2
Expires 23 September 2022



Gold Experience B2 App
Expires 23 September 2022



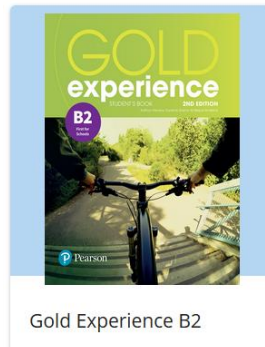
Gold Experience B2 Reader+
Expires 23 September 2022



Video Conferencing - Zoom
Expires 3 October 2023

GIVE FEEDBACK

Lai nokļūtu pie mācību grāmatas izvēlies šo ikonu.



The only source of knowledge is **experience**. Everything else is just information.

Albert Einstein



I love the buzz of doing something for the first time!

Look at the photo and discuss the questions.
 1. What kind of activities give you a buzz? Why?
 2. Do you think it's important to try new things? Why? Why not?

Wake up your senses!

READING
Look: trying new things with refreshing effect.
Look: general text?

GRAMMAR
present simple
comparative forms: adjectives and adverbs

VOCABULARY
describe experiences and feelings; introduce verbs to activities.
LISTENING
look: synoptic table
ask: listening for specific information?
look: sentence completion

USE OF ENGLISH
word formation
SPEAKING
discuss comparison of experiences
ask: comparing phrasal verb
look: long text

WRITING
topic: activities for teens
ask: opinions and recommendations
look: review
SWITCH ON
video: chat facts
prepare presentation on buzz in world football

1

Mācību grāmatas 19. lappusē atradīsi 1. nodaļas būtiskāko vārdu krājumu.

UNIT CHECK

Wordlist

Experiences and feelings

anxious (adj)
delighted (adj)
determined (adj)
insulted (adj)
moved (adj)
offended (adj)
petrified (adj)
relieved (adj)
strong-willed (adj)
sympathetic (adj)
tense (adj)
terrified (adj)
thrilled (adj)
understanding (adj)

Phrasal verbs

add to
get sth across
give sth away
give sth up
mix out on sth
put sth off
doing sth
take off
try sth out

Collocations

feel a sense of achievement
have a sense of adventure
have a sense of direction
have a sense of fun
have a sense of freedom
have a sense of humour
have a sense of rhythm

Suffixes

Noun endings

achievement
confidence
deafness
difference
excitement
fitness
happiness
business
tiredness

Adjective endings

accessible
achievable
childish
comfortable
competitive
dreadful
energetic
excitable
fashionable
foolish
hopeful
hopeless
painless
painful
repetitive
scientific
viable

Phrases for recommendations

it's really worth it
perfect
thoroughly
won't regret
worth trying
wouldn't recommend

Other

affect (v)
apparently (adv)
approve (v)
conclude (v)
cozy (adj)
dismiss (v)
dull (adj)
gift (n)
nerve-racking (adj)
overwhelming (adj)
pigeonhole (v) (n)
pretty (adv)
reluctantly (adv)
seminar (n)
willing (adj)
worthwhile (adj)

Mācību grāmatas 142. lappusē atradīsi 1. nodaļas būtiskāko gramatikas tēmu apkopojumu.

GRAMMAR FILE

GRAMMAR FILE UNIT 1

REFERENCE

present simple

We use the present simple for habits, repeated actions and routines, for things that are always true, with scientific and general truths, for things that are always true, with scientific and general truths, for things that are always true, with scientific and general truths.

present continuous

We use the present continuous for actions happening now, or around now, for temporary actions, with always to talk about repeated actions or annoying habits, for situations that are changing.

state verbs

These kinds of verbs describe a state. They cannot usually be used in the continuous form. They include: verbs of thinking: agree, believe, disagree, doubt, know, suppose; verbs of seeing/perception: see, smell, taste, hear; verbs describing attitudes: dislike, hate, like, love, want, prefer, want; verbs describing appearance: condition: appear, look, seem, sound; verbs of being and possession: be, belong to, contain, have, own, possess.

Other verbs: cost, fit, mean, owe, weigh.

We can use some state verbs in the continuous form when we describe actions.

I think this is the best choice. (I believe it)
I'm thinking about which one to choose. (I'm considering it)

present perfect simple

We use present perfect simple for states that started in the past and continue now. We use since with a specific point in time and for with a period of time.

I've been at this school for three years/since I was 12.
We also use it:

- to talk about recently finished actions or past actions with a present result. The book is on the table.
- to talk about what you have done. I've visited my friend in the city.
- for actions that have happened at an unspecified past time. My basketball team has won lots of matches.

We also use present perfect with already, yet, ever and never.

I've already finished my book. Have you ever been to Finland? Has he finished his dinner yet? (Has never performed on stage)

We use ever and never with the comparative and superlative. This is the most expensive phone I've ever bought. I've never had a more expensive phone.

