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OUTDOOR VIDEO ACTIVITIES AS AN INCLUSIVE TOOL FOR THE DEVELOPMENT OF FOREIGN LANGUAGE LEARNING OF ADOLESCENT STUDENTS

MASTER THESIS

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RIGA
2015

ANNOTATION

Master thesis “Outdoor Video Activities as an Inclusive Tool for the Development of Foreign Language Learning of Adolescent Students” explores historical and current trends in foreign language learning and outdoor activities as a tool for adolescent foreign language learning enhancement. The study uses formative assessment and student self-assessment to assess the learning outcomes from the use of outdoor video activity in foreign language lessons. The aim of the study is to discover links between the learning outcomes of outdoor video activities and adolescent students’ self-assessment and teacher’s formative assessment. The data analysis shows that there is consistency between student self-assessment and teacher’s formative assessment in majority of cases. It also proves that outdoor activities are suitable for foreign language learning and that they provide inclusive environment for students with different language learning needs.

Keywords: outdoor education, foreign language learning, adolescents, formative assessment.

ANOTĀCIJA

Maģistra darbā “Ārtelpas video aktivitātes kā iekļaujošs mācību līdzeklis svešvalodu apguvē pusaudžiem” tiek pētīta svešvalodas apguves vēsture un patreizējās tendences, kā arī ārtelpas aktivitātes kā svešvalodas apguvi veicinošs mācību līdzeklis nodarbībās pusaudžiem. Datu ieguvei par ārtelpas aktivitāšu laikā iegūtajiem rezultātiem pētījumā tiek izmantots formatīvais skolotāja vērtējums un skolēna pašvērtējums. Pētījuma mērķis ir atklāt saistības starp ārtelpas video aktivitāšu sniegtajiem svešvalodas apguves rezultātiem un skolēnu pašvērtējumu un skolotāja vērtējumu. Datu analīze parāda, ka skolēnu un skolotāju vērtējumos pastāv konsekvence. Tiek pierādīts, ka ārtelpas video aktivitātes ir piemērotas svešvalodu apguvei un ka tās nodrošina iekļaujošu vidi skolēniem ar dažādām svešvalodas apguves vajadzībām.

Atslēgvārdi: ārtelpas izglītība, svešvalodu apguve, pusaudži, formatīvais vērtējums.

CONTENTS

Introduction.

"Do not train a child to learn by force or harshness; but direct them to it by what amuses their minds, so that you may be better able to discover with accuracy the peculiar bent of the genius of each." - Plato

Learning has always been an inseparable part of any human life. Since the first day of his birth until the last breath people observe, analyze and learn from the nature and people around them. Curiousness and willingness to develop is a natural part of a human nature. As Plato (428 – 347 BC) has once stated in his quote above, learning is something that only comes with ease if it is directed according to the interests of the child, not by obligatory tasks, forced by the authorities like their teachers or other adults. Since 1960s, many educators, for example, Cormon (1986), Ushida (2003), Root (1999), Mastoor (2013) and others have reported on the role of motivation in second language learning. Their researches have already proven the importance of motivation and free will in the learning process. When a person likes something, he makes subconscious efforts to focus on it, and that is why so many children are obsessed with games and new information technologies today. The curiousness and time that has been devoted to these activities makes them experts in the use of this. One of the main aims of the author of this Paper is to research and analyze whether the use of outdoor education methods can have a similar effect on teenagers, to motivate them to acquire a foreign language with ease and joy.

In his quote Plato also stated that each of us has the potential for genius. This potential will only be obtained if we find something so interesting that we are willing to be educated on everything there is to know about it. The author of this paper strongly believes that each person has a potential to be or become a genius in his field. Despite being more than 30 years old, Gardner's Multiple Intelligences theory becomes more and more popular, as its application offers educators a comprehensive framework within which fundamentally different solutions can be implemented. It allows seeing each student as a personality with a unique set of strengths and weaknesses. This creates a more effective learning environment, as the teacher and the student is aware of their needs and tasks that they have to do in order to reach the learning goal.

The research paper focuses on several areas: adolescents, outdoor education and language education. Much attention is also paid to the types of assessment and self-assessment. The aim of this combination is to bring a unique research that analyzes the impact of the outdoor learning activities on adolescent students, offering them to assess their experience and gained knowledge with self-assessment and teacher's assessment.

Master Paper's title "Outdoor Activities as a Tool for the Development of Foreign Language Competencies of Adolescent Students" was chosen for several reasons:

- The interest in Outdoor education has increased rapidly in the latest decade and the necessity for new education ideas and methods continues to grow due to changing needs and priorities of today's learners.
- Foreign language learning is a rapidly developing and changing area of education. The acquisition of at least two foreign languages is obligatory in Latvia, and therefore the author of this Paper is interested to find the most efficient techniques and develop new ideas to promote foreign language learning.
- Adolescents are one of the most challenging age groups, which take years of practice to master proper management and teaching of. Author's personal aim is to create broader understanding of adolescents as learners to improve her teaching skills.
- After studying in the Master's program "Educational Treatment of Diversity" and experiencing regular competence self-evaluation, the author of the Paper was inspired to try out students' self-evaluation as a tool of assessment instead of summative assessment.

The object of the study is outdoor video activities that are used for foreign language learning.

The aim of the study is to discover links between the learning outcomes of outdoor video activities and adolescent students' self-assessment and teacher's formative assessment and to provide relevant data on the benefits of outdoor video activities for adolescent students.

The hypothesis of the study is that the use of outdoor video activities in foreign language learning enhances foreign language learning outcomes for adolescent students.

In order to reach the aim, the following **tasks** are defined:

1. To study previous researches on the field of outdoor education in language learning.
2. To provide an overview of main theories about adolescence, outdoor education and language learning and their interaction.
3. To identify the research method and select an outdoor activity and assessment tools.
4. To analyze students' self-assessment and teacher's assessment and draw conclusions about the gained results.

5. To summarize the research with information about the impact of the use of outdoor activities in foreign language classes and on foreign language learning outcomes.

In the last two decades the use of outdoor education becomes more popular and therefore there are articles showing research about the use of outdoor education activities at school. The most recent results of similar researches have been discussed in a couple of publications, for example, Mohamad, M. B (2015), Nishimata, T. (2008), Schilling, T., McOmber. K, Mabe, K., Beasley, B., Funkhouser, S., Martinez, L. (2006).

The pedagogical research of this Paper was carried out in following stages:

1. Literature study was carried out from January 2014 to March 2015.
2. Outdoor video activity was carried out in February 2015.
3. Student self-assessments and teacher's assessments were collected in March 2015.
4. Data analysis and conclusions was carried out and drawn in April 2015 – May 2015.

The author of the Paper has also given a presentation called "The Use of Outdoor Education methods in English acquisition in Latvia" at the 72nd University of Latvia Scientific Conference on 6 February, 2014.

In order to carry out the study, 45 students, 22 girls and 23 boys, were asked to fill in self-assessment sheets (Annex 1 and Annex 2) in the final phase of the outdoor activity. At the same time, teacher, who works with the majority of students for about 3 years, also gave her evaluation of student competence level. Students' assessment (answers) from the learning wall are compared to teacher's assessment, and in case there is notable discrepancy, student's extended answer is analyzed. The research analysis is carried out as a descriptive statistics. The influence of student's gender is not evaluated, as it does not show any difference in this case.

This Master's Paper consists of four chapters, reference list and appendices. The first chapter focuses on foreign language learning and adolescent learning needs and specifics. It also explains Gardner's Multiple Intelligences theory and forms of learning and assessment. The second chapter explores the use of outdoor education methods and their variety. The third chapter provides a thorough analysis of the gained results of the research and the fourth chapter gives the summary and conclusions.

1. Foreign language learning: from theories to practical application in adolescent foreign language lessons.

The science of language teaching learning has a long and complex history, which has developed and changed over time and is still on its path of development. Increasing globalization and thus market needs has created a large demand for people who can communicate in multiple languages. Most common languages are vastly used in very different areas, for example, tourism, international relations, technology, trade, media, science, education, etc. thus making language knowledge a demanded skill and language learning a demanded service. The author of this Paper sees language learning and teaching as an art, which takes its form according to the needs and preferences of the learner and also depends on the personality of the teacher. As there are many methods and approaches to language learning, each teacher and student can choose the activities that suit learner's personal needs.

Active development of foreign language teaching and different innovations in the field began in the 19th century and became very rapid in the 20th century. Over years a number of different and sometimes conflicting methods were invented and practices and each method tried to be more advanced than the previous or other methods. In a brief overview, methods of language teaching include:

1) Grammar-translation approach
2) Direct approach
3) Reading approach
4) Audio-lingual method
5) Community language learning
6) Suggestopedia
7) The Silent way
8) Total physical response
9) The natural way
10) Communicative language teaching (Harmer, J., 2008).

Currently most teachers use a mix of methods in their lessons, and very rarely a single method is used only. In 21st century there have been many modified approaches adopted in the language teaching and language learning process. G. Prasad (2014) states that in order to suit to the order of the day, the language teacher should gear up the language teaching tools, appropriate

to the current trends and equip with the modern pedagogical approaches and methodologies in language teaching. The basic objective of language teaching is not simply to transmit the language teacher's views or knowledge on a language. The language teachers usually are free to choose appropriate approaches that will involve language learners in the activities and make the learning process complete. At the same time they have to follow the guidelines that are set by the government and responsible institutions. Therefore, the next subchapter reviews the current education policies and trends of foreign language learning.

1.1. Education policies of foreign language learning.

Foreign language teaching and learning can also be reflected as a mirror that represents the current tendencies and necessities of the society. Over years, language education has changed its focus but has not lost its importance in the society, which has only increased due to globalization. Many countries in the world, for example, Latvia and the whole European Union, have developed education policies which set an obligatory course or course of one or two foreign languages in the primary and secondary school. In 1995 European Commission's White Paper "Teaching and learning – Towards the learning society", stated that "upon completing initial training, everyone should be proficient in two Community foreign languages" ("Teaching and learning – Towards the learning society"). The Lisbon Summit of 2000 defined languages as one of the five key skills (Kortmann, Auwera, 2011).

In Latvia, the aims, objectives and competences of foreign language education are stated in the Latvian Standard of Primary Education (2013). It states that the aim of the subject "Foreign Language" is to build the learner's language and socio-cultural communicative competence in the use of foreign language learning, communication and cooperation in a changing multicultural world. The Standard suggests that the challenge is to create a student the opportunity to:

1) speak a foreign language oral and written;

2) learn foreign languages rules and functions of communication;

3) create openness to the unusual shape and evaluative attitude towards themselves, others, the world, learning and comparing their native language and a foreign language as well as learning about cultural diversity;

4) create the awareness of the role of language in communication;

5) understand the importance of languages in other subjects as well.

The Standard also gives information about the core competencies that should be developed in foreign language classes (*Noteikumi par valsts pamatizglītības standartu, pamatizglītības mācību priekšmetu standartiem un pamatizglītības programmu paraugiem*, p. 34). It states that the *Language competence* consists of

1. Sound;
2. Name;
3. Sentence;
4. Text.

The Communicative competence, described in the Standard, consists of communication situations, communication goal and communication strategies.

The Socio-cultural competence of a foreign language use is focused on

1) communication culture;

2) commonalities and differences in communicating in students' native language and a foreign language;

3) language in the context of the information contained in the various cultures;

4) cultural phenomena: the living conditions, holidays, traditions, respect for other people's languages and cultural diversity.

The focus of this Paper is put on 15-16 years old adolescents, which is grade 10 in the Latvian education system. The Secondary Education Standard of Foreign Language learning (introduced in 2008) determines the communicative and socio-cultural competencies, as well as the achieved level of foreign language learning that should be acquired in grade 10-12. It sets that students who continue the first and second foreign language acquisition in upper-secondary school encourages should achieve language socio-cultural communicative competence and competence in accordance with the language proficiency B2-C1 levels. In regards of the third foreign language from grade 10, it encourages learners to achieve proficiency B1 (MK No.715 from 02.09.2008.). Nevertheless, this Paper doesn't focus on the level of language, but on the learning outcomes during and after the foreign language activity. Learning outcomes can be quantitative or qualitative. According to Kuļšs, quantitative learning outcomes focus on acquisition of actual knowledge (for example, new vocabulary or grammar forms), while qualitative outcomes are closely related to non-cognitive, individual differences, such as the conceptions and approaches—how an individual conceives a phenomenon and its influence on an individual's action (cited in Kuļšs, 2015). The combination of the two kinds of learning outcomes and use of the learning outcomes approach make learning more meaningful and effective for students.

English is the language taught most often at lower secondary level in the EU. According to Eurostat's Foreign language learning statistics (2013), within primary education a clear majority of pupils study English. Learning English is mandatory in several countries within secondary education institutions, and so a number of EU Member States have close to 100 % of pupils learning this language already in primary education. At upper secondary level, English is even more widely taught, as some 93.8 % of all EU-28 students at ISCED level 3 (upper-secondary school level, grades 10-12 in Latvia) were studying English as a foreign language in 2011.

English also remains the most widely spoken foreign language throughout Europe. 38% of EU citizens state that they have sufficient skills in English to have a conversation. In 19 out of 29 countries polled, English is the most widely known language apart from the mother tongue, particularly in Sweden (89%), Malta (88%) and the Netherlands (87%) (Figure 1)

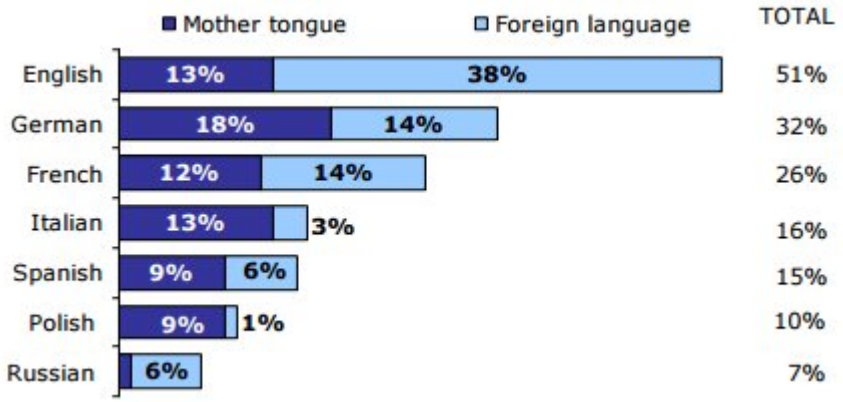

Figure 1. Languages most commonly used in the European Union.

