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VISUAL AIDS FOR PRE-INTERMEDIATE ENGLISH STUDENTS TO SUPPORT FLEXIBLY-PACED LEARNING

TEACHER'S PORTFOLIO

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VIZUĀLĀS ATGĀDNES ANGĻU VALODAS B1 LĪMEŅA SKOLĒNIEM INDIVIDUĀLI PIELĀGOTA MĀCĪŠANĀS TEMPA ATBALSTAM

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DECLARATION OF ACADEMIC INTEGRITY

I declare that this study is my own and does not contain any unacknowledged work from any source.

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May 31, 2021

ABSTRACT

Competence-based education requires considering the diverse background of students' needs and prior knowledge. Evidently, students achieve skill mastery at varying paces. The study aimed to explore how the use of visual aids can foster pre-intermediate English students' flexibly-paced learning.

The action research was carried out by continuous development of visual aids based on students' and teachers' feedback.

The study confirmed that visual aids impact teacher's competence to guide flexibly-paced learning. Autonomous work with materials improves student academic achievement and self-directed learning skills, while the teacher can provide extensive assistance.

Teachers are suggested to share materials to improve their availability, foster teachers' collaboration, and reduce overall workload.

Keywords: visual aids, flexibly-paced learning, competence-based education, pre-intermediate EFL, action research

ANOTĀCIJA

Kompetencēs balstīta izglītība pieprasa ņemt vērā daudzveidīgo skolēnu vajadzību un iepriekšējo zināšanu bāzi. Ir skaidrs, ka skolēni sasniedz prasmju meistarību atšķirīgos ātrumos. Pētījuma mērķis bija izpētīt, kā individuāli pielāgotu mācīšanās tempu var sekmēt ar vizuālo atgādņu izmantošanu B1 līmeņa angļu valodas apguvē.

Darbības pētījums tika īstenots caur vairākkārtējiem vizuālo atgādņu uzlabojumiem, ņemot vērā skolēnu un skolotāju sniegto atgriezenisko saiti.

Pētījums apstiprināja, ka vizuālās atgādnes ietekmē skolotāja kompetenci vadīt mācību stundas, nodrošinot individuāli pielāgota mācību tempa atbalstu. Patstāvīgs darbs ar mācību materiāliem uzlabo skolēna akadēmiskos sasniegumus un pašvadītas mācīšanās prasmes.

Skolotājiem ir ieteicams dalīties ar izstrādātajiem mācību materiāliem, lai uzlabotu to pieejamību, nostiprinātu skolotāju sadarbību un kopumā samazinātu savu noslogotību.

Atslēgas vārdi: vizuālās atgādnes, individuāli pielāgota mācību tempa atbalsts, kompetencēs balstīta izglītība, B1 līmenis angļu valodā kā svešvalodā, darbības pētījums

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INTRODUCTION

This school year 2020-2021, all primary and secondary schools in Latvia started implementing a new competence-based learning approach. Currently, English lessons have to be focused not only on setting and achieving language learning outcomes but also on acquiring transversal skills: critical thinking and problem solving, innovation and entrepreneurship, self-directed learning, teamwork and communication, civic engagement, and digital literacy (Oliņa, 2019). The learning process is learner-centered, and teachers have to differentiate the instruction, methods, outcomes, and pace in order to support self-directed language learning. As a result, various learning aids are required to carry out flexibly-paced education among students with different language levels.

Additionally, the learning process during the COVID-19 pandemic has become online-based. It has created a new set of challenges for teachers and students worldwide. United Nations (2020, pp.14-15) explained:

> Students with disabilities were facing barriers due to the absence of necessary equipment, internet access, accessible materials, and the support that would allow them to follow online programs... Teachers were largely unprepared to support continuity of learning and adapt to new teaching methodologies … all while coping with increased workloads.

Teachers lack time and have technological challenges to create and carry out a learning programme with differentiated outcomes and instruction while also providing personalized feedback and answering students' questions (Ferri, Grifoni, & Guzzo, 2020). Consequently, the amount of attention and time teachers spend helping and supporting students with a learning disability or low academic achievement has decreased compared to teacher flexibility to assist students in the face-to-face setting; there is less opportunity to provide instant, continuous feedback. Students are expected to self-direct the learning process and be more independent. Therefore, teachers encounter the need for good quality visual learning aids.

The author is a novice English teacher working in one of the secondary schools in Vidzeme; the school is located in a rural area. As a result, the school is inclusive, and students in each class have very different language levels and learning needs. In Forms7 and 8, 4% of students are intellectually disabled, and 8% of students have learning disabilities; 27% of students perform at low academic achievement in English. Furthermore, students express a lack of stability and continuity of learning. The school has experienced problems finding English teachers for the past five years; last year alone, three primary level English teachers were replaced. The regular change of

teachers has resulted in incoherent procurement and the use of various coursebooks and learning materials. Therefore, the English methodological center in school has no accumulated collection of visual aids novice English teachers could use. Additionally, to the excessive workload with lesson planning and individual work with students, novice teachers have to design brand-new visual aids for learners with special needs.

Henceforth, the author researched Latvian digital learning resources aiming to find a collection of visual aids to use in English lessons while working with special education students. After viewing the materials available on education platforms uzdevumi.lv and Skola2030, the author concluded that there are enough visual aids for teaching elementary-level English students. However, visual aids designed to support EFL pre-intermediate students with enough Latvian translation and explanation were not found. Moreover, the existing language overviews lacked the graphic organization and mother-tongue instruction required to help students with special learning needs or low academic achievement. Research conducted by a group of researchers from the University of Latvia also confirms that 59% of teachers and 74% of school administration representatives state that there is a need for ready-made support materials to work with special education students in an inclusive classroom. The need for teaching aids is rated higher than the need for salary bonuses (50%), teacher assistants (51%), or additional methodological materials (56%). It can be concluded that there is an existing country-wide demand for ready-made teaching aids to support the varying students learning needs (Raščevska et al., 2017).

Lastly, the modern, inclusive, learner-centered classroom has to be flexibly-paced enough to support the different learning paces of students with special needs and differing academic achievement levels. Misko (2020, p.22) lists the advantages of flexibly-paced learning that correspond to Skola2030 values and competences:

> Increased flexibility for students and responsibility for their own learning. This means that students can progress through the topic at their own pace. They do not have to sit through hours of classroom instruction. This helps students to become organized, to maintain their own timetables, and develop initiative.

To provide the described environment, highly structured materials, resources, and learning aids are required. As previously described, teachers in Latvia lack premade aids that could be used while working in an inclusive classroom. Therefore, the deficiency of essential classroom material availability to in-service teachers results in problems maintaining learning pace flexibility, providing differentiation, and assisting students through continuous feedback and encouragement.

The aim of the Teacher's portfolio is to explore how the use of visual aids can foster pre-intermediate English students' flexibly-paced learning.

To achieve the aim of the Teacher's portfolio, the following **objectives** are set:

1. To explore theoretical literature about flexibly-paced learning and the use and design of visual learning aids.

2. To develop and pilot visual aids for English language learning according to theoretical criteria.

3. To plan and organize flexibly-paced learning using visual aids, collect students' feedback, and use it for visual aid improvements.

4. To carry out a questionnaire to teachers for feedback on the developed visual learning aids.

5. To analyze students' academic achievement and submitted questionnaires for evaluating the impact of flexibly paced learning.

6. To improve and structure a visual aid collection for English as a Foreign Language learning at the pre-intermediate English level for publishing.

7. To disseminate professional experience.

The **research questions** for the Teacher's Portfolio are the following:

1. What the benefits of flexibly-paced learning in a learner-centered classroom are, and what the role of visual aids in carrying out competence-oriented education is,

2. How visual aids suitable for the inclusive classroom should be designed and how they support differentiated flexibly-paced learning,

3. How and why the designed collection of visual aids was beneficial to support flexibly-paced learning in the research sample school,

The author of the Teacher's Portfolio chose action research as the **research method**. The research was carried out in one of the secondary schools in Vidzeme from January 30th until May 20th, 2021.

The **research sample** consisted of 49 students from Forms 7 and 8. There were 22 students in Form7: 10 girls and 12 boys. The school supports inclusive education; therefore, there was one student with a special education programme for students with a learning disability (education programme code: 21015611) and one student with an intellectual disability (code: 21015811). Additionally, there were five students with low academic achievement in English and a lack of basic English language skills. There were 27 students (11 girls and 16 boys) divided into two language learning groups in Form 8. Three of the students have a learning disability, and one student has an intellectual disability. Eight other students have low academic achievement in English.

The author used observations, student reflective feedback, questionnaires to students and teachers as **methods of data collection**. The author observed students using visual learning aids, collected their feedback describing the materials' advantages and ideas for continuous improvements. Student questionnaires inquired about learner feedback after using visual learning aids and self-directing the learning pace. Other English and special education teachers were consulted for additional validation of the visual aid design and content.

Outline of chapters

Chapter 1 briefly outlines the theoretical background, topicality, and benefits of flexibly-paced learning and presents the analysis of online and students' book resources and the content planning of the visual aids.

Chapter 2 examines theoretical literature about visual aid design and implementation and describes the organization of the flexibly-paced learning process along with students' feedback.

Chapter 3 describes the assessment process and presents the research evaluation from students' and teachers' perspectives.

Chapter 4 illustrates the dissemination process of the professional experience and describes the acquired competences.

1. PLANNING THE FLEXIBLY-PACED LEARNING USING VISUAL SUPPORT AIDS

1.1 THEORETICAL AND PRACTICAL BACKGROUND

A team of experts at education design company reDesign (n.d., para. 1) define flexibly-paced learning as "The practice of allowing students a certain amount of flexibility in the amount of time they use to complete a task or master a skill or competency". It stands for the idea of supporting and engaging all students according to their needs. Moving through the tasks and instruction at their own pace is preferred by both lower academic achievement and talented students (MacDonald, 1984, p. 14, as cited in Inkson & Smith, 2001, p. 4). In the context of competence-based learning, the term self-paced learning is often found. However, self-paced learning cannot be fully implemented in a regular secondary school classroom due to standardized curricular outcomes with similar coursework, performance tasks, and time frame for all students. As an alternative, flexibly-paced learning allows students the needed time flexibility to develop competence at their own pace. Yet, all the learners follow a similar time frame with coherent but differentiated-depth outcomes as a group.

Flexibly-paced learning has been emphasized due to the implementation of competence-based education in Latvia. The Latvian Ministry of Education and Science (2019, para. 2) states that "Schools should attempt to offer children and youths such learning experience, which would results in pupil's expertise or competence: the ability to use knowledge, skills and express attitudes in a complex way, solving problems in various real-life situations". It determines that students must undertake enough study and practice to demonstrate the competences outlined in the curriculum. Therefore, considering the different levels of students' previous knowledge and skills, competence-based learning suggests allowing learners to acquire competences at their own pace.

A further relation between competence-based education and flexible pacing can be observed in its components. Greater learning pace flexibility contributes to the development of some transversal skills, i.e., self-directed learning. In a self-directed learning environment, the teacher no longer possesses the only right to determine the goals, methods, and pacing. Robinson and Persky (2020, para. 2) illustrate that "During the self-directed learning process, the learner sets goals, determines how progress will be assessed, defines the structure and sequence of activities and a timeline, identifies resources, and seeks out feedback". Students' self-directed learning competence develops through planning skills and the freedom to determine ones' learning pace. Thus, flexibly-paced lessons are a necessity in the competence-based learning process.

It assures the achievement of outcomes outlined in the curriculum by supporting students with additional time and personalized feedback or encouragement. Moreover, it promotes social-emotional learning through teamwork and peer assistance. A flexibly-paced classroom ensures a collaborative and emotionally supportive environment.

Conclusively, flexibly-paced learning is the alternative to self-paced learning that can be implemented in a regular Latvian secondary school classroom. It represents the concept of allowing each student the appropriate amount of time they need to master a specific competence or accomplish a task according to their previous knowledge and special needs. It closely corresponds to the values and principles of competence-oriented learning and inclusive education. However, the recent challenges educational systems faced worldwide due to the COVID-19 pandemic cannot be neglected. Distance learning contributed to establishing unfamiliar flexibility of learning pace.

Starting October 26th until the end of the school year 2020 to 2021, students from Forms 7 to 12 have been studying from home due to the COVID-19 pandemic situation in Latvia. The term distance education is used in this Paper; as defined by Simonson (2012, para. 1), it stands for "A physical separation of teachers and students during instruction and the use of various technologies to facilitate student-teacher and student-student communication". In Latvia, distance learning was generally carried out by filling out and sending in digital worksheets (64%), filling in automatically corrected online tests (58%), doing tasks from books and workbooks (57%), and watching presentations and videos made by teachers (52%). In the questionnaire administered by the Ministry of Education and Science Latvia (2020), 4662 teachers, 8352 parents, and 10177 students were inquired about their distance-education experience. Further paragraphs discuss the findings and outline the conclusions of the questionnaire mentioned above.

The general public opinion about the organization of distance education in Latvia showed satisfaction with the learning process in 73% of students' answers. Both parents and teachers highlighted the notable improvement of students' responsibility, independence, and time-management and planning skills. The parents of students with learning disabilities or difficulties acknowledged the benefits of flexibility to determine the learning pace and the opportunity to take additional pauses or extra time for practice (Ministry of Education and Science, 2020). It should be noted that Latvia was not the only country under the obligation to implement lockdown and start distance education. Teachers worldwide were not prepared to adapt to a digital learning environment with a need for new methods and adapted materials. As a result, the workload of teachers

increased exponentially (United Nations, 2020). In Latvia, 76% of teachers affirmed they spent excessively more time leading the distance learning process compared to working with students in person. 74% of teachers added that they often felt overworked and exhausted. The factors leading to increased workload include designing or adapting learning materials, providing personal feedback, and test grading. Correspondingly, parents reported helping their children on average three and a half hours a day. Results indicate that 70% of parents help their children understand the tasks and instruction; 63% help find resources or explain topics using their previous knowledge; 39% help students do their exercises. Parents' feedback suggests that learning materials are not appropriate for independent students' work since many learners need parents' assistance to understand the instruction. For instance, 63% of parents did mention explaining theory based on their knowledge or experience. It can be concluded that distance learning identified the lack of availability of good quality learning materials (Ministry of Education and Science, 2020).

The author works in a secondary school located in a rural area. Therefore, the school provides education to learners with special education programmes and students from families with low social-economical status. Low social-economic status is generally associated with lower academic achievement (Geske, Grīnfelds, Kangro, Kiseļova, & Mihno, 2015, p.143). Furthermore, it has been determined that the parents are less involved in a child's education in low-income families than middle- and upper-class parents (Carvalho, 2001, as cited in Smith, 2006, p.44). Distance learning required more parental involvement and help with the learning process. In the usual classroom setting, teachers provided continuous assistance to low-academic achievement students. As the questionnaire results from the Ministry of Education and Science (2020) showed, the average parent spent 3.5 hours helping children with the learning process. Consequently, students from a low social-economical status family with little educational involvement from their legal guardians or parents are currently forced to be autonomous in their learning process. In addition, students with special education programmes encounter similar difficulties: lack of personalized support and adapted materials (United Nations, 2020). The workload teachers experience limits them from thoroughly differentiating the learning process and providing as much assistance as in the classroom.

Given the above, students' difficulties have to be considered, and materials with learning instruction and theory during distance learning must be age-appropriate, simple enough to understand and use, and easily accessible. To bolster students' independence

and ability to self-direct their learning process, teachers need explicit visual learning aids. The Ministry of Education and Science (2020) suggestions also state that the accumulation of existing materials, development of new learning aids, and ensuring their availability to teachers, students, and parents must be organized. The distance education evaluation points out the correlation between flexibility and the material-technical learning component. Online learning brought up the modern requirements of providing flexibly-paced learning, i.e., clear, straightforward, and logical instruction, availability of materials to teachers, students, and parents. The opinion of 45% of students in Latvia corresponds to the author's perception that each subject must have structured, well-explained, and easily accessible learning materials online. A unified collection of learning aids could be used during distance learning and in cases of missed school days or for extra revision when schools return to classroom-based learning.

Ultimately, during distance learning, materials partly replace the teacher; learning aids support students when the teacher is not there to help. Suitable quality materials can help foster independence and self-directed learning competence. It is especially vital to low-achievement students from families with little involvement in child's education and special education students. Nonetheless, talented students also benefit from well-structured learning aids since they can choose to study independently at a faster pace, managing to achieve higher learning and cognitive information processing levels. Learning pace flexibility and differentiation can be promoted through the accessibility of premium quality learning aids.

1.2 THE EVIDENCE OF PLANNING

As illustrated, visual aids are a necessity of a modern, inclusive classroom. However, before starting the visual aid design and implementation process, the author had to outline the research plan. It consisted of four steps. Firstly, the author had to analyze the thematic plan for the second semester in Forms 7 and 8 to determine the list of required visual aids. Secondly, the theory materials provided in students' books had to be examined in order to suggest improvements. Thirdly, the author had to research the accessibility of online visual aids to assess the demand for each type of visual aid. Finally, the procedure of designing visual aids and the organization steps of visual aid implementation in the learning process had to be outlined. All steps were completed and analyzed to successfully prepare for the action research of implementing and continuously improving the visual aids in pre-intermediate EFL classrooms.

1.2.1 THE THEMATIC PLAN OF THE SECOND SEMESTER

The first step of planning was determining topics the visual aids need to cover. The author focused on visual aids for grammar because the memorization of vocabulary in the author's lessons is achieved through memorization strategies by students' choice rather than one specific and common visual aid for all students. The thematic plan was first outlined in August of 2020 and reviewed in January of 2021. It consists of the unit theme and main topics that determine the content of visual aids.

Table 1.1 **Thematic Plan of EFL Learning in Forms 7 and 8**

FORM 7	FORM 8
UNIT: Culture and Me Movies (vocabulary) Present Perfect Must, have to, mustn't, don't have to Negative prefixes	**UNIT: Travel** Landscape, extreme sports, and adventure equipment (vocabulary) Past Simple and Past Continuous Opinion essay
UNIT: Me and the World Adventures in nature (vocabulary) Quantifiers Verbs to nouns Invitation Weather and disasters (vocabulary) Comparatives and superlatives Holiday planning	**UNIT: Jobs** Professions (vocabulary) Will and going to future First conditional Prefixes Resume and cover letter Job interviews

Table 1.1 illustrates the thematic plan for the second semester in the English classroom in Forms 7 and 8. To summarize, visual learning aids for the following grammar topics were required: quantifiers; must and have to; negative prefixes; Present Prefect; verbs to nouns; comparative and superlative; Past Simple versus Past Continuous; Simple Future versus going to future; first conditional; prefixes. Additionally, designing a visual outline for writing an invitation, opinion essay, resume, and cover letter had to be considered. In total, ten visual aids and four writing outlines had to be further researched and designed. From a practical point of view, once the visual aids are created, they can be used for multiple years, and special education students can get used to working with them before the final exams in Form 9. Considering that the visual aids include instruction in the student's mother tongue, it helps the special education teachers adequately assist students in foreign language exams even if they are not competent in the specific language.

In conclusion, the thematic plan for the second semester includes multiple essential grammar concepts, for instance, Present Perfect, Past Continuous and Past Simple, future, quantifiers, comparative and superlative. Therefore, the created visual aids are expected to be used long-term, including supporting special education students in their final English exam. It illustrates the importance of designing practical and easy-

to-understand learning materials. The instruction must be short and clear and written in Latvian to assure that students, teaching assistants, and parents can comprehend it.

1.2.2 THE ANALYSIS OF THEORY MATERIALS IN STUDENT'S BOOKS

As demonstrated by Paradowski (2007, p. 151):

> The overwhelming majority of EFL language course books and grammar reference materials on the market provide English-language explanations and totally ignore the relations holding between the students' mother tongue (L1) and the target language (TL).

In other words, the mother tongue must not be ignored when teaching grammar. The same applies to creating visual aids for language learning. Students in Forms 7 and 8 use Falla & Davies (2016) Third Edition Solutions Pre-intermediate students' books in the author's school. The book is in English with no explanations in students' L1. Furthermore, the layout is primitive because it lacks graphic organization, visual formatting, and visible links between theory and given examples. Overall, it can be concluded that the theory materials provided in books are not sufficient for a successful, independent learning process.

LEARN THIS! Present perfect

We use the present perfect:

a to give news, when we do not say exactly when the event happened. *Guess what? I've won a competition!*

b to talk about events during a period of time (e.g. a holiday) that is still continuing. *I'm in Paris. I've visited a museum but I haven't seen the Eiffel Tower.*

c to ask how long a situation has existed. *How long have you been in Spain?*

d with *for* or *since* to say how long a situation has existed. We use *for* with a period of time and *since* to say when it started. *We've been in Spain for a week / since Tuesday.*

Figure 1.1 **Learn this! Example from Solutions Pre-intermediate student's book**

Figure 1.1 demonstrates an example of a grammar overview from a student's book for the topic Present Perfect. As mentioned before, all grammar rules are explained in English. In a class discussion, when students were required to read and interpret the information in their own words independently, only 6 out of 21 students demonstrated understanding of the concept. When asked, what in their opinion, would help to make the theory more understandable, students mentioned explanations in the mother tongue, color coding, graphical organization in language formulas or charts. Additionally, work in groups of three was organized in the first lesson about Present Perfect, and groups had to write rules for designing the ideal visual aid. All seven groups mentioned dividing the visual aid into sections such as usage rules, formation, signal words, and

examples. Moreover, teams suggested using color referencing to visualize the rules in the given examples, creating animated tutoring videos, illustrating grammar through finding similar examples in the mother tongue. Students' suggestions were taken into consideration when designing the visual aids.

It was concluded that although it is a good practice to challenge students by using only English in EFL lessons, the mother tongue must not be entirely neglected because it can be used to ensure maximum grammar comprehension. The theory materials provided in students' books usually do not support students learning journey sufficiently since they lack the Latvian explanations and graphic organization. Additionally, throughout the school years, class books change, and so do the grammar explanations displayed. Therefore, a collection of visual aids that stay with students long-term can enhance memorization and help developing positive language usage habits.

1.2.3 THE ONLINE SEARCH FOR VISUAL AIDS

After concluding that the Falla & Davies (2016) Third Edition Solutions Pre-intermediate students' books grammar explanations are insufficient to support independent and flexibly-paced learning for all students of different achievement levels, primarily because of the lack of instruction in the mother tongue, Latvian online education platforms had to be researched. The author aimed to create visual aids that could help other teachers lower the workload of making all the materials themselves. Therefore, it would be irrelevant to recreate already existing visual aids that are available online. The leading online resources for learning materials in Latvia are uzdevumi.lv and Skola2030. The author chose these platforms to focus on finding materials with Latvian translations or explanations. Accordingly, the previously outlined list of needed visual aid topics was used as keywords for the online search.