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present perfect continuous

We use present perfect continuous for actions that started in the past and continue now.

Sam's been building Greek since last June.
We also use it for continuous actions in the recent past that have a result in the present.
My brother's been building cabins. The house smells lovely!
We can also use it to emphasize the long duration of an activity.
We've been looking for you all morning!

comparative forms: adjectives and adverbs

adjective	comparative	superlative	adverb
good	better	the best	well
bad	worse	the worst	badly
far	further	the furthest	far
little	less	the least	little
much/many	more	the most	much/a lot

too and (not) enough

We use too + adjective/adverb to mean more than necessary or not + adjective/adverb + enough to mean not sufficient.

It's too hot, I can't eat it. / It isn't cold enough to eat.
This question is too difficult for me to answer.
The water is deep enough to dive into.

comparing two equal things

We use just + adjective/adverb + as.
She's as clever as her sister.

comparing two unequal things

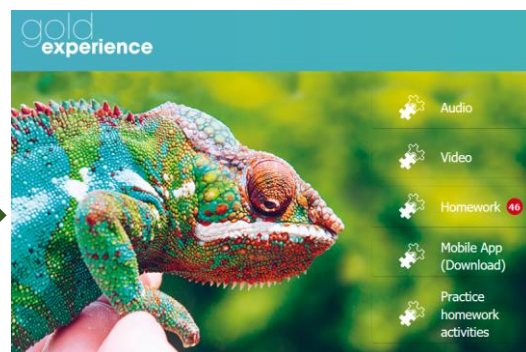
We use not as + adjective/adverb + as to mean less than.
The black jumper is not as expensive as the green one.

double comparatives

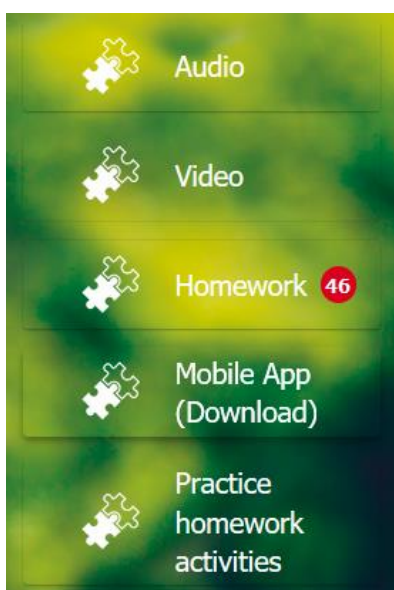
We use a double comparative for emphasis and to show continual change.
I'm becoming better and better at chess.
The later it got, the more excited she became.

adverbs of degree

We use much, slightly, far, rather, a bit, a little, even with comparative forms.
It's far much bigger if you stand.
This room is slightly bigger than the other rooms.
These earrings are rather more expensive.

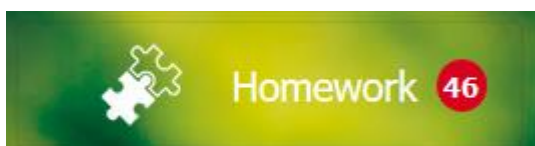


- Šeit atradīsi audio un video failus.
- Varēsi savā telefonā lejuplādēt “Gold Experience 2nd Edition B2” mobilo aplikāciju, lai lietderīgi pavadītu laiku telefonā, pildot angļu valodas uzdevumus. 😊



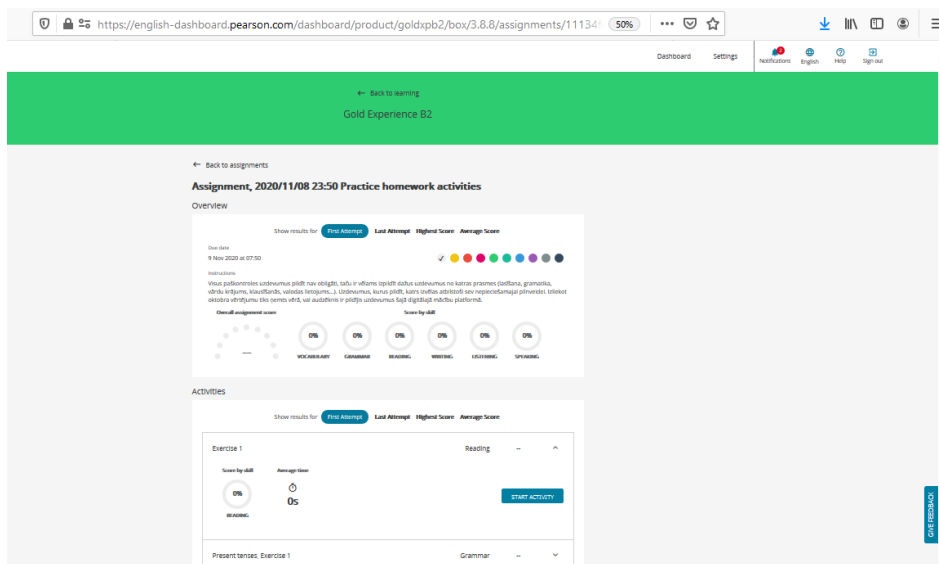
Šeit nokļūsi līdz patstāvīgi veicamajiem paškontroles uzdevumiem.