In response to the high demand and job market's needs, English is also widely taught in Latvian schools. According to a research on language situation in Latvia (Valodas situācija Latvijā, 2010, p.20), the most popular foreign language in Latvian general education schools is English, Russian, German and French. As shown by the data from the Ministry of Education, in the 2008 / 2009th school year, 82.8% of Latvian students learned English, 35.3% - Russian, 12.9% learned German and 1.6% learned French. A state coordinated exam is a final evaluation of foreign language learning in upper-secondary school. In year 2012/2013 19,861 students took a final exam in one of the foreign languages, 16, 971 chose to take the test in English (VISC, 2014). The structure of the state exam is based on the European Council's guidelines and exam content analysis shows that the objective part (reading, listening and the use of language) primarily examine linguistic competence, but subjective part (writing and oral) – checks the communicative and socio-cultural competence. Nevertheless, it is important to establish various

ways of assessment before the final exam, therefore the next sub-chapter focuses on assessment of the language learning process.

1.2. Assessment of language learning

The Assessment Reform Group, a voluntary group of researchers brought together as the Policy Task Group on Assessment by the British Educational Research Association (BERA) in 1989, in their report stated that "assessment which is explicitly designed to promote learning is the simple, most powerful tool we have for both raising standards and empowering lifelong learners." (Beyond the Black Box, Assessment Reform Group, 1999). This quote is still topical and points to the main criteria one should focus on while giving assessment in any learning process including language learning.

During the process of learning, the results of the study process should be observed and analyzed. For this reason, assessment, evaluation and analysis are done throughout the process. Assessment is the process of gathering data. More specifically, assessment is the ways instructors gather data about their teaching and their students' learning (Hanna & Dettmer, 2004). After these data are gathered, it is possible to evaluate the student's performance. Evaluation, therefore, draws conclusions about the overall value of an outcome based on the assessment data. Finally the decision making process is carried out where the involved parts design ways to improve the recognized weaknesses, gaps, or deficiencies.

There are three types of assessment: diagnostic, formative, and summative. Diagnostic assessment can help the teacher to identify students' current knowledge of a subject, their skill sets and capabilities, as well as their weaknesses. Formative assessment provides feedback and information during the instructional process, while learning is taking place, and while learning is occurring. Summative assessment takes place after the learning has been completed and provides information and feedback that sums up the teaching and learning process. Assessment can also be divided according to the assessor:

- self-evaluation. Student assesses his learning outcomes in cooperation with the teacher, considers, analyzes and plans own learning.
- inner assessment. Teacher and other students assess student's work and also teacher's work is evaluated by students and school's administration.
- assessment from outside. Experts from outside assess teacher's, student's and school administration's work. (Hahele, 2006)

Hahele admits that in Latvia the major assessment type is summative assessment. In Latvian education system assessment now serves as a control system where student's skills, attitudes and knowledge are evaluated in accordance to the requirements of the study standards. This control system finds deflections from the set norms, but they do not evaluate the activity as such. This type of assessment stimulates the student to reproduce knowledge and adapt to these norms instead of learning for himself. Self-evaluation as a normal regular assessment form is still not accepted neither by students and teachers, nor parents. The state exams on foreign languages that primary and upper secondary students take at the end of grade 9 and grade 12 is also summative and during the study year teachers focus on similar tasks and assessment form to adjust their students' image of assessment to the standard "exam" assessment type.

Evaluation should stimulate and promote students' reflexive action, and therefore the teacher and the student would be able to understand student's individual needs and strengths. Self-evaluation is an individual system, which leads from the aims and tasks to study results and progress. By evaluating his study quality, student also improves his study results (Hahele, 2006). J. H. McMillan and J. Hearn state that in the current time of standards-based education, student self-assessment stands alone in its promise of improved student motivation and engagement, and learning. If implemented correctly, student self assessment can promote inner motivation, internally controlled effort, goal orientation and more meaningful learning. McMillan and Hearn emphasize that student self assessment's powerful impact on student performance motivates students to guide their own learning and internalize the criteria for judging success(McMillan & Hearn, 2008) In general, SSA refers to training students to evaluate their own work for the purpose of improving it (Rolheiser & Ross, 2000).

Self assessment is defined as a process by which students

1) monitor and evaluate the quality of their thinking and behavior when learning and

2) identify strategies that improve their understanding and skills (McMillan and Hearn, 2008).

In other words, self-assessment happens when students judge their own work to improve performance as they identify differences between current and desired performance. In order to assess oneself, student has to monitor their actions and progress. Self-monitoring, a skill necessary for effective self-assessment, involves focused attention to some aspect of behavior or thinking (Schunk 2004). After monitoring, students have to carry out self-judgment (McMillan & Hearn, 2008) where they gain a meaningful idea of what they know and what they still need to

learn. Afterwards, students choose subsequent learning goals and activities to improve partially correct answers, to correct misunderstandings, and to extend learning. From this point of view self-assessment fits well in the standard-based education, which provides clear targets and criteria that can guide student self-assessment.

Education Glossary defines that summative assessments are used to evaluate student learning, skill acquisition, and academic achievement at the conclusion of a defined learning period, typically at the end of a project, unit, course, semester, program, or school year. In Latvia, in summative assessment students usually get a mark. Meanwhile, during the process of self-evaluation it is possible for the students to evaluate their study results and skills and competences they have gained in the learning process and set goals for them. V. Stewart (n.d.) also admits that the skills that are easiest to teach and easiest to test are now also the skills that are easiest to automate, digitize, and outsource. *A Global Cities Education* report (cited in Soland, Hamilton & Stecher, 2013) also notes that public school systems are expected to promote a wide variety of skills and accomplishments in their students, including both academic achievement and the development of broader competencies, such as creativity, adaptability, and global awareness. The latter outcomes, which are often referred to as "21st century skills" or "21st century competencies," have recently taken a more central role in policy discussions, because they are seen as critical components of college and career readiness. The Common Core State Standards (CCSS) which are designed to have a broader view of the knowledge and skills needed for success in college and careers, is adopted in more than 40 states of the United States. Nevertheless, it is important to remember that the term "21st century competencies" means different things to different people, and descriptions of these competencies rarely match one another exactly. There are 3 main broad categories which include the competence type and many sub-competencies. These broad categories are the following:

- Cognitive competencies
- Interpersonal competencies
- Intrapersonal competencies (Soland, Hamilton & Stecher, 2013)

The discussion appears whether to apply summative or formative assessment in order to evaluate students' competencies developed in the learning process. It depends on the aim of the teacher and the type and length of the activity. A summative assessment can be used for evaluating teaching and learning after it has occurred, while the author of this paper carries out the research in the middle of the study year, while students' learning activities are in process and

thus student self-evaluation has the aim and character of formative assessment. During this formative assessment, teacher can set goals, engage in frequent feedback cycles with students, adjust instructional practices in response to assessment data, and engage students in the assessment process by providing individualized instruction and opportunities for self-assessment (Black et al. 2003; Herman, Osmundson & Silver, 2010).

In order to decide on the appropriate assessment form for the foreign language activity, it is necessary to know the audience the assessment will be aimed to. The study on this paper focuses on adolescent students and therefore it is necessary to establish the basic needs and specifics needed for adolescent assessment. The next sub-chapter demonstrates the requirements that allow selecting appropriate assessment for adolescents in language learning.

1.3. Adolescence.

"Tell me and I forget, teach me and I may remember, involve me and I learn."

— Benjamin Franklin

Adolescence is one of the most exciting, intense, emotionally and physically challenging periods in individual's life. Macmillan Dictionary for Students explains that adolescence (from Latin *adolescere*, meaning "to grow up") is a transitional stage of physical and psychological human development that generally occurs during the period from puberty to legal adulthood. Encyclopaedia Brittanica defines adolescence as a transitional phase of growth and development between childhood and adulthood. The World Health Organization (WHO) defines an adolescent as any person between ages 10 and 19. This age range also falls within WHO's definition of *young people*, which refers to individuals between ages 10 and 24. Nevertheless, it is important to note that age alone does not identify the beginning and end of adolescence. In order to identify individual's stage of development, it is necessary to observe and state key developmental milestones that indicate when a particular stage of development has started and ended. Russian pedagogue A.V. Mudrik (1981) states that people, especially young people, have different speeds of development and that it is very difficult to understand the complexity of the terms "age" and "early youth". E. Maslo (Maslo, E. 2003) also states that at this time students at the same age reach very different stages of development. Therefore, to select and use language learning activities that are suitable for upper-secondary school students, it is necessary to study the

characteristics of this age. More detailed description of adolescents is given in the next subchapter.

1.3.1. Characteristics of adolescents

The age of adolescence is inseparably related to transitions. Physical development is the basis of the "transitional period" and thus adolescence is often called puberty, but complete physical maturity doesn't mean that the individual is an adult. E. Maslo (Maslo, E. , 2003) explains that apart from being physically developed, being an adult in the society means acquisition of a cultural identity, set of knowledge, norms and skills that lets the individual work and take responsibilities in the society. During the complex period of adolescence, A. V. Mudrik (Мудрик, 1981) structures the development of adolescents in 4 „ages"

1) Chronological age – the number of years the individual has lived;
2) Physiological age – the stage of physiological development;
3) Psychological age – the stage of psychological development;
4) Pedagogical age – the stage of cultural awareness in the society.

The combination of the 4 ages of the individual at the current moment is something the teacher should be aware of and take into account when selectin activities and learning aims for the student. K. Bucher and M. Lee Manning describe the following areas of changes and developmental characteristics during adolescence:

Physical characteristics.

- Physical changes (e.g., growth spurt and skeletal and structural changes) are rapid and visually apparent.
- Considerable diversity in physical developmental rates occur due to genetics, environmental factors, and health issues.
- Distinct gender differences are evident in size, strength, and age of growth spurt (e.g., girls around age 12 and boys around age 14).
- Health risks increase due to behavioral issues such as eating disorders, sexual experimentation, and drug use.

Psychosocial characteristics.

- Friendships form and social interactions increase, which have the potential for boosting self-esteem and reducing anxiety.

- Distinct gender differences occur in socialization patterns (e.g., females tend to have smaller numbers of close friends and males tend to have larger "social networks").
- Allegiance and affiliation shifts from parents and teachers to friends and peers.
- Social tasks and situations are handled without adult supervision and advice.
- Self-esteem changes due to adolescents' home and school lives.
- Preoccupations with the self lead to critical self-examination and, subsequently to the formation of self-perceptions.
- Argumentative and aggressive behaviors become evident and often disturb parents and teachers.

Cognitive characteristics.

- Higher levels of cognitive functioning (e.g., reasoning and higher-level thought processes) develop.
- Moral and ethical choices are now possible and often guide behavior.
- Developmental diversity leads to varying abilities to think and reason.
- Cognitive ability is often affected by overall socialization.
- Perspectives about past, present, and future develop that allow enhanced perspectives of time.
- Language and overall verbalization skills increase, allowing improved communication in both school and home situations.

During puberty adolescents also develop sexually and this is the time when their social developement is very active – they look for new friends, social groups, try out different relationship, develop and gain experience after taking independent decisions. At the same time, as adolescents develop more advanced patterns of reasoning and a stronger sense of self, they seek to develop their own identities, developing important relationship with people other than their parents (cited in Stangor, 2015).

Along with the social and physical development, adolescents have rapid development of their intellectual skills. Although the most rapid cognitive changes occur during childhood, the brain continues to develop throughout adolescence (Weinberger, Elvevåg, & Giedd, 2005). Blakemore (2008) states that the brain not just continues to create new neural connections but also casts off unused neurons and connections. As teenagers mature, the prefrontal cortex, the area of the brain responsible for reasoning, planning, and problem solving, also continues to develop (Goldberg,

2001). Blakemore also explains that during adolescence the development of the prefrontal cortex is a little slower than the development of the emotional parts of the brain, therefore adolescents often seem to act impulsively, rather than thoughtfully. Elkind (1978) notes that the new cognitive abilities that are gained during adolescence may also promote new feelings of egocentrism (adolescents believe that they can do anything and that they know better than anyone else), as well as they are likely to be highly self-conscious, often creating an *imaginary audience* where they feel constantly observed (Goossens, Beyers, Emmen, & van Aken, 2002).

As mentioned earlier, all transitions have their milestone of beginning and end. Dewey (2007) states that Erik Erikson's stage as one of the most appealing development theories in psychology. According to Erik Erikson's (1959) theory of psychosocial development, there are eight distinct stages in human life (Table 1). E. Erikson states that the main social task of the adolescent is the search for their unique identity, and that in the search for identity, the adolescent may experience role confusion in which he or she is balancing or choosing among identities, taking on negative or undesirable identities, or temporarily giving up looking for an identity altogether if things are not going well (Stangor, 2015).

Table 1. Erikson's Psychological Stages

Erikson's Stage Theory in its Final Version			
Age	*Conflict*	*Resolution or "Virtue"*	*Culmination in old age*
Infancy (0-1 year)	Basic trust vs. mistrust	Hope	Appreciation of interdependence and relatedness
Early childhood (1-3 years)	Autonomy vs. shame	Will	Acceptance of the cycle of life, from integration to disintegration
Play age (3-6 years)	Initiative vs. guilt	Purpose	Humor; empathy; resilience
School age (6-12 years)	Industry vs. Inferiority	Competence	Humility; acceptance of the course of one's life and unfulfilled hopes
Adolescence (12-19 years)	Identity vs. Confusion	Fidelity	Sense of complexity of life; merging of sensory, logical and aesthetic perception
Early adulthood (20-25 years)	Intimacy vs. Isolation	Love	Sense of the complexity of relationships; value of tenderness and loving freely
Adulthood (26-64 years)	Generativity vs. stagnation	Care	Caritas, caring for others, and agape, empathy and concern
Old age (65-death)	Integrity vs. Despair	Wisdom	Existential identity; a sense of integrity strong enough to withstand physical disintegration

As stated in the table, the culmination of the adolescent age is the sense of the complexity of life and merging of sensory, logical and aesthetic perception. According to author's personal

observations and experience, the process of developing an identity may be long and complex in some cases. Teenagers might try out different identities in different situations, thus experimenting and gaining experience, until they find an identity they are comfortable with. The path a teenager chooses to gain confidence and build his personality is influenced by many outside factors, such as their environment, culture, religion, school, and the media (Spano, 2004).

The wide range of social pressures influences adolescent mood and behavior. Angela Oswalt (n.d.) indicates three primary social changes that stress adolescent youth:

1. That they are simply expected to do more than when they were younger,
2. Normal age-appropriate desire for increased individuality and self-expression, and
3. Newly developing sexuality and sexual feelings, and the many ways these feelings and desires complicate life.

This means that an adolescent's life often is filled with school's subjects, homework, hobby groups, sport activities, social events and they have to navigate multiple, complicated relationships with their peers and adults. In addition to being literally busy, children are also subject to increasing expectations with regard to their social competency and skill. Selfish behavior or temper tantrums that were tolerated in a toddler now become unacceptable ways to act for pubescent children. As the rules for acceptable behavior tighten around them, many children will struggle to cope and to simply understand what is now expected of them (Oswald, n.d.). Adolescents and learning becomes a topic teachers think and talk about more often, as the changes in adolescent behavior and life also bring changes of the environment in the classroom.