Table 1.2 illustrates the situation in Latvian educational platforms. It can be noted that no materials on trusted Latvian educational websites are available for 43% of the topics and 43% more have no Latvian explanations. Only 14% of materials are available for free with appropriate Latvian descriptions and illustrations. It visualizes the distance learning survey's results which mentioned the lack of good quality learning materials. If students' parents have no English knowledge and no materials with Latvian explanations are available, it is impossible to help their children. Therefore, the examined situation challenged the author to design more visual aids than anticipated prior to the online search. Before, the author expected to find most of the materials to be available.

Table 1.2 **The Online Search for Visual Aids for EFL Learning**

	Topic	Uzdevumi.lv	Skola2030
GRAMMAR	Quantifiers	Materials available with Latvian explanations: https://www.uzdevumi.lv/p/anglu-valoda/4-6-klase/grammar-60834/countable-and-uncountable-nouns-16465	-
	Must / have to	No materials with Latvian explanations	-
	Negative prefixes	No materials with Latvian explanations	-
	Present Perfect	No materials with Latvian explanations	-
	Verbs to nouns	-	-
	Comparative and superlative	Materials available with Latvian explanations: https://www.uzdevumi.lv/p/anglu-valoda/4-6-klase/grammar-60834/comparison-18059	-
	Past Simple vs Past Continuous	Separate materials for each topic. No summative materials.	-
	Simple Future vs going to future	Separate materials for each topic. No summative materials.	-
	First conditional	No materials with Latvian explanations	-
	Prefixes	-	-
WRITING	Invitation	-	-
	Opinion essay	-	-
	Resume	-	-
	Cover letter	-	-

Finally, English in the primary schools of Latvia has been taught for decades, suggesting that materials are readily available to students, parents, and teachers. However, the number and quality of visual aids accessible online is low. Teachers should be encouraged to share materials and visual aids with each other to lower the workload and ease school transfer for students. Therefore, the author aims to create and submit the collection of visual aids for publishing. To conclude, twelve visual aids for the outlined topics must be designed to successfully carry out the second semester's learning process. The design process must correspond to the requirements outlined by students and teachers.

1.2.4 PLANNING OF VISUAL AID DESIGN AND IMPLEMENTATION

The final stage of the planning process was outlining the action research procedure. In advance of drafting visual aids, the author carried out one open question survey for colleagues in the research school to collect suggestions for visual aid design. There were five respondents as follows: the head of special education programmes, two teaching assistants for special education, and two English teachers. A set of various professionals was selected to ensure a comprehensive view. They were required to write eight suggestions each for designing visual aids for English learning. Their answers were summarized and taken into consideration when designing the visual aids.

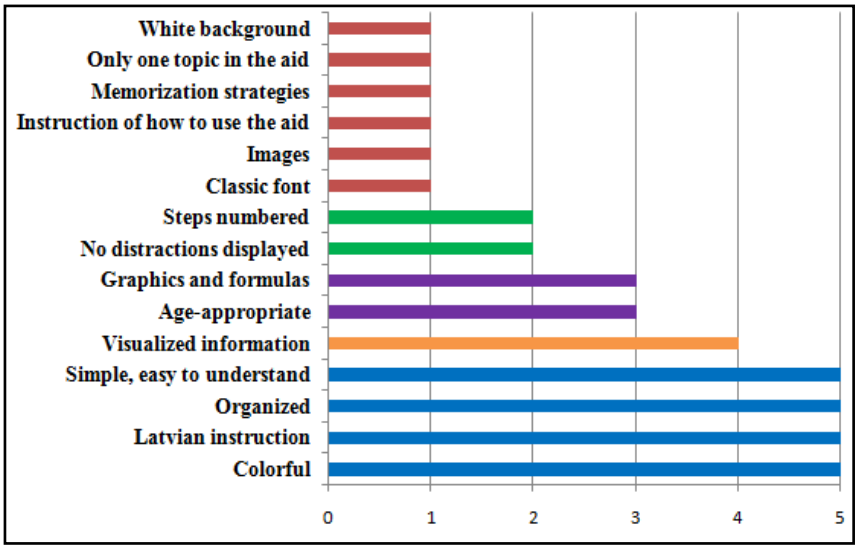


Figure 1.2 **Suggestions for Visual Aid Design**

Figure 1.2 illustrates the teachers' suggestions for designing visual aids. All teachers highlight the importance of instructions in the mother tongue, using colors for organization and color-coding, organized layout, and simplicity to ensure that created visual aids are easy to read and understand. Most of the respondents encourage visualizing the provided information and adding graphics and formulas. It should be noted that the visual aids must be age-appropriate, with no distracting elements or pictures as well as the steps must be numbered if applicable. It was concluded that the controlling ideas from the survey correlate with students' suggestions.

After researching the online resources, students' books, and the requirements of the thematic plan and collecting students' and teachers' suggestions for visual aid design and layout, the author outlined the organizational process of the action research. The following procedure will consist of nine steps leading to conclusions about whether the designed and implemented collection of visual aids for pre-intermediate English language level learners did support flexibly-paced learning. The outlined research framework was as follows:

1. The author finishes the research of theoretical literature about flexibly-paced learning and the design of visual aids.

2. The author drafts visual aids for each outlined topic, taking students' and teachers' suggestions into consideration.

3. The author pilots visual aids in the distance learning process.

4. The author collects students' feedback on the visual aid drafts to continue further improvements.

5. The author updates the visual aids and hands them out to students to use during the self-paced learning process.

6. The author provides learning pace flexibility and differentiation to examine students' readiness to work independently.

7. The author evaluates the results by observing students' work and carrying out a questionnaire to students that require feedback on their perceived independence and the role of visual aids in their self-directed learning process.

8. The author sends the finished collection of visual aids to a group of English and special education teachers to collect feedback.

9. The author improves the visual aids according to teacher feedback. The final collection of visual aids is prepared for publishing.

In summary, the author collected teachers' suggestions for designing visual aids and finished preparing for visual aid design and flexible learning pacing. Considering the low number of good quality English learning materials online, the author decided to create the materials for sharing with colleagues to lower teachers' overall workload. The lack of materials is a limiting factor, holding teachers back from managing the flexible pace and differentiation in the classroom. The development of new materials is time-consuming and unrealistic for teachers with the current workload during distance learning. The COVID-19 pandemic has demonstrated the need for teacher cooperation in sharing their materials and aids. Further development of educational platforms and a start-up forum for a teaching tool, methodology, and material sharing should be encouraged. To conclude, the author intended to partake in the development of accessible, good-quality English teaching resources in Latvia.

1.3 THE SELF-ASSESSMENT

The first chapter about the planning of flexibly-paced learning using visual aids illustrated the definition and topicality of flexibly-paced learning and its relation to competence-oriented learning in Latvia. It was essential to explore the information from other authors to determine the benefits of self-paced learning and how it must be organized to improve the English learning process in the author's school. During the pandemic, the context of distance learning could not be neglected either since the research process was organized while teaching and learning online. The author's experience showed that it was crucial to plan the organization of visual aid design and implementation in the classroom early on, since action research is time-consuming and requires the researcher to act in a time-efficient manner.

The most challenging part of planning was figuring out that the design of visual aids is not part of the planning process but rather the organizational step since the visual

aids themselves are the final product of the research. Firstly, the planning consisted of analyzing the thematic plan to make a list of visual aids required. Secondly, the analysis of students' books and online resources available on Latvian educational websites helped shorten the list of needed visual aids. Finally, to prepare for material design, students and teachers had to be consulted to produce good quality visual aids already within the first draft.

The first conclusion from the planning process was that the main criterion for visual aids is the simplicity of instruction and layout. The takeaway for the organizational process was designing visual aids so that any student, teacher, and parent could easily take them and use them in the learning process. The planning process highlighted the essential requirements: instruction in mother tongue, graphic and colorful organization, short and simple texts, color-coding the examples with theory, and involving students in designing and providing feedback since they will be the primary users. These theses were used in the organizational process of visual aid design.

After outlining the list of visual aids needed for the second semester in Forms seven and eight and describing the procedure for the action research, the author anticipated difficulties with time management. It was challenging to predict the time needed for the teacher to draft the visual aids, collect feedback and improve the materials. It was not certain how many rounds of feedback students might provide and how active their involvement would be. The creation process of the visual aid collection had to be organized as a result of teacher's and students' cooperation – teacher outlined the topics of the semester and set the main aims for each unit while students were the experts of their likes, dislikes, and learning needs. Although the teacher was responsible for drafting the visual aids, students were entrusted to know what visual aids they consider the most valuable and helpful in order to provide comprehensive feedback.

After the survey, both English teachers asked for the visual aid collection once it was finished. The author was satisfied with the chosen research theme because of its topicality and the existing demand for good-quality learning materials and visual aids. To conclude, the author had laid out a list of topics for visual aids and the criteria for creating them, outlined by teachers and students. Further feedback from both students and teachers is required throughout the research to ensure quality. The main strength of the research is the demand and topicality, while time constraints can cause problems.

2. ORGANISATION OF FLEXIBLY-PACED LEARNING USING VISUAL AIDS

2.1 THEORETICAL AND PRACTICAL BACKGROUND

In competence-oriented learning, student autonomy must be supported through the flexibility of pace in order to avoid slowing down talented students and rushing peers with lower academic achievement (Fox, 2015). Such classroom management is highly inclusive and corresponds to morals of equality and humanity. Freedom of learning pace allows students to master competences at different timing while the feeling of accomplishment builds students' self-confidence. Other benefits include differentiation, fulfilling students' social-emotional needs through personalized support, developing self-regulation skills, and intrinsic motivation. The implementation of flexibly-paced learning requires a skillful teacher with good planning skills (Farah, 2020).

Numerous changes in the average teaching style have to be made before establishing a flexibly-paced learning environment. Firstly, whole-group direct instruction has to be reduced to the minimum. Thus, teachers have to plan materials and activities students can comprehend and access on their own. Teachers must eliminate the lecturer's role from their teaching methods by substituting it with becoming the organizer, prompter, and facilitator. Secondly, the freedom of learning pace should be provided. However, the teacher has to guide students towards meeting the expectations of the education programme of Latvia. As a result, it is suggested that flexibility is allowed within the framework of end-of-unit or mid-unit deadlines. Thirdly, as Farah from the Modern Classrooms Project (2020, para. 23) explains, "Having clear expectations in mind — a reasonable bar every student must meet during the course, plus extensions for more ambitious students — will help you differentiate your instruction to meet every student's needs". According to the teachings of this project, learning activities can be classified as "must do," "should do," and "aspire to do." It empowers students to personalize their learning journey and maintain motivation even if they cannot manage to master every activity before the unit deadline. Finally, progress tracking tools have to be developed either in a format of a personal checklist or a public poster to encourage a collaborative environment. As anticipated, flexibly-paced learning is not often evident in general secondary school classrooms because the planning and organizational process can be time-consuming. During distance learning, the author decided to experiment with all phases of flexibly-paced learning – minimal whole-group instruction, freedom of task accomplishment pace, progress tracking, and personalized feedback.

As concluded, lecturing is discouraged in the flexibly-paced classroom, and it is replaced by written study guides or visual aids (Lee, 2014, p. 15). In the context of flexibly-paced learning, the teacher is not the information resource. Thus, classroom materials and aids provide students with instruction, theory, and guidance; the teacher supports and assists when needed. Fast and talented students use the visual aids and advance through materials independently. Simultaneously, teachers have the chance to explain the material and provide personalized help to those who genuinely need that additional assistance. It is again highlighted that well-developed learning material allows teachers the flexibility to assist students at different levels. On the contrary, low-quality learning aids cause further frustration and confusion among students.

As defined by McVay, Wilson, and Chiotti (2003, p. 3), "Visual tools, strategies, and supports are things we see that enhance our organization, comprehension, and communication. Visual tools are signs, objects, printed words, post-it notes, symbols, drawings, or colors". In the context of this research, the author defines visual aid as an organized material for supporting the student in learning a specific language topic. While working with both talented and low achievement or special education students, visual aids provide the following benefits – increased independence, empowerment, higher self-esteem and confidence, increased understanding of the material, meaningful class participation, better peer cooperation. In summary, visual aids aim to simplify the learning content, help with memorization and support the learner in their learning journey. Simontainuiusly, good quality visual support aids provide the teacher with more freedom to observe students' work instead of lecturing. Teachers can give more personalized feedback and encouragement. Visual aids are proved to be beneficial when working with the new generation. As explained by Pateşan et al. (2018, p. 356), "Specialists as well as teachers agree on the important role of visuals that can significantly enhance the learning of students that belong to a generation familiar with the visual interface of multimedia and internet technologies". Students are used to reading and retrieving information from short, graphically displayed sources. Therefore, using visual tools similar to the brief and straightforward online layouts can help students feel familiar with the materials and memorize them easier.

The created material has to meet specific criteria to provide the benefits of using visual support aids instead of further confusing and frustrating students. There is no standard template for designing visual tools since students have different learning styles that must be considered in the design. Students' participation in creating visual aids is beneficial since it assesses students' interests, needs, and preferences (McVay et al.,

2003). If students design aids for themselves, they additionally form an understanding of how to use them.

Summarizing the theoretical research, student feedback, and teachers' survey in the author's school, the most important criteria for designing visual aids is students' involvement. Furthermore, short and easy-to-understand instructions in the mother tongue have to be added to the material. It has to provide color-coded examples for the theory and formulas or charts if relevant. The visual aids must be well-organized, providing a simple and easy-to-use layout with no distracting and confusing elements. Overall, students' feedback is essential for the development of visual aids.

When it comes to the accessibility of visual tools, the following aspects must be taken into consideration. In the author's school, the research was carried out during distance learning. Therefore, students were learning through different types of technology, including computers of various programming, tablets, and smartphones. As a result, the format of visual aids had to be chosen to ensure convenient access from all the devices. The picture format JPG (Joint Photographic Group) was selected for saving and uploading the materials in e-klase because phones, tablets, and computers support it. Since some students had access to printers, the quality of visual aids had to be high to ensure readability. Furthermore, the visual aids had to be simple enough to be easily copied into students' notes if students chose to memorize them through writing. However, the final collection of visual aids had to be organized in PDF (Portable Document Format) to guarantee access to the whole collection in one file and ensure the ease of the sharing process. The visual aids were accessible to students at any time in the e-klase journal or English Whatsapp communication group.

In conclusion, in this modern age of equality and humanity, flexibly-paced learning must be a fundamental practice in schools of competence-based learning since it closely corresponds to principles of self-directed learning, differentiation, inclusiveness, and cooperation. As illustrated, the organization of flexibly paced learning starts with developing appropriate learning aids and materials. The author believes that visual aids empower students to become more independent and responsible for their learning process. They feel in control of the task accomplishment pace and get more personal support and feedback from the teacher. Therefore, the main focus of the research is the development of visual aids rather than lesson plans with whole-class instructions due to distance learning which already provides students with much learning flexibility. The visual aids help students work independently and more productively than in regular whole-class online lessons.

2.2 THE EVIDENCE OF ORGANISATION PROCESS

Before starting the flexibly-paced learning process, the first draft of the visual aids had to be designed according to the previously illustrated criteria. Once created, the visual aids were introduced in the learning process at the beginning of each unit theme. At first, the teacher provided user instruction on the visual aid. Then the students did tasks independently with the support material. Finally, by the end of the lesson, students were required to give feedback on the provided visual aid and suggest any room for improvement. Following the students' advice, visual aids were updated and given back to students. They were allowed to use these aids throughout the unit and test preparation. Special education students were also allowed the aids in the final test. Students were active in providing feedback, and they enjoyed the independence and productivity of working at their own pace. Additionally, talented students continuously asked for more autonomy and flexibility. The author found teaching fulfilling since there was room for providing more personalized feedback. Students expressed satisfaction with their results and the learning process itself. The teacher had the opportunity to work with fewer students in the online lessons more individually.

2.2.1 THE FIRST DRAFT OF VISUAL AIDS

As illustrated before, the visual aid design had to be done according to the outlined criteria, i.e., including instructions in mother tongue, colorful and easy-to-understand organization, color coding the theory with the provided examples, no distracting elements, and appropriate formulas or images. After drafting the visual aids, students' involvement in providing feedback and improving the visual aids had to be encouraged. The author started the unit by preparing and handing out one visual aid in Forms 7 and 8 to examine general suggestions for the following visual aid design. The first visual aid the author piloted helped determine the layout requirements for the rest of the visual aids.

Although the visual aids and Latvian explanations for the topics quantifiers, comparative and superlative were available in uzdevumi.lv, the author created visual aids for these topics to provide a united format for the visual aid collection. According to the students' and teachers' suggestions and criteria, fourteen visual aids were drafted throughout the semester. Afterward, they were used in the learning process and continuously improved. This chapter demonstrates and analyzes the design process of the first draft for each of the visual aids. It outlines the author's experience, conclusions, and suggestions for visual aid design from a practical perspective.

Vārds (daži/nedaudz)	Lietojums	Piemēri
SOME	Apgalvojuma teikumos	There are **some** apples on the table.
	Pieklājīgos piedāvājuma vai lūguma jautājumos	**Would you like some** coffee? **Can I have some** chocolate?
ANY	Noliegumā teikumos	There aren't **any** grapes left.
	Jautājumos par daudzumu	**Is there any** milk in the fridge**?**

Figure 2.1 **Visual aid "SOME and ANY"**

The first visual aid drafted was for the study theme about quantifiers, some and any. The material in Figure 2.1 was developed for Form 7. It meets the requirements: the instruction being in the mother tongue, using colors and formatting to show the theory in the examples, short and easy to understand. The author selected the visual aid format to be a table according to students' suggestions of using graphical organization. From the author's perspective, charts are easy to use and copy in the notes if needed. This visual aid could also be used with elementary learners due to its simple instruction.

	Lietojums	Piemēri
HOW MUCH (Cik daudz...?) **MUCH** (daudz) **A LITTLE** (nedaudz) **LITTLE** (pārāk maz)	**NESASKAITĀMĀM (uncountable) lietām:** laiks (time) nauda (money) emocijas (happy/sad) ūdens (water) un citi šķidrumi cukurs (sugar) un citi berami produkti mājasdarbi (homework)	**How much** time do we have? I don't have **much** money. I'm **a little** sad you didn't call me yesterday. We have **little** milk left so you have to buy some on your way home.
HOW MANY (Cik daudzi...?) **MANY** (daudzi) **A FEW** (daži) **FEW** (nepietiekami)	**SASKAITĀMĀM (countable) lietām:** āboli (apple**s**) un citi augļi, dārzeņi stundas (hour**s**/lesson**s**) cilvēki (people) bērni (children) grāmatas (book**s**) un citi priekšmeti **ATCERIES! Saskaitāmie vārdi daudzskaitlī visbiežāk beidzas ar burtu "S"!**	**How many** apple**s** would you like? I spend **many** hour**s** playing video games. I try to read **a few** book**s** every year. **Few** people came to the party, so we canceled it.

Figure 2.2 **Visual aid "MUCH, A LITTLE, MANY, A FEW"**

A separate visual aid was developed for the quantifiers, much, many, a little, and a few. Figure 2.2 demonstrates that similar formatting of color-coding was used to highlight the grammar rules in the given examples. As illustrated before, students, especially from special education programmes, benefit from routine and familiar learning tools. It can also be projected in the context of the visual aids used in the classroom. The author believes that a united format for all the visual aids can help students understand them better and use the visual aids easily. This particular visual aid provides Latvian translations and explanations. It displays slightly more information, but since it is organized in a table, the material can be overviewed and used efficiently. Overall, the visual aid meets the students' and teachers' criteria.

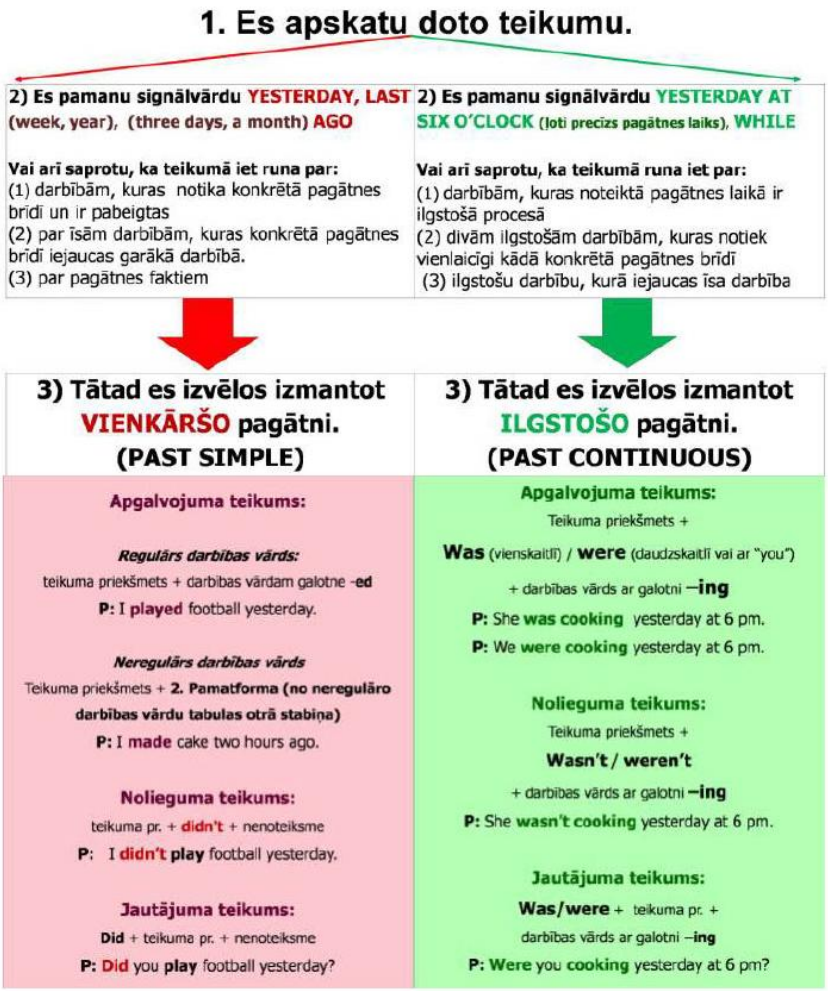


Figure 2.3 **Visual aid "Past Simple versus Past Continuous"**

The visual aid design displayed in Figure 2.3 was more complex than the design of one-topic materials. This learning aid was created for Form 8 students after discussing each grammar structure separately. Students had studied each of the past tenses in previous school years, and the goal this year was to understand the differences in use. Therefore, a summative material that explains both tenses and the steps of using them was needed. The author selected a step-by-step layout for displaying the decision-making process students have to go through when choosing an appropriate tense. Following students' suggestions, four aspects were included in the visual aid. Firstly, the signal words that can help determine the tense in fill-in-the-gaps exercises were listed. Secondly, the language rules were explained in the mother tongue to highlight the differences in use. Thirdly, the formation rules of affirmative, negative, and interrogative sentences in each past tense were written as formulas. Finally, each rule was supplemented with an example. Similar formatting and colors were used to set both tenses apart visually. The author aimed to include as little text as possible in order to maintain simplicity and ease of use. Overall, this visual aid corresponds to the previously outlined criteria.