Izskatās traki – oktobrī uzdoti 46 uzdevumi! Uztraukumam nav pamata – **visi uzdevumi nav obligāti jāpilda**. Katrs pats izvēlas sev nepieciešamākos uzdevumus sevis pilnveidei un izaugsmei. Vēlams veikt dažus uzdevumus no katras prasmju jomas (lasīšana, valodas lietojums, klausīšanās, vārdu krājums, rakstīšana u.tml.). Taču gluži slinkot un nedarīt neko arī nevajadzētu, jo **izliekot oktobra vērtējumu, tiks ņemts vērā, vai audzēknis ir pildījis šos interaktīvos darba burtnīcas paškontroles uzdevumus.**

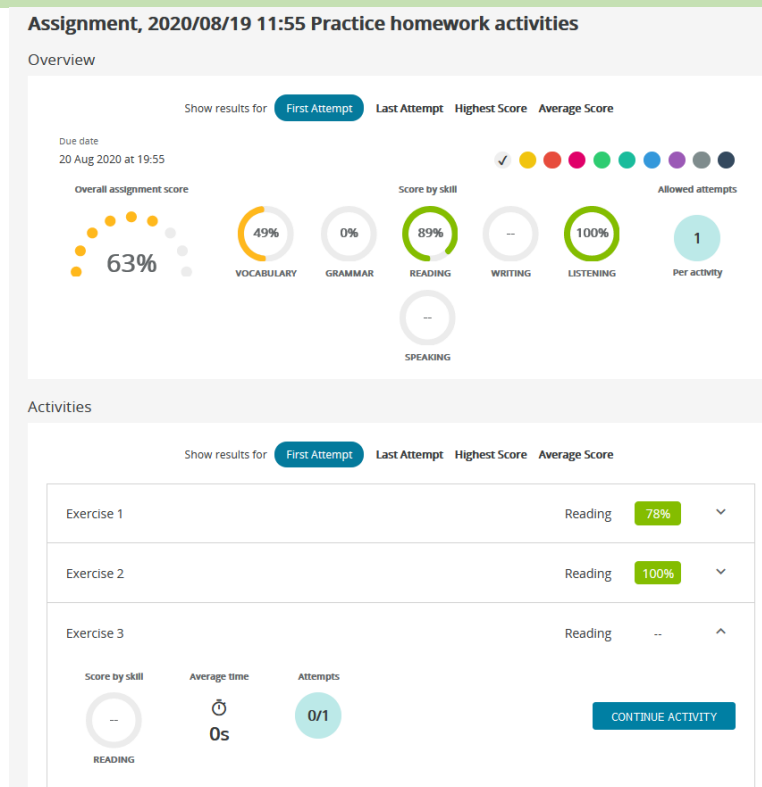


Assignment,
2020/11/08 23:50
Practice homework
Due 9th November
0/46 activities done





Šeit vari pildīt uzdotos paškontroles uzdevumus, kā arī pārskatīt padarītā sasniegumus.



Exercise 1

Complete the table.

adjective	noun
1 fit	fitting ✗
2 deaf	deafnes ✗
3 childish	✗
4 different	✗
5 lazy	✗
6 fashionable ✓	fashion
7 hopeless ✓	hope
8 enthusiastic ✓	enthusiasm

Activity Score

RKS Class 10

Assignment
Assignment, 2020/08/19
11:55 Practice homework activities

Activity
Exercise 1

Student

Attempt
1 (2020/08/12 15:09)

Score Time

38% 4m 34s

Vocabulary

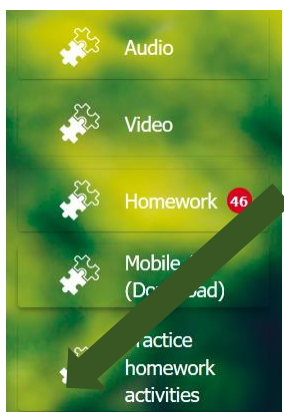
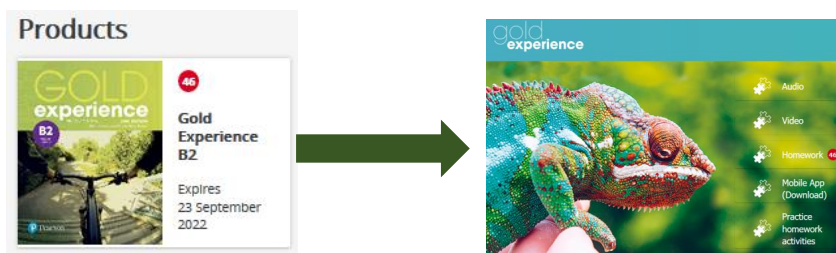
Average score