1.3.2. Adolescents and language learning

During the age of adolescence, people usually study full time at primary or secondary school. In Latvia, primary or basic education is compulsory and children should graduate at least 9 classes until the age of 18. According to the European Commission's report "Key Data on Education in Europe 2012", about 10 per cent of primary school graduates do not continue further education. The majority chooses to continue studies according to their interests and future plans.

For teachers, understanding the adolescent as learner ultimately means understanding how and under what conditions learning best occurs (Lambert& McCombs, 1998). Learning is believed to be a natural, ongoing, and active process of constructing meaning from information and experience. According to Howard Gardner, the developer of the

Theory of Multiple Intelligences, it is an intuitive and universal human capacity that enables the mastery of symbolic systems such as language, music, and mathematics (Gardner, 1991). Gardner's theory becomes more and more popular, as its application offers educators a comprehensive framework within which fundamentally different solutions can be implemented. Nowadays an increasing number of children with disabilities are being placed in general education classrooms and thus his theory that people learn, represent, and utilize knowledge in many different ways allows to understand and modify the classroom to suit students' different learning needs.

In order to understand each student's individual needs, it is necessary to establish a basic understanding of student's strongest intelligences.

Linguistic Intelligence --The capacity to use oral and/or written words effectively. Students who have strong linguistic intelligence are likely to benefit from traditional teaching strategies, such as lectures and not taking.

Logical-Mathematical Intelligence --the ability to effectively use numbers and to reason. Students strong in this intelligence succeed in traditional math and science classes. Learning is enhanced through use of calculators, critical thinking and problem solving across all subjects.

Spatial Intelligence --the capacity to accurately perceive the visual/spatial world and create internal mental images. Useful teaching strategies include giving students opportunities to create visualizations, using color cues on worksheets, chalkboards, drawing and graphic symbols to represent concepts.

Bodily-Kinesthetic Intelligence --the ability to skillfully move one's body and to move and manipulate objects. The use of gross motor activities which include using body movements, the classroom as a theater to "act out" content in textbooks, and learning with hands on materials reinforces learning for those with strengths in this area.

Musical Intelligence --a sensitivity to and grasp of the elements of music. Students strong in this area are not necessarily gifted singers or musicians, but are likely to learn through rhythm. The following ways are ways to incorporate music into the entire curriculum: using rhythms, sounds, raps, chants to teach concepts using musical selections that represent or reflect the content of the curriculum, and using musical selections to depict the events and feelings within a story or book.

Interpersonal Intelligence --the capacity to perceive and distinguish moods, intentions, and feelings of others. Students with strong interpersonal intelligence are often outgoing and

empathetic. Positive teaching approaches include peer sharing of materials, using cooperative groupings, and using simulations to learn about events, feelings and alternative strategies for behaving.

Intrapersonal Intelligence --the ability to know one's self and act on the basis of that knowledge. Using reflection activities, connecting the curriculum to students' personal lives and/or future experiences, and giving students choices of what to do, when, and how are successful strategies for students with strong intrapersonal intelligences (Falvey & Givner, 1995).

G. Beamon states that learning is an internally mediated process that is controlled primarily by the learner and is affected by his or her motivation, perceptions, skills, and knowledge. Beamon (2000) has elaborated a concept map on 'The Adolescent Perspective' (Figure 2), which states that learning is an intellectual process that is highly influenced by social interaction and situational context, in addition to personal beliefs, dispositions, and emotions.

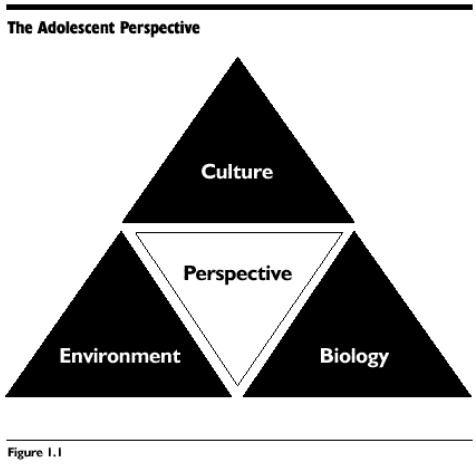

Figure 2. Beamon's "The Adolescent Perspective"

Soviet psychologist, the founder of a theory of human cultural and bio-social development, Lev Vygotsky created what is called the "Zone of Proximal Development" (Vygotsky, 1978). It was based on the major theme of his theory that social interaction plays a vital role in cognitive development. Vygotsky (1978) stated that "every function in the child's cultural development appears twice: first on the social level, and later, on the individual level; first between people (interpsychological) and then inside the child (intrapsychological)" (cited in Social Development Theory). According to the theory, in a classroom setting it would promote active engagement. The student takes an active role in his or her education and the teacher becomes the facilitator. According to Vygotksy's theory, learning does not occur in isolation; therefore students need

activities that emphasize interaction between students and allow collaborative learning promote social interaction (McKenzie, 2000).

Currently there is no single educational approach based on the Garner's Multiple Intelligences' theory. According to the Education Development Conception, Latvian education system is based on humanity (Izglītības Attīstības Koncepcija 2007.-2013. gadam). Humanism emphasizes the value of human beings, individually and collectively, and generally prefers critical thinking and evidence over established doctrine or faith. In education, humanism "is a paradigm / philosophy / pedagogical approach that believes learning is viewed as a personal act to fulfill one's potential" (Learning-Theories.com). Beļickis (2000, p. 6) describes the main aspects of humanism in education:

- cooperation, not competition;
- process, not result;
- student as the learning process subject, not teaching object;
- teacher as student's cooperation partner, not a rival;
- looking for the objective and subjective truth via dialogue, communication, reflection;
- student's self-control and self-evaluation before teacher's control and evaluation;
- problem situations and research situations as methodological dominants;
- creativity and criticism related to constructivism;
- development of value orientation and sense of responsibility in the pedagogical process.

In addition to the basic list of humanism characteristics, Gage and Berliner (1991) summarized some basic principles of the humanistic approach:

1. Students will learn best what they want and need to know. That is, when they have developed the skills of analyzing what is important to them and why as well as the skills of directing their behavior towards those wants and needs, they will learn more easily and quickly.
2. It is more important to know how to learn than to acquire a lot of knowledge, especially when the information is widely available.
3. Self-evaluation is the only meaningful evaluation of a student's work. The emphasis here is on internal development and self-regulation. External expectations that students need to meet in current classes are against most humanistic theories.

4. Feelings are as important as facts.
5. Students learn best in a non-threatening environment. The environment should be psychologically and emotionally, as well as physically, non-threatening.

Pedagogue's task is to awaken students' skills, develop them and provide opportunities to use them in the study process. The current education system is based on mathematical and linguistic skills, but in order to develop social and emotional intelligence, more and more attention is paid to intrapersonal and interpersonal skills (Rubana, 2004, p. 41).

The analysis of adolescent learning brings several specifics that need to be taken into account. On one hand, adolescents develop rapidly and also already have some life experience, thus they are able to connect the new knowledge with what they already know, understand, or have personally experienced. On the other hand, adolescent learning is not completely about building new knowledge on prior knowledge, the teacher also needs to get students excited about a topic, reassuring them that they are capable of the work, or keeping them on-task (Perkins, 1992). Beamon (2000) suggests that adolescent learning involves interactive, purposeful, and meaningful engagement. In order to have the best results, it is advised to create the following circumstances:

- Adolescents involve in the activity if it makes sense in a larger context, such as confronting real-life issues and problems (Beamon, 2000).
- Teachers should avoid activities that might seem childish to students. Adolescents can see it as patronizing or misevaluating of their capabilities.
- Avoid too many activities that put embarrassed students into spotlight.
- Experiment with a mixture of quiet, working-alone activities and activities that require active participation.
- Consider project work on topics entirely suggested by the learners and involving research methods that they will find both interesting and challenging (Scrivener, 2011).
- Student's personal initiative and energy are moved into action through meaningful involvement with relevant and current content.
- Their cognitive and affective capabilities are challenged, such as when connections are made between difficult content and its application to personal experiences.

- They can draw upon a variety of resources in the language learning environment, including personal experience, the local community, and the Internet. Therefore it is suggested to use a variety of tools and resources.
- Students need to have more activities that include deeper understanding. Their knowledge and understanding are substantively broadened or deepened.
- Dare to ask difficult and important questions that promote discussion and analyzing.

The list of circumstances illustrates the complexity of the lesson and variety of methods teacher has to choose to suit adolescent learning and development needs. The role of a teacher is complicate as well, as the teacher often responsible for many things and having different roles at the same time. Harmer describes the teacher as a prompter, resource, tutor, facilitator, organizer, assessor, etc. (Harmer, 2008). Therefore a class full of adolescent students can be a great challenge for new teachers. In order to create and provide successful, developing and motivating learning environment, it is necessary to select learning methods and evaluation methods appropriate to the learners' needs. Teaching method is teacher's conscious, purposeful and planned study content, form's, methodological and evaluation technique system that is used to deliver students knowledge and skills in the study process. It influences student's competencies and their attitude towards studies and their behavior (Maslo, I. 1998). Learning method is the characterization of student's independent and responsible action to achieve the aim and do study tasks. It stimulates and influences students' study and cooperation experience and promotes conscious change of their behavior and attitudes (Maslo, I. 1998).

Rubana (2004) gives a brief overview of study methods according to their study action organization form (Table 2).

Table 2. Study methods according to their study action organization form (Rubana, 2004)

Method	Method's description
Information-receptive (or explanatory-illustrative)	Knowledge is presented to the student in a ready form; he perceives it, realizes and saves in memory. It does not promote development of student's independence.
Reproductive method	Skills and abilities are formed not only on the basis of the analysis of the process cause and consequence but revealing the reasons of typical mistakes at obligatory numerous simple repetition of actions.
Problematic explanation method.	Teacher sets the problem and shows its solution step by step, including the analysis of difficulties during the process. This form is more effective as it requires the analysis of the activity, develops efficiency of thinking, ability to apply knowledge in different situations.
Heuristic method	Teacher organizes and leads students' learning in a way they can work independently and come to a conclusion themselves.
Research method	Students reach the highest form of independent research and studies.

The analysis of adolescent needs and characteristics shows that adolescent students need challenging tasks, which are mainly listed in the heuristic and research methods. Therefore, the author of this paper has chosen the heuristic method that correspond the requirements to evaluate its compliance to the theory.

Foreign language learning doesn't happen overnight and it is a long, even lifelong, process. Communication in a foreign language is one of the key competencies of lifelong learning (The Key Competences for Lifelong Learning – A European Framework, 2006), but not all the techniques used in foreign language classes for small children and adults will be also effective in adolescent classes.

Adolescents are the "in between" age group because they are not children anymore and they are not adults either. According to Harmer, one of the features that distinguish adolescents from younger learners "may have something to do with their increased cognitive abilities, which allow them to benefit from more abstract approaches to language teaching" (Harmer, 2008). Zhang, C. (2009) explores the influence of learners' age factor as well as the other factors related to age in foreign language acquisition. In his research *"A Study of Age Influence in L2 Acquisition"* he brings several suggestions that should be taken into account in adolescent foreign language classes:

- Language students are good at imitation and reminiscence, as their cognitive competency has grown to certain extent and their meta-language, which helps the learners to analyze or describe a language, is fairly sensitive.
- Adolescents use the strategy of language communication better than children and they apprehend the things between the language and culture easily.
- Adolescent psychological barrier is lower than adults and they would not pay excessive attention to other people's attitude towards them.
- Just like adults, adolescents can also take advantage of the language regulations they have learnt to monitor their outputs, but children are generally short of monitoring competency.
- Adolescents and adults would listen to their own utterances to compare what they say with what they intend to say, and to make corrections if necessary. For these reasons, adolescents can learn the foreign language quicker than adults and children
- The disadvantages in adolescence are that they should study harder than children and need strong self-control in foreign language learning according to their schedules. Adolescents are easily affected by the other things around them.
- Adolescent egocentrism is a self-absorption that makes it hard for them to accept criticism and tolerate authority.
- The adolescent students appear to like to feel that the teacher has authority and has them under control. Most students agree with that a good teacher treats his students with fairness and respect.

The analysis of adolescent characteristics, learning needs and types of assessment promoted the author of this Paper to choose outdoor education as a tool for foreign language education and

try out student self-evaluation in the middle of the activity in order to create an unusual setting, promote students' individual and group work skills, motivate students and give them a meaningful task. The following chapter of the Paper will introduce outdoor education and the ways it can be used in learning.

2. Outdoor education.

"*We are not saying 'good bye' to our classrooms; we are opening them up*."

Simon Beames, Outdoor Education Lecturer, Edinburgh University

The author of the Paper considers outdoor education as a strong, influential and motivating learning method that has not been as widely used in the education system as it should be. Outdoor education has a long history and it has proven to be very effective when teaching and learning different subjects. Currently, the most popular form of outdoor education in Latvia is excursions and field-trips, and lately schools have started to have more interest into learning outdoors. In this paper outdoor education is referred as organized learning that takes place in the outdoors, but it doesn't always include nature as the tool. As described in the previous chapter, the needs of the adolescents require various environments, meaningful tasks and various forms of learning, as well as challenges and manageable difficulties. According to the English Outdoor Council, outdoor education gives challenging experience which impacts powerfully upon a young person's intellectual, physical, spiritual, social and moral development.

Historically outdoor education is the oldest form of learning, as first learning practices were carried out on the field, where children and adults learned from the practical application of the skill they wanted to learn. The term outdoor education usually refers to organized learning that takes place in the outdoors. It could be defined as experimental learning in, for or about the outdoors. This chapter focuses on foreign language (English) acquisition with the use of outdoor education methods and sets aims for the research about its practical application in Latvian schools.

Latvian Standard of Primary Education (2013) defines that the aim of the primary education is to promote studies where student is motivated to learn and acquire new knowledge and skills necessary to exist in a society and needed in personal life. The Standard also defines that school must promote the development of students' creativity and social skills while creating their knowledge on the main principles of nature, social interaction and sustainable development. Even though the Standard repeatedly implements changes and sets new objectives, the basic principles are not changed. If a student is given an opportunity to talk, read and listen, he can develop his skill to communicate and gain motivation to adopt in authentic situations. Health and healthy lifestyle issues take an important part in the Standard, and all of these aspects are a natural part of outdoor education. Therefore, the author of this paper concludes that outdoor education, including English acquisition, must become an integral part of lessons in Latvian schools.