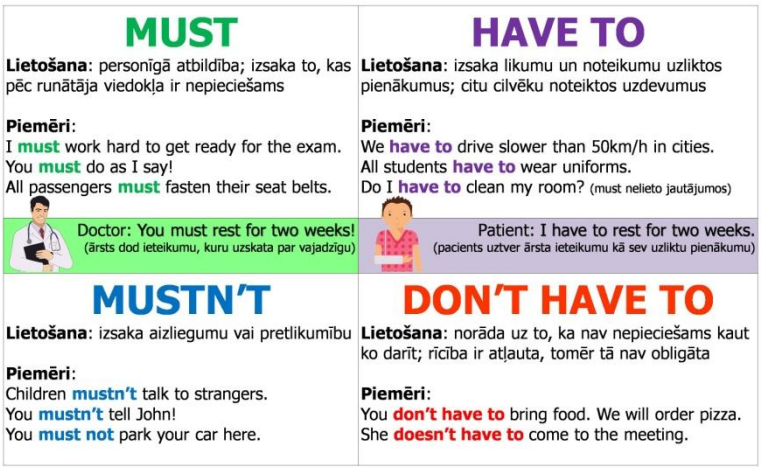


Figure 2.4 **Visual aid "Must versus Have to"**

Figure 2.4 demonstrates a visual aid for Form 7. As before, colors were used to highlight the grammar concepts in the given examples, information was organized in a chart, and in multiple sections of explanations in mother tongue and target language examples. In order to visualize the difference between must and have to, images of a doctor and patient were used. The author used Pixabay (n.d.) website for finding copyright-free images. Pictures were used solely to signify the difference between the grammar structures; therefore, they were considered a visual aid rather than a distracting element. In general, the visual aid was considered to meet students' requirements.

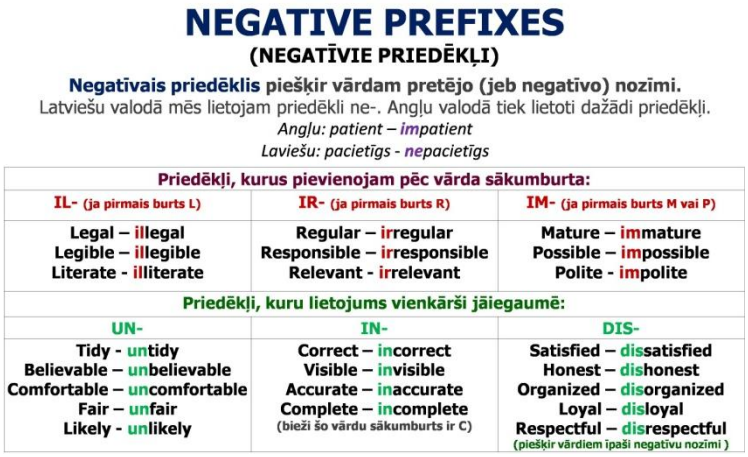


Figure 2.5 **Visual aid "Negative Prefixes"**

For the Form 7 study theme negative prefixes, the visual aid in Figure 2.5 was designed. The previous pattern of colors, organization in a table, mother tongue explanations, and colorful examples were used. Furthermore, a Latvian language example was added to familiarize students with the negative prefix and its concept in their mother tongue. Afterward, the visual aid was divided into two sections: negative prefixes added according to the first letter of the word and negative prefixes which usage has to be memorized. The author chose this particular organizational pattern to help students cognitively organize and memorize the grammar rules.

AN OPINION ESSAY (VIEDOKĻA ESEJA)

STRUKTŪRA	PIEMĒRS
IEVADS: (1 rindkopa, 3 teikumi) 1) Pārfrāzē doto jautājumu/tematu. Lieto frāzes "It is argued that... Most people claim that..." 2) Parādi savu viedokli par tematu. Lieto frāzes "I believe... In my opinion... I am convinced that... I think... I agree/disagree..." 3) Vienā teikumā atbalsti savu viedokli ar diviem argumentiem, kurus padziļināti pamatosi esejas galvenajā daļā.	Most people claim that for sustaining good health, nutrition is more important than exercise. I strongly agree with this common point of view. In my opinion, nutrition helps us get results while exercising, and healthy eating habits alone can keep us in good shape even if we do little to no exercise.
GALVENĀ DAĻA: (2 rindkopas, katra aptuveni 5 teikumi) Katrā no divām rindkopām (katrā prezentē vienu argumentu): 1) Uzraksti argumenta teikumu. Lieto frāzes "Firstly,... First of all,... To begin with,..." pirmajā rindkopā. Otrajā rinkopā lieto "Secondly,... Additionally,... Second of all,..." 2) Pievieno paskaidrojošo teikumu, kurš sikāk apraksta minēto argumentu. Var lietot "In other words,..." 3) Viedokli pastiprini ar piemēriem. Lieto "For instance... For example... According to..." (trijos teikumos ar piemēriem vai stāstu pamato viedokli)	Firstly, no progress in physical performance can be achieved with poor nutrition. I other words, our body builds muscle, provides energy, and powers our inner organs using the foods we eat. For instance, the fitness industry often talks about the 20-80 rule. It stands for the belief that fitness results are developed 80% by nutrition and only 20% by exercise. It generally supports the saying, "You are what you eat." Secondly, people who do little exercise can still be in good shape if they eat healthily. Calorie counting can help determine the nutrient targets for the day and save people from becoming overweight. Obesity is connected to many health risks. For example, high blood pressure, type 2 diabetes, and even heart disease and cancer. If people do not have enough time for exercise, they can stay healthy by following a healthy diet.
NOBEIGUMS: (1 rindkopa, 3-4 teikumi) 1) Pārfrāzē ievadā rakstīto temata teikumu. Sāc ar frāzi "In conclusion,.... To conclude,... To sum up,..." 2) Pārfrāzē abus argumentus un apvieno vienā teikumā kā secinājuma pamatojumu. Var lietot "I believe it is due to..." 3) Pievieno noslēdzošo teikumu ar svarīgāko esejas ideju.	In conclusion, it is common knowledge that nutrition can be more important than exercise when it some to a healthy lifestyle. I believe it is due to the fact that nutrition plays a major role in sustaining our physical shape and improving it when we exercise. Without proper nutrition, our bodies cannot function. We can live long without exercise, but we cannot last long without food.

ATCERIES! Ievēro formālas valodas principus:

1) Nelieto saīsinātās formas (can't, it's, don't) – raksti vārdus pilnā formā (can not, it is, do not).
2) Organizē tekstu rindkopās ar atkāpi!
3) Centies izvairīties no sarunu vārdu lietošanas (like); lieto fomālās frāzes (for instance).

Figure 2.6 **Visual aid "An Opinion Essay"**

The visual aid in Figure 2.6 was designed for summarizing the key aspects of writing an opinion essay. Structured material with linking words and paragraph outlines that students could follow the first time they write an opinion essay can help them memorize the layout. Each paragraph and sentence is color-coded with the responding writing rule. Furthermore, writing suggestions are added in students' mother tongue along with target language phrases to use. Overall, the visual aid is lengthy but straightforward and easy to use compared to the students' books' writing help.

VERBS TO NOUNS
(DARBĪBAS VĀRDU PĀRVEIDOŠANA LIETVĀRDOS)

Līdzīgi kā latviešu valodā, angļu valodā darbības vārdus var pārveidot lietvārdos mainot vārda galotni. Atgādne parāda visbiežāk lietotās galotnes!

Darbības vārds vienāds ar lietvārdu	lietvārds veidojas darbības vārdam pieliekot galotni –ment	lietvārds veidojas darbības vārdam pieliekot galotni -ion
fall – to fall	argue – argument	translate – translation
need – to need	achieve – achievement	compete – competition
dream – to dream	advertise – advertisement	imagine - imagination
benefit – to benefit	assign – assignment	decide – decision
help – to help	entertain – entertainment	distract – distraction
attempt – to attempt	develop - development	protect - protection
challenge – to challenge	accomplish - accomplishment	motivate - motivation

PIEVĒRS UZMANĪBU!
Dažkārt var nedaudz mainīties vārdu pareizrakstība!
(skaties zilos burtiņus)

Figure 2.7 **Visual aid "Verbs to Nouns"**

Figure 2.7 demonstrates another visual aid for a grammar theme word families in Form 7. Similar colors, font, graphic organization, colorful examples, and mother tongue explanations were used. When creating this visual aid, the author had already distinguished the pattern students are familiar with and approve of. However, every visual aid the author designed had to be handed out to students for evaluation and

feedback. Each grammar theme was different and had to be confirmed with students separately. Furthermore, students were accustomed to sharing responsibility and contributing their ideas for visual aid improvements. The visual aid design research contributed to the classroom environment being cooperative and student-centered.

WILL	GOING TO
Apgalvojums: will + darbības vārds pamatformā **Noliegums**: will not (won't) + darb.v. pamatformā **Jautājums**: Will + teikuma priekšmets + darb.v.	**Apgalvojums**: am/is/are + going to + darbīb.v. pamatformā **Noliegums**: am/is/are + NOT + going to + darb.v. **Jautājums**: Am/Is/Are + teik. priekšmets + going to + darb.v.
Lietošana: **1) Runājot par spontāniem, tikko pieņemtiem nākotnes lēmumiem** *- Are you ready to order?* *–Yes. **I will have** the fish, please!* **2) Runājot par nākotnes pareģojumiem, kuri balstīti uz sajūtām, personisko viedokli** What do you think, **will Anna come** to the party? **3) Runājot par piedāvājumiem (1), solījumiem (2), draudiem (3)** (1) **I will hold** the door for you, go! (2) You secret is safe with me. **I won't tell** anyone. (3) If you cheat again, **I will tell** the teacher.	**Lietošana:** **1) Runājot par iepriekš izveidotiem nākotnes plāniem** What **are you going to do** tonigh? **I am going to see** One Republic concert. I bought the tickets moths ago. **2) Runājot par nākotnes pareģojumiem, kuri balstīti uz redzamiem tagadnes pierādījumiem** Look at the couds! I think, **it is going to rain**. **He isn't going to win**. He is the slowest.

Figure 2.8 **Visual aid "Will versus Going to Future"**

In comparison to the visual aid about Past Simple and Past Continuous, in Figure 2.8, the contrast of two future tenses was designed in a compressed manner. The author adopted a shorter layout because these grammar concepts were comparably more straightforward and less confusing and complex. However, an additional resource could be added to this material when working with special education kids. They might require an overview table for the usage of am, is, are in the going to future tense. In general, the visual aid was designed using unified formatting with the previous materials.

FIRST CONDITIONAL

Lieto, lai runātu par cēloni un sekām - iespējamiem notikumiem.
Latviešu valodā šo formu lietojam ticējumos:

Ja Lieldienās līst, būs ražīga vasara.
If it rains at Easter, the summer will be fruitful.

FORMULA:	If + vienkāršā tagadne (tagadnes notikums)	komats	will nākotne (nākotnes rezultāts)	WILL vienmēr lieto tikai teikuma pusē, kurā nav IF. WILL nedrīkst būs abās teikuma pusēs!
PIEMĒRI:	If you study and work hard	,	you will pass the exams.	
	If Anna doesn't go to the party	,	she will miss all the fun.	
	If it rains	,	we won't go to the beach.	

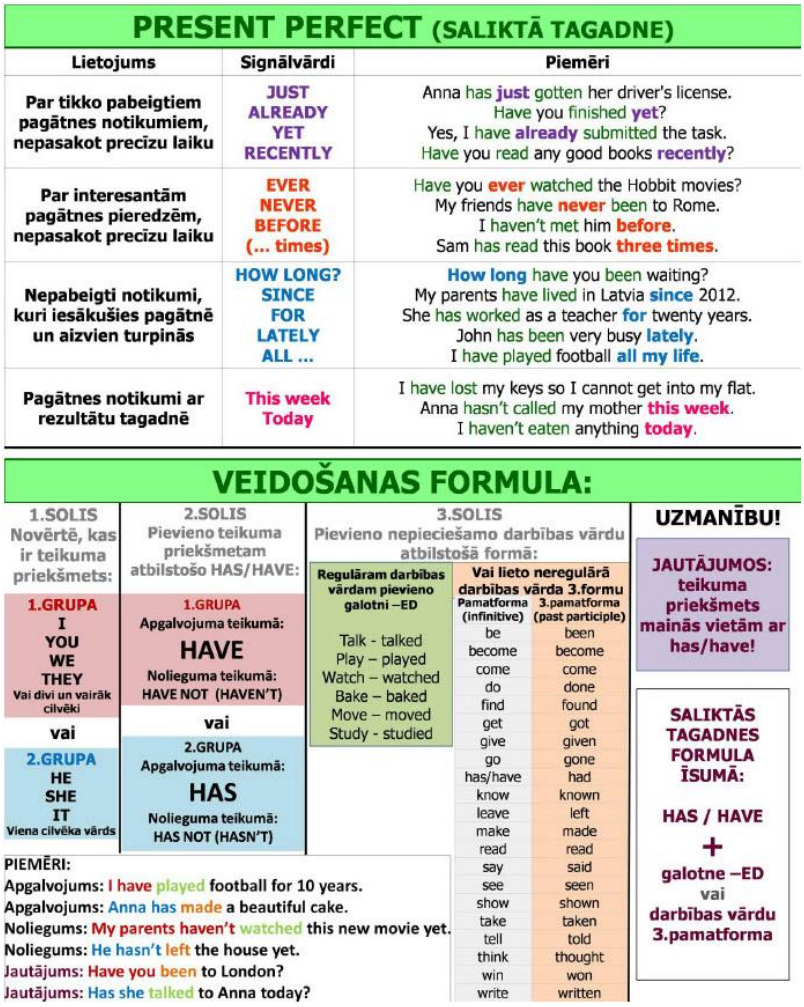
We won't go to the beach if it rains.

Teikuma daļas "IF" un "WILL" var mainīties ar vietām.
ATCERIES:
Ja teikums iesākās ar "WILL" daļu, pirms "IF" daļas komats NAV jālieto.
Tomēr, ja teikums sākās ar "IF", pirms "WILL" daļas jāliek komats!

Figure 2.9 **Visual aid "First Conditional"**

When appropriate, Latvian examples and equivalents are added to the visual aids to enhance students' comprehension of the concept. Figure 2.9 displays a material for learning First Conditional in Form 8. The visual aid is graphically organized, with

colorful examples and Latvian explanations. The First Conditional in the Latvian language is often used in traditional lore and predictions. Therefore, a mother tongue example is given and translated to assist students in drawing parallels between both languages. The strategy was chosen to help with memorization and language usage.



PRESENT PERFECT (SALIKTĀ TAGADNE)

Lietojums	Signālvārdi	Piemēri
Par tikko pabeigtiem pagātnes notikumiem, nepasakot precīzu laiku	JUST ALREADY YET RECENTLY	Anna has just gotten her driver's license. Have you finished yet? Yes, I have already submitted the task. Have you read any good books recently?
Par interesantām pagātnes pieredzēm, nepasakot precīzu laiku	EVER NEVER BEFORE (... times)	Have you ever watched the Hobbit movies? My friends have never been to Rome. I haven't met him before. Sam has read this book three times.
Nepabeigti notikumi, kuri iesākušies pagātnē un aizvien turpinās	HOW LONG? SINCE FOR LATELY ALL ...	How long have you been waiting? My parents have lived in Latvia since 2012. She has worked as a teacher for twenty years. John has been very busy lately. I have played football all my life.
Pagātnes notikumi ar rezultātu tagadnē	This week Today	I have lost my keys so I cannot get into my flat. Anna hasn't called my mother this week. I haven't eaten anything today.

VEIDOŠANAS FORMULA:

1.SOLIS
Novērtē, kas ir teikuma priekšmets:

1.GRUPA
I
YOU
WE
THEY
Vai divi un vairāk cilvēki

vai

2.GRUPA
HE
SHE
IT
Viena cilvēka vārds

2.SOLIS
Pievieno teikuma priekšmetam atbilstošo HAS/HAVE:

1.GRUPA
Apgalvojuma teikumā:
HAVE
Noliegums teikumā:
HAVE NOT (HAVEN'T)

vai

2.GRUPA
Apgalvojuma teikumā:
HAS
Noliegums teikumā:
HAS NOT (HASN'T)

3.SOLIS
Pievieno nepieciešamo darbības vārdu atbilstošā formā:

Regulāram darbības vārdam pievieno galotni –ED

Talk - talked
Play – played
Watch – watched
Bake – baked
Move – moved
Study - studied

Vai lieto neregulārā darbības vārda 3.formu

Pamatforma (infinitive)	3.pamatforma (past participle)
be	been
become	become
come	come
do	done
find	found
get	got
give	given
go	gone
has/have	had
know	known
leave	left
make	made
read	read
say	said
see	seen
show	shown
take	taken
tell	told
think	thought
win	won
write	written

UZMANĪBU!

JAUTĀJUMOS: teikuma priekšmets mainās vietām ar has/have!

SALIKTĀS TAGADNES FORMULA ĪSUMĀ:

HAS / HAVE
+
galotne –ED
vai
darbības vārdu 3.pamatforma

PIEMĒRI:
Apgalvojums: I have played football for 10 years.
Apgalvojums: Anna has made a beautiful cake.
Noliegums: My parents haven't watched this new movie yet.
Noliegums: He hasn't left the house yet.
Jautājums: Have you been to London?
Jautājums: Has she talked to Anna today?

Figure 2.10 **Visual aid "Present Perfect"**

The Present Perfect tense is often considered challenging to teach in EFL classrooms (Çakir, 2011). Therefore, the design and improvement process of the visual aid in Figure 2.10 took the longest. Multiple aspects had to be included in the visual support for Form 7, considering they were learning it for the first time. Present Perfect is a complex tense consisting of multiple components; thus, a step-by-step approach was selected for the design of this visual aid. The first section consisted of the language usage rules and colorful examples leading students to discover the tense structure. Furthermore, an extensive numerated formula for using Present Perfect was provided, starting from choosing between "has" or "have" to adding a regular or irregular verb in the past participle form. Overall, similar formatting and color-coding were used for creating the visual aid. From the authors' perspective, the visual aid was extensive but comprehensible and practical to use.

PREFIXES (PRIEDĒKĻI)			
Angļu valodā (tāpat kā latviešu) priedēkļus izmantojam, lai mainītu vārda nozīmi. Mums ir svarīgi saprast, kādu nozīmi vārdam piešķir katrs priedēklis. **Uzmanies – dotie priedēkļi nav lietojami ar jebkuru angļu valodas vārdu. Noteikti vārdi tiek lietoti ar noteiktu priedēkli.** Tie vienkārši jāiegaumē! Angļu valodā bieži izmantotie priedēkļi:			
CO- (līdz, kopā, sadarbībā)	**EX-** (bijušais)	**MINI-** (mazs, neliels)	**MICRO-** (mikrobisks, ļoti mazs)
co-operate, co-write, coworker, co-exist, co-founded, co-pilot	ex-president, ex-husband, ex-wife, ex-colleagues, ex-professor	miniskirt, minifridge, mini-break, mini-series, minibus	micro-chip, micromanage, microorganism, micro-nutrient, micro-analysis
MIS- (kļūdains)	**MULTI-** (vairāki, daudzkārt)	**OVER-** (par daudz, pārāk, pār)	**POST-** (pēc)
misunderstanding, mismanagement,misspell, misplace, mistyped	multicolored, multivitamin, multi-purpose, multi-tasking, multimillionaire	overreact, overeat, overconfident, overdue, overlook, overflow	post-war, post-graduate, postpone, post-revolution, postmortem
RE- (vēlreiz, pār)	**SEMI-** (pus, vidēji, daļēji)	**UNDER-** (nepietiekami, zem)	**SUB-** (zem, apakš)
rewrite, re-advertise, resold, remodel, redesign, rebuild, rearrange	semi-retired, semi-final, semi-formal, semi-sweet, semicircle, semi-annual	undercooked, underage, underline,underachiever, underperformed	submarine, subtitles, subway, subtotal, subconscious, substandard
UZMANĪGI apskaties: kurus no priedēkļiem pievieno caur domu zīmi, un kurus – nē.			

Figure 2.11 **Visual aid "Prefixes"**

Visual aid for Form 8 in Figure 2.11 displays a summary material for the theme prefixes. Firstly, it was concluded that only some examples could be included to design short and easy-to-use materials. Therefore, the author researched and selected the most often used words with each prefix, but students were encouraged to add examples autonomously. In general, the author did not consider this visual aid helpful in final exams, but it was valuable for memorization and independent work in the classroom.