38%

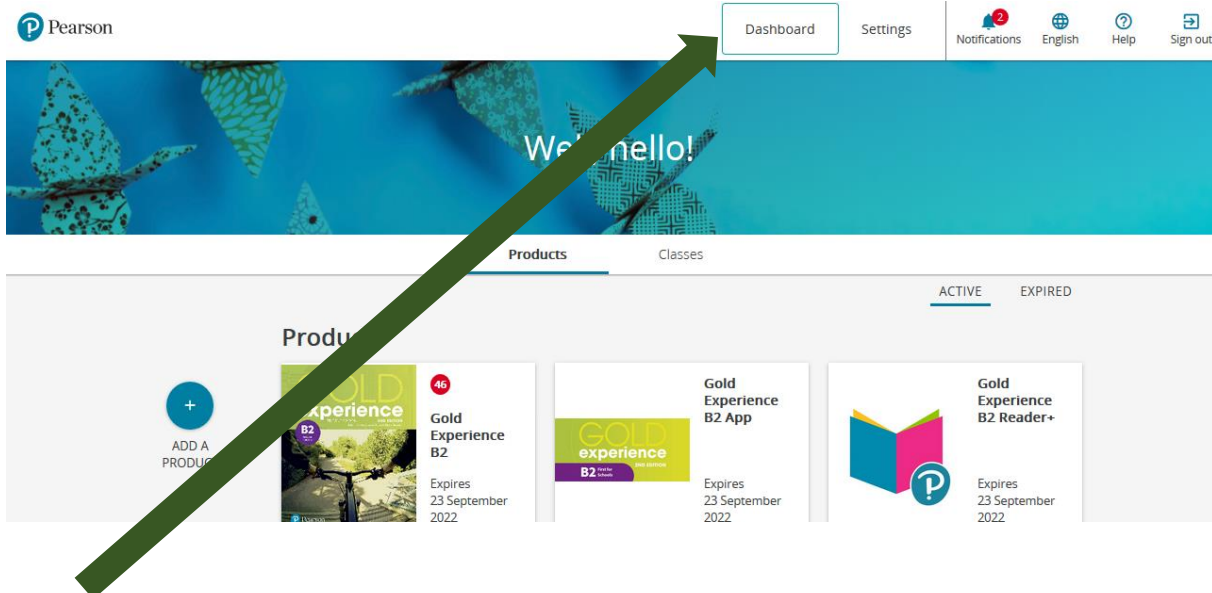
Highest score

38%

- Izpildītajiem uzdevumiem redzēsi, kuras atbildes ir pareizas un kuras ir nepareizas.
- Taču nepareizajām atbildēm netiks uzrādīts pareizais risinājums.
- **Uzdevumus vari pildīt atkārtoti neskaitāmas reizes**, līdz nonāksi līdz pareizajai atbildei.
- Ja tomēr tas neizdodas vai **ja kaut ko neizproti, noteikti sazinies ar angļu valodas skolotāju**, lai veiktu individuālas konsultācijas.
- Atskaiti un analīzi par katra audzēkņa veikumu saņems arī skolotājs.



Šeit ir iespējams izpildīt visus darba burtnīcas uzdevumus visās nodaļās, neatkarīgi no tā, kurus uzdevumus ir uzdevis skolotājs. Tātad, ja vēlies patstāvīgi un ātrāk apgūt arī turpmākās tēmas, to vari izdarīt gan šeit, gan digitālajā mācību grāmatā.



Digitālās platformas izmantošana var būt vienkāršāka, izmantojot iespējas šajā joslā.

- Caur “**Dashboard**” vienmēr varēsi nokļūt atpakaļ uz šo sākuma lapu.
- “**Settings**” ir iespējams mainīt iestatījumus, taču **lūgums tos nemainīt. Ja** gadījumā ir **aizmirsta vai pazaudēta parole, jāsazinās ar skolotāju**, lai to atjaunotu.
- “**Notifications**” tiks sūtīti svarīgākie paziņojumi, piemēram, atgādinājumi par ieplānoto Zoom nodarbību vai uzdoto mājasdarbu.
- Sadaļā “**Help**” ir pieejamas platformas lietošanas instrukcijas gan aprakstu, gan video pamācību veidā.

Oktobra pirmās nedēļas galvenais uzdevums ir iepazīties ar “Pearson” digitālo mācību platformu.

Šie mācību līdzekļi skolā ir jauninājums, tāpēc apgūsim tos visi kopā – gan pedagogi, gan audzēkņi. Dalīsimies viens ar otru jaunatklājumos!

Lai mums visiem aizraujošs mācību piedzīvojums!