2.1. History and topicality of outdoor education

The basic principles of outdoor education have been formed by many philosophers and pedagogues from various periods in history. Nevertheless, all of them have one common idea and their view on education and knowledge is alike. Aristotle (384.-322. BC) emphasized the link with nature and the path from concrete examples towards abstract knowledge. J. A. Komensky (1592-1670), the "father of modern education", emphasizes the importance of nature in his Great Didactics. According to Komensky's The Great Didactics (1907),

1. Nature observes a suitable time.
2. Nature prepares the material, before she begins to give it form.
3. Nature chooses a fit subject to act upon, or first submits one to a suitable treatment in order to make it fit.
4. Nature is not confused in its operations, but in its forward progress advances distinctly from one point to another.
5. In all the operations of nature, development is from within.
6. Nature, in its formative processes, begins with the universal and ends with the particular.
7. Nature makes no leaps, but proceeds step by step.
8. If nature commences anything, it does not leave off until the operation is completed.
9. Nature carefully avoids obstacles and things likely to cause hurt.

French philosopher and enlightener J. J. Rousseau (1712-1789) had an aim to correct urban society's alienation from nature (The Art of Nature, 2014). He invented the phrase "*back to nature",* where he minimizes the importance of book learning, and recommends that child's emotions should be educated before his reason. He placed a special emphasis on learning by experience. From this perspective, the landscape becomes "the school" communicating this knowledge, which therefore makes the meetings with buildings, streets, nature and cultural traces, more inspirational.

Inspired by Rousseau, E. Key (1849-1926) became a noticeable personality in the education field in the 20th century. In her book *The Century of the Child* (1909) she talks about the "murder of souls" in the schools.

When it comes down to it, children often still become victims of educational ideals, the pedagogical system, the demands on examination, the ones you refuse to leave in any way! The current school's result - what are they? Worn out brain power, weak nerves, held back originality,

weak initiative, dull stares at the surrounding realities ... An inability to observe yourself, examine and through reflection connect the parts.

With this statement she advocates for alternative education and urges to use other places than classroom to educate children and give them skills necessary for life. Another advocate for alternative education was M. Montessori (1870-1952), who suggested looking at the whole environment as a resource in learning. She wanted to develop a holistic learning where the whole body was part of the process through something she called "Erdkindern", the Earth children. The American pragmatic J. Dewey (1859-1952) introduced the concept "learning by doing", where he states that knowledge becomes valuable only if we can use it practically (Carlegard, 2007) According to Dewey, practical knowledge is just as much worth as theoretic knowledge. In outdoor education, you assume that this knowledge is largely retrieved through activities outdoors. Derwey also states that often physically experienced sensation's path to knowledge must move the learner "under the skin". This is an important point in today's static culture, where we with outdoor education can develop a more movement intensive environment of learning with more physical activity, where the body moves the thought (Kinda Kommun, 2011).

Swedish neurophysiologist and pedagogue C. Hannaford is an advocate of movement and play in learning. In her book "Smart Moves" (1995) she discusses the importance of sensorimotor development (visual, auditory, tactile, and kinesthetic readiness) to the learning process. In the book she argues that movement is necessary for child development and offers alternatives to enhance learning ability. Safe and professional practice in outdoor education is closely related to three areas in education: outdoor activities, environmental education and social and personal development. The relationship between the three dimensions can be seen in the following model:

Figure 3. The range and scope of outdoor education, by Higgins and Loynes (1997)

Figure 3 visualizes the complexity of outdoor education practices – they cover many areas of person's life and promote the development of knowledge, personal traits, social development, environmental awareness and interpersonal skills.

Currently, an active implementation of outdoor education is held in Sweden, where Lotta Carlegard, an author of a book called "*Att lära in engelska ute*" ("*Learning English Outdoors*"), inspires English teachers to use outdoor education methods in their lessons. In Latvia, outdoor education has mainly been used in field trips, where students visit different places in order to gain theoretical and practical knowledge and skills related to the place. There is a lot of information about outdoor education in field trips, but only a little information about English activities, that can be held outdoors. According to the observations of the author of this paper, English lessons are mainly held inside. Therefore, the aim of the author of this paper is to gain more information and analyze the current situation in Latvia in order to develop new materials that can educate Latvian teachers about outdoor education methods in English classes and urge to use them.

In recent years outdoor education is becoming a more topical issue in the world's context. Today, the world's education policy focuses on competitiveness, which is grounded on competencies and skills. The necessity to have the right competencies and skills is emphasized in the European Qualifications Framework (2011), where in Note 4 *Using Learning Outcomes* teachers are invited to use their knowledge and experience to interpret standarts and broad aims to create the right environment for the development of competent people. The European Commission has also launched an initiative *New Skills for New Jobs: Action Now* (2010), where it sets that immediate action is required to solve Europe's skills deficiencies and give Europeans a better chance of labor market success in the future. The report stresses the need to provide the right incentives for people to upgrade their skills, to better link education, training and work, to develop the right mix of skills, and to better anticipate those skills needed in the future. In this context, outdoor education is one of the best tools to achieve these goals. Another aspect of competitiveness is the ability to live in a society. A person is an integral part of the society, and his existence is not possible without close interaction with the environment. As stated by many authors, only among other people a person can be aware of himself and create his individuality (Omārova 1994; Omārova 2003; Sartre 1946; Špona 2001; Žogla 2001). Therefore, the author of this Paper sees a high potential of outdoor education in the current and future education. Acquisition of different languages, including English, is highly dependent on student's

motivation and surroundings, which can noticeably increase the speed of language learning (Dornyei 1998; Nakata 2006). In this context, the author plans to promote the use of outdoor education methods in Latvia and Europe by providing suggestions and practical advice, gained from the research in Latvia and Europe.

2.2. Types of outdoor learning activities.

Outdoor learning includes the entire range of learning experiences that are carried out outside. Whether it is reading a book outside or participating in an overseas expedition, the curriculum design principles apply in this form of learning just as in indoor lessons (Rickinson, M., Dillon, J., Teamey, K., Morris, M. , Choi, M. J., Sanders, D., Benefield, P. , 2004). The locations of outdoor learning include

- school grounds or gardens
- wilderness areas
- urban spaces
- rural or city farms
- parks and gardens
- field study/nature centres.

Outdoor activities can take various forms and aim all levels and ages, and many of indoor (classroom-based) activities can be transformed to be carried out outdoors. Education Scotland, the national body in Scotland for supporting quality and improvement in learning and teaching, states that the abilities of educators enable them to be effective outside as well as indoors. All subjects, all ages and all levels can be taught outdoors (Education Scotland, 2010).

The type of the activity depends on many aspects, like students' age, needs, subject, previous knowledge, aim of the activity, etc. In any subject, it is important to understand the focus of the outdoor lesson or activity. Rickinson, M., Dillon, J., Teamey, K., Morris, M., Choi, M. J., Sanders, D., Benefield, P. (2004) explains that the foci of outdoor learning, for example, can include learning about nature, as in outdoor ecological field study; learning about society, as in community-based gardening initiatives; learning about nature-society interactions, as in visits to outdoor nature centers; learning about oneself, as in therapeutic adventure education; learning about others, as in small-group fieldwork; learning new skills, as in outdoor adventurous activities. The wide range of foci offers teachers and students opportunity to create and carry out

various outdoor activities that focus on one or multiple areas and later reflect their learning according to the chosen focus.

Lesson planning also includes the aims of each activity. Outdoor learning, like any other learning, can bring various outcomes depending on the selected activities. The intended learning outcomes of outdoor learning can include:

- new knowledge and understanding of various areas;
- attitudes towards, for example, the future or peers/family;
- values and feelings about, for example, the environment or oneself;
- skills such as orienteering or communication;
- behaviors such as group interactions or personal coping strategies;
- personal development, such as self-confidence or personal effectiveness (Rickinson, M., Dillon, J., Teamey, K., Morris, M., Choi, M. J., Sanders, D., Benefield, P., 2004)

It is also important to note that outdoor education allows and promotes parent involvement, as parents can serve as educators and resources, too. If the activity is held outdoors, fresh air and movements stimulate and also relaxes students, providing them with healthy study conditions and environment.

In order to carry out this study with adolescent students, the author of the Paper chooses to use a video creating activity, which is majorly done outdoors. It consists of an introduction, that is carried out indoors, and later students get into groups and go outdoors, where they are given freedom to gain inspiration and create their own unique language learning product. As the activity is carried out in a students' selected place, the teacher can observe and see how each group of students select place and tasks that includes all group members in the activity. The ability to create video and use modern technologies are at a high demand and popularity nowadays, therefore the selected outdoor activity suits both the needs and interests of adolescent foreign language learners.

The analysis of the theory of outdoor activity history and practical application brings several conclusions:

1. Outdoor education has been historically used as an integral part of any learning.
2. Outdoor education is an education form that can develop almost all necessary skills and competencies necessary for children's future in the society and European labor market.

3. Outdoor education methods in English classes are suitable to any age, sex and learning style.
4. English classes that are performed outdoors cannot be separated from other subjects. Topics from subjects like literature, biology, geography, physics and other are inevitably included in outdoor classes.
5. Outdoor education has a big potential in Latvia. The Standard of Primary education is promoting skills and competencies that can be achieved through the use of outdoor education methods and in many schools are located favorably to carry out lessons out of the classrooms.

3. Pedagogical study methodology and context.

The study is planned to be carried out in upper-secondary school classes. Student age: 15-16, grade 10. Students are from a large city school and have studied English for at least 7 years at the moment of the study. Their current English language use level is around B1-B2 (by the European Common Framework of Languages). The outdoor activity is carried out during the Week of Foreign Languages as an outdoor project, where students prepare a video that is based on a novel they have read and wrote a script to. The outdoor activity consists of several stages:

- Introduction with the activity tasks, criteria. Brainstorm and guided discussions in the classroom. Role explanation and setting (1 lesson - 40 minutes).
- Students' individual and group work outdoors (3 lessons).
- Teacher's consultations during the outdoor activity.
- Student's self-assessment about the process. Teacher's assessment (1 lesson).
- Presentations of the prepared material and discussions.

In order to test the hypothesis of the study - the use of outdoor activities in foreign language learning fosters the development of foreign language competencies for adult students – data will be collected from students' self-assessment sheets and teacher's assessment and a descriptive analysis will be carried out.

The idea of Learning Wall assessment sheet is adapted from the original Lessons From Nature project (Lessonsfromnature.org). The project is an innovation towards teaching and learning for a green economy and society; it was elaborated by partner organizations from 6 European countries and carried out in 2010-2013.

The aims of the project were

- To improve the capacity of schools and organizations working with young people to address sustainable development through the outdoor classroom in new and innovative ways, and integrate this into different curriculum areas.
- To provide young people with a wide range of experiences outside the classroom relevant to their participation in building the green economy and society.
- To produce new resources that link learning about natural ecosystems with the skills for building a green economy and society.
- To provide easy access to information, knowledge, expertise, guidance and resources.

- To share and enhance existing criteria for successful Learning Outside the Classroom (LOtC).
- To develop a network of good practice amongst educators to continually share ideas and resources.
- To increase the profile of sustainable development and LOtC across the partner countries and the EU (Lessonsfromnature.org).

The student self-assessment sheet is not completely taken from the Lessons From Nature project, it is taken as a sample and adjusted to fit the outdoor activity carried out at the study. In the original project the self-assessment sheet is made for lessons that focus on environmental and geographical outdoor education; self-evaluation sheet used in this study is transformed so that it focuses on language competencies, inclusion and skill development.

The Learning Wall assessment sheet (Appendix1, 2), filled in by students as self-assessment and the teacher as assessment of student's work, consists of 6 categories and 10 subcategories. In order to make assessments comparable, it is necessary to create a united instruction and assessments scale (Albrehta, 1998:83). Therefore each of the subcategory is leveled in 4 levels: optimal, almost optimal, almost minimal, minimal and coded as 1, 2, 3 or 4.

Table 3. Codes for levels of self-evaluation subcategories.

Level nr.	**Explanation**
4	optimal
3	almost optimal
2	almost minimal
1	minimal

The categories and subcategories were as follows:

1. Understanding insights from the novel.

In this category students focus on language competencies and assess the level of their foreign language skills' development during the outdoor activity. This category has 3 subcategories:

1.1. The storyline of the novel.

As an optimal result the student assesses that he can propose a new product that incorporates the storyline together with the other insights. I can use the novel as a mentor and a measure. The minimum means that he understands what a storyline is.

1.2. Task management.

Optimal result means that student can propose a new system that promotes work in the group and incorporates the other insights. He also can use his peers as a mentor and a measure. Minimal result shows that the student only understands the principle of task management.

1.3. Diversity in a group gives strength.

In an optimal result the student assesses that he can use his peers as a mentor and a measure, while in the minimal result he only understands why they worked in a group.

2. Discovery

In this category students evaluate their ability to enquire and cope with uncertainty. In the optimal result students say they are happy to take on new tasks even when the outcome is uncertain, while in the minimum they need tasks that have a clear goal that they can easily understand.

3. Critical Thinking

Category "Critical thinking" consists of 2 subcategories:

3.1. Questioning.

In the optimal result a student admits he has a lot of enquiry based questions and always try to find better ones to extend his learning, while the minimum means that the student keeps quiet and lets others ask questions.

3.2. Analyzing information.

Optimal result - student can find his own sources of information and use my experience as a measure to make critical judgments. He also can summarize the information and use it to make decisions. Minimal result – he needs help to summarize information.

4. Creativity.

4.1. Using imagination.

In an optimal result student assesses that he can use his imagination to find new understanding from information without help, while the minimum means that he needs to be told what things mean by a teacher.

4.2. Using initiative.

In an optimal result student assesses that he actively takes the lead in trying out and testing new ideas and activities. The minimum in this subcategory mean that he always lets other people take the lead in trying out new ideas and activities.

5. Sharing

This category focuses on students' skill to communicate ideas that they have or that they have gained in the learning process. In an optimal result the student can explain how his peer can be an inspiring mentor and a measure in the design of the modern world. He can also explain that the insights from nature could offer hope for a brighter future. In a minimal result the student admits he is not confident sharing his ideas with others and feels nervous that they might not be accepted.

6. Reflection and evaluation

The final category focuses on reflecting and evaluating. It does not just focuses on the outdoor activity's achievements and gained results, but also asks student to think of his future learning plans. In an optimal result student says that he can now develop new targets for himself while the minimums in this category mean that he can only recall what happened during the learning and the role he played in it.

Table 4 presents an overview of the categories and subcategories used in the self-assessment sheet.

Table 4. Categories and subcategories of the self- assessment sheet.