COMPERATIVES	SUPERLATIVES
Pārāko (jeb salīdzināmo) pakāpi lietojam, lai savā starpā salīdzinātu divas dažādas lietas. Signālvārds "THAN".	**Vispārāko pakāpi lieto kā priedēkli vis- (lai pateiktu, ka kaut kas ir vislielākais, visātrākais, vismazākais utt)**
1. vienzilbes un divzilbju vārdiem, pieliekot galotni **+ ER** **long** (*garš*) — **longer** (*garāks*) **young** (*jauns*) — **younger** (*jaunāks*)	1. vienzilbes un divzilbju vārdiem, pieliekot **„the"** un galotni + **EST** **long** (*garš*) —**the longest** (*visgarākais*) **young** (*jauns*) —**the youngest** (*visjaunākais*)
2. vienzilbes vārdam, kurš beidzas ar vienu patskani un vienu līdzskani, pievienojot galotni **-ER, dubultojas līdzskanis**: **thin** (*tievs*) — **thinner** (*tievāks*); **hot** (*karsts*) — **hotter** (*karstāks*)	2. vienzilbes vārdam, kurš beidzas ar vienu patskani un vienu līdzskani, pievienojot galotni **-EST, dubultojas līdzskanis:** **thin** (*tievs*) — **the thinnest** (*vistievākais*); **hot** (*karsts*) — **the hottest** (*viskarstākais*)
3. vārdam, kurš beidzas ar -Y, **Y aizstāj ar I** un tad pievieno **-ER**: **happy** (*priecīgs*) — **happier** (*priecīgāks*) **easy** (*viegls*) — **easier** (*vieglāks*)	3. vārdam, kurš beidzas ar -Y, **Y aizstāj ar I** un tad pievieno **-EST**: **happy** (*priecīgs*) — **the happiest** (*vispriecīgākais*) **easy** (*viegls*) —**the easiest** (*visvieglākais*)
4. trīszilbju un garākiem vārdiem liek priekšā **MORE (NE galotni –er)** **interesting** (*interesants*) — **more interesting** (*interesantāks*) **beautiful** (skaists) – **more beautiful** (skaistāks)	4. trīszilbju un garākiem vārdiem liek priekšā **THE MOST** **interesting** (*interesants*) — **the most interesting** (*visinteresantākais*) **beautiful** (skaists) – **the most beautiful** (visskaistākais)
Neregulārie vārdi: **good** (*labs*) — **better** (*labāks*) **bad** (*slikts*) — **worse** (sliktāks) **far** (tālu) – **further** (tālāk) **little** (nedaudz) – **less** (mazāk) / **few** (daži) – **fewer** (mazāk) **many/much** (daudz) – **more** (vairāk)	**Neregulārie vārdi:** **good** (*labs*) — **the best** (*vislabākais*) **bad** (*slikts*) — **the worst** (visslikākais) **far** (tālu) – **the furthest** (vistālākais) **little** (nedaudz) – **the least** (vismazāk) / **few** (daži) –**the fewest** **many/much** (daudz) –**the most** (visvairāk)
Svarīgākais: lieto galotni –ER vai priekšā liec MORE	**Svarīgākais: lieto THE un galotni –ESR vai priekšā liec THE MOST**

Figure 2.12 **Visual aid "Comparative and Superlative"**

Similar to Figures 2.1 and 2.2, the visual aid in Figure 2.12 was designed for a study theme which is represented on the educational website uzdevumi.lv with explanations in students' mother tongue. However, the author aimed to develop visual aids with unified formatting. Therefore the visual aid was created to summarize the rules of comparative and superlative accessible on uzdevumi.lv. This theme was familiar to students before entering Form 7, and the visual aid had to be used for revision purposes and supporting special education programmes. The overall unit goal was to use the material to memorize and practice using the grammar concept.

AN INVITATION LETTER (IELŪGUMA VĒSTULE)	
STRUKTŪRA	**PIEMĒRS**
Dear ... (vārds), - sasveicināšanās **It's .... (pasākuma iemesls)** **The party is ... (datums, laiks, vieta)** **We will ... (pasākuma plānotās aktivitātes)** **Can you bring...? (kas draugam jāatnes)** **Don't forget to ... (kas draugam jāņem līdzi/jāvelk)** **Hope you can make it! (ceru, ka varēsi ierasties)** **Love, ...(vārds) – atvadu frāze** **RSVP** (lūdzu, dod atbildi par dalību pasākumā) ***ATCERIES!*** ***Neformālā ielūguma vēstulē draugam varam lietot saīsinājumus (I'm, don't, won't, etc.) un sarunu valodas vārdus.***	**Dear Henry,** **It's my birthday** at the end of June, and I'm planning a BBQ party. **The party is on Friday, 28th of June and starts at 6 pm. We meet at my house on Gauja street 7. We will play volleyball, swim, grill some meat, and sing songs** next to the bonfire. Kelly is bringing her guitar. It is going to be a lot of fun! **Can you bring marshmallows? And don't forget your swimsuit, towel, and sleeping bag.** **I hope you can make it!** **Love,** **Rick** **RSVP** by text

Figure 2.13 **Visual aid "An Invitation Letter"**

As demonstrated in Figure 2.6 and Figure 2.13, the layout of writing aids consists of two sections. According to students' feedback on the first writing aid for an opinion essay, both the writing rules in the mother tongue and useful phrases in the target language are needed in the visual aid. Therefore, these aspects are displayed in the writing outline section. The second component of writing aid is an example that demonstrates the writing structure and the use of the outlined phrases. The teacher must encourage students to use the example for understanding the structure rather than copying the information. However, if the writing of an invitation letter has to be learned independently, this visual aid provides enough assistance.

RESUME (CV)

STRUKTŪRA:

Vārds, uzvārds

Kontaktinformācija (e-pasts, telefona numurs)

Darba pieredze: norādi darba pieredzi (darba vietu, laika periodu, galvenos pienākumus)

Izglītība: norādi izglītību (pamata, vidējā, augstākā, mūzikas, mākslas, sporta)

Valodu prasmes: norādi dzimto valodu un sev zināmās svešvalodas, to zināšanu līmeņus

Digitālās prasmes: norādi kādu digitālos rīkus proti izmantot

Citas vai ar darba vietu saistītas prasmes: norādi papildus prasmes, kuras varētu patikt tavam darba devējam

ATCERIES! Paturi prātā darba vietu, kurai tu piesakies, un savā CV izcel tās prasmes, kuras darba devējam varētu likties svarīgas.

Lieto formālu valodu!

Joe Smith

WORK EXPERIENCE

01/09/2017 – CURRENT – Riga, Latvia
TEACHER

Creating educational content.
Planning and executing educational in-class and outdoor lessons and activities.
Assessing students' progress and providing feedback

EDUCATION AND TRAINING

01/09/2013 – 30/06/2017
ENGLISH TEACHER – University of Latvia

LANGUAGE SKILLS

Mother tongue(s): LATVIAN

Other language(s):

	UNDERSTANDING		SPEAKING		WRITING
	Listening	Reading	Spoken production	Spoken interaction	
ENGLISH	C2	C2	C2	C2	C2
RUSSIAN	B1	B1	B1	B1	A2

Levels: A1 and A2: Basic user; B1 and B2: Independent user; C1 and C2: Proficient user

DIGITAL SKILLS

Ms Excel | MS Office WordPower Point | MS Word | Gmail | E-KLASE | Learning apps (socrative, padlet, kahoot, etc.) | Adobe Lightroom | Google Meet | Zoom | Google Drive (Docs, Sheets, Slides, Forms)

OTHER SKILLS

Job-related skills

- First Aid skills.
- Amateur photography skills.
- Great formal and informal communication skills, both spoken and written.
- Planning and organization skills gained through school event and trip planning.

Figure 2.14 **Visual aid "Resume or CV"**

In Form 8, most students reach the age of 15, which allows them to apply for their first summer jobs. Therefore, the author selected writing a resume and a cover letter as the final writing practice of the unit. The activity aimed to introduce students to the structure and requirements of writing a CV. Therefore, only the main elements of the structure were represented in the visual aid. Students were required to write a short version of their CV, including the contact information, work experience, education,

language, digital, and other job-related skills. The visual aid was created as an example for appropriately structuring the resume. Students were encouraged to use the Europass (n.d.) CV editor, which provides a fill-in template and automatic structuring. Therefore, the final purpose of the visual aid was to provide special education students with mother tongue explanations and translations if needed.

COVER LETTER (MOTIVĀCIJAS VĒSTULE)

Dear Sir/Madam, (*raksti šādu formālu uzrunu, ja neesi pārliecināts par adresāta vārdu*)

I was excited to see your listing for the [*profesijas nosaukums*] **position at** [*kompānijas nosaukums*] **on** [*mājas lapa, kurā atradi darba sludinājumu*] **recently. As an excellent** [*tava profesija*] **with** [*cik gadu pieredze darbā*] **years of professional experience doing** [*galvenie darba pienākumi*] **in order to drive results, I'm confident that I would be a valuable asset to your team.**

Your job listing mentions a need for someone knowledgeable in [*sludinājumā minētās vajadzīgās zināšanas*], **which is an area I have extensive experience in. I'm currently employed at** [*pašreizējā darba vieta*], **where I've honed my skills doing** *[jaunajam darba devējam interesējošs darba pienākums, kurā tu esi prasmīgs*]. **Additionally, I excel at** [*tavas stiprās puses, kas noderīgas darba pienākumu veikšanai*].

I'm confident that my proven track record of excellent work ethic, *[un citas personiskās un rakstura nozīmes, kas tev noderēs darbā]* **will make me an immediate asset at** [*uzņēmuma nosaukums*], **and allow me to contribute to the team's success.**

I look forward to discussing the [amata nosaukums] **position and my qualifications with you in more detail. I'm available to talk at your soonest convenience. I'll be in touch next week to follow up and make sure you've received my application.**

Thank you for your time and consideration.

Sincerely,

[vārds un uzvārds]

Figure 2.15 **Visual aid "Cover Letter"**

Figure 2.15 demonstrates the last visual aid designed for Form 8. The free visual aid template was retrieved from ResumeGenius (2020), adjusted to students' needs, and supplemented with Latvian explanations. Students were encouraged to use it as a template since competence-oriented education stands for teaching students how to work with resources rather than memorize. Since the visual aid was designed in a fill-in-the-gaps format, the author did not use the previous two-section format of structure and example. When students filled in the gaps according to their dream profession, they created a model for themselves. No colors are used due to the visual aid being a template rather than a support material.

In conclusion, designing the first draft of the visual aids was challenging and time-consuming despite having an outline of students' and teachers' suggestions. The author observed the primary complication to be finding a united format for all visual aids. Although the same text font, a similar color-coding pattern, and a graphical organization were used, each visual aid exhibited unique characteristics. Overall, design differences between the visual aids can be approved, provided that they are beneficial to the students and do not interfere with the simplicity of use.

2.2.2 PILOTING THE VISUAL AIDS AND COLLECTING FEEDBACK

Following the design process, each of the fifteen visual aids was piloted in the first lesson of every grammar concept. However, prior to the research, the online lesson plans were regularly started by lead-in and grammar discovery tasks, for instance, listening to songs, filling in the gaps, finding similarities in the text, group activities, or formulating a rule for the discovered concept. Therefore, the familiar routine was continued at first, and the visual aids were introduced at a later stage of the lesson along with the user instruction. Nevertheless, as students got familiar with using the visual aids to self-direct their learning process, independent work with the visual aids was considered the discovery stage of the lesson. The research process was continued with fewer online lessons on the Google Meet platform. In other words, students worked with the materials and online exercises at their own pace.

While the lesson procedures varied and the role of the visual aids in different exercises changed, the student involvement in providing feedback and contributing to the development of visual aids was constant. As the teacher gave feedback on students' work and accomplishments, the students submitted suggestions for improving the lesson-specific visual aid. Consequently, the most frequently mentioned proposals were used for adjusting the support materials. If any of the recommendations were not included in the final design, students were encouraged to make additional comments on their visual aids or notes. At first, students were restrained and expressed surprise that the teacher was seeking feedback and considering their suggestions. First visual aids received little feedback since students were not comfortable with criticizing a teacher. Therefore, the teacher additionally worked on creating a positive atmosphere for providing feedback. Students learned the feedback-sandwich principle and developed skills of constructive criticism. Eventually, the author learned to develop better visual aids while students developed their reflection and feedback-providing skills.

After each lesson, all students' suggestions were collected in a summative chart. As a result, the teacher was able to determine the needed improvements for each visual aid. When the feedback was summarized, alterations in the materials had to be made until the next English lesson. Therefore, the author firstly concluded that the improvements had to be minor and preferably not interfere with how the visual aid was applied, considering that most students had already gotten used to working with the first draft of the visual aid. Secondly, the teacher had to be time-efficient to manage multiple steps of the action research. Overall, the author recorded every improvement of the visual aids in a progress chart and saved each draft for future reference.

Table 2.1 **Suggested Visual Aid Improvements**

Visual Aid	Suggested Improvements for Taking Action
Some and any	1) Translations for some and any 2) United table border formatting
Much, many, a little, a few	1) Headline 2) Clarify usage rules with food
Past Simple versus Past Continuous	1) Add a timeline and other visuals 2) Unified formatting for both tenses 3) Remove the dots by the end of headlines
Must versus have to	Improve language rule formulations and clarity
Negative prefixes	1) Fix spelling 2) Add additional examples
An opinion essay	1) Align the columns 2) Improve language rule formulations 3) Improve color-coordination
Verbs to nouns	1) Add mother tongue examples 2) Change places of verbs and nouns in the first column
Will versus going to future	Add a better example for an offer with "will"
First conditional	Improve graphical organization
Present Perfect	1) Improve language rule formulations 2) Remove capital letters in verb examples 3) Add examples of regular verbs
Prefixes	Improve instruction and explanation
Comparative and superlative	1) Fix spelling (comparative) 2) Change the graphical organization to four columns: rules, adjective, comparative, superlative
Invitation letter	Balance the use of colors
Resume	1) Add examples of contact information 2) Make the example proportional to translations
Cover letter	Clarify Latvian notes

In conclusion, students were mostly satisfied with the provided visual aids. However, each material received at least one notable suggestion for improvements. The primary problems detected in the design were formatting faults, spelling errors in English or Latvian, inaccurate or incomplete grammar explanations, distracting capitalization or punctuation marks. Furthermore, the layout of fourteen visual aids was considered optimal, while the visual aid for superlative and comparative was voted for a remake since students came up with a design they aspire. Learners were familiar with using three-column charts with adjectives and their comparative and superlative forms. Therefore, the teacher redesigned the visual aid to fit the recommended pattern. The author answered other students' suggestions by updating the visual aids and publishing them in e-klase within a week. Finally, if no further requests from students were made throughout the study unit, the visual support material was added to the final collection folder before the teacher review.

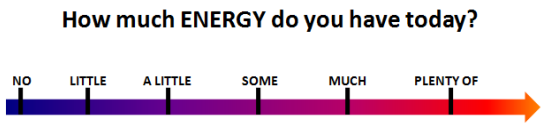
2.2.3 FLEXIBLY-PACED LESSON PLANNING

As previously illustrated, flexibly-paced learning stands for the concept that each student needs a different amount of time to accomplish a task and has the right to study at their own pace. In other words, managing learning pace is a component of self-directed learning, which is an essential transversal skill emphasized in competence-based education. Therefore, the modern classroom has to be flexibly-paced to allow each student to develop different competences at their own pace. However, learning flexibility has to be supported by tools, materials, and teaching practices, none of which can be easily found in books or online with enough support in students' mother tongue. Consequently, most teachers do not have enough time and resources to lead flexibly-paced learning due to the current workload.

Moreover, the COVID-19 pandemic caused students to become more independent and responsible for their time management since most of the learning happened online. Students were often required to work on their own using the materials teachers had sent. As a result, learners have reported enjoying autonomy and independence. From the author's perspective, students might require more freedom when schools return to teaching in classrooms. Consequently, teachers have to be prepared to provide learning pace flexibility. However, the author was disappointed that the whole second semester was taught through distance learning online platforms, and the flexibly-paced approach could not be undertaken in the physical classroom. Overall, distance learning, if not organized only through online conference tools, is flexibly paced on its own. Thus, the author's experience cannot be used as a guideline for the in-classroom learning process.

Nonetheless, the author carried out a flexibly-paced distance learning process using the drafted visual aids. Students used the materials for independently discovering and learning the grammar concepts and developing their writing skills. The teacher set an expectation for students to give their best effort to learning on their own. However, she was available to answer questions and assist students during the English lessons. Throughout the unit, formative assessment was used to evaluate students' progress and for providing meaningful feedback. The author aimed to create lesson plans that lead students towards higher information processing levels. Consequently, blocks of lessons were designed to take students on a learning journey from learning to understand the visual aid to using it in complex tasks. No timeframe for the lessons was outlined since students worked at their individual pace on differentiated tasks. However, an overall time limit was set for the completion and submission of each day’s task. Therefore, no strict time limitations were indicated in the lesson plans.

Table 2.2 **Lesson Plans for Three Lessons on Quantifiers in Form 7**

LESSON 1	
Anticipated outcomes	**Lesson procedure, instructions, and materials**
Student understands the anticipated outcomes of the lesson.	Distance learning. The teacher sends instructions in e-klase mail. "*Good morning! Today we are starting a new topic about quantifiers. Today your goal is:1. To understand when and how we use each of the quantifiers.2. To copy the visual aid in your notes or write a summary.3. To apply your knowledge in order to do the tasks successfully.*"
Student understands the language rules of using each quantifier. Student summarizes the material and writes personalized notes.	*"To reach the outlined results, you first have to study the attached visual aid. Read it, and look at the examples. Contact the teacher if any questions. Secondly, copy the visual aid or make summary notes in your notebook to use throughout the unit. If you need a video explanation, the teacher has added a video in the Kahoot test. It is not mandatory to watch it, so play it only if you need."*
Students demonstrate their understanding of the grammar concept.	*"Finally, follow the instructions and fill in the Kahoot quiz. Each time you make a mistake, write down the number of the example in your notes and explain why you made a mistake and what you have to remember to avoid making the same mistake again. Read the visual aid again to revise and memorize the information."* Kahoot test: https://kahoot.it/challenge/004593121
Students reflect on their learning process. Students develop their feedback-providing skills and practice constructive criticism.	*"When you are finished, write your opinion – what should be improved in the visual aid so that it is easier to use and understand? At the end of the lesson, send a photo of your notes, including the visual aid, correction of your Kahoot test mistakes, and suggestions for improving the visual aid."* After the lesson, the teacher reviews the Kahoot results for a formative assessment. The teacher provides feedback on students' notes, mistake reflection, and suggestions.
LESSON 2 and 3	
Students are introduced to the lesson theme. Students have mentally switched from the previous subject to English.	Online lesson on Google Meet. The teacher shares PowerPoint presentation. *"Hello! How are you? Look at the scale and write your answer in the chat – how are you feeling today? How much energy do you have?"* 
Student understands the expectations and the anticipated outcomes of the lesson.	*"Today, our goals for the two lessons are the following:* *1. I can indicate countable and uncountable nouns in the text and use appropriate quantifiers.* *2. I have memorized the quantifier usage rules, and I can apply them to write a variety of sentences.* *3. I notice nature around me, and I can create a vlog describing my experience using different quantifiers."*
Students have chosen their study groups and work according to their abilities.	"*According to the feedback you gave me yesterday in the last Kahoot question, you will be working in two groups today. I sent you your group number yesterday. Does everyone know their number? Group one can leave the meeting and work on independent advanced quantifier tasks in this Kahoot test. Group two stays at the conference, and we will do some practical exercises together. However, if someone from group one needs revision or has some questions, you can choose to stay in the meeting. Is the lesson procedure clear? Then group one proceeds to the independent tasks, and group two stays here.*"
Students apply the memorized quantifier usage rules to fill in a variety of sentences.	GROUP 1. Students fill in a Kahoot test with advanced quantifier questions independently at their own pace: https://kahoot.it/challenge/009720962 Students reflect on their mistakes and write what they have to remember for the next time.
Students indicate countable and uncountable nouns in the text and use appropriate quantifiers with them.	GROUP 2. Students work in an online conference call and do the tasks on Jamboard cooperatively as a group. The teacher reviews the grammar rules together with students and repeats the visual aid usage instruction. Then students do practical tasks for each concept. By the end of the lesson, the complex task of using all quantifiers is finished. Students reflect on their skills and receive continuous feedback throughout the class.

Students practice mindfulness and notice nature around them. Students create a vlog describing their experience during an outdoor walk using different quantifiers.	The procedure of the second lesson of the day: 1) Any time during the day, students dress up warmly and go outside for a 30-minute walk. 2) Students are mindful of their surroundings and mentally focus on describing everything they see using quantifiers. 3) By the end of the walk, students describe their experience in a video (vlog). They have to tell a story about their walk. They explain what they saw, how they felt, what the weather was like, and whether they would recommend their classmates to go for regular walks. Each of the quantifiers (some, any, much, many, a few, a little) had to be used at least twice. 4) The video had to be sent to the teacher by tomorrow morning. As students submit the video, they have to write a one-sentence reflection on how easy or challenging it was for them to use the correct quantifiers in context. Afterward, the teacher provides feedback on the task achievement.

Table 2.2 provides insight into the lesson planning for the flexibly-paced learning process. Further planning of the semester was done according to a similar pattern, i.e., providing students with task accomplishment pace flexibility and differentiated learning outcomes. The author created a three-step outline for designing flexibly paced learning. Firstly, lecturing was avoided in the online lessons and replaced by individual work with visual aids. Students spent the first lesson working autonomously, analyzing the visual aid and using it to accomplish warm-up tasks. However, the teacher was accessible throughout the English lessons for answering questions and assisting in task completion. Secondly, the teacher differentiated the lesson for students, providing a choice between improving the understanding of the concept together with the teacher and classmates in an online lesson or filling out a higher-level challenge test. Thirdly, a creative task was organized for reaching higher-level thinking and information processing outcomes. Although task format, methods, and student cooperation forms were often changed, the same pace-flexibility and lesson planning outline was adopted.

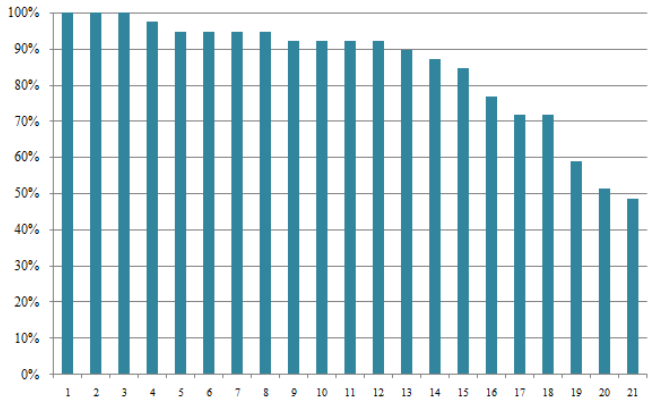


Figure 2.16 **Kahoot Quiz "Form 7: Quantifiers" Formative Results**

The illustrated lesson planning model was used in the following lesson preparation process due to its success in Form 7. Figure 2.16 demonstrates the evidence in students' Kahoot test results. 13 out of 21 students scored 90% and higher in the first formative test using visual aids. It was concluded that students were prepared to self-direct their learning process and work with visual aids independently. However, during

distance learning, where the teacher cannot directly observe students, the probability of cheating has to be discussed. Generally, a cooperative classroom environment should be encouraged, but dishonesty with one's test results must not be allowed. Therefore, the author allowed students to work individually, at their own pace, through Kahoot tests where students cannot see the whole test and the correct answers immediately. If someone decides to help, it would be time-consuming to share each answer separately, considering that the answers were randomized for each player. Even if students chose to cooperate in Kahoot tests, the creative writing and speaking tasks would show the actual results. Furthermore, the flexibly-paced learning was organized throughout the unit, but students had to finish the final test within one predetermined English lesson during an online conference with enabled cameras. The teacher observed students filling in the test and possibly reduced cheating. Moreover, some final assessment tasks were innovative, problem-solving, or creative, clearly demonstrating individual student language skills. Altogether, students were kept accountable for their work and results.