Ja nepieciešama palīdzība, sazinies ar angļu valodas skolotāju Agnesi Gromovu-Ķūrenu pa tālruni xxx, e-pastā xxx vai Skype (RKS_AgneseGromovaKurena; agnesiiteg)

UNIT 2: ON THE BUCKET LIST

TASKS TO DO IN NOVEMBER

(novembrī paveicamie uzdevumi)

These assignments, as well as the tasks in September and October, are must-do-activities. You will get one mark each month in English.

Šie uzdevumi, tāpat kā septembra un oktobra uzdevumi, ir obligāti izpildāmās aktivitātes. Katru mēnesi saņemsi vērtējumu angļu valodā.

TASK 1 – Practice in Pearson digital learning platform and Self-Assessment

(1. uzdevums: vingrinājumi Pearson digitālajā mācību platformā un pašvērtējums)

November 4 – December 13

(4. novembris – 13. decembris)

- The guidelines for using Pearson digital learning platform are available in Moodle (*find in October's materials and Zoom presentation of November 11*).
(Pearson digitālās mācību platformas lietošanas pamācība pieejama Moodle sistēmā – skatīt oktobra materiālos un 11.novembra Zoom nodarbības prezentācijā).
- The task in November is to master the topics of “Gold Experience B2” Unit 2 digital learning materials (*mērķis novembrī ir apgūt “Gold Experience B2” digitālo mācību materiālu 2. nodaļas tēmas*).
- See the English syllabus in Moodle (*angļu valodas mācību priekšmeta programmu skatīt Moodle*).
- Study the theoretical materials in Student's Book in Pearson English Platform and the November's study materials in Moodle (*iepazīsties ar teorētiskajiem mācību materiāliem skolēna grāmatā Pearson angļu valodas platformā un novembra mācību materiāliem Moodle sistēmā*).
- Do at least 12 (2 x 6 skills) homework assignments in Pearson platform. There are 48 tasks available for you. **You don't have to do all of them! Choose some tasks in the category of each skill:** grammar; vocabulary; reading; listening; writing; speaking.
(Izpildi vismaz 12 (2 x 6 prasmes) uzdevumus mājas darbus Pearson platformā. Ir pieejami 48 uzdevumi. Tev **nav jāpilda visi uzdevumi. Izvēlies dažus uzdevumus katras prasmes kategorijā:** gramatika, vārdu krājums, lasīšana, klausīšanās, rakstīšana, runāšana.)
- You can do each task several times until you achieve the result you want (*katru uzdevumu vari pildīt vairākas reizes, līdz sasniegsi rezultātu, kādu vēlies*).
- When choosing the tasks, think why you choose them; and while doing them, monitor your work and progress. (*Kad izvēlies uzdevumus, kurus pildīt, padomā, kāpēc tos izvēlējis; un kamēr pildi uzdevumus, pavēro savu darba procesu un izaugsmi.*)
- Write a self-assessment by describing your learning of English in November, especially the activities in Pearson English Platform. You can use the self-assessment questions from October's assignment (*uzraksti pašvērtējumu par savu angļu valodas mācīšanās procesu novembrī, īpaši par aktivitātēm Pearson angļu valodas platformā; vari izmantot pašvērtējuma jautājumus no oktobra uzdevumiem*).
- Try to write your self-assessment as a connected text. Remember to apply the rules of structuring the text and use the linking words (see the materials in Pearson “Gold Experience B2” Student's Book and Moodle).
(Centies uzrakstīt pašvērtējumu kā saistītu tekstu. Atceries pielietot teksta strukturēšanas nosacījumus un izmanto saikļus – skaties mācību materiālus Pearson “Gold Experience B2” skolēna grāmatā un Moodle.)

TASK 2 – Writing: “Cultural Bumps” story

(2. uzdevums – rakstīšana: stāsts “Kultūru sadursmes”)

November 4 – December 13

(4. novembris – 13. decembris)

- Read a real-life story “Cultural Bumps” (see the attachment at the end of this document). Use at least 3 active listening / reading skills and / or encouraging reflective practice techniques to write the reflection on the girl’s experience and to encourage the further discussion. Upload your reflection in Moodle “Vieta 2. uzdevuma iesniegšanai”. (*Izlasi patiesu “Kultūras sadursmes” stāstu. Izmanto vismaz 3 aktīvas klausīšanās / lasīšanas prasmes un / vai atgriezeniskās saites ierosināšanas tehnikas, lai uzrakstītu savas pārdomas par meitenes pieredzi un lai ierosinātu turpmāku diskusiju. Augšupielādē savu refleksiju Moodle “Vieta 2. uzdevuma iesniegšanai”.*)
- Write a “Culture Bumps” story – a real or imaginary situation in the past in which you were misunderstood or you misunderstood someone else (*uzraksti patiesu vai izdomātu stāstu “Kultūru sadursmes” – par situāciju pagātnē, kurā Tu kādu pārprati vai kāds pārprata Tevi.*)
- Your story should be at least 150 words long (*stāstam jābūt vismaz 150 vārdus garam.*)
- The story should be written in past tenses; remember to use linking words; revise the writing tips (*stāstam jābūt rakstītam pagātnes gramatiskajos laikos; atceries izmantot saikļus.*)