1. Understanding insights from the novel.	1.1. The storyline of the novel. 1.2. Task management 1.3. Diversity in a group gives strength.
2. Discovery	
3. Critical Thinking	3.1. Questioning 3.2. Analyzing information
4. Creativity	4.1. Using imagination 4.2. Using initiative
5. Sharing	
6. Reflection and evaluation	

On the other side of the self-assessment sheet students fill in open-ended personal reflections that will bring more insight into student's development during the outdoor activity. There are 6 open-ended reflections, starting with

I was inspired by…

I discovered…

I understand…

I applied my knowledge to…

I shared my knowledge with others by…

After the discussion about the activity the teacher fills in the same assessment sheet about each student. Nevertheless, the open-ended personal reflections are not written. At the beginning of the data analysis when the received data was entered in the SPSS predictive analytics software, positions "Status", consisting of two variables – teacher and student – were coded as "1" for student and "2" for teacher. Students' chosen levels were also labeled according to Table 3 (pg. 33).

At first there were doubts that some students might not be able to understand the level descriptions in the self-assessment sheet, but such problems didn't appear, at least they were not expressed. Students found this new type of assessment challenging and were enthusiastic to fill it in. The dependant variable of this study was the precision of self-assessment, i.e. the degree of approximation of students` self-assessment to the teachers` assessment. The gained results are described in chapters 3.1. and 3.2. and compared in chapter. 3.3.

3.1. Students' self-assessment result analysis

At first the results from the students' self-assessment were coded and analyzed separately from teacher's assessment. The reliability of the data was established by Cronbach's alpha which was 0,812 with 10 items. This result indicates a high level of internal consistency for the scale with this specific sample. Frequency tables (Annex 3) represent the detailed results and percentage of students' self-assessment in each category.

The first category *Understanding insights from the novel* focuses on students' language development and work in a group. The results of the data analysis of all three subcategories are represented in Figure 4. The first sub-category *The storyline of the novel* demonstrates that the majority of students assess their ability of storyline application as almost optimal (17 students; 37,8%) or optimal (16 students; 35.6 %). Only 12 students or 26,7 % of respondents assess their learning outcome as minimum (3 students; 6,7 %) or almost minimum (9 students; 20 %) and state that their ability to propose a new product in foreign language is limited to description of an example of the novel's storyline or simply understanding of the task. The results represent students' strong confidence in language learning because in summative learning, which is basically used in lessons, they are used to base their assessment of learning on the to the gained language learning outcome, which is the video product in this case.

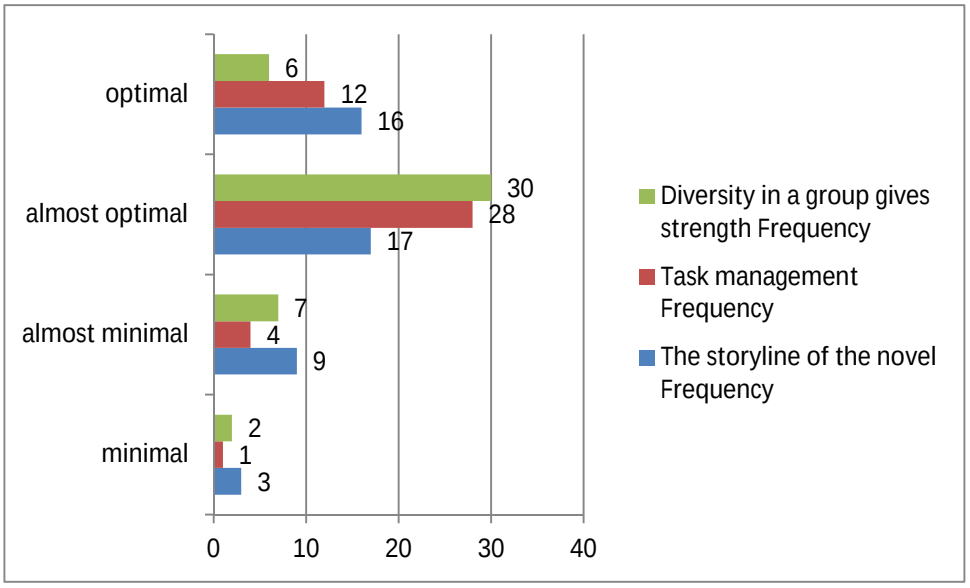

Figure 4.Students' self-assessment. Frequencies of the category *Understanding Insights from the novel*

The second subcategory *Task management* demonstrates students' ability to task organizational measures. 28 students or 62,2 % assess their task management learning outcome as almost optimal and 12 students or 26,7 % as optimal. Only 4 students or 8,9% say that their task management learning outcome is almost minimal and 1 student or 2,2% assesses his learning outcome as minimal. This demonstrates students' task management as a strong learning outcome developed in outdoor video activity, where students' work was closely related to setting and dividing tasks and task management was much practiced in the group work. It is also necessary to take into account that the learning happens outdoors where students' do not have the comfort of classroom and therefore they have to rely on each other. The third subcategory *Diversity in a group gives strength* also represents the learning outcomes from a group work and cooperation. In comparison to the previous two sub-categories of this category, the majority of students or 30 students (66,7 %) assess their development of understanding the "diversity in a group gives strength" principle as almost optimal and only 6 students (13,3%) declare that they have gained an optimal learning outcome in this subcategory. At the same time 7 students (15,6%) assess their language learning outcome as almost minimal and 2 students (4,4%) declare that they have not reached any high results in this subcategory and only have the understanding why they worked in a group. This also brings the idea that students still need to learn to work in a group in order to get used to the "diversity in a group gives strength" principle.

The second category *Discovery* shows students' ability to ask questions and cope with uncertainty in different situations (Figure5).

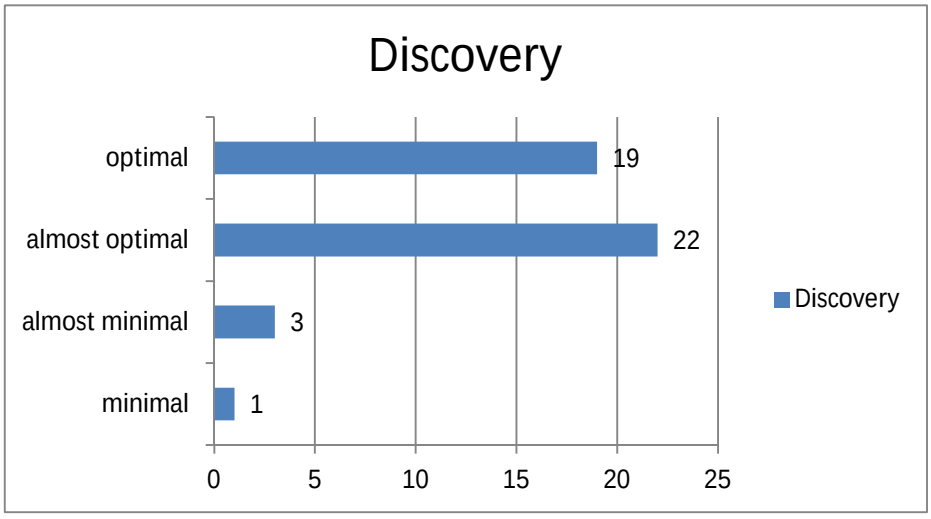

Figure 5.Students' self-assessment. Frequencies of the category *Discovery*

The results of students' self-assessment show that more than 90% of students or 41 students have assessed their learning outcomes on ability to ask questions and cope with uncertainty as optimal (19 students; 42,2 %) or almost optimal (22 students; 48,9 %). 3 students or 6,7% assessed their learning outcome as almost minimal and 1 student or 2,2% as minimal. This shows students ability to take new risks and interest into participation into new activities where the result might not be predictable at first. This result also shows that the use of outdoor activities where the learning environment and learning outcome is difficult to predict due to less controlled learning practice. If the formative assessment on different types of activities is done in advance and the teacher is aware of the students who have difficulty with coping with new and uncertain situations, it is possible to elaborate a plan or take actions that will help those 4 students (8,9%) in this case to include in the group work and gain better learning outcomes in this category.

The third category *Critical thinking* is widely discussed among educators, psychologists and other people involved into social sciences. The National Council for Excellence in Critical Thinking defines critical thinking as the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action. In the self-assessment sheet critical thinking is divided into 2 subcategories – questioning and analyzing information, which set the beginning and the final phase of critical thinking as a learning outcome. Results are presented in Figure 6.

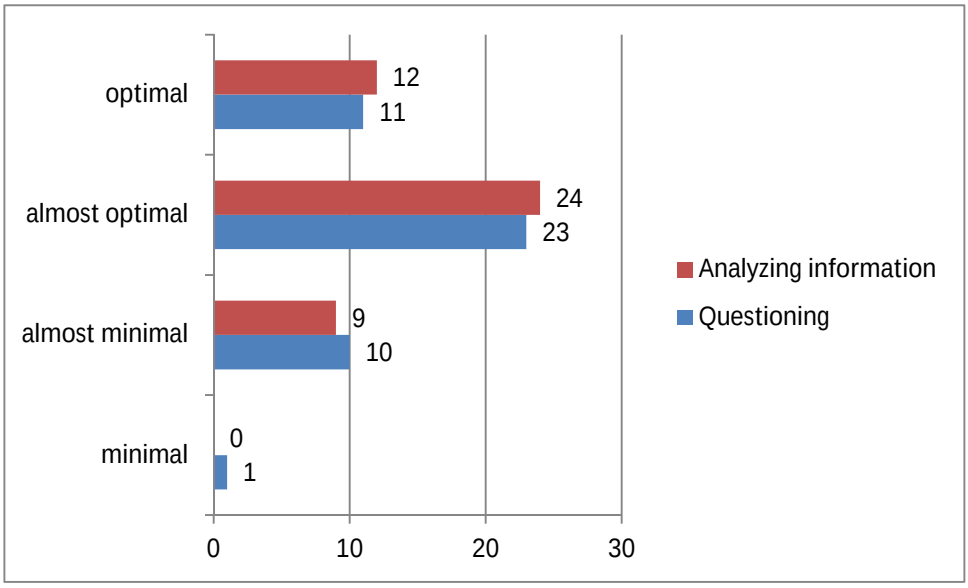

Figure 6. Students' self-assessment. Frequencies of the category *Critical thinking*

Data from students' self-assessments show a slight difference in this category. Data from the first subcategory *Questioning* demonstrate that the majority of students assess their learning outcome as optimal (11 students or 24,4%) or almost optimal (23 students or 51,1 percent), while 1 student (2,2%) states that he has a minimal and 10 students or 22,2% almost minimal learning outcomes in this subcategory. The "almost optimal" level means that the student can think of his own questions and can answer most on his own without the help of a teacher. The presence of a relatively high level in this category shows that outdoor video activities promote foreign language learning and stimulate students to ask questions instead of only learning from the given material. The second subcategory *Analyzing information* present students' ability to find sources and analyze them, and this was one of the main aims of the outdoor vide activity. In this subcategory 12 students or 26,7% assess their learning outcome as optimal, 24 students or 53,3% as almost optimal and 9 students or 20% as almost minimal. No one has assessed his learning outcome as minimal. Data shows that students' learning outcomes as optimal or almost optimal of finding and analyzing sources and information reach 75,5% - 51,1% almost optimal and 24,4% optimal– which shows students' ability to summarize information from more than one source and see how comparing things in the human world with student's experience helps the student to make judgments.

Category *Creativity* offers to assess student's ability to initiate. It is closely related to student's independence and ability to create and follow his personal learning plan. The ability to initiate is often mentioned in and demanded in job advertisements, as it is a part of a creative process. The first subcategory *Using imagination* shows student's ability to use imagination in the learning process. Imagination is inseparable part of language learning, as students often have to invent dialogues, write stories and essays and create other types of language practice. Even though the use of outdoor video activities is not often in a language class, the results show that 23 students or 51,1% assess their use of imagination as almost optimal, which mean that they can connect new ideas to new understanding in a condition that they can receive help from friends. 19 students or 42,2% assess their learning outcome as optimal and state that they are capable to use their imagination to find new understanding from information without help. 2 students or 4,4% assess their learning outcome of imagination as almost minimal and 1 student or 2,2% as minimal. Such high level of optimal results proves that outdoor video activities are suitable for adolescents and enhance their foreign language learning. Figure 7 shows the study results on category *Creativity*.

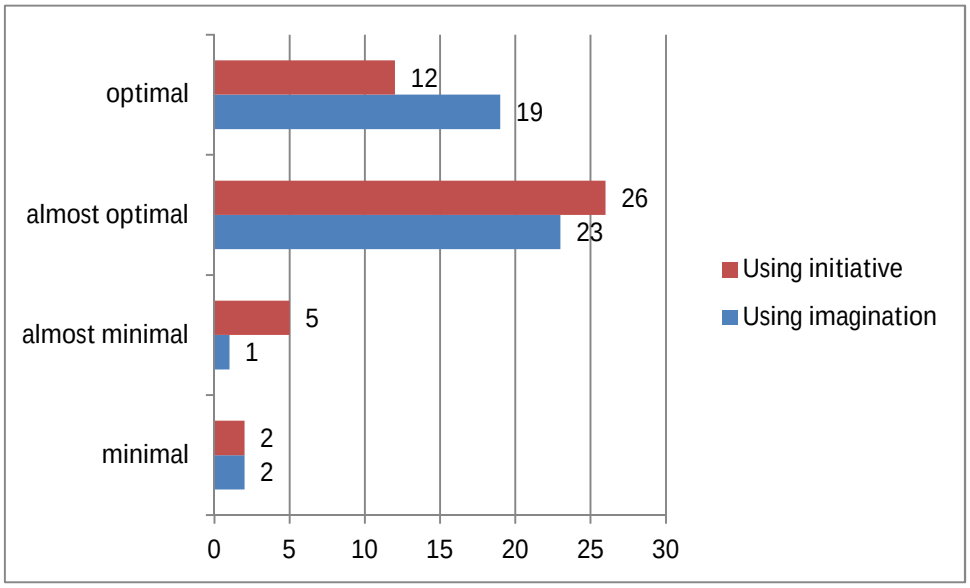

Figure 7. Students' self-assessment. Frequencies of the category *Creativity*

The second subcategory *Using initiative* also includes student's ability to lead his learning.2 students or 4,4% assess their learning outcome as minimal, 5 students or 11,1% as almost minimal, 26 students or 57,8% as almost optimal and 12 students or 26% as optimal. The results show that while 3 students or 6,6% have assessed their ability to use imagination as minimal or almost minimal, 7 students or 15,5% assess their ability to use initiative as minimal or almost minimal. It shows that students see imagination, which is more practiced at classroom activities and developed in years, as a stronger learning outcome in outdoor video activities than using initiative, which is currently not as much practiced in classrooms where often there is still teacher-centered learning approach. At the same time a high number of students – 38 students or 84,5% - assess their learning outcome of using initiative as optimal or almost optimal.