In conclusion, visual aids supported flexibly-paced learning during the distance education process, allowing students to comprehend the materials at their own pace. Simultaneously, the teacher was available for assistance and individual support throughout the lessons. Students' central focus remained self-directing the learning process towards achieving the outcomes and reflecting on task achievement rather than doing an activity for a set amount of time. Generally, the lesson planning provided students with learning pace flexibility and increased task differentiation. The teacher's role was primarily assisting and providing feedback rather than lecturing. The learning process corresponded to modern education standards and competence-based learning.

2.3 THE SELF-ASSESSMENT

The second chapter illustrated the organizational process of visual aid design and flexibly-paced learning. The theoretical research revealed the four primary milestones for organizing flexibly-paced learning, and the author examined all of them in practice. Firstly, whole-group instruction was minimized using visual aids with clear instructions that students can comprehend autonomously. Secondly, the freedom of task accomplishment pace was organized by setting final deadlines instead of making students work simultaneously in online conference lessons. Thirdly, the teacher provided daily checklists for English tasks as a progress-tracking tool. Fourthly, the author provided personalized feedback after each task, and the students regularly reflected on their work and mistakes. The teacher did not provide feedback after Kahoot

tests, but students had their private reflections on mistakes. They self-directed the education process and autonomously learned from their mistakes.

Furthermore, the chapter demonstrated the design process of visual aids, including fifteen first drafts and commentary. It was followed by lesson planning, material piloting in the learning process, and collecting students' feedback. The author had to design materials, and activities students could access, comprehend and do independently. Since students' involvement in the visual aid design process was crucial, continuous feedback characterizes the research process. Overall, the author concluded that flexibly-paced learning using visual aids instead of whole-class lectures could be considered a flipped-classroom practice. As defined by the Cambridge Dictionary (n.d., https://dictionary.cambridge.org/dictionary/english/flipped-classroom), the concept of flipped classroom stands for "a teaching method in which students first learn about a new subject at home, especially online, and then have discussions on it in class". During the research, students learned new grammar concepts autonomously at first using the visual aids and later worked on them in online lessons or team activities. In summary, the flipped classroom learning model allows students pace flexibility while they learn a grammar concept. Additionally, the teacher obtains extra lesson time for complex thinking tasks instead of memorizing and reproducing. The flexibly-paced learning model using visual aids provides similar benefits as the flipped classroom.

The challenges author encountered in the research process were derived from visual aid design. The weekly teacher workload contributed to visual aid quality decrease due to layout and spelling errors caused by time deficiency. However, the unpredicted outcome from the research process was student skill development in providing feedback and constructive criticism. The student-teacher relationships improved as a result of the human approach to making mistakes. Learners noticed that the teacher, likewise students, can make mistakes, and errors can be pointed out in a mutually respectful way. Moreover, the author faced the challenges and benefits of working with students with varying personality types. It was noted that even the most insignificant spelling or formatting errors become distracting elements for sensory learners. They are extremely detail-oriented and cannot ignore mistakes once they notice them, while intuitive students might not be bothered. The author, as an intuitive personality, had to acknowledge students' needs for flawless visual aids. However, the positive aspect was student involvement in pointing out the needed improvements.

Students were encouraged to lead their learning journey and participate in the development of learning tools. In addition to partaking in personalizing the visual aids

in the classroom context, the students developed a sense of responsibility, reflection skills, and a deeper understanding of how they learn. Therefore, student participation in creating learning tools can be considered a practice of competence-oriented learning since it encourages critical thinking, innovation, and self-directed learning. The author observed students' involvement in the learning process increasing through the provided sense of responsibility and feeling of being heard. The author concluded that flexible pace was not the only advantage of using visual aids. The students developed a better understanding of their learning styles. Furthermore, students will get a chance to use the same visual aids for multiple years until they have final exams. It is an excellent advantage to special education students who learn the best in a familiar routine.

The organizational part of the research revealed a correlation between the author's experience and the questionnaire results carried out by the Ministry of Education and Science (2020.), i.e., students enjoy learning independence. After conducting the first lesson block in each of Forms 7 and 8, students positively responded to this organizational model of learning. Students often contacted the teacher to ask whether joining the online meeting was mandatory or working autonomously was an option. The author concluded that most students could be trusted to make positive decisions about their learning process and achieving the anticipated outcomes. Overall, flexibly-paced learning was regarded as a success considering that it allowed more time to provide personal feedback and assist students with learning difficulties.

The author concluded that a collection of good-quality visual aids is required if the teacher decides to guide flexibly-paced learning. Visual support materials replace lectures and support students with different achievement levels. Talented students spend less time learning the concept and can move through tasks faster, achieving higher information processing levels. Simultaneously, special education and lower academic achievement students receive the opportunity to spend more time understanding the concept, which enables competence development without rushing. Furthermore, if the teacher spends less time lecturing, there is time for providing individual encouragement and continuous feedback. However, during distance education, anti-cheating settings had to be developed. With more learning pace freedom comes increased time for copying answers from classmates. Therefore, the author raised the amount of creative and problem-solving tasks, which exhibit a complex view of students' language skills and cannot be easily copied without exposing students' dishonesty. Overall, the research developed the author's flexibly-paced teaching skills, preparing the teacher to guide flexibly-paced learning when students return to school the following year.

3. THE EVALUATION OF FLEXIBLY-PACED LEARNING AND THE VISUAL AIDS

3.1 THEORETICAL AND PRACTICAL BACKGROUND

When a teacher takes on the responsibility and time-consuming planning process of directing flexibly-paced learning, it has to be clear that its benefits outweigh the challenges. The first months of flexibly-paced learning must be dedicated to experimenting and collecting data for evaluation. Furthermore, the obtained results must be measurable in order to assess the progress. There are no guidelines for measuring the advantages of flexibly-paced learning. However, it is common knowledge that students have to be the main benefactors of implementing any teaching method or learning model in a learner-centered classroom. Therefore, the students must be the primary assessors to determine the suitability of any teaching practice.

Creating classroom materials and visual aids, using different methods and teaching practices contribute to teaching effectiveness results. From the author's perspective, teachers' primary goal is to develop their skills to guide a successful learning process. As defined by Job (2017, p. 1), teacher effectiveness is "Teacher's ability to utilize approaches, strategies, connections to students, and a particular set of attitudes that lead to improved student learning and achievement". Acknowledging that the design of visual aids and the flexibly-paced learning process were tools for increasing the author's work effectiveness, two main aspects have to be considered when evaluating the research outcomes. Firstly, the teacher must assess students learning process through observation and students' feedback, which can be collected using questionnaires. Secondly, students' achievement, i.e., formative and summative grades, can provide insight into the potency of teaching practices. Overall, in a student-centered environment, learner results and feedback can uncover the benefits or drawbacks of the implemented teaching model.

Furthermore, teacher evaluations and ratings provided by students are frequently as accurate as teachers' and school principal's observations, considering that students spend the most time in direct contact with the teacher compared to other teachers and school managers. There often exists correlations between student achievement and how they perceive and evaluate their teacher, and it is possible to obtain valuable information through whole-class questionnaires. As a result, the information students provide about teaching must be taken seriously (Goe, Bell, & Little, 2009, p. 29). Consequently, the author decided to dedicate the evaluation section of the research primarily to analyzing data provided by students.

Additionally to questionnaires, students' academic achievement must be analyzed to conclude the effectiveness of the practiced teaching model. The research demonstrates both summative and formative assessment results. According to Skola2030 (n.d., para. 1), the role of formative assessment has to be increased in the learning process since it increases motivation and improves learning. As illustrated in previous chapters, the students in the author's lessons practice regular self-reflection and peer-evaluation as formative assessments. Additionally, the teacher provides individual feedback to learners after every class. Consequently, the marks in e-klase are mainly percentages, derived from automatically calculated Kahoot test results or given according to criteria. However, the final unit test was a summative assessment to document the students' achievements compared to the anticipated outcomes of the learning unit. Overall, the author employed formative evaluation in each lesson throughout the unit displaying the results in percentage, but the final test was a summative result on a scale from 1 to 10.

Based on the author's determination to publish the designed collection of visual aids to lower other teachers' workload, the created materials had to be double-examined by other English and special education teachers. In order to get comprehensive feedback, the teachers evaluated the visual aids according to outlined criteria. The following list was created by summarizing students' and teachers' proposals during the research planning process and a guideline from the National Professional Development Center on ASD (2015). The most crucial criteria the visual aids have to meet to enhance flexibly-paced learning are the following:

1. Simplicity (displays only the essential pieces of information, no distracting elements, no unnecessary comments),
2. Clarity (easy to understand, clear Latvian instructions, easy to use in context, step-by-step organization if appropriate),
3. Neat use of colors (improve retention or organization, does not decay readability, not over-used, not too colorful, match examples to theory),
4. Layout (graphically organized, easy to overview, not overly compressed, good use of visual organizers)
5. Consistency (unified use of font, colors, organizational patterns, instruction).

In conclusion, research evaluation from the author's, students', and other teachers' perspectives was adopted to triangulate the research results. The primary learning process assessors were students. However, the teachers examined the potential of the visual aids. Finally, the obtained data were analyzed through the author's experience.

3.2 THE EVIDENCE OF EVALUATION

As illustrated, if the teacher considers his teaching practice to be learner-centered, students should be consulted for feedback. In the author's experience, teenagers nowadays are decisive and know what they want and prefer. Therefore, this characteristic can be applied to classroom practices. The author used a questionnaire as one of the tools for evaluating the result of the flexibly-paced learning process using visual aids. However, it is common knowledge that survey results can be affected, for instance, by faults in its design and respondents' emotions. Therefore, analysis of the academic achievement dynamics was carried out to provide an objective viewpoint on whether the visual aids have been beneficial. Finally, the collected visual aids were sent to teachers for additional design improvement recommendations before publishing. The research process and results were evaluated following a triangulation system.

3.2.1 ACADEMIC ACHIEVEMENT DYNAMICS IN FORMS 7 AND 8

Students' academic achievement is measured with formative and summative assessment instruments. Formative results are propulsive and help students self-direct the learning. They determine what students already know and which skills require more practice. Formative results in primary school are usually represented as a percentage. The summative evaluation on a scale from 1 to 10 is used in the final tests to evaluate students' competence comprehensively. The average of their test scores in the authors' school determines the final mark for the semester and year, while the formative results have simply an informative notion. Both summative and formative results were analyzed to evaluate the effectiveness of flexibly-paced learning.

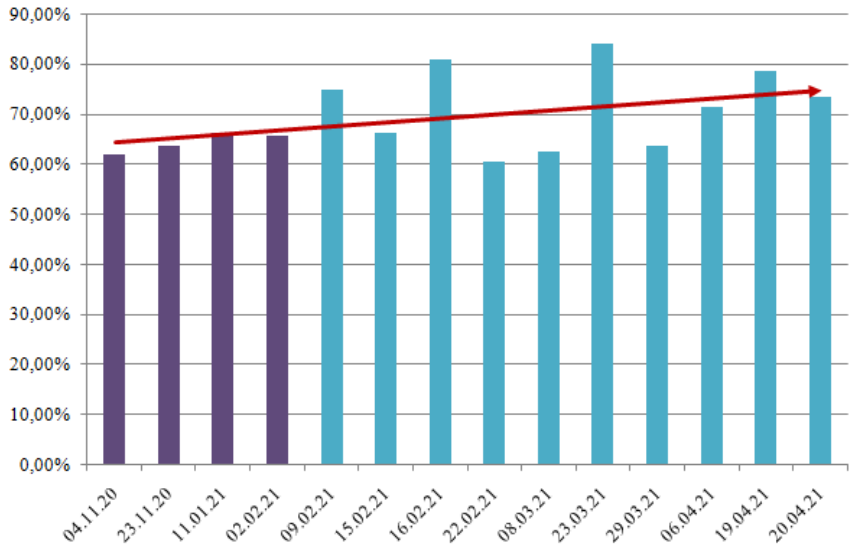


Figure 3.1 **Average formative assessment scores in Form 7**

Figure 3.1 illustrates the average results of formative assessment in Form 7. Firstly, the author concluded that flexibly-paced learning contributes to increasing the number of individual test results. In whole-class lessons, when students work together, the number of times students see their results in percentage is low, while flexibly-paced learning often showed Kahoot results by the end of the lesson. Light blue columns represent students' results during the flexibly-paced learning process, while the purple demonstrates the results before the research. Although some results were below average, the overall tendency line confirms that student results have increased by 10% compared to November. Considering that students received their first formative assessment results by the end of the first lesson of each theme that they spent working on comprehending the visual aid individually, the flexibly-paced learning using visual aids can be declared successful.

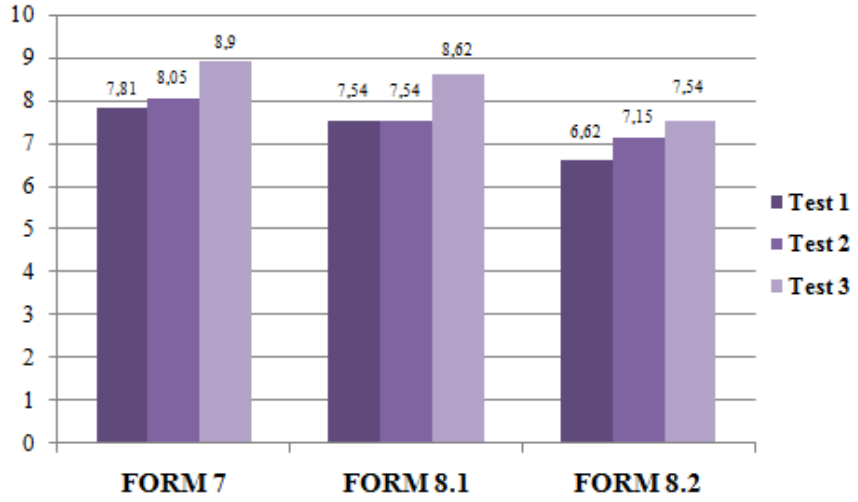


Figure 3.2 **Average summative assessment scores in Form 7 and 8**

Figure 3.2 confirms the correlation between the formative and summative results, i.e., it demonstrates the improvement of the summative assessment results in the second semester. Each Form had three tests during the semester, and the results between the tests kept steadily growing. Additionally, in Form 7, the average mark improved from 7,43 in the first semester to 8,24 in the second semester. Furthermore, in the first group of Form 8, the average results between the semesters went from 7,85 to 8,23, and from 7,46 to 7,77 in the second group. It can be concluded that students positively respond to flexibly-paced learning using visual aids. Overall, this learning process innovation is advantageous for students' feedback, providing skills and autonomy, simultaneously developing required language competences.

However, it can be discussed that other factors could have contributed to the changes in students' results. For instance, the first semester was characterized by in-classroom learning and the change of teacher. The results could have suffered from

getting used to a new teaching style and acclimating to being back to school. Meanwhile, the result's increase by the end of the second semester could be related to peer or parent contribution while learning at home. As previously illustrated, a distance learning environment can make students prone to cheating.

In conclusion, the author considered the increase in students' formative and summative results to be significant. Similar dynamic tendencies were noticed in the academic achievement among Forms 7 and 8 students. Although other contributing factors, including changes from classroom to online learning, could have impacted the learning results, the overall positively promising disposition cannot be ignored. It must be signified that the first months of using a new teaching methodology could be frustrating for students, suggesting inconsistencies in results. However, after familiarizing students with this particular flexibly-paced learning routine with visual aids, the author is confident that the benefits in students' autonomy, competences, and results would be continuous.

3.2.2 THE ANALYSIS OF STUDENTS QUESTIONAIRE

Students' feedback during the learning process was systematically gathered and applied for visual aid improvements. However, at the end of the school year, a questionnaire was carried out to collect data on students' perception of different teacher's effectiveness aspects, including flexibly-paced learning elements. The questionnaire consisted of 23 questions, requiring both open-ended answers and evaluating factors on the provided scale (see Appendix 1). The questionnaire was carried out in Latvian to obtain results with fewer students' translation and interpretation mistakes. The data was summarized and analyzed to evaluate the flexibly-paced learning process and draw conclusions for planning further professional development.

Generally, the questionnaire was filled out by 18 out of 21 students in Form 7 and 22 out of 27 students in Form 8. Learners had to evaluate different statements on the Likert scale, choosing one of the four answers, i.e., always true, usually true, usually not true, never true. The statement, "The visual aids sent by the teacher are easy to understand and use," was evaluated as always true by 100% of the students in both Forms 7 and 8. The same result appeared when students were required to evaluate "Teacher is prepared for lessons, including all the materials." All students further responded that English lessons always associate with a positive atmosphere and that theory and practice are always well-balanced. Overall, students' evaluation was very high in all aspects since answers "usually not true or never true" were not used at all.

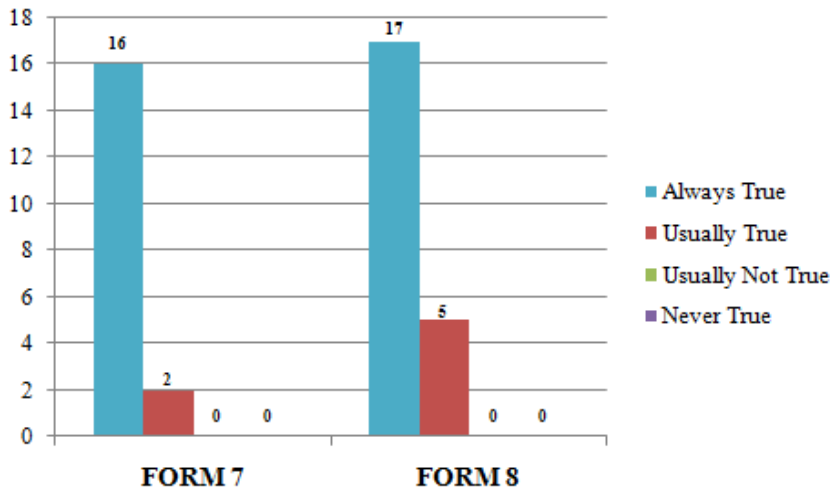


Figure 3.3 **Feedback on statement "Teacher provides personalized feedback"**

The teacher usually or always provides personalized feedback from the students' perspective, as illustrated in Figure 3.3. Although the author focused on providing sufficient individual feedback throughout the semester, it can be concluded that some students still lacked the needed assistance and did not receive feedback at some points in their learning process when they felt they needed it. A similar response was provided to the statement, "The teacher tries to pay attention not only to the class as a whole but also to individual students' needs and questions." Most students agree that the teacher always notices personal needs and questions, but some students have not received the wanted attention. Overall, the students' satisfaction with teachers' feedback was high. However, the teacher could improve the teaching practices in order to provide even more personal reflection and attention.

Furthermore, in open-ended questions, students were required to list the activities they enjoyed the most, the positive attributes of the teacher, and the overall evaluation of this school year. Generally, the visual aids repeated in students' responses as a positive aspect multiple times both in Forms 7 and 8. Most students mentioned the differentiation and the individual approach as the positive aspect of English learning. For instance, a respondent from Form 7 wrote, "I like that the teacher supports students individually rather than expecting everyone to understand everything at the same time." It was concluded that students enjoy independence, creative tasks, personalized support, and the visual aids that resulted from the research. After concluding that students benefited and subjectively enjoyed the flexibly-paced learning approach, the author has decided to continue this approach the next school year. The positive outcome from continuous flexibly-paced learning is that the materials and aids have already been made. Therefore, the preparation process is expected to take less time each year.

3.2.3 FEEDBACK FROM ENGLISH AND SPECIAL EDUCATION TEACHERS

A questionnaire was carried out among six teachers to collect their feedback on the design and practical usefulness of the designed visual aids. The respondents were five English teachers and one special education teacher. The questionnaire required teachers to evaluate ten representative visual aids, firstly, according to the criteria, and secondly, providing additional comments for improvements (see Appendix 2). The data was summarized and used for the final round of edits before visual aid publishing.

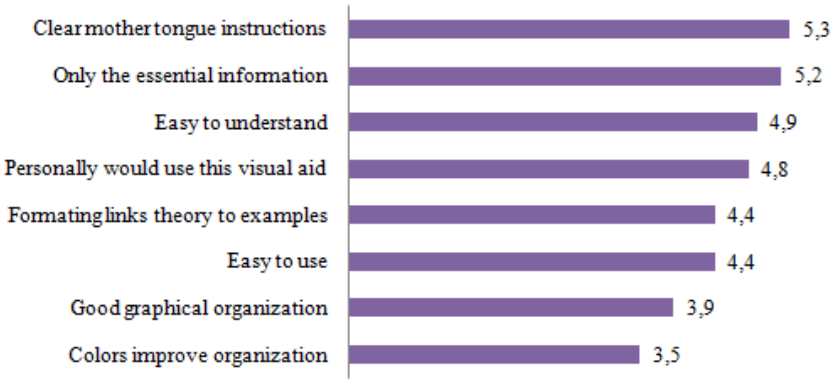


Figure 3.4 **Average results according to the criteria**

Figure 3.4 demonstrated the eight criteria the author used for collecting feedback from the teachers. The author summarized the points given to each visual aid and then calculated the average scores. Overall, most teachers would use the designed visual aids in their work, and the author had managed to create easy-to-understand visual aids with clear mother tongue instructions, displaying only the essential pieces of information. Additionally, the formatting was proved to match the theory with examples, and most visual aids were considered easy to use. However, graphical organization and the use of colors had to be improved. Generally, the teachers, particularly the special education teacher, suggested using fewer colors and removing any background tones.