TASK 3 – Speaking: “A Breathtaking Travel Destination”

(3. uzdevums – runāšana: “Elpu aizraujošs ceļojuma galamērķis”)

Deadline: December 13 (*beigu termiņš: 13. decembris*)

- Have you ever been inspired to travel / visit a place by a film, a book or a picture? (*Vai Tevi kādreiz ir iedvesmojusi ceļot filma, grāmata vai attēls?*)
- Choose a breathtaking travel destination (*izvēlies elpu aizraujošu ceļojuma galamērķi.*)
- Research the place briefly online and find an impressive photo of it (*veic par šo vietu nelielu pētījumu internetā un atrodi iespaidīgu tās fotoattēlu.*)
- Imagine that you have been there, it can also be a place you have really visited, and prepare a speech – approximately 3 minutes long (*iztēlojies, ka esi tur bijis / bijusi; tā arī var būt vieta, ko patiešām esi apmeklējis / apmeklējusi, un sagatavo runu – aptuveni 3 minūtes garu*):
 - write down a few good reasons to visit this place (*pie raksti dažus labus iemeslus šīs vietas apmeklēšanai*);
 - mention some of your travel experiences / adventures there (*piemini savu ceļojuma pieredzi / piedzīvojumus tur*);
 - try to use both present and past tenses (*centies izmantot gan tagadnes, gan pagātnes gramatiskos laikus*);
 - include some of the active vocabulary of Unit 2 (*iekļauj 2. nodaļas aktīvo vārdu krājumu*);
 - structure your speech: introduction, main part, conclusion; and use the linking words (*strukturē savu runu: ievads, galvenā daļa, nobeigums; un izmanto saikļus.*)
- Contact your teacher on Skype / Zoom / Whatsapp to tell about the travel destination (remember to show the photo of the travel destination). Or you can make an audio or video record of your speech to upload in Moodle or send in e-mail / Skype; remember to attach the photo. (*Sazinies ar skolotāju Skype/ Zoom / Whatsapp lai pastāstītu par ceļojuma galamērķi (atceries parādīt ceļojuma galamērķa fotogrāfiju). Vai arī vari ierakstīt savas runas audio vai video, kuru augšupielādē Moodle vai atsūti e-pastā / Skype; atceries pievienot fotogrāfiju.*)

Assessment Rubrics (*vērtēšanas kritēriji*)