The next category – *Sharing* – refers to student's ability to communicate the ideas in a group or society. This category also shows whether and in what amount inclusion of students with different foreign language learning needs appear in the outdoor video activity. As outdoor video activities are carried out in pairs as a minimum or large groups as maximum, depending on the aim of the activity, cooperation and ability to communicate is essential. This category is also closely related with student's initiative. Therefore sharing information and communicating ideas is necessary to reach the highest level of learning outcomes. According to the data, 3 students 6,7% assess their learning outcome as minimal, 14 students or 31,1% as almost minimal, 21

student or 46,7% as almost optimal and 7 students or 15,8% as optimal. Figure 8 shows the study results from the category *Sharing*.

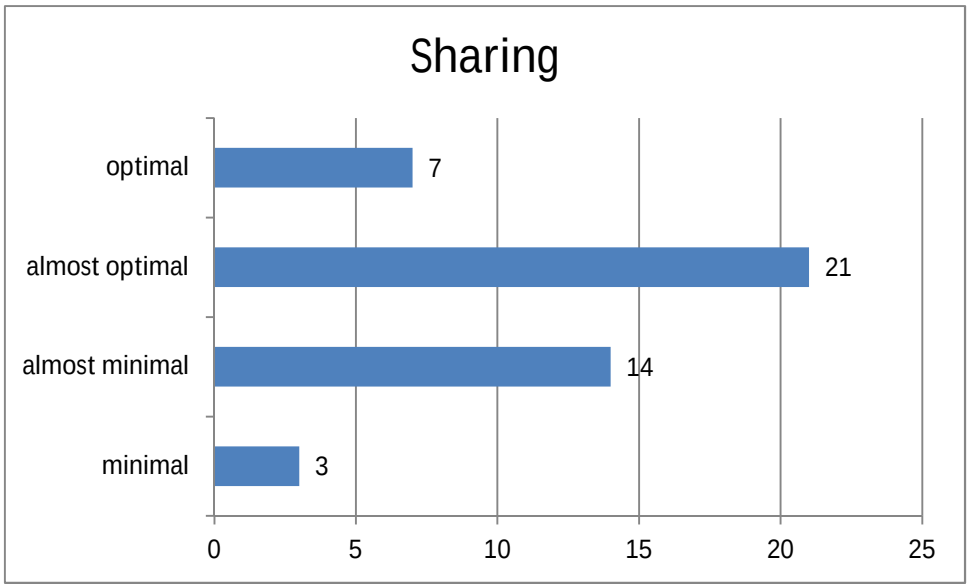

Figure 8. Students' self-assessment. Frequencies of the category *Sharing*.

Data displays that the levels of learning outcomes in sharing and communicating ideas are not as high as in previous categories. 17 students assess their learning outcome as minimal or almost minimal, almost half of the students – 21 student of 46,7% of respondents – describe their learning outcome as almost optimal and 7 students asses their learning outcomes as optimal. Such results point to a mistake made somewhere in the outdoor video activity management, because communicating ideas is one of the key points in the activity which lead to the result. Therefore the results show that sharing and communicating learning content among students is the category of learning teachers have to pay more focus on in future.

The last category of student self-assessment is *Reflecting and evaluating*. It examines students' ability to reflect and evaluate their learning outcomes and ability to set new targets for learning. According to Moon (1999), reflection is a process that begins with looking back on a situation, analyzing it, learning from it and afterwards using the new knowledge to help you in similar future situations. In terms of learning, reflection encourages students to become aware of their thoughts (intellectual) and feelings (affective).Data show that 2 students or 4,4% assess their learning outcome as minimal, 6 students or 13,2% as almost minimal, 19 students or 42,2% as

almost optimal and 18 students or 40% as optimal. Figure 9 shows the results from category *Reflecting and evaluating*.

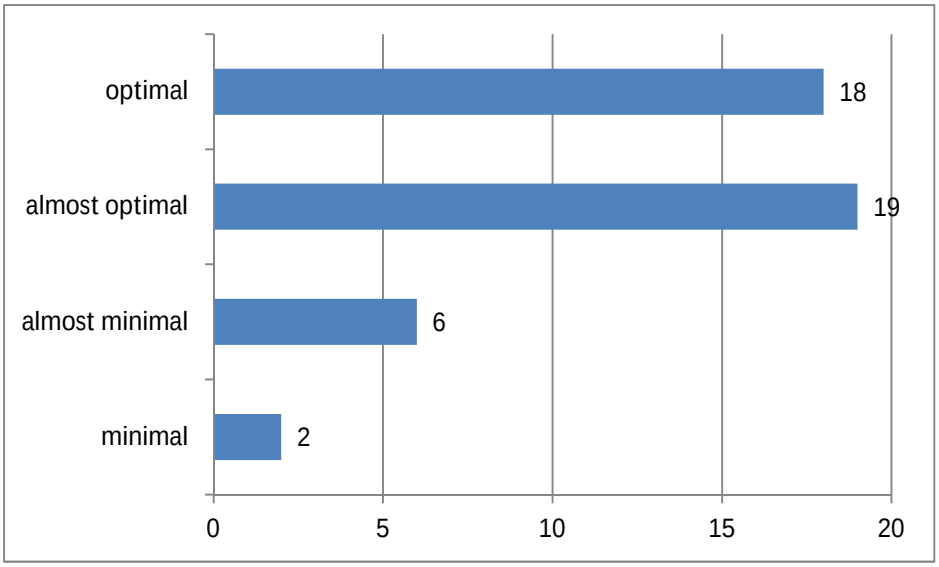

Figure 9. Students' self-assessment. Frequencies of the category *Reflection and evaluation.*

Data analysis' results show that students are confident about their reflection and evaluation learning outcome. 8 students or 17,7% or the respondents assess their learning outcome as minimal or almost minimal while 37 students or 82% assess their learning outcomes as almost optimal or optimal. This means that outdoor video activity lets students reflect their learning well and the majority of students are able to identify what else they need to know to increase their knowledge and understanding (almost optimal) and can develop new targets for themselves (optimal).

The overall data (Figure 10) show that the most popular level of student self-assessment is "almost optimal". This is a good result which shows that students consider this outdoor video activity suitable for their foreign language learning. At the same time there are some risks that should also be taken into account when reviewing students' self-assessment results:

- Self-assessment is not done before, therefore students might have misunderstood some positions of levels;
- Self-assessment can be subjective because students may not be sincere. They may under-evaluate or over-evaluate their performance;

- As self-assessment takes tame, some students might have filled in the self-assessment sheet inattentively in order to finish it faster.

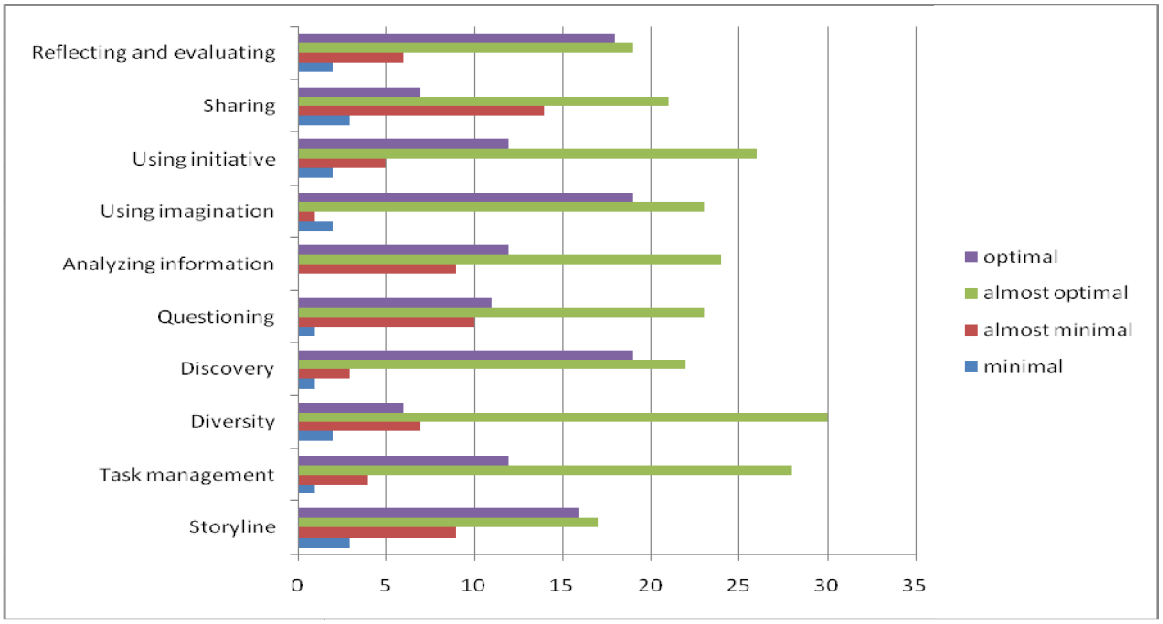

Figure 10. Overview of student self-assessment frequencies by levels.

In the next subchapter teacher's assessment of students' learning outcomes will be carried out. This will bring more opinions and thus more objectivity in assessing the learning outcomes from this outdoor video activity.

3.2. Teacher's assessment result analysis

After the students have done their self-assessment and discussed the results from the outdoor video activity, the teacher wrote evaluated students according to the same criteria. In order to do it, the teacher used the result product (the video), results from the discussion and observations of student development throughout the activity time. The data were collected and entered in the predictive analytics software SPSS. The reliability of the data was established by Cronbach's alpha which was 0,785 with 10 items. According to the Institute for digital research and Education (IDRE), this result indicates a high level of internal consistency for the scale with this specific sample. Frequency tables (Annex 4) represent the detailed results and percentage of teacher's assessment in each category.

The first category *Understanding insights from the novel,* which represents students' language development and work in a group, is analyzed by all three subcategories and the results

are represented in Figure 11. The first sub-category *The storyline of the novel* demonstrates that the teacher assesses students' ability of storyline application as almost optimal (21 students or 46,6%) or optimal (20 students or 44,4 %). The learning outcome of only 4 students or 8,9% of respondents was assessed as almost minimal, and the assessment "minimal" was not used by the teacher in this subcategory.

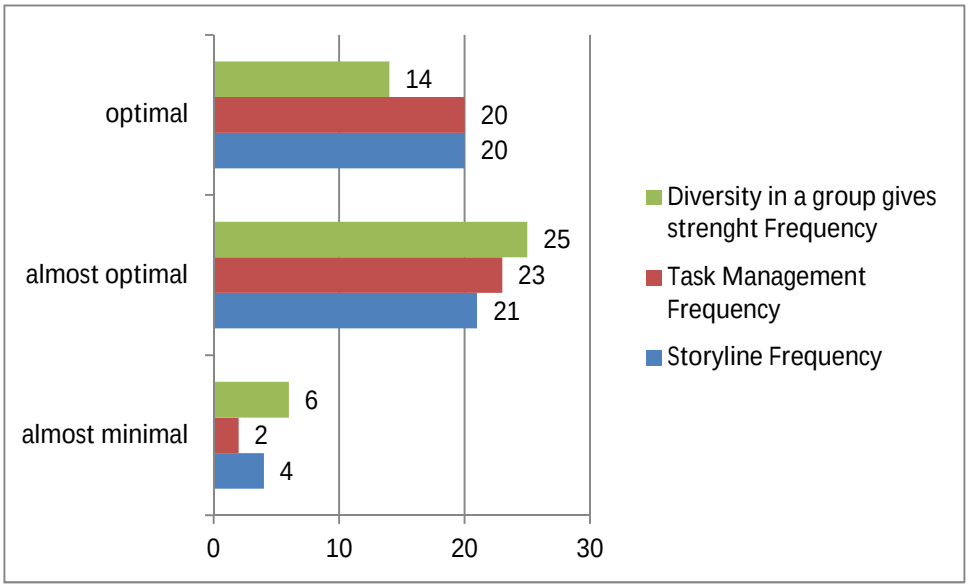

Figure 11. Teacher's assessment. Frequencies of the category *Understanding Insights from the novel*

The results represent teacher's strong confidence about their students' language learning outcomes from this activity, and according to the video and discussions all students have participated and therefore have gained some results from this activity.

Teacher's assessment of the second subcategory *Task management* shows students' ability to task organizational measures. The learning outcome of 23 students or 51,1 % was assessed as almost optimal and 20 students or 44,4 % as optimal. Only 2 students or 4,4 % of the respondent learning outcomes were assessed as almost minimal. This demonstrates that the teacher assesses students' task management as a strong learning outcome developed in outdoor video activity. The development of this learning outcome was observed during the whole activity and therefore the teacher can see a broader picture of the whole development of task management. Results from the third subcategory *Diversity in a group gives strength* also represents teacher's confidence as for the majority of students or 25 students (55,6 %) the learning outcome was assessed as almost optimal and 14 students or 31,1%were assessed as gaining optimal learning outcome in this subcategory. At the same time the learning outcome of 6 students or 13,3%was assessed as almost

minimal . There were no students whose learning outcome was declares as “minimal”. This shows that all students have showed some development and outcome of understanding and applying the rule of the “diversity in a group gives strength” principle in this outdoor video activity.

The second category represents teacher’s evaluation of the student’s ability to cope with uncertain situations, which were given in the outdoor video activity. The results of the category *Discovery* are shown in Figure 12.

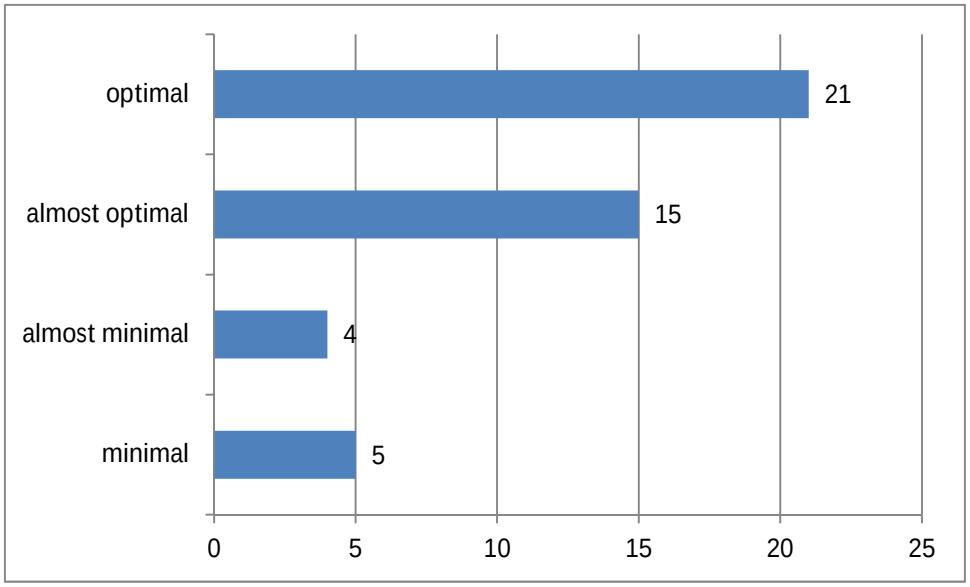

Figure 12. Teacher’s assessment. Frequencies of the category *Discovery*

The results of teacher’s assessment show that the learning outcome of 21 students or 46,7% was assessed as optimal, while 15 students or 33,3% respondent’s learning outcome was assessed as almost optimal. This shows that students gave a confident demonstration of their ability to take new risks and interest into participation into new activities even if the result is not predictable at first. The learning outcome of 4 students (8,9%) was assessed as almost minimal and 5students (11,1%) as minimal, which shows that students were not able to demonstrate their ability to face uncertain situations with confidence.