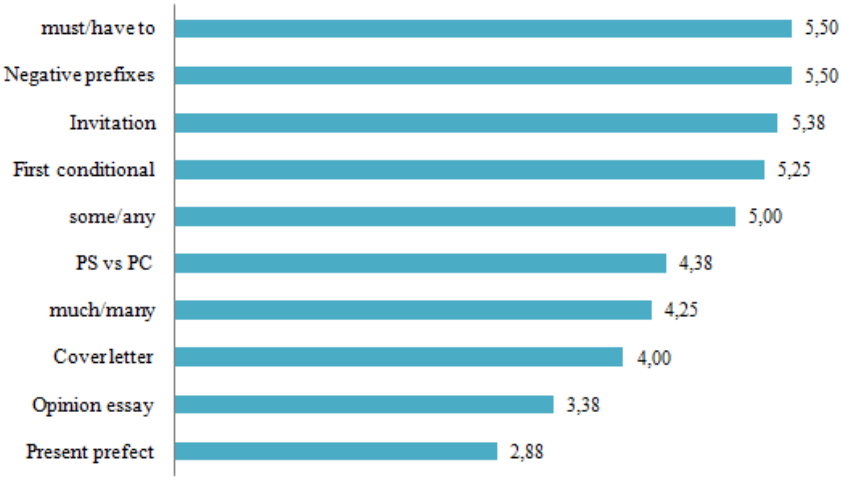


Figure 3.5 **Average results of visual aids according to teachers' feedback**

As a result of the teachers' feedback in Form 3.5, visual aids about negative prefixes must/have to, invitation, first conditional, and some/any required practically no further improvements. However, the visual aid about past simple and continuous needed a better organization of sentence building structures and removing the background colors. Furthermore, the visual support for much/many required better organization in multiple sections. The cover letter received low points due to no use of colors and graphical organization since it can be considered a template rather than a visual aid. Teachers suggested improving the opinion essay by lowering the color usage in the example and limiting it to the useful phrases only. Finally, the visual aid for present perfect received the lowest score due to overuse of colors, too much information, and compressed layout. However, the students highly evaluated this visual aid, but they used the second half of the visual aid, i.e., the grammar formula and examples. The author suggests dividing the visual aid into two parts and using them separately.

In conclusion, the feedback contributed to further improvements in the visual aids. Particularly valuable was the input provided by the school's special education administrator since it analyzed the aspects that were left ignored by the majority of students. As a result, before publishing and sharing the visual aids, the final round of revision had to be completed. For the final version of visual aids, see Appendix 4.

3.3 THE SELF-ASSESSMENT

The third chapter illustrates the evaluation process of the action research. Firstly, the theoretical analysis revealed the significance of students' feedback. It was concluded that any teaching practice's effectiveness could be evaluated by analyzing students' academic achievement results and feedback from questionnaires. Moreover, the literature analysis pointed out that data collected from students could be regarded as valid as other teachers' feedback. Therefore, the author devoted the chapter to analyzing students' formative and summative assessment results and carrying out a questionnaire that required answers on a flexibly-paced learning process using visual aids. Furthermore, for research result triangulation, the author sent the finished collection of visual aids to a group of teachers to collect feedback. Finally, the suggestions were used for final improvements of the visual aids to prepare them for publishing.

The author concluded that students' must be regularly consulted for feedback if the teacher aims to improve their learning process and personal relationships with learners. From personal experience, the author has heard teachers expressing that students are in no position to evaluate the teachers' work since they lack the needed

methodological knowledge and overall understanding of the complex nature of learning. The author strongly disagrees with these statements because students spend the most time with teachers compared to other colleagues and the school's administration team. Therefore, the learners have seen enough of various teaching approaches and methods to determine the successful ones. As illustrated previously, teenagers know what they expect and prefer when it comes to learning. Although the teacher must set boundaries and organize the classroom discipline, students' preferences and needs should be considered when choosing learning approaches, methods, activities, and materials.

As a result of choosing action research as the research method, there were no definite boundaries between the organizational and evaluation part of the teacher's practice. The constant feedback from students' perspectives has been illustrated in the second chapter of the research since it contributed to the development process of the visual aids. However, the final evaluation of the research is reported in chapter three. Overall, the author considers the chosen research method appropriate for this study since it provided multiple rounds of feedback.

The author encountered challenges when analyzing the students' academic achievement since it is dependant on various aspects apart from the teaching methods. Learners' grades can be impacted by students' moods which might derive prom problems at home, health and energy levels, relationships with classmates and the teacher, previous learning experiences. Therefore, the teaching methods, activities, the clarity of instructions in tasks, and visual support aids are only partly responsible for academic achievement. However, the personal aspects can impact the results of individual students rather than the whole class. Consequently, summarized student results can be used for evaluating the effectiveness of the teacher.

Nevertheless, the author acknowledged that students' grades during the distance learning process might not be entirely adequate since distance education provides more room for cheating, using digital tools, parents, older siblings, or friends help. Therefore, the author often used creative writing tasks and checked them for plagiarism to ensure that students work individually without copying from their classmates. However, the teacher could not fully prevent parental contribution and using digital tools for finding answers. From a positive perspective, students certainly improved their digital skills and ability to work with information. Overall, the author considers the students' academic achievement results a valid source of information since preventive steps were outlined for reducing academic dishonesty practices. Students' grades improved; therefore, the flexibly-paced learning using visual aids was beneficial to the learning process.

After analyzing the visual aids and flexibly-paced learning process from the students' perspective, the author collected teachers' feedback. The final part of the evaluation aimed to determine whether the visual aids would be helpful to teachers and what additional improvements have to be made. The overall feedback was positive and suggested the teachers' interest in receiving the final collection of the visual aids. However, the fellow English teachers and special education teacher's perspectives contributed to determining the need for additional improvements before sharing the aids. The author agreed with the suggestions of using fewer colors and expanding the graphic organization patterns. As a result of improvements, the visual aids were special-education-friendly.

In conclusion, the evaluation illustrated the researcher's success in executing flexibly-paced learning and designing the visual aids. The time-consuming process of material design and lesson planning resulted in educational practice that students highly appraised. Firstly, the average academic achievement in both Forms 7 and 8 increased. Secondly, the learners provided positive feedback in the questionnaire regarding the classroom materials, personalized feedback, and overall atmosphere. Thirdly, the research resulted in a collection of visual aids with positive feedback from teachers. Moreover, the visual aids have the potential of reducing English teacher workload of material design around Latvia. From the authors' perspective, the research has contributed to solving the insufficiency problem of good-quality learning materials.

4. DISSEMINATION OF PROFESSIONAL EXPERIENCE

4.1 THEORETICAL AND PRACTICAL BACKGROUND

Firstly, it can be pointed out that the teacher's profession requires lifelong learning. The Regulation of the Cabinet of Ministers No.569 (2018, para. 15) states that the teacher is responsible for advancing his teaching competence. A minimum of 36 hours in professional development programmes has to be spent every three years. However, the graduates do not have to participate in courses for three years after receiving a degree in pedagogy. Nonetheless, the law implies that teacher's professional development has to be planned in collaboration with the school's administration. The lesson observations and students' feedback can help determine deficiencies in teacher's performance that can be amended through professional development.

As defined by the Organisation for Economic Co-operation and Development and Teaching and Learning International Survey (2009, p. 49), teacher professional development is "Activities that develop an individual's skills, knowledge, expertise and other characteristics as a teacher". The definition does not imply professional development resulting only from courses. On the contrary, it is not mandatory to apply to educational classes to improve personal competences. Professional development could happen within the workplace through learning from feedback, observing colleagues, participating in the meetings, and learning from teachers with higher-level competence in a field the teacher aims to develop. Therefore, experience exchange within the school is an essential part of the overall organization's progress.

As outlined by Harris (2020, para. 2), "Humans are naturally highly social beings. Feeling connected and sharing experiences is an integral part of our existence". However, from the author's perspective, Latvian teachers are used to keeping to themselves. The author believes that historically teachers used to work independently since the general nationwide mindset cultivated the competition between schools, students, and teachers. Currently, the new generation of teachers and school administrators are more interested in teacher collaboration and teamwork. Nonetheless, in the author's experience, the traditional mindset has prevailed, and teachers are often protective when it comes to sharing materials they have created. Senior teachers, who have accumulated the most materials, are the least eager to share. Generally, teachers are afraid of the colleague's judgment if any materials do not live up to the educator's expectations. Therefore, the author decided to lead by example in disseminating the professional experience, sharing the created learning materials, and being opened to criticism and suggestions. Additionally, distance learning made experience sharing

topical. In the author's school, the senior teachers needed help acquiring digital skills and operating various digital platforms. The overall online learning experience contributed to developing positive teacher relations and information sharing habits.

There are multiple benefits to teacher collaboration which all contribute to overall school improvement. Firstly, it fosters teachers' relationships and supports a positive social-emotional climate. Secondly, observing colleagues can lead to learning from mistakes and critically reviewing teachers' personal instruction and classroom management. A collaborative environment ensures that teachers work according to united requirements, and their routines are similar to protect students from needless frustration. Research demonstrated that collaboration increases teacher effectiveness through developing resource knowledge and improving classroom practices, simultaneously enhancing students' opportunities for academic success (The University of Texas, 2016). Generally, in schools that aim to improve education quality, teachers must be encouraged to share successful teaching practices and materials.

The author believes that most teachers can be provoked to share materials within the school. However, due to school competition to reach higher ratings and win awards in various contests and olympiads, the administration might discourage teachers from sharing materials with other schools. The author's school is in a rural area where the number of students entering Form 10 soon might be insufficient for opening a class. The school's status might change from secondary to primary school. Due to school reforms, there is a competition between schools for attracting students since only the institutions with the most learners stay open in each region. Therefore, it is understandable that teachers are not encouraged to share their materials with other schools. Materials and methods are shared during experience exchanges between schools or in courses. However, there is a lack of organization for collecting and accessing the obtained resources. If teachers had an online platform for sharing good-quality resources, the number of available online materials would increase for all school subjects.

In summary, the new generation teachers must lead the way in collaboration since professional development can be practiced weekly through learning from colleagues. Although senior teachers might be restrained when it comes to sharing methods, the young teachers can encourage the change by leading by example, i.e., making the first move in sharing materials and being open to criticism. Overall, the dissemination process is essential since it introduces others to the knowledge that a teacher gained through experience. Therefore, it summarizes conclusions that others can obtain and choose to use as already established best practices.

4.2 THE EVIDENCE

The theoretical part outlined the practical dissemination steps. Firstly, the teacher's experience had to be shared with the closest social circle, i.e., colleagues in the author's school. Secondly, the author's practical knowledge could be shared with other interested groups. Finally, the contribution to the countries' educational system had to be considered. The chapter describes the value and contribution the author added to other teachers' professional development.

4.2.1 THE EXPERIENCE EXCHANGE IN SCHOOL

Generally, local professional development in the author's school occurs through lesson demonstrations, observations, methodology days, and mutual teacher consultations. The author purposefully observed other teachers' lessons to provide feedback, organized lesson demonstrations in Form 8, participated in meetings to proactively share digital resources and tools, created tutoring videos, and consulted fellow teachers. Overall, the author actively and meaningfully participated in supporting colleagues in organizing a flexibly-paced online learning process.

As illustrated previously, the second semester of the school year 2020/2021 was fully organized online due to the COVID-19 pandemic in Latvia. Many teachers in the author's school struggled to manage the distance learning process using digital platforms. The school's administration encouraged collaboration between teachers in sharing the discovered digital resources, and the author, as a young teacher, was often consulted for help with working on digital platforms. The author assisted colleagues in using Google Meet for online lessons, sharing documents, and organizing teamwork. The author introduced colleagues to the following digital tools and platforms for guiding the distance learning process:

1. Google Presentations. The author demonstrated ideas for using this tool for teamwork, word clouds, exercises with individual accountability, and reflection.
2. Google Calendar. The author taught other teachers how to schedule regular meetings with a permanent Google Meet room link.
3. Kahoot.com. The author consulted colleagues in building and assigning flexibly-paced interactive tests.
4. Whiteboard.it. The author introduced the math and language teachers to a tool that shares real-time students' answers so that the teachers see all answers at once, but students cannot copy from the classmates.

5. Liveworksheets.com. The author demonstrated and translated the instructions for registering and using this digital tool. It enables teachers to create interactive worksheets and provides automatic answer checking and mark calculation.

6. Gamestolearnenglish.com. The author introduced the elementary English teacher to this tool for learning English through games. Additionally, the teacher receives feedback on students' scores.

7. Slido.com. The teacher introduced the tool for warm-up, reflection, or live classroom quiz activities.

8. F.lux. The author suggested a strategy for sustaining eye health during distance learning by using a computer application for filtering harmful blue light.

Additionally, the author provided lesson demonstrations in Form 8. All teachers were invited to join and observe the lesson, where the teacher demonstrated interactive online teaching in Google Meet. The teachers saw Google Presentations and Slido.com in practice. Furthermore, four video recordings of lessons in Forms 5, 8, and 10 were available to teachers for analysis and collecting ideas. Considering that the author's research was not focused on online lessons but rather on flexibly-paced learning using visual aids, the created Kahoot tests were shared and examined by a fellow English teacher. Additionally, the author observed and provided feedback to teaching practice carried out in the author's Forms 8 and 10. Overall, a collaborative relationship of providing mutual feedback was built between the author and the teaching intern.

In conclusion, the author shared her professional experience, firstly, considering research-connected teaching aspects, and, secondly, aiming to improve the general distance learning process. Although the author was a first-year English teacher in the research school, colleagues admired and appreciated the introduced digital skills and proactively reached out for consultations. Overall, the experience developed the author's communication, leadership, and digital competence. The teacher subjectively felt accepted and admired in the school, which increased the motivation to share and help.

4.2.2 LESSON DEMONSTRATIONS TO UNIVERSITY STUDENTS

The author believes in the importance of sharing experiences and considers that learning from others' mistakes and best practices is as beneficial as learning from one's own mistakes. Therefore, in addition to contributing knowledge and practical approaches to the teachers of the author's school, the teacher agreed to participate in lectures of the University of Latvia as a guest presenter. In March, the author organized

and led two sets of lessons for University students in the course "Teaching and Learning Models of the English Language." The teaching demonstrations were carried out with both full-time and part-time students.

Two consecutive collaborative competence-oriented lessons for demonstrating the concepts of student cooperation, individual accountability, problem-solving, and the use of ICT were carried out. The author illustrated the use of Google Presentations for organizing teamwork activities for deep learning. Afterward, the lesson was discussed with in-training teachers for reflecting on the learning points and receiving feedback.

After the online lesson, students were required to fill out evaluation sheets. Overall, the author received positive feedback with some constructive criticism on the lesson pace. The feedback confirmed the topicality of the author's research considering flexibly-paced learning. The author agreed that the lesson tempo was fast but adjusted to the learning of university students. Therefore, the particular activity in a regular classroom would have been slower. Furthermore, the activity could have been organized through individual group work following the written teacher's instruction. The lesson was adapted for demonstration purposes, and the pace flexibility and providing extra time was guided by the teacher, according to observations of students' progress.

Moreover, the author enjoyed expanding the professional experience in work with university students. Similarly to students in school, university in-training teachers know their expectations and do not hesitate to express their critiques. The reflection and discussion process is meaningful, aiming towards discovering practical methods, approaches, and knowledge. In-service teachers refuse to spend time in activities that cannot be adapted to their teaching practices. Therefore the author was glad to share a practical EFL lesson demonstration with an adaptable presentation template that teachers could adjust according to their needs, preferences, and anticipated lesson outcomes.

In conclusion, the author's participation in the lectures was considered beneficial due to positive feedback. For instance, student number eleven described the experience as "*something absolutely new, fresh, engaging! A number of ideas appeared on completion of such activity. Diverse and engaging, once again. I'd like to thank and express my sincere appreciation to the author and presenter of the activity!*" Additional students' feedback is available in Appendix 3. Overall, the author was satisfied with the experience of sharing the teaching materials and methods with professionals outside the school. The teacher developed stress-management competence, presentation skills, and confidence to present lesson demonstrations to an unfamiliar audience.

4.2.3 VISUAL AID DISTRIBUTION

When filling out the last questionnaire, the teachers evaluated the visual aids and labeled them as something they would or would not use. Additionally, the last question presented the opportunity to submit the teacher's email if they wished to receive the final collection of the visual aids. All teachers, except the special education administrator, left their emails for receiving the visual aids. Therefore, the collection was sent to the teachers right after the end of the development process. Furthermore, the teachers were given permission to share the materials with colleagues and others.

The educational platform of Skola2030 has opened an online forum for teachers to share their materials according to their subject. The teachers were encouraged to collaborate and share their resources in the Skola2030 article published in April 2020. However, no materials are submitted by teachers in the languages section. It confirms the author's beliefs that teachers are not enthusiastic about sharing, and the young teachers must lead the way of cooperation and publishing.

Additionally, the author decided to reach out to the administration of the educational website uzdevumi.lv. This educational platform offers comprehensive grammar explanations, practical tasks, and it is available to teachers, students, and parents for free. However, the materials for learning English from Form 7 to 12 are available in English only. Therefore, the author thought that some visual aids in both English and the mother tongue, Latvian, could be helpful for the learning process. For instance, if the parents do not have any English knowledge and decide to help their children, uzdevumi.lv would not provide sufficient support since the instructions are English. The translation process and mistakes could add to the frustration and confusion. Therefore, the author contacted the administration and offered visual aids.

To conclude, the author currently distributes the visual aids to educational platforms and teachers in person. The created materials are copyright-free and available for sharing and re-publishing, aiming to ensure that the general public is granted full and convenient access. Therefore, the author does not claim any compensations or authorship references. Generally, the author has not received answers from the education platforms, and the collection of visual aids is not currently published. However, the materials are already shared with the author's school teachers and educators who participated in the questionnaire. The teachers have expressed satisfaction with the final layout and content of the visual aids. The author is hopeful that soon the visual aids will be available online in the leading education platforms. The final visual aid collection is available in Appendix 2.

4.3 THE SELF-ASSESSMENT

The fourth chapter demonstrates the dissemination process of the author's professional experience. Firstly, it was organized by contributing to the author's colleagues and consulting them in organizing distance learning. The contribution included lesson demonstrations, tutoring videos, and presentations of various digital tools, in-person consultations, and intern practice feedback. Secondly, the author presented a lesson to the third-year students of the University of Latvia. The teacher-in-training group provided valuable feedback and collected ideas for organizing collaborative online learning, signifying the value of flexibly pacing the learning pace for supporting all students. Thirdly, the collected visual aids were shared with teachers and submitted for publishing to the leading online platforms in Latvia, i.e., Skola2030 and uzdevumi.lv. Although the visual aids are not yet available to the general public, the author has received positive feedback and appreciation from the group of teachers that have gained access to the collection.

A fundamental conclusion of the dissemination process was that flexibly-paced learning could be organized through individual task accomplishment as well as online Google Meet lessons. When organizing collaborative team activities, the students would not require visual aids of grammar or writing, but the presentation slides and written instructions play the role of visual aid. Students can revisit the instructions at any point of the task accomplishment. Meanwhile, the teacher observes the group progress and provides extra time if necessary. In conclusion, the illustrated example demonstrates flexibly-paced learning in online lessons using visual aids, i.e., the instructions on the presentation.

The author encountered the challenge of communicating and delivering the visual aids to educational platforms. The author made the mistake of delaying reaching out to the leading websites. Therefore, the visual aids were not accepted before the submission of the Teachers Portfolio. As expected, the time-consuming process of action research could not be finished on time. Consequently, it withheld the author from obtaining publications. However, the later publications of the author's work will ensure the long-term impact of the research.

The author developed multiple competences throughout the research and dissemination process. Firstly, the author improved digital skills, including working and consulting teachers using various websites and tools, creating and editing videos, organizing online teaching demonstrations, and graphically formatting visual aids. In addition, the presentation competence was gained through regular experience sharing in

teacher meetings. Secondly, the author improved formal and informal communication skills throughout the communication with colleagues, students, the research advisor, and education platform administration. Thirdly, the teacher built confidence through teaching third-year university students and being opened to criticism. Furthermore, the author's understanding of balancing creativity and practicality advanced while designing the visual aids. Additionally, the analytical thinking, observation skills, and the ability to view issues from different perspectives improved through reviewing feedback and using it for continuous improvements throughout the action research. Finally, problem-solving skills, attention to detail, and general attentiveness were developed during the research and academic writing process. Overall, the author views the research experience as a contributing factor to professional development.

In conclusion, the author was satisfied with the chosen research problem and the outcomes. The designed visual aids will be valuable for several years since the grammar and writing structures do not change often. After the second semester that was spent practicing flexibly-paced learning and designing visual aids, it was clear that competence-based learning requires individual support aids instead of lecturing. Each student uses a different amount of time understanding and memorizing the concept. Overall, the visual aid design process was extremely challenging and time-consuming due to the chosen action research process. The author went through three rounds of design and trial, each revealing additional demands for improvements. However, the author believes that the particular research process ensured the best final materials quality. Overall, the author's work and contributions were appraised in the school and among other English teachers. Additionally, the author received a special thank-you note from the special education teacher for her thorough contribution to supporting inclusive education in the school. It leads to concluding that the research was thoroughly planned, organized, evaluated, and disseminated.

CONCLUSION

The aim of the Teacher's Portfolio was to explore how the use of visual aids can foster pre-intermediate English students' flexibly-paced learning. For achieving the aim, action research was chosen as the research method. Firstly, the researcher explored theoretical literature about flexibly-paced learning and the use and design of visual learning aids. Secondly, the author designed and piloted the visual aids in the language learning process to collect students' feedback and provide the needed changes. Thirdly, a teachers' questionnaire was carried out to determine requirements for additional improvements. Finally, the author disseminated the acquired professional experience.

The theoretical literature analysis on the design of visual aids and flexibly-paced learning has shown how learning materials directly influence teacher's competence in guiding self-directed education through the flexibility of learning pace. After discovering the lack in availability of visual aids for English language learning with sufficient mother-tongue instructions for pre-intermediate learners, the research aimed to design, pilot, and publish a collection of materials for Forms 7 and 8.

The first stage of the Teacher's Portfolio was the planning process. When completed thoroughly, it ensured the success of the further research. The author outlined the thematic plan of the second semester to list the themes for needed visual aids. Afterward, an analysis of online learning resources and students' books was carried out to investigate the availability of pre-made visual aids. As a result, the author had a list of visual aids needed for the whole semester, which lead to researching the design requirements from students' and teachers' perspectives. Overall, the planning process ensured the author's readiness to design good-quality visual aids already in the first draft. It was clear which visual aids were needed and how to design them. The author's self-evaluation of planning competence is four.

The second stage of the research was the organization of flexibly-paced learning using visual aids. The author analyzed theoretical literature to explore the requirements of visual aids and discover suggestions for flexibly-paced lesson planning. Following the theoretical research, the author designed and piloted visual aids in flexibly-paced lessons to collect feedback. The process was continuous throughout the semester, but lesson planning and visual aid design followed a similar pattern. Generally, the organizational process was logical, and each step contributed to the success of the following, i.e., the theoretical background facilitated the lesson planning and material design. Despite the teacher's workload and time limitations, the research was carried out as planned. Therefore, the author's self-evaluation of organizational competence is four.