Uzdevums	3 punkti	2 punkti	1 punkts
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TASK 1 – Self-Assessment Pašvērtējums	Darbs iesniegts noteiktajā termiņā. Darbs noformēts glīti, skaidri, pārskatāmi. Ir veikts plašs, pārdomāts un pamatots pašvērtējums. Ir analizēts gan darbs ar mācību materiāliem, gan patstāvīgais darbs Pearson digitālajā mācību platformā. Teksts ir strukturēts, izmantoti saikļi. Ir skaidri apzinātas savas stiprās un vājās puses un izvirzīti skaidri mērķi turpmākajai attīstībai. Plašs gramatikas konstrukciju un vārdu krājuma lietojums.	Darbs ir iesniegts dažas dienas pēc noteiktā termiņa. Dažkārt vērojama paviršība. Ir veikts skaidrs un pamatots pašvērtējums. Ir analizēts patstāvīgais darbs Pearson platformā. Teksts var būt nepilnīgi strukturēts, ir izmantoti vienveidīgi saikļi. Gramatikas konstrukciju un vārdu krājuma lietojumā var būt nebūtiskas kļūdas, kas netraucē uztvert autora domu.	Darbs iesniegts krietni pēc noteiktā termiņa. Nepārdomāts darba noformējums, pavirša tā izpilde. Ir veikts pašvērtējums, bet pietrūkst pamatojuma un apliecinājuma darbam. Var būt neprecīzs domu izklāsts, nepilnīga stipro un vājo pušu analīze vai neskaidri izvirzīti turpmākās attīstības mērķi. Tekstam trūkst loģiskas struktūras, nepietiekami izmantoti saikļi, vai arī tie ir ļoti vienkārši (<i>and, but, so...</i>). Gramatikas un vārdu krājuma kļūdas var traucēt teksta uztveri.
Sasniegumi Pearson digitālajā mācību platformā.	Ir izpildīti daži uzdevumi katrā prasmju kategorijā vai arī vairāk. Neapmierinošu rezultātu gadījumā uzdevumi ir pildīti atkārtoti. Pēdējā mēģinājumā sasniegti augsti rezultāti.	Ir izpildīti daži uzdevumi katrā prasmju kategorijā, iegūstot optimālu vērtējumu.	Ir pildīti paškontroles uzdevumi lielākajā daļā prasmju kategoriju, bet ne visās. Izpildīto uzdevumu rezultāti ir apmierinoši.
TASK 2 Writing: story “Cultural Bumps” Rakstīšana: stāsts “Kultūru sadursmes”	Darbs iesniegts noteiktajā termiņā. Darbs noformēts glīti, skaidri, pārskatāmi. Stāsts ir interesants un aizraujošs. Stāstā skaidri atspoguļoti piedzīvotie pārpratumi. Ir izpildīti visi uzdevuma nosacījumi. Ir veiktas pārdomas par doto stāstu (meitenes pieredzētais Dānijā). Pārdomu aprakstā ir skaidri manāmas vismaz 3 aktīvas klausīšanās / lasīšanas prasmju un atgriezeniskās saites ierosināšanas tehnikas.	Darbs ir iesniegts dažas dienas pēc noteiktā termiņa. Dažkārt vērojama paviršība. Stāstā iekļauti gandrīz visi uzdevuma nosacījumi. Pārsvārā skaidrs un pamatots ideju izklāsts. Var būt neliela liekvārdība vai nepietiekami attīstīts domu gājiens. Ir izmantotas aktīvas klausīšanās / lasīšanas prasmju un atgriezeniskās saites ierosināšanas tehnikas.	Darbs iesniegts krietni pēc noteiktā termiņa. Nepārdomāts darba noformējums, pavirša tā izpilde. Aprakstā ir ietverta lielākā daļa uzdevuma nosacījumu. Saturs ir atbilstošs uzdotajam. Skaidri ir izklāstītas vienkāršās idejas. Dažkārt doma nav attīstīta līdz galam, mēdz būt liekvārdība. Ir nojaušamas izmantotās aktīvas klausīšanās / lasīšanas prasmju un atgriezeniskās saites ierosināšanas tehnikas.
Struktūra, organizācija	Stāsts sadalīts rindkopās (ar ievada, iztirzājuma un nobeiguma daļām). Idejas tekstā ir loģiski sasaistītas. Dažādi saikļi ir atbilstoši un samērīgi lietoti.	Teksts ir strukturēts rindkopās ar nojaušamu ievadu un nobeigumu. Pārsvārā idejas tekstā ir loģiski sasaistītas. Lielākoties ir izmantoti atbilstoši saikļi.	Ir vērojamas rindkopas, nepilnvērtīgi attīstīts ievads un nobeigums. Ideju sasaistei ir izmantoti vienkārši saikļi.
Valodas lietojums un gramatika	Plašs un sarežģīts gramatisko konstrukciju klāsts, plašs vārdu krājums –	Dažādas kompleksas gramatiskās struktūras, pārsvārā bez kļūdām.	Pamata gramatiskās struktūras un ikdienišķs vārdu

	pārsvārā bez kļūdām. Var būt kāda nebūtiska neuzmanības kļūda. Pareizrakstība ir korekta.	Labs un daudzveidīgs vārdu krājums. Var būt dažas nebūtiskas kļūdas. Dažas pareizrakstības kļūdas, kas neietekmē informācijas izpratni.	krājumus, ko pārsvārā lieto pareizi. Pareizrakstības kļūdas var traucēt pareizu informācijas izpratni.
TASK 3 – Speaking: A Breath-taking Travel Destination Runāšana: Elpu aizraujošs ceļojuma galamērķis	Darbs paveikts noteiktajā termiņā. Ir izpildīti visi uzdevuma nosacījumi. Runa ir 3 minūšu gara un strukturēta. Ir prezentēts atbilstošs attēls. Tiek izteikti pamatoti un iedvesmojoši argumenti ceļojuma galamērķa apmeklēšanai. Ir pastāstīts par savu pieredzi un piedzīvojumiem ceļojuma laikā.	Darbs ir paveikts dažas dienas pēc noteiktā termiņa. Ir izpildīti visi uzdevuma nosacījumi. Runa var būt nedaudz īsāka par 3 minūtēm, var nebūt pilnvērtīgs ievads vai nobeigums. Ne visi minētie argumenti šķiet pārliecinoši / vai arī pieredzes / piedzīvojumu stāsts nav pietiekoši pārliecinošs un ilustrēts, vai arī nav pievienots ceļojuma galamērķa attēls.	Darbs paveikts krietni pēc noteiktā termiņa. Runa ir īsa (~1 minūte). Runa nav pietiekami strukturēta. Ir veikts ceļojuma galamērķa apraksts vai pieredzes / piedzīvojumu stāsts. Argumenti nepārliecinoši vai nepietiekami ilustrēti. Var nebūt pievienots ceļojuma galamērķa attēls.
Valodas lietojums un gramatika	Plašs un sarežģīts gramatisko konstrukciju klāsts, plašs vārdu krājums – pārsvārā bez kļūdām. Var būt kāda nebūtiska neuzmanības kļūda.	Dažādas kompleksas gramatiskās struktūras, pārsvārā bez kļūdām. Labs un dažāds vārdu krājums. Var būt dažas nebūtiskas kļūdas, kas neietekmē informācijas izpratni.	Pamata gramatiskās struktūras un ikdienišķs vārdu krājums, ko pārsvārā lieto pareizi.
Izruna un tekošums	Tekoša runa, bez vilcināšanās. Izruna skaidra un saprotama. Pareizi lietoti uzsvāri gan teikumos, gan vārdos. Atbilstoša intonācija ar ilustratīvu izteiksmi.	Runa tekoša ar nelielu vilcināšanos. Izruna pārsvārā skaidra un saprotama, ar nebūtiskām kļūdām vai dzimtās valodas ietekmi. Pārsvārā pareizi lietoti uzsvāri gan teikumos, gan vārdos. Atbilstoša intonācija.	Runā saklausāmi pārrāvumi un vilcināšanās. Izruna, uzsvāri vai intonācija dažkārt var radīt pārpratumus, bet pārsvārā ir saprotama.
<i>Plagiātisma gadījumā darbs netiks vērtēts!</i>			
Kopā: 24 punkti			