The third category *Critical thinking* represents teacher’s assessment of students’ analytical and questioning skills. The author of this Paper considers that the assessment of this category is strongly influenced by the beginning part of the activity, where students worked in a classroom setting to decide about the story for representation and division of the tasks. As the teacher also takes the observer’s and advisor’s role in this stage, he can have and build his assessment on this

observation as well. The learning outcomes of the first subcategory *Questioning* can be clearly seen at the beginning stage of the outdoor video activity. According to the results from teacher's assessment (Figure 13), students' learning outcome in subcategory *Questioning* was assessed as optimal for 18 students or 40%, almost optimal for 22 students or 48,9%, and almost minimal for 5 students or 11,1%. None of the students' learning outcome was evaluated as minimal.

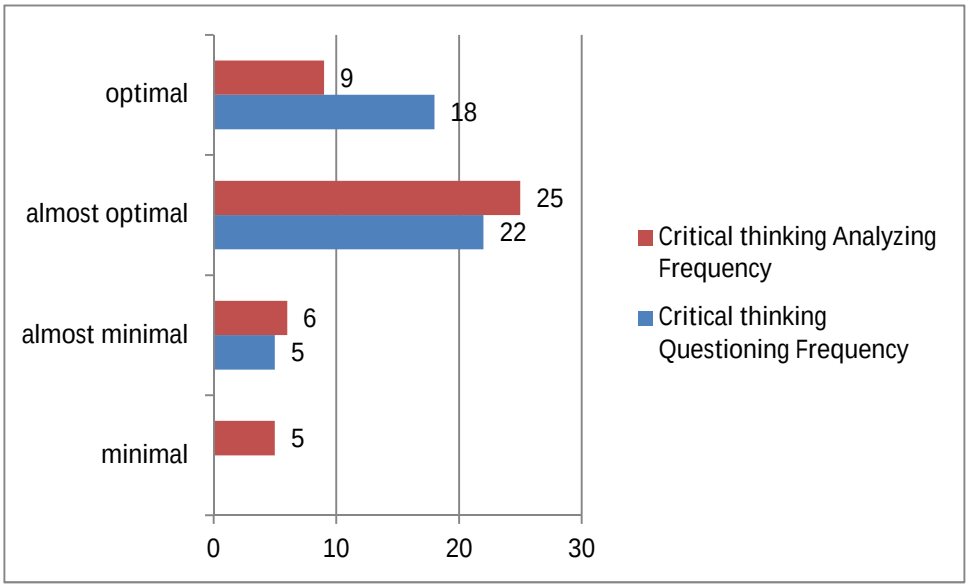

Figure 13. Teacher's assessment. Frequencies of the category *Critical thinking*

Teacher's assessment on the second subcategory *Analyzing information* is slightly different, as it is clearly visible from Figure 13 that the level "minimal" appears and the learning outcomes of 5 students (11,1%) are assessed as minimal. More than half of the students' learning outcomes for analyzing information are assessed as almost optimal (25 students or 55,6%), which presents that the outdoor video activity is suitable for developing analytical thinking. Still, the learning outcomes of 6 students or 13,3% were assessed as almost minimal and 9 students' or 20% learning outcomes of analyzing were assessed as optimal. The results in this category show that learning outcomes in questioning are of a higher level than learning outcomes in analyzing, and that students show a higher level at the beginning stage of the outdoor video activity than in the end when analysis should be carried out. Still, the presence of a relatively high level in this category shows that outdoor video activities promote the use of critical thinking in foreign language learning.

The fourth category *Creativity* shows teacher's assessment of students' ability to initiate and create (Figure 14). During the activity the teacher can observe and assess student's independence

and ability to initiate, create and follow his personal learning plan. The results from the first subcategory *Using imagination* show the assessment of student's ability to use imagination in the learning process. Data present that 26 students' or 57,8 % learning outcomes were assessed as optimal, 18 students' or 40% of the learning outcomes were assessed as almost optimal and only one student's learning outcome in subcategory *Using imagination* was assessed as almost minimal. The second subcategory *Using initiative* presents a little lower level assessment. In this subcategory the majority of students' level was assessed as almost optimal (28 students or 62,2%), 12 students' or 26,7% of the respondents' learning outcome was assessed as optimal and 5 students (11,1%) learning outcome was assessed as almost minimal.

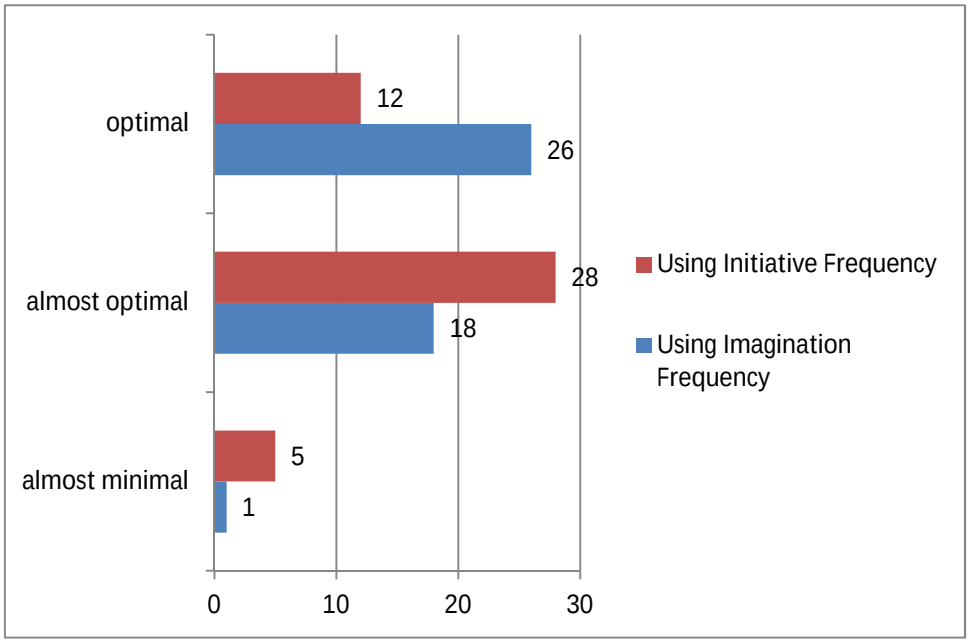

Figure 14. Teacher's assessment. Frequencies of the category *Creativity.*

Teacher's assessment of both subcategories show that *Using imagination* is higher developed in the outdoor video activity than *Using initiative.* There could be several reasons to justify this. Firstly, using imagination was done in a group in this outdoor vide activity, and the majority of it was carried out in the beginning when students brainstormed and decided about the content and form of the video they will make. By working in a group, students promoted each other and created new ideas, therefore their imagination was fostered by the group work. At the same time, *Using initiative* needs individual's ability to stand out and present his idea to the rest of the group and also justify it by proving its necessity and suitability for the task. Therefore the teacher has assessed the majority of his students in the level "*I try out new ideas and activities but need help*

from my friends or teacher" because some help from peers or the teacher was asked during the activity.

The fifth category *Sharing* presents how students have developed their ability to communicate the ideas in a group or society. Results are represented in Figure 15). The results from teacher's assessment show that 19 students or 42,2% have received assessment as the highest (optimal) level of assessment and the learning outcome of 18 students or 40% of the respondents was assessed as almost optimal. Learning outcome of 6 students or 13,3% was assessed as almost minimal and 2 students or 4.4% were assessed as reaching the minimal learning outcome.

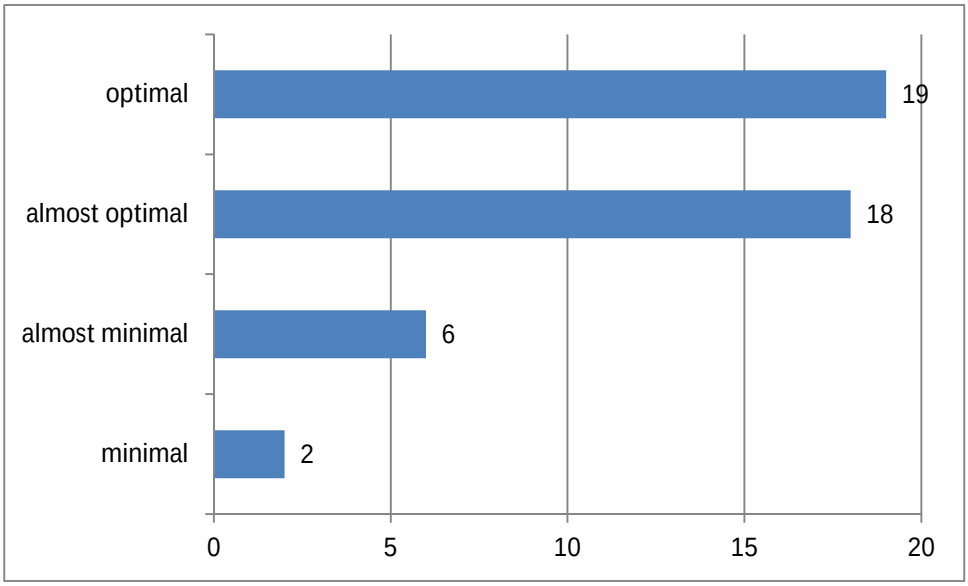

Figure 15. Teacher's assessment. Frequencies of the category *Sharing*.

The displayed data represent that from teacher's point of view students have developed their communicating skills at a high level, as in total 37 students out of 45 were assessed as reaching the optimal or almost optimal learning outcome. This result might be influenced by the discussion at the final phase of the activity where the teacher gained detailed insight into students' development during the activity, as well it might be influenced by the students' activity in the classroom and the impression they made on the teacher during the activity, which they did not present in their self-assessment. The differences of students' self-assessment and teacher's assessment will be further analyzed in subchapter. 3.3.

The last category of the assessment is Reflection and evaluation, which is also closely related to the final stage of the activity where students give their evaluation of the activity. Figure 16 shows the teacher's assessment results from category *Reflection and evaluation*. According to the data, the learning outcome of 18 students or 40% was evaluated as optimal, 20 student's or 44,4% as almost optimal, 5 students or 11,1% as almost minimal and 2 students or 4,4% as minimal.

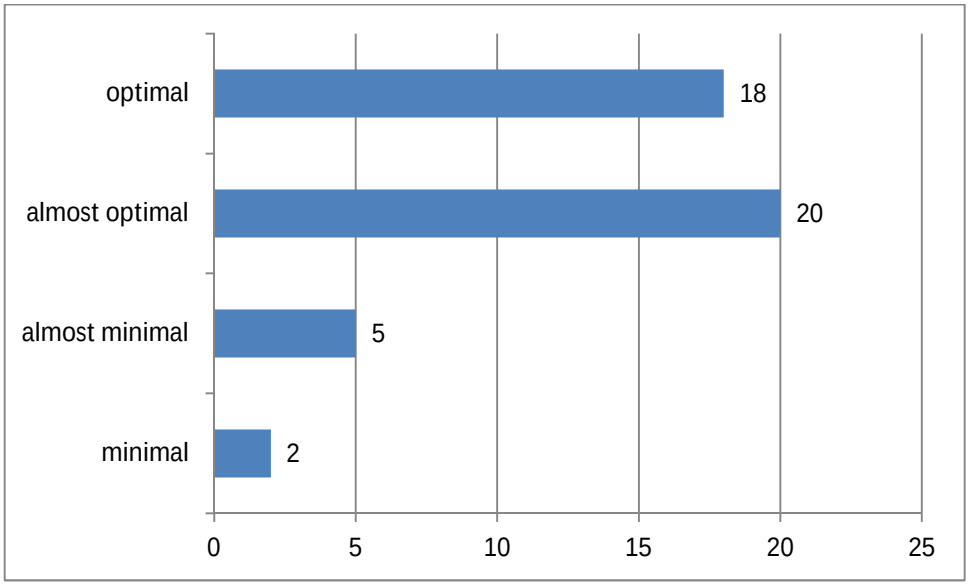

Figure 16. Teacher's assessment. Frequencies of the category *Reflection and evaluation.*

Data analysis' results show that after the outdoor video activity the teacher has an impression that students have developed their reflection and evaluation skills at a high level, as in total 38 students or 88% of all involved in the outdoor activity were assessed as reaching optimal or almost optimal result. This proves that outdoor video activity is suitable to promote such important language outcomes as ability to reflect, give feedback and also set new goals for learning in future.

An overall review of all the collected data show that in teacher's assessment the level "almost optimal" dominates in 7 out of 10 categories, and in categories Reflecting and evaluating, Discovery and subcategory Using imagination the level "optimal" dominates. This result proves that teacher assesses the learning outcomes of the outdoor video activity as suitable and appropriate for his learners and sees the development of foreign language learning in it.

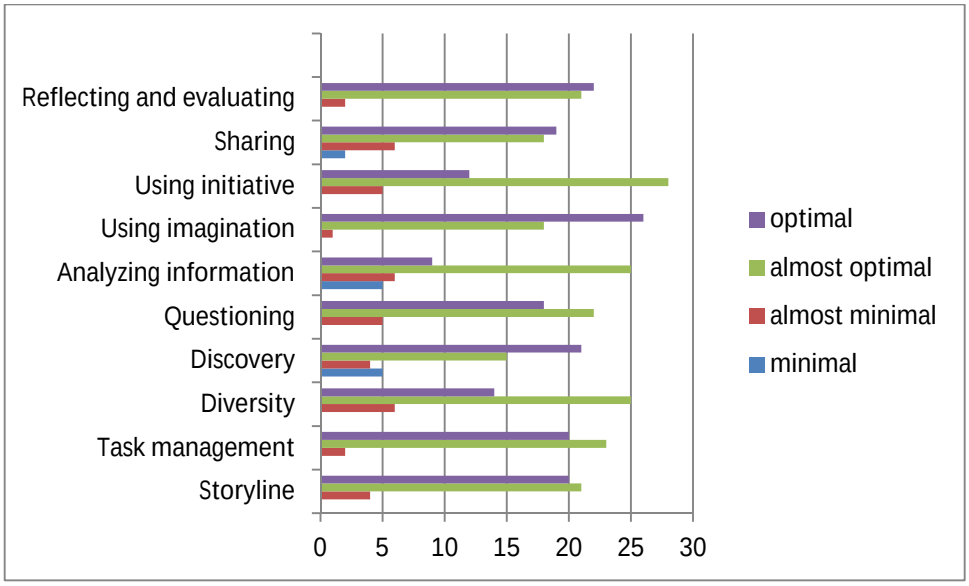

Figure 17. Overview of teacher's assessment frequencies by levels.