The third stage of the Teacher's Portfolio was the evaluation. Firstly, the findings in the theoretical literature indicated that the students must be the primary assessors of teaching practices. Therefore, the author devoted the chapter to evaluating students' feedback and academic achievement. However, a group of teachers, including a special education teacher, was consulted for additional feedback on the visual aids. All chosen evaluation methods provided insight into the research results, i.e., the academic achievement in the second semester had increased by 0.5 grades on average, the students provided positive feedback in the questionnaires highly evaluating the independence, visual aids, and the individual teacher's feedback, and the respondents to teacher questionnaire contributed to the final improvements of the visual aid collection. Overall, data were thoroughly analyzed and interpreted. However, the selected evaluation methods had limitations, i.e., academic achievement during the distance learning could have been inaccurate due to increased room for cheating and parental involvement, and teacher questionnaires were filled out by six teachers, including only one special education teacher, providing an insufficient diversity of viewpoints. The limitations could have been eliminated by improved planning and use of the assessment tools. Therefore, the author's self-assessment of the evaluation competence is three.

Finally, the fourth stage of the Teacher's Portfolio was the dissemination of the professional experience. The author found opportunities both in and outside of the author's school to share the acquired knowledge. Firstly, the author led by example in fostering teachers' collaboration within the school by sharing digital tools, materials, and experience through lesson demonstrations, teacher consultations, and tutoring videos. Secondly, the author presented a lesson demonstration to the third-year students of the University of Latvia, providing ideas for collaborative and meaningful distance learning. Finally, the author shared the designed materials with teachers and the leading Latvian education platforms to contribute to the nationwide accessibility of good-quality learning materials. Considering that the teacher's experience was shared in multiple levels, the author's self-evaluation of the dissemination competence is four.

It was concluded that practitioners could use the collection of visual aids both for supporting flexibly-paced and for simultaneously paced learning practices to assist special education and low academic achievement students. Generally, visual aids act as teaching assistants. The use of visual aids allows students to self-direct the mastery of a concept and advance as soon as they have shown proficiency. However, additional time, instruction, and assistance can be received from the teacher if required. Flexibly-paced learning is a practice of competence-based education aiming to meet different learning

abilities, needs, and talents. Thus, differentiation in school subjects occurs in terms of time and support rather than content. The research results could be applied in a flipped-classroom teaching approach due to similarities in students' independence in self-directing grammar learning. Overall, the research can be adapted in the lesson-planning process of flexibly-paced learning. However, the general value the author contributed to education in Latvia was the collection of visual aids that can be used by teachers, students, and parents nationwide.

This study has potential limitations. Firstly, the author encountered time constraints. Considering that action research is time-consuming, the author managed to accomplish three rounds of visual aid improvements but lacked the time for disseminating the research results in publishing. Secondly, the sample size of teachers that evaluated the visual aids was insufficient since only one special education teacher contributed to the material development. Thirdly, the research was limited to distance learning due to COVID-19. As a result, data on students' academic achievement could be influenced by academic dishonesty and parental involvement.

Therefore, considering the pace flexibility and differences in communication and lesson planning patterns during distance education, the research results cannot be applied to speculate about flexibly-paced learning in a regular classroom. To better understand the implications of these results, future studies should address flexibly-paced education using visual aids in a physical classroom setting. When students return to schools, additional research must be carried out to determine the relationship between visual aids, flexibly-paced learning, and students' academic achievement.

In conclusion, teachers cannot neglect the modern requirements of competence-based education. The teachers' role changes from a controller and resource to the observer, prompter, and assistant. In other words, the classroom is student-centered, and the learners are in control of their learning journeys. Therefore, the teachers must plan and conduct lessons where the learning is flexibly-paced, and the teacher's primary goal is assisting students individually in achieving the anticipated differentiated outcomes. The illustrated classroom environment is primarily delivered by providing students with the materials they can comprehend and operate autonomously. Finally, the author envisioned fostering collaboration and material sharing culture among teachers by leading by example and distributing the created collection of visual aids. Therefore, the author devoted the research to studying and designing a collection of visual aids that could decrease fellow teacher workload of creating all materials individually and encourage organizing flexibly-paced learning process in other schools in Latvia.

MAIN THESES OF TEACHER'S PORTFOLIO

1. Competence-based education in Latvia demands personal learning assistance and flexible lesson pacing for supporting individual students in acquiring each competence according to differences in their previous knowledge and skills.

2. Students in Latvia can be expected to require more learning pace flexibility after returning to schools from the distance learning process during the COVID-19 pandemic, which prepared them to enjoy independence and learning pace-flexibility.

3. English teachers in Latvia lack good-quality teaching materials with Latvian instructions, and their current workload withholds them from creating new ones, which results in unpreparedness to guide flexibly-paced learning.

4. The design of visual aids is time-consuming and challenging because students' participation in the creation and trial process is vital.

5. The teacher needs to prepare students for participation in the visual aid development process by building a positive classroom atmosphere and teaching students the etiquette of providing and accepting constructive criticism.

6. When students self-direct their learning process, and the visual aids are used instead of whole-class lectures, the teacher gains more time for observations and providing individual assistance, feedback, and encouragement.

7. Learners must be the primary source for teacher's effectiveness assessment since students' feedback on teaching practices is considered as valid as fellow teacher's or school administrator's evaluation.

8. Flexibly paced learning using visual aids contributes to improving formative and summative assessment results and students' final marks in the semester due to lower learning frustration, increased individual assistance, and self-directed learning practices.

9. The visual aids must be color-coordinated, resembling the theory in examples, graphically organized, easy to understand and use, with instructions in the students' mother tongue, and the author is encouraged to double-examine the created visual aids with special education professionals.

10. In online lessons, presentation plays the role of visual aid displaying the step-by-step task instruction in a well-organized manner, and it should be accessible to students throughout the task.

11. Teachers traditionally work individually and do not share their materials, therefore, the young generation must lead by example in shaping teacher collaboration.

12. The dissemination process develops the author's confidence, digital competences, communication, and presentation skills.

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Appendix No.1
An Example of End-of-year Student Questionnaires

Angļu valodas skolotājas izvērtējuma anketa

Labdien! Paldies par aktivitāti un sadarbību šajā mācību gadā!
Saņemot atgriezenisko saiti, arī man būs iespēja augt un attīstīties. Un kurš gan ir labāks mācību darba eksperts kā paši skolēni? Tāpēc vēršos pie jums! Lūdzu, aizpildi šo aptauju, paužot godīgu personīgo viedokli.
Anketas aizpildīšana ir anonīma.

* Nepieciešams

1. Tavs angļu valodas vidējais vērtējums šajā gadā ir: *

Atzīmējiet tikai vienu variantu.

- 10
- 9
- 8
- 7
- 6
- 5

2. Ja man skolotājas Mairas darbs būtu jānovērtē ar vidējo atzīmi gadā, kādu atzīmi Tu liktu? *

Atzīmējiet tikai vienu variantu.

	1	2	3	4	5	6	7	8	9	10	
Pilnīgi nepieņemami											Izcili

3. Apraksti šī mācību gada angļu valodas stundas 3 īpašības vārdos: *

4. Novērtē dotos apgalvojumus: *

Katrā rindiņā atzīmējiet tikai vienu variantu.

	Vienmēr	Pārsvarā jā	Pārsvarā nē	Nekad
Skolotāja stundai ir sagatavojusies / sagatavojusi materiālus.				
Skolotāja pārzin savu mācīto mācību priekšmetu.				
Skolotāja strādājot ir organizēta				
Skolotāja cenšas pievērsties ne tikai klasei kopumā, bet arī individuālajiem skolēnu jautājumiem un vajadzībām.				
Skolotājas dotās instrukcijas ir skaidras, saprotamas.				
Skolotājai padodas saprotami izskaidrot teoriju.				
Skolotāja labi izmanto stundas laiku				
Skolotāja darbus izlabo laicīgi				
Skolotāja parūpējas par personisku atgriezenisko saiti.				
Skolotāja mācību sasniegumus vērtē godīgi.				
Skolotāja ir radoša stundas aktivitāšu veidošanā				
Angļu valodas stundas saistās ar pozitīvu gaisotni.				
Skolotāja palīdz, kad palīdzība tiek lūgta				
Veicamo darbu apjoms bija paveicams mācību stundas laikā.				
Skolotājas sūtītās atgādnes bija saprotamas un ērti lietojamas				
Man tika nodrošināts pietiekams laika daudzums, lai kvalitatīvi paveiktu uzdotos uzdevumus				

5. Kura no šī gada angļu valodas stundas aktivitātēm Tev palikusi atmiņā kā noderīga vai ļoti interesanta? (īsi apraksti aktivitāti/uzdevumu) *

6. Kas, Tavuprāt, angļu valodas skolotājai izdodas vislabāk? Kas Tev patīk angļu valodas stundās? (vari pieminēt vienu vai vairākas idejas) *

7. Kādas izmaiņas angļu valoda stundās Tu vēlies redzēt nākošajā mācību gadā? Ko skolotājai vajadzētu uzlabot? (mini vienu vai vairākus ieteikumus) *

8. Cik apmierināts/apmierināta Tu kopumā esi ar angļu valodas mācību procesu šajā mācību gadā? *

Atzīmējiet tikai vienu variantu.

	1	2	3	4	5	6	7	8	9	10	
Ļoti neapmierināts/-ta	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯	Pilnībā apmierināts/-ta

9. Vieta papildus komentāriem:

Liels paldies par veltīto laiku! Atbildes tiks izmantotas mācību darba izvērtēšanai un pilnveidošanai. Lai Tev fantastisks mācību gada noslēgums un vasaras brīvlaiks! Tiekamies 1.septembrī! :)

Uzņēmums Google nav šī satura autors un to neatbalsta.

Google Veidlapas

Appendix No.2

An Excerpt from Visual Aid Evaluation Forms for Teachers

Vizuālas atgādnes angļu valodas mācībām

Labdien!

Mani sauc Maira Asare un esmu Latvijas Universitātes studente un topošā angļu valodas skolotāja. Bakalaura darba ietvaros, izstrādāju vizuālas atgādnes 7. un 8.klases skolēniem. Veidotos materiālus plānots padarīt pieejamus plašākam skolotāju lokam, tāpēc vēršos pēc atgriezeniskās saites. Būšu ļoti pateicīga par sniegtajiem ieteikumiem!

Anketas aizpildīšana ir anonīma.

* Nepieciešams

1. Loma, kura mani visprecīzāk raksturo ir *

Atzīmējiet tikai vienu variantu.

- ( ) angļu valodas skolotājs vispārizglītojošā izglītības iestādē
- ( ) angļu valodas neformālās izglītības vadītājs (pulciņš, nodarbības, kursi)
- ( ) speciālās izglītības speciālists
- ( ) Citas: _____

Vizuālo atgādņu novērtējums

Turpmāk anketā redzēsi dažādas vizuālās atgādnes. Lūdzu, novērtē katru atgādni pēc dotajiem kritērijiem un sniedz papildus ieteikumus dizaina un satura pilnveidei!

Vizuālā atgādne "SOME vs ANY"

	Lietojums	Piemēri
SOME (daži/nedaudz) (lietojams gan ar saskaitāmiem, gan nesaskaitāmiem vārdiem)	Apgalvojuma teikumos	There are **some** apples on the table.
	Pieklājīgos piedāvājuma vai lūguma jautājumos	**Would you like some** coffee? **Can I have some** chocolate?
ANY (Noliegumā: nemaz/neviens) (Jautājumā: vispār) (lietojams gan ar saskaitāmiem, gan nesaskaitāmiem vārdiem)	Noliegumā teikumos	There aren't **any** grapes left.
	Jautājumos par daudzumu	**Is there any** milk in the fridge? **Are there any** books in your bag?

2. Atzīmē atgādnei atbilstošos kritērijus: *

Atzīmējiet visus atbilstošos variantus.

- [ ] Viegli saprotama
- [ ] Izskatās ērti lietojama
- [ ] Satur tikai svarīgāko informāciju (nav nekā lieka)
- [ ] Skaidras instrukcijas latviešu valodā
- [ ] Labs krāsu lietojums, kurš optimāli organizēt informāciju
- [ ] Teksta formatizācija savieno teoriju ar piemēriem
- [ ] Pārskatāma grafiskā organizācija
- [ ] Labprāt lietotu šādu atgādni darbā ar skolēniem

21. Papildus komentāri un ieteikumi atgādnes pilnveidošanai: *

PALDIES PAR VELTĪTO LAIKU!

Apkopotā informācija tiks izmantota tikai diplomdarba "VIZUĀLĀS ATGĀDNES ANGĻU VALODAS B1 LĪMEŅA SKOLĒNIEM INDIVIDUĀLI PIELĀGOTA MĀCĪŠANĀS TEMPA ATBALSTAM" ietvaros, vizuālo atgādņu izstrādes procesa pilnveidošanai.

22. Ja pēc materiālu izstrādes procesa beigām vēlies saņemt šo vizuālo atgādņu kolekciju, lūdzu, norādi savu e-pasta adresi:

Uzņēmums Google nav šī satura autors un to neatbalsta.

Google Veidlapas

Appendix No.3

University Student Feedback on Lesson Demonstration

Student 1: In my opinion this team-teaching was managed successfully. It was structured, advised and very interactive. I also enjoyed my participation in this team-teaching.

Student 2: The topic of the lesson is understandable and is related to real life. The given time for each task requires to work in group. Otherwise it is almost impossible to complete them. In addition, students can learn how to communicate fast by using ICT (for example leave comments on the slide or write something in the textbox). The tasks (and the presentation as a whole) encourage students to cooperate and solve the problem together. Besides, students develop all the skills in different stages of the lesson and practice using the active vocabulary in various contexts (read the text, find information, present, express an opinion).

Student 3: A good and entertaining task was given to students. Well done work.

Student 4: Very interesting exercise that I would like to try with students. At this task I likes the most that group member can see what exactly everyone is doing so we could help each other and easily choose the tasks. The lesson can be performed for different age groups, using additional teaching patterns, and developing different language skills. The problem- solving- based lesson is something very useful and skills gained after such a lesson can be applied in a real- life situation. During the lesson, students were able to practice both productive and receptive skills, as they had to interpret the context given, to search for the information and to listen to the comments, as well as to participate orally. Teacher knew exactly what to do and were there for students at each stage of the lesson. Even though there were some negative comments given by a student, teacher didn't catch off guard the teacher.

Student 5: Very interesting lesson. I liked the way the students were divided into groups. I thought the task was innovative. The instructions could have been a little clearer and the objectives of the lesson weren't stated before the task.

Student 6: I really liked the method, but there was no communication between students, the teacher was speaking all the time, but students didn't communicate, didn't share their ideas etc. I would recommend to do this task in virtual rooms, so that the students could communicate, and the teacher could join the room if necessary, teacher can add comments in the shared document.

Student 7: I liked this activity; it was creative and fun. I also learned new things and discovered useful knowledge. Teamwork was well balanced- everyone had their tasks to do and the Teacher was positive and gave wonderful comments to everyone!

Student 8: All in all, I enjoyed this lesson. It was well structured and easy to follow. The task instructions were explained clearly and understandably. In my opinion, it is a great lesson for younger learners and it involves both group and individual work. As a teacher for younger pupils I would conduct this kind or similar lesson. The teacher was nice and friendly, and confident in what she was teaching. It was a nice and interactive lesson and most importantly by changing a few things you could also conduct this kind of a lesson in a classroom.

Student 9: The activity was really awesome and something unusual. It is a good opportunity how everyone could participate in the lesson. And SHE was prepared well and the presentation was good.

Student 10: Very well done interactive lesson.

Student 11: Something absolutely new, fresh, engaging! A number of ideas appeared on completion of such activity. Diverse and engaging, once again. I'd like to thank and express my sincere appreciation to the author and presenter of the activity!

Student 12: Maira managed to organise an interactive lesson and involve everyone in the work. I liked the way she chose to put people in groups by asking to write down your name in one of the columns (yeast, water, salt etc.) and then announcing that people in each column now form a team. This is a smart way of dividing a class in order to avoid conflicts among students or any pretensions towards teacher. Otherwise, I liked that the task consisted of two parts, one that involved a small research and the other that aimed for the creativity. As for what could have been improved, even though we were assigned in the groups, we did no communicate much. Everyone did the same task separately and then we just chose the best option out of all. Also, at some points it seemed that we are given too much time for the tasks that require literally few minutes. Our group was the one only that consisted out of 3 people and surprisingly we managed to finish the first ones. Probably it is easier to agree when there are fewer people. What regards the topic, I am not sure whether the majority of us are going to need the information on bread preparation in future, but it was nice to discover something new anyway.

Student 13: The lecture was very well prepared and interesting, but for me it was too fast, I needed more time to be able to work with it.

Student 14: I found the "bread activity" very useful and practical for work with students in English language classes. It required attention and participation from all students that was not lacklustre or predictable. The activity also engaged students' visual literacy, media literacy and critical thinking skills (altogether, I found that all transversal skills were stimulated).

Student 15: I think that the lesson was very interesting, and the teacher provided opportunities for us to work together and separately. The lesson was interactive, and the teacher used ICT quite well. However, I think that the lesson might be improved by using MS Teams break out rooms, because I would have also liked to talk to the people who were in my team to tell them my ideas. Also, when we were making the slide it might have been better if it would have been easier to communicate. The teacher did present a real-life problem that we had to solve. Overall, I think that the lesson is very good for helping young learners practice problem-solving skills and work together in teams.

Student 16: The exercise was well-designed, but the pace was too fast for me (if there are students who like me get anxious working in a group and even more - if there is limited time for certain activities, I do not think that they would get the best experience out of the activity, on the other hand – if this kind of task would be given for a longer period of time, I think everybody could have a valuable experience). I also think, this type of activity could be used to give students tasks of topical significance such as e.g. environmental problems, so the students could come up with solutions and also broaden their vocabulary about environment in the process.

Appendix No.4
Final Collection of Visual Aids

Visual aid No.1 “Some and any”

		Lietojums	Piemēri
SOME (daži/nedaudz) (lietojams gan ar saskaitāmiem, gan nesaskaitāmiem vārdiem)	+	Apgalvojuma teikumos	There are **some** apples on the table.
		Pieklājīgos piedāvājuma vai lūguma jautājumos	**Would you like some** coffee? **Can I have some** chocolate?
ANY (Noliegumā: nemaz/neviens) (Jautājumā: vispār) (lietojams gan ar saskaitāmiem, gan nesaskaitāmiem vārdiem)	−	Noliegumā teikumos (teikumā redzams “not” vai tā saīsinājums “n’t”)	There are**n’t any** grapes left.
	?	**Jautājumos** par daudzumu	**Is there any** milk in the fridge? **Are there any** books in your bag?

Visual aid No.2 “Much, a little, many, a few”

	Lietojums	Piemēri
HOW MUCH (Cik daudz?) **MUCH** (daudz) **A LITTLE** (nedaudz) **LITTLE** (pārāk maz) Piemēram: GRAUDI – NESASKAITĀMS PRODUKTS	**NESASKAITĀMĀM (uncountable) lietām**: laiks (time) nauda (money) emocijas (happy/sad) ūdens (water) un citi šķidrumi cukurs (sugar) un citi neskaitāmi produkti (graudaugi, gaļa) mājasdarbi (homework)	**How much time** do we have? I don’t have **much money**. I’m **a little sad** you didn’t call me yesterday. We have **little milk** left so you have to buy some on your way home.
HOW MANY (Cik daudzi?) **MANY** (daudzi) **A FEW** (daži) **FEW** (nepietiekami daudzi) Piemēram: ĀBOLI – VIEGLI SASKAITĀMI	**SASKAITĀMĀM (countable) lietām**: āboli (apple**s**) un citi augļi, dārzeņi vai saskaitāmi pārtikas produkti stundas (hour**s**/lesson**s**) cilvēki (people) bērni (children) grāmatas (book**s**) un citi priekšmeti **ATCERIES! Saskaitāmie vārdi daudzskaitlī visbiežāk beidzas ar burtu “S”!**	**How many apples** would you like? I spend **many hours** playing video games. I try to read **a few books** every year. **Few** people came to the party, so we canceled it.

Visual aid No.3 “Must and have to”

MUST	HAVE TO
Lietošana: personīgā atbildība; izsaka to, kas pēc runātāja viedokļa ir nepieciešams **Piemēri**: I **must** work hard to get ready for the exam. You **must** do as I say! All passengers **must** fasten their seat belts.	**Lietošana**: izsaka likumu un noteikumu uzliktos pienākumus; citu cilvēku noteiktos uzdevumus **Piemēri**: We **have to** drive slower than 50km/h in cities. All students **have to** wear uniforms. Do I **have to** clean my room? (must nelieto jautājumos)
Doctor: You must rest for two weeks! (ārsts dod ieteikumu, kuru uzskata par vajadzīgu)	Patient: I have to rest for two weeks. (pacients uztver ārsta ieteikumu kā sev uzliktu pienākumu)
MUSTN’T	**DON’T HAVE TO**
Lietošana: izsaka likumā noteiktu vai cita cilvēka izteiktu aizliegumu **Piemēri**: Children **mustn’t** talk to strangers. You **mustn’t** tell John! You **must not** park your car here.	**Lietošana**: norāda uz to, ka nav nepieciešams kaut ko darīt; rīcība ir atļauta, tomēr tā nav obligāta **Piemēri**: You **don’t have to** bring food. We will order pizza. She **doesn’t have to** come to the meeting.

Visual aid No.4 “Negative Prefixes”

NEGATIVE PREFIXES

(NEGATĪVIE PRIEDĒKĻI)

Negatīvais priedēklis piešķir vārdam pretējo (jeb negatīvo) nozīmi.

Latviešu valodā mēs lietojam priedēkli ne- . Angļu valodā tiek lietoti dažādi priedēkļi.