Balles	1	2	3	4	5	6	7	8	9	10
Punkti no	0,5	2,5	5,5	8	11,5	14	16	18,5	21	23
Procenti no	2%	10%	23%	33%	48%	58%	67%	77%	88%	96%

Izpildītos darbus augšuplādē Moodle sistēmā vai atsūti skolotājam Agnesei Gromovai-Ķūrenai uz e-pastu līdz 13. decembrim. Audio / video failus, ja to izmērs ir pārāk liels augšupielādēšanai Moodle sistēmā, vari nosūtīt Skype, vai arī rodi kādu citu risinājumu.

Ja mācību vai uzdevumu gatavošanas procesā ir radušās neskaidrības vai jautājumi, sazinies ar angļu valodas skolotāju Agnesi Gromovu-Ķūrenu pa tālruni xxx, e-pastā xxx vai Skype (lietotāja vārdsxxx).

Task 2 “Cultural Bumps: a real life story”

MY STORY: Jokes and making fun is something you should be very careful about when together with people from different cultures. This is what I experienced a long time ago. I was only 18 years old then and was visiting my friend in Denmark. I spent my winter holidays there. It was New Year’s Eve and we went to his family friends’ house where there were many people invited. To be honest, from the very first glance the society seemed rather snobbish to me. Most of them were quite older than me, they were there with their families and children.

I have to add that Latvia at that time had recently gained its independence, after having been under Soviet regime for half a century; and Latvian language and culture was a real treasure for us Latvians; it had survived despite us being forced to accept another culture and another language. What is more, it might be regarded very offensive if someone addressed a Latvian as a Russian person or said that Latvia is a part of Russia.

At the dinner table Danish people showed their interest in my country’s history, culture and language. They asked me to tell a Latvian joke; however, they didn’t seem to understand it. They told a Danish joke and were laughing, but I could not see the funny idea in it. Then someone asked me to speak some Latvian as they wanted to hear how my language sounded. It seemed rather easy. I just started to tell about my country in Latvian; they didn’t understand a word, but they could hear the melody of my mother tongue. All of a sudden, a dozen of Danes burst out into laughter... they spotted some Latvian words that sounded obscene for Danish ears (as they compared them to the words in their language). The more I spoke, the more they laughed, some even were crying because of laughing too much. I felt very offended and embarrassed, I could barely keep my tears away... “How dare they laugh at my culture, my dear mother tongue – the one we managed to keep alive, that sounded like a music to me!!!”

I found an excuse to leave the table and chose to spend the rest of the evening playing with the children. I don’t think the situation was solved properly at that time. I was very young back then and could not look at the situation from another perspective. I would really want the Danes to apologize then, but they didn’t.

A DANISH PERSON VISITING NEW YEAR’S PARTY: Well for a change we will get an insight into another culture. The girl seems Russian to me, although she claims to be Latvian; isn’t it the same? Is that a joke she is telling? I don’t get the idea. It’s strange that people in other countries are laughing about something that I don’t really understand. Well, this language... Now it sounds like a real joke! Did she just mention a child vomiting, is she talking about a sexual affair?! Ha, ha, ha... How can a language sound so funny! Hey, is she going to cry? Come on, it is just a joke, we are not laughing at her! In Denmark we often have jokes about different languages and nationalities, isn’t it the same all around the world? She doesn’t seem very sociable and mature; has she really taken to heart something that was just a joke? That doesn’t seem very polite to leave the table and not to come back! Ah, let her be!