Angļu: patient – impatient

Latviešu: pacietīgs - nepacietīgs

Priedēkļi, kurus pievienojam pēc vārda sākumburta:		
IL- (ja pirmais burts L)	**IR- (ja pirmais burts R)**	**IM- (ja pirmais burts M vai P)**
legal – illegal **legible – illegible** **literate - illiterate**	**regular – irregular** **responsible – irresponsible** **relevant - irrelevant**	**mature – immature** **possible – impossible** **polite - impolite**
Priedēkļi, kuru lietojums vienkārši jāiegaumē:		
UN-	**IN-**	**DIS-**
tidy - untidy **believable – unbelievable** **comfortable – uncomfortable** **fair – unfair** **likely - unlikely**	**correct – incorrect** **visible – invisible** **accurate – inaccurate** **complete – incomplete** **credible - incredible** (bieži šo vārdu sākumburts ir c)	**satisfied – dissatisfied** **honest – dishonest** **organized – disorganized** **loyal – disloyal** **respectful – disrespectful** (piešķir vārdiem īpaši negatīvu nozīmi)

Visual aid No.5 “Verbs to Nouns”

VERBS TO NOUNS
(DARBĪBAS VĀRDU PĀRVEIDOŠANA LIETVĀRDOS)

Līdzīgi kā latviešu valodā, angļu valodā darbības vārdus var pārveidot lietvārdos mainot vārda galotni:
sasniegt – sasniegums
achieve - achievement

Darbības vārds vienāds ar lietvārdu	lietvārds veidojas darbības vārdam pieliekot galotni –ment	lietvārds veidojas darbības vārdam pieliekot galotni -ion
fall – fall	argue – argument	translate – translation
need – need	achieve – achievement	compete – competition
dream – dream	advertise – advertisement	imagine - imagination
benefit – benefit	assign – assignment	decide – decision
help – help	entertain – entertainment	distract – distraction
attempt – attempt	develop - development	protect - protection
challenge – challenge	accomplish - accomplishment	motivate - motivation

PIEVĒRS UZMANĪBU!
Dažkārt var nedaudz mainīties vārdu pareizrakstība!
(skaties zilos burtiņus)

Visual aid No.6 “Will and Going to Future”

WILL	GOING TO
Apgalvojums (A): **will** + darbības vārds pamatformā **Noliegums (N):** **will not (won’t)** + darb.v. pamatformā **Jautājums (J):** **Will** + teikuma priekšmets + darb.v.	**Apgalvojums (A):** **am/is/are + going to** + darbīb.v. pamatformā **Noliegums (N):** **am/is/are + NOT + going to** + darb.v. **Jautājums (J):** **Am/Is/Are** + teik. priekšmets + **going to** + darb.v.
Lietošana: **1) Runājot par spontāniem, tikko pieņemtiem nākotnes lēmumiem** *- Are you ready to order?* *–Yes. **I will have** the fish, please!* ***(A)*** **2) Runājot par nākotnes pareģojumiem, kuri balstīti uz sajūtām, personisko viedokli** What do you think, **will Anna come** to the party? ***(J)*** **3) Runājot par piedāvājumiem (1), solījumiem (2), draudiem (3)** (1) **I will help** you if you want. ***(A)*** (2) You secret is safe with me. **I won’t tell** anyone. ***(N)*** (3) If you cheat again, **I will tell** the teacher. ***(A)***	**Lietošana:** **1) Runājot par iepriekš izveidotiem nākotnes plāniem** What **are you going to do** tonigh? ***(J)*** **I am going to see** One Republic concert. I bought the tickets moths ago. ***(A)*** **2) Runājot par nākotnes pareģojumiem, kuri balstīti uz redzamiem tagadnes pierādījumiem** Look at the couds! I think, **it is going to rain**. ***(A)*** **He isn’t going to loose**. He is the fastest. ***(N)***

Visual aid No.7 “First Conditional”

FIRST CONDITIONAL

Lieto, lai runātu par cēloni un sekām - iespējamiem notikumiem.
Latviešu valodā šo formu lietojam ticējumos:

Ja Lieldienās līst, būs ražīga vasara.
If it rains at Easter, the summer will be fruitful.

FORMULA:	**If + vienkāršā tagadne (tagadnes notikums)**	**komats**	**will nākotne (nākotnes rezultāts)**
PIEMĒRI:	**If** you **study** and work hard	,	you **will pass** the exams.
	If Anna **doesn’t go** to the party	,	she **will miss** all the fun.
	If it **rains**	,	we **won’t go** to the beach.

WILL vienmēr lieto tikai teikuma pusē, kurā nav IF.

WILL nedrīkst būs abās teikuma pusēs!

Teikuma daļas “IF” un “WILL” var mainīties ar vietām:

We **won’t go** to the beach **if** it **rains.**

ATCERIES:
Ja teikums iesākās ar “WILL” daļu, pirms “IF” daļas komats NAV jālieto.
Tomēr, ja teikums sākās ar “IF”, pirms “WILL” daļas jāliek komats!

Visual aid No.8 “Prefixes”

PREFIXES (PRIEDĒKĻI)

Angļu valodā (tāpat kā latviešu) priedēkļus izmantojam, lai mainītu vārda nozīmi. Mums ir svarīgi saprast, kādu nozīmi vārdam piešķir katrs priedēklis.
Uzmanies – dotie priedēkļi nav lietojami ar jebkuru angļu valodas vārdu. Noteikti vārdi tiek lietoti ar noteiktu priedēkli. Angļu valodā bieži izmantotie priedēkļi:

CO- (līdz, kopā, sadarbībā)	**EX-** (bijušais)	**MINI-** (mazs, neliels)	**MICRO-** (mikrobisks, ļoti mazs)
co-operate, co-write, coworker, co-exist, co-founded, co-pilot	ex-president, ex-husband, ex-wife, ex-colleagues, ex-professor	miniskirt, minifridge, mini-break, mini-series, minibus	micro-chip, micromanage, microorganism, micro-nutrient, micro-analysis
MIS- (kļūdains)	**MULTI-** (vairāki, daudzkārt)	**OVER-** (par daudz, pārāk, pār)	**POST-** (pēc)
misunderstanding, mismanagement,misspell, misplace, mistyped	multicolored, multivitamin, multi-purpose, multi-tasking, multimillionaire	overreact, overeat, overconfident, overdue, overlook, overflow	post-war, post-graduate, postpone, post-revolution, postmortem
RE- (vēlreiz, pār)	**SEMI-** (pus, vidēji, daļēji)	**UNDER-** (nepietiekami, zem)	**SUB-** (zem, apakš)
rewrite, re-advertise, resold, remodel, redesign, rebuild, rearrange	semi-retired, semi-final, semi-formal, semi-sweet, semicircle, semi-annual	undercooked, underage, underline,underachiever, underperformed	submarine, subtitles, subway, subtotal, subconscious, substandard

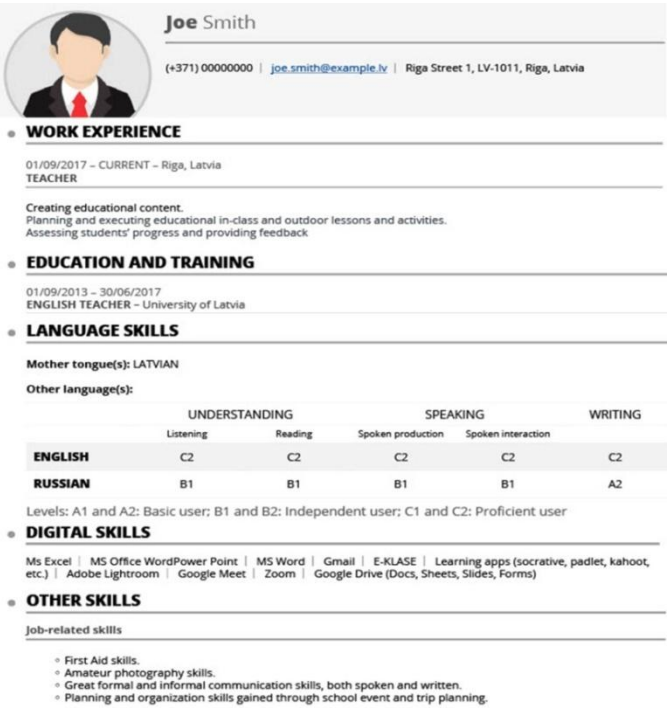
UZMANĪGI apskaties, kurus no priedēkļiem pievieno caur domu zīmi, un kurus – nē.

Visual aid No.9 “An Invitation Letter”

AN INVITATION LETTER (IELŪGUMA VĒSTULE)	
STRUKTŪRA	**PIEMĒRS**
Dear ... (vārds), - sasveicināšanās **It’s .... (pasākuma iemesls)** **The party is ... (datums, laiks, vieta)** **We will ... (pasākuma plānotās aktivitātes)** **Can you bring...? (kas draugam jāatnes)** **Don’t forget to ... (kas draugam jāņem līdzi/jāvelk)** **Hope you can make it! (ceru, ka varēsi ierasties)** **Love, ...(vārds) – atvadu frāze** **RSVP** (lūdzu, dod atbildi par dalību pasākumā) ***ATCERIES!*** ***Neformālā ielūguma vēstulē draugam varam lietot saīsinājumus (I’m, don’t, won’t, etc.) un sarunu valodas vārdus.***	**Dear Henry,** **It’s my birthday** at the end of June, and I’m planning a BBQ party. **The party is on Friday, 28th of June and starts at 6 pm. We meet at my house on Gauja street 7. We will play volleyball, swim, grill some meat, and sing songs** next to the bonfire. Kelly is bringing her guitar. It is going to be a lot of fun! **Can you bring marshmallows? And don’t forget your swimsuit, towel, and sleeping bag.** **I hope you can make it!** **Love,** **Rick** **RSVP** by text

Visual aid No.10 “Resume”

RESUME (CV)
STRUKTŪRA:
Vārds, uzvārds **Kontaktinformācija** (e-pasts, telefona numurs) **Darba pieredze**: norādi darba pieredzi (darba vietu, laika periodu, galvenos pienākumus) **Izglītība**: norādi izglītību (pamata, vidējā, augstākā, mūzikas, mākslas, sporta) **Valodu prasmes**: norādi dzimto valodu un sev zināmās svešvalodas, to zināšanu līmeņus **Digitālās prasmes**: norādi kādu digitālos rīkus proti izmantot **Citas vai ar darba vietu saistītas prasmes**: norādi papildus prasmes, kuras varētu patikt tavam darba devējam
ATCERIES! Paturi prātā darba vietu, kurai tu piesakies, un savā CV izcel tās prasmes, kuras darba devējam varētu likties svarīgas. **Lieto formālu valodu!**



Joe Smith

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WORK EXPERIENCE

01/09/2017 – CURRENT – Riga, Latvia
TEACHER

Creating educational content.
Planning and executing educational in-class and outdoor lessons and activities.
Assessing students’ progress and providing feedback

EDUCATION AND TRAINING

01/09/2013 – 30/06/2017
ENGLISH TEACHER – University of Latvia

LANGUAGE SKILLS

Mother tongue(s): LATVIAN

Other language(s):

	UNDERSTANDING		SPEAKING		WRITING
	Listening	Reading	Spoken production	Spoken interaction	
ENGLISH	C2	C2	C2	C2	C2
RUSSIAN	B1	B1	B1	B1	A2

Levels: A1 and A2: Basic user; B1 and B2: Independent user; C1 and C2: Proficient user

DIGITAL SKILLS

Ms Excel | MS Office WordPower Point | MS Word | Gmail | E-KLASE | Learning apps (socrative, padlet, kahoot, etc.) | Adobe Lightroom | Google Meet | Zoom | Google Drive (Docs, Sheets, Slides, Forms)

OTHER SKILLS

Job-related skills

- First Aid skills.
- Amateur photography skills.
- Great formal and informal communication skills, both spoken and written.
- Planning and organization skills gained through school event and trip planning.

Visual aid No.11 “Comparative and Superlative”

Pakāpju veidošanas likumi:	**Pamat-formas**	**Salīdzināmā pakāpe (COMPARATIVE)**	**Vispārākā pakāpe (SUPERLATIVE)**
1. vienzilbes un divzilbju vārdiem, pievieno: galotni **–ER** salīdzināmajā galotni **–EST** un artikulu **THE** vispārākajā	long young narrow	long**er** young**er** narrow**er**	**the** long**est** **the** young**est** **the** narrow**est**
2. vienzilbes vārdam, kurš beidzas ar vienu patskani un vienu līdzskani, pirms galotnes **dubultojas līdzskanis**	big thin hot	big**ger** thin**ner** hot**ter**	**the** big**gest** **the** thin**nest** **the** hot**test**
3. vārdam, kurš beidzas ar -Y, **Y aizstāj ar I** un tad pievieno galotnes	happ**y** eas**y** bus**y**	happ**ier** eas**ier** bus**ier**	**the** happ**iest** **the** eas**iest** **the** bus**iest**
4. trīszilbju un garākiem vārdiem liek priekšā: **MORE** salīdzināmajā pakāpē; **THE MOST** vispārākajā pakāpē **(nelieto galotnes!)**	popular interesting beautiful	**more** popular **more** interesting **more** beautiful	**the most** popular **the most** interesting **the most** beautiful
5. Iegaumē **neregulāro vārdu** salīdzināmās un vispārākās pakāpes!	**good** **bad** **much./many** **little** **far**	**better** **worse** **more** **less** **furher**	**the best** **the worst** **the most** **the least** **the furthest**
SVARĪGĀKAIS: **Salīdzinot, lieto galotni –ER vai priekšā liec MORE. Signlālvārds teikumus “THAN”.** **Izsakot visaugstāko pakāpi, ieto THE un galotni –EST vai priekšā liec THE MOST.**			

Visual aid No.12 “Cover Letter”

COVER LETTER (MOTIVĀCIJAS VĒSTULE)

Dear Sir/Madam, (*raksti šādu formālu uzrunu, ja neesi pārliecināts par adresāta vārdu*)

I was excited to see your listing for the [*profesijas nosaukums*] **position at** [*kompānijas nosaukums*] **on** [*mājas lapa, kurā atradi darba sludinājumu*] **recently. As an excellent** [*tava profesija*] **with** [*cik gadu pieredze darbā*] **years of professional experience doing** [*galvenie darba pienākumi*] **in order to drive results, I'm confident that I would be a valuable asset to your team.**

Your job listing mentions a need for someone knowledgeable in [*sludinājumā minētās vajadzīgās zināšanas*], **which is an area I have extensive experience in. I'm currently employed at** [*pašreizējā darba vieta*], **where I've honed my skills doing** *[jaunajam darba devējam interesējošs darba pienākums, kurā tu esi prasmīgs*]. **Additionally, I excel at** [*tavas stiprās puses, kas noderīgas darba pienākumu veikšanai*].

I'm confident that my proven track record of excellent work ethic, *[un citas personiskās un rakstura īpašības, kas tev noderēs darbā]* **will make me an immediate asset at** [*uzņēmuma nosaukums*], **and allow me to contribute to the team's success.**

I look forward to discussing the [amata nosaukums] **position and my qualifications with you in more detail. I'm available to talk at your soonest convenience. I'll be in touch next week to follow up and make sure you've received my application.**

Thank you for your time and consideration.

Sincerely,

[vārds un uzvārds]

Visual aid No.13 “Present Perfect”

PRESENT PERFECT (SALIKTĀ TAGADNE)

Lietojums	Signālvārdi	Piemēri
Par tikko pabeigtiem pagātnes notikumiem, nepasakot precīzu laiku	**JUST** **ALREADY** **YET** **RECENTLY**	Anna has **just** gotten her driver's license. Have you finished **yet**? Yes, I have **already** submitted the task. Have you read any good books **recently**?
Par interesantām pagātnes pieredzēm, nepasakot precīzu laiku	**EVER** **NEVER** **BEFORE** **(... times)**	Have you **ever** watched the Hobbit movies? My friends have **never** been to Rome. I haven't met him **before**. Sam has read this book **three times**.
Nepabeigti notikumi, kuri iesākušies pagātnē un aizvien turpinās	**HOW LONG?** **SINCE** **FOR** **LATELY** **ALL ...**	**How long** have you been waiting? My parents have lived in Latvia **since** 2012. She has worked as a teacher **for** twenty years. John has been very busy **lately**. I have played football **all my life**.
Pagātnes notikumi ar rezultātu tagadnē	**This week** **Today**	I have lost my keys so I cannot get into my flat. Anna hasn't called my mother **this week**. I haven't eaten anything **today**.

VEIDOŠANAS FORMULA:

1.SOLIS. Novērtē, kas ir teikuma priekšmets un pievieno atbilstošo has/have!

Ja teikuma priekšmets ir:	*Lieto:*
I	**HAVE**
You	
We	
They	
Divi vai vairāki cilvēki	
He	**HAS**
She	
It	
Viena cilvēka vārds	

2.SOLIS. Pievieno darbības vārdu saliktās tagadnes formā:

Regulāram darbības vārdam pievieno galotni –ED

talk - **talked**
play – **played**
watch – **watched**
bake – **baked**
move – **moved**
study – **studied**
want – **wanted**
order – **ordered**
love - **loved**
invite – **invited**
open - **opened**

Vai lieto neregulārā darbības vārda 3.formu

Pamatforma (infinitive)	3.pamatforma (past participle)
be	been
become	become
come	come
do	done
find	found
get	got/gotten
give	given
go	gone
has/have	had
know	known
leave	left
make	made
read	read
say	said
see	seen
show	shown
take	taken
tell	told
think	thought
win	won
write	written

PIEMĒRI:

(A) I have played football for 10 years.

(A) Anna has made a beautiful cake.

(N) My parents haven't watched this new movie yet.

(N) He hasn't left the house yet.

(J) Have you been to London?

(J) Has she talked to Anna today?

JAUTĀJUMOS: teikuma priekšmets mainās vietām ar has/have! (skatīt piemērus J)

NOLIEGUMĀ: pievieno “not” starp has/have un darbības vārdu. Vai arī lieto saīsinājumu hasn't/haven't (skatīt piemērus N)

SALIKTĀS TAGADNES FORMULA ĪSUMĀ:

HAS / HAVE
+
galotne –ED
vai
darbības vārdu 3.pamatforma

Visual aid No.14 “Past Simple and Past Continuous”

1) Es apskatu doto teikumu

2) Es pamanu signālvārdu YESTERDAY, LAST (week, year), (three days, a month) AGO

Vai arī saprotu, ka teikumā iet runa par:
(1) darbībām, kuras notika konkrētā pagātnes brīdī un ir pabeigtas
(2) par īsām darbībām, kuras konkrētā pagātnes brīdī iejaucas garākā darbībā.
(3) par pagātnes faktiem

2) Es pamanu signālvārdu YESTERDAY AT SIX O'CLOCK (ļoti precīzs pagātnes laiks), WHILE

Vai arī saprotu, ka teikumā runa iet par:
(1) darbībām, kuras noteiktā pagātnes laikā ir ilgstošā procesā
(2) divām ilgstošām darbībām, kuras notiek vienlaicīgi kādā konkrētā pagātnes brīdī
(3) ilgstošu darbību, kurā iejaucas īsa darbība

3) Tātad es izvēlos izmantot VIENKĀRŠO pagātni (PAST SIMPLE)

Apgalvojuma teikums:

Regulārs darbības vārds:

teikuma priekšmets + darbības vārdam galotne **-ed**

P: I **played** football yesterday.

Neregulārs darbības vārds

Teikuma priekšmets + **2. Pamatforma (no neregulāro darbības vārdu tabulas otrā stabiņa)**

P: I **made** cake two hours ago.

Nolieguma teikums:

teikuma pr. + **didn't** + nenoteiksme

P: I **didn't play** football yesterday.

Jautājuma teikums:

Did + teikuma pr. + nenoteiksme

P: Did you **play** football yesterday?

3) Tātad es izvēlos izmantot ILGSTOŠO pagātni (PAST CONTINUOUS)

Apgalvojuma teikums:

Teikuma priekšmets +

Was (vienskaitlī) / **were** (daudzskaitlī vai ar “you”)

+ darbības vārds ar galotni **–ing**

P: She **was cooking** yesterday at 6 pm.

P: We **were cooking** yesterday at 6 pm.

Nolieguma teikums:

Teikuma priekšmets +

Wasn't / weren't

+ darbības vārds ar galotni **–ing**

P: She **wasn't cooking** yesterday at 6 pm.

Jautājuma teikums:

Was/were + teikuma pr. +

darbības vārds ar galotni **–ing**

P: Were you **cooking** yesterday at 6 pm?

Visual aid No.15 “An Opinion Essay”

AN OPINION ESSAY (VIEDOKĻA ESEJA)

STRUKTŪRA

IEVADS: (1 rindkopa, 3 teikumi)

1) Pārfrāzē doto jautājumu/tematu. Lieto frāzes “It is argued that… Most people claim that…”

2) Parādi savu viedokli par tematu. Lieto frāzes “I believe… In my opinion… I am convinced that… I think… I agree/disagree…”

3) Vienā teikumā pamato savu viedokli ar diviem argumentiem, kurus padziļināti pamatosi esejas galvenajā daļā.

GALVENĀ DAĻA: (2 rindkopas, katra aptuveni 5 teikumi)

Katrā no divām rindkopām izmanto šo struktūru (katrā prezentē vienu argumentu):

1) Uzraksti argumenta teikumu. Lieto frāzes “Firstly,… First of all,… To begin with,…” pirmajā rindkopā. Otrajā rinkopā lieto “Secondly,… Additionally,… Second of all,…”

2) Pievieno paskaidrojošo teikumu, kurš sīkāk apraksta minēto argumentu. Var lietot “In other words,…”

3) Viedokli pastiprini ar piemēriem. Lieto “For instance… For example… According to…” (trijos teikumos ar piemēriem vai stāstu pamato viedokli)

NOBEIGUMS: (1 rindkopa, 3-4 teikumi)

1) Pārfrāzē ievadā rakstīto temata teikumu. Sāc ar frāzi “In conclusion,… To sum up,…”

2) Pārfrāzē abus argumentus un apvieno vienā teikumā kā secinājuma pamatojumu. Var lietot “I believe it is due to…”

3) Pievieno noslēdzošo teikumu ar svarīgāko esejas ideju.

PIEMĒRS

Most people claim that for sustaining good health, nutrition is more important than exercise. **I strongly agree** with this common point of view. **In my opinion,** nutrition helps us get results while exercising, and healthy eating habits alone can keep us in good shape even if we do little to no exercise.

Firstly, no progress in physical performance can be achieved with poor nutrition. **I other words,** our body builds muscle, provides energy, and powers our inner organs using the foods we eat. **For instance,** the fitness industry often talks about the 20-80 rule. It stands for the belief that fitness results are developed 80% by nutrition and only 20% by exercise. It generally supports the saying, "You are what you eat."

Secondly, people who do little exercise can still be in good shape if they eat healthily. Calorie counting can help determine the nutrient targets for the day and save people from becoming overweight. Obesity is connected to many health risks. **For example,** high blood pressure, type 2 diabetes, and even heart disease and cancer. **If** people do not have enough time for exercise, they can stay healthy by following a healthy diet.

In conclusion, it is common knowledge that nutrition can be more important than exercise when it some to a healthy lifestyle**. I believe** it is due to the fact that nutrition plays a major role in sustaining our physical shape and improving it when we exercise. **Without proper nutrition,** our bodies cannot function. We can live long without exercise, but we cannot last long without food.

ATCERIES! Ievēro formālas valodas principus:

1) Nelieto saīsinātās formas (can’t, it’s, don’t) – raksti vārdus pilnā formā (can not, it is, do not).
2) Organizē tekstu rindkopās ar atkāpi!
3) Centies izvairīties no sarunu valodas vārdu lietošanas (like); lieto fomālās frāzes (for instance).