The following subchapter will bring more detailed analysis of the consistencies and differences between students' self-evaluation and teacher's assessment. This will point out the possible causes and summarize the results from both assessments to give final conclusions about the learning outcomes from the outdoor video activity.

3.3. Comparative analysis of the consistency and difference between teacher-assessment and student self-assessment.

Two previous subchapters of this Paper reviewed the results from students' self-assessment and teacher's assessment. Like described in Chapter 1, student self-assessment and teacher's assessment are both forms of learning outcomes' assessment that can enhance student learning. Evan though students self-assessment is argued as having the positive impact on student's motivation and performance (Shepard, 2000; Wiggins, 1998), it is still not used as often as teacher's summative assessment. As the aim of this Paper is to discover links between the learning outcomes of outdoor video activities and students' self-assessment and teacher's formative assessment and to provide relevant data on the benefits of outdoor video activities for adolescent students, this subchapter will analyze the differences and possible causes of the differences between the two assessments in each category. Statistical analysis is also carried out with chi-square analysis (Annex 5).

The results from the first category *Understanding insights from the novel* (Figure 18) already shows one of the main differences between the students' self-assessment results and teacher's assessment. In teacher's assessment in all three subcategories none of the students' learning outcome was evaluated as "minimal". There might be several reasons justifying this result:

1. Teacher might not have a complete understanding of the learning outcomes, as they were gained outside the controlled classroom environment.
2. Teacher assesses the general level of foreign language, not the learning outcome from the specific outdoor video activity.
3. Teacher might base his assessment on the impressions from the discussion, not on the full length activity.
4. Teacher might be influenced by the videos and the emotional uplifting stimulates to give higher assessments.

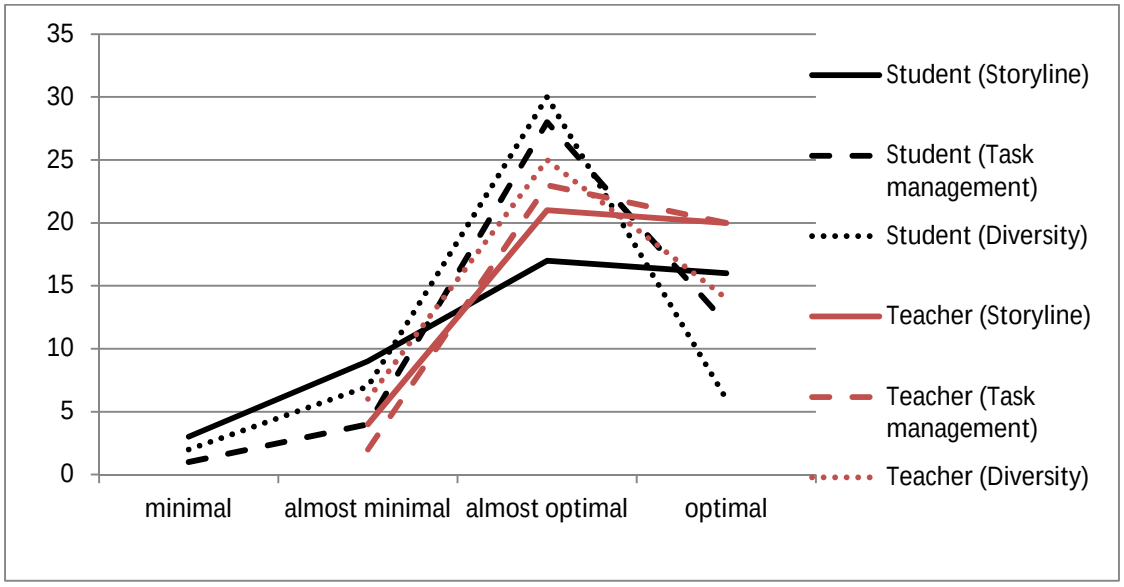

Figure 18. Students' self-assessment and teacher's assessment of the category *Understanding insights from the novel.*

The data from both assessments show that the majority has assessed the learning outcomes from the outdoor video activity as almost optimal or optimal. This shows some unity in students' and teacher's evaluation. It is also referred in chi-square value p=0,122 (*Storyline*), p=0,245 (*Task management*) and p=0,125 (*Diversity*). The subcategory *Storyline* has the steepest incline and decline in evaluation where 30 students from self-assessment and 25 students from teacher's assessment received the "almost optimal" level of learning outcomes. Both teacher and students'

give high assessments to subcategory *Storyline* learning outcome, while *Diversity* is assessed as "optimal" more rarely.

The second category Discovery (Figure 19), which assesses student's ability to cope with changes, also points out to a severe difference in students' and teacher's assessments. Statistically the results show consistency with p=0,237. While the majority of students choose to assess their learning as "almost optimal" and fewer students assess their learning outcome as "optimal", the teacher assesses the majority of students' learning outcome as "optimal".

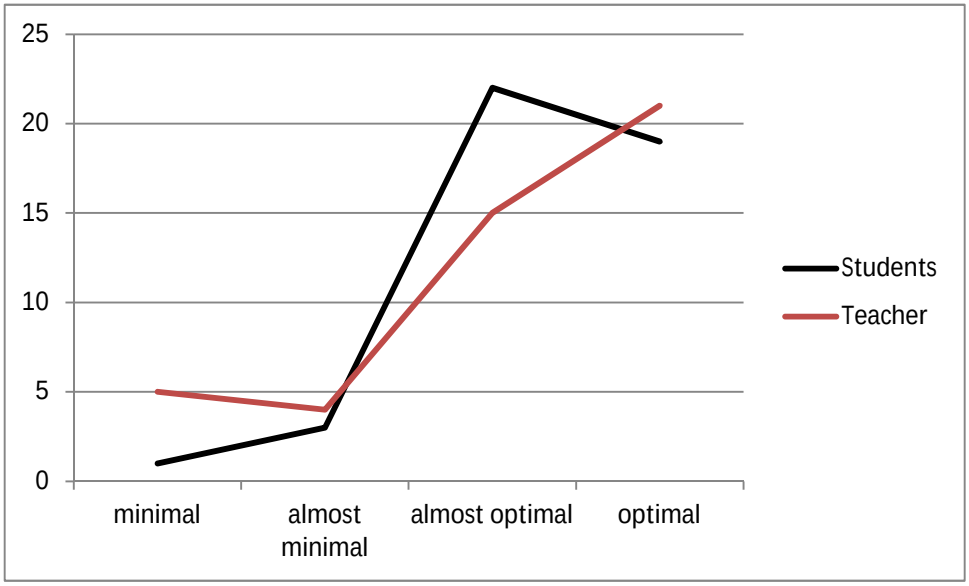

Figure 19. Students' self-assessment and teacher's assessment of the category *Discovery.*

The results show that the teacher sees and assesses students as reaching a higher level of independence than they think they have reached. This result can be justified with either teacher's lack of full insight of students' development, as the activity included much independent work and work in a group without teacher's counsel, or student's low confidence about their learning outcome. When students, who chose "optimal" in this category, were asked to give open-ended answers to explain their discoveries (Annex 2), they answered "*that I could be an actress*"(7 students), *"filming is not as easy as I thought"* (6 students), "*how important it is to do all aspects well*" (3 students), "*new insights about movie editing, filming and working in a group*"(5 students), *"more about my group mates", "that I have to learn English more", "the novel I had to read",* and other answers.This shows the variety of situations students faced during the outdoor video activity and their success of dealing with them.

Figure 20 represents category *Critical thinking*. In this category teacher's and students' assessments are quite consistent, it also shows in the chi-square result of p=0,223 (*Questioning*) and p=0,109 (*Analyzing*). Almost similar number of students received "almost optimal" assessment in *Questioning* (23 cases by students' self-assessment and 22 cases by teacher's assessment) and *Analyzing* (24 cases by students' self-assessment and 25 cases by teacher's assessment). Yet, for *Questioning* teacher gave higher assessments and 18 students received the highest assessment, while in student self-assessment only 11 students assessed their learning outcome as "optimal".

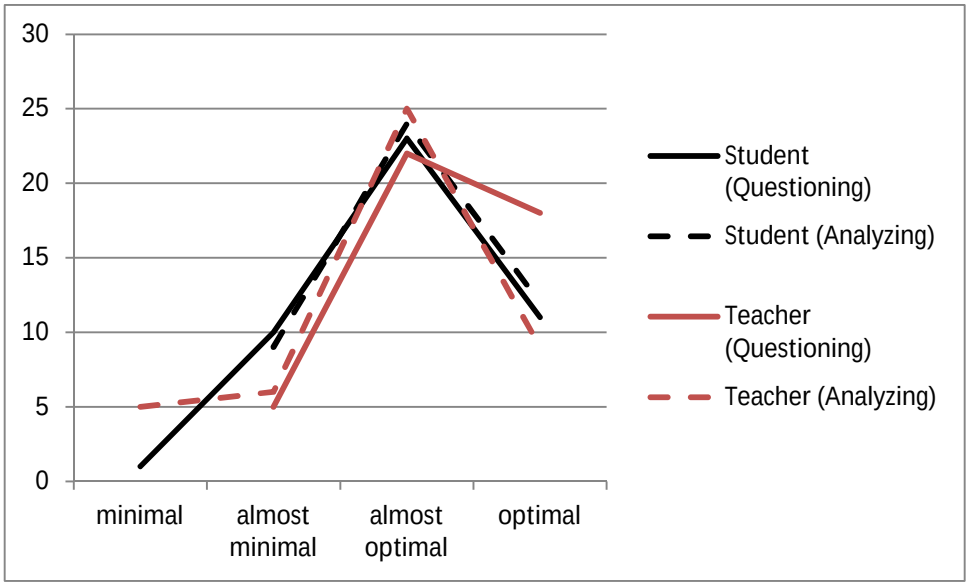

Figure 20. Students' self-assessment and teacher's assessment of the category *Critical thinking*.

The consistency in this case can be explained with the fact that students and the teacher have done tasks which include the development of critical thinking before on a regular basis and therefore are aware of the requirements and criteria to give objective assessment of their learning outcome development. This leads to more constant results in testing the same category with this king of assessment tool.

The next category – *Creativity* – also reflects consistent results and differences on teacher's and student assessments (Figure 21).The results from both students' and teacher's assessments are very close for the subcategory *Using Initiative*, differing in a slightly lower self- assessment from students and higher assessment from the teacher. In this case some students tend to assess their ability to understand and operate without the constant help from a teacher, while the teacher

doesn't give the "minimal" level, as he thinks that all students can work independently with only a slight explanation from the teacher for some students.

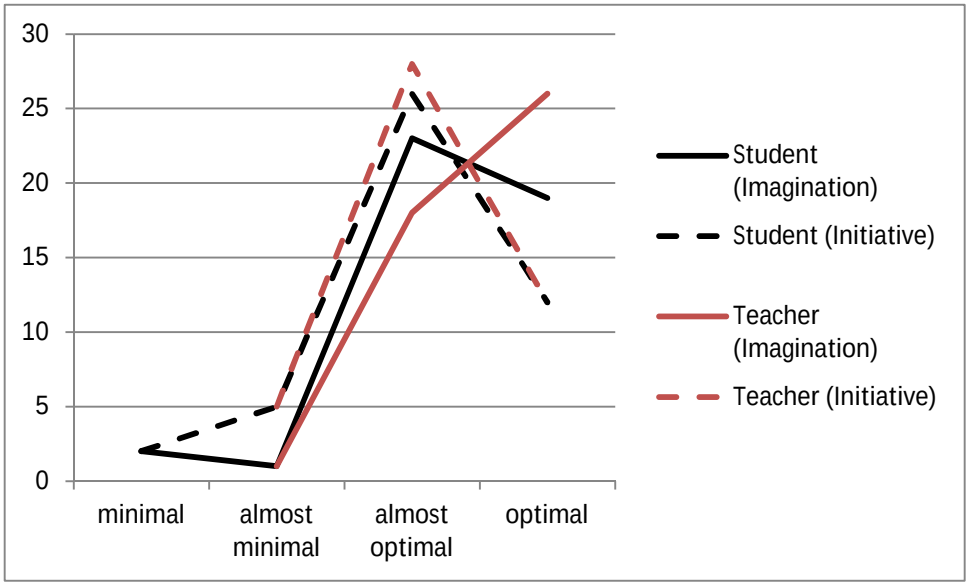

Figure 21. Students' self-assessment and teacher's assessment of the category *Creativity.*

The main difference in the *Creativity* category is the subcategory *Using Imagination*. The results show that teacher's and students' assessments differ and while students assess their learning outcome as "minimal" and "almost minimal" (3 students), teacher doesn't give such an assessment and for the majority of students (26 students) assesses the learning outcome as "optimal". This result again shows small inconsistency between students' and teacher's assessment, as students may take their ability to initiate and imagine as a natural and insignificant part of their learning without understanding it as a learning outcome and therefore assessing it lower than it actually is. Nevertheless, the chi-square analysis also shows the result p=0,296 (*Using Imagination*) and p=0,557 (*Using Initiative*), and this shows that there is not notable inconsistency. Another interpretation is that the teacher is influenced by students' performance in the feedback and discussion stage and therefore gives higher assessments to the students who have performed well. Students' answers from the open-ended questions "I applied my knowledge…" also gives an insight that they are somewhere in the middle of complete independence to find new understanding of concepts and dependence of help from others. Some of the answers from students whose assessments didn't match teacher's assessment were "*on acting skills and on logical side of filming*", "*I know how to edit and film a video and I made my*

home to film the place", "*video making and filming ideas*", "*I was improving others and I was making my own texts*".

The fifth category *Sharing* gives the major difference between students' self evaluation and teacher's evaluation. After running the statistical analysis, the chi-square p=0,027, which shows notable statistic inconsistency between students' and teacher's assessment. Figure 22 presents the comparative results from both assessments. While the numbers for "minimal" level of learning outcomes differ by 1 case (2 assessments by teacher and 3 by students' self-assessment), the number of cases for "almost minimal" differ even more, where the learning outcome of 6 students is assessed as "almost minimal" by the teacher and while in 14 cases by the students themselves. The number of students giving the assessment "almost optimal" differs by 3 cases from the teacher's assessment (21 cases by students and 18 cases by the teacher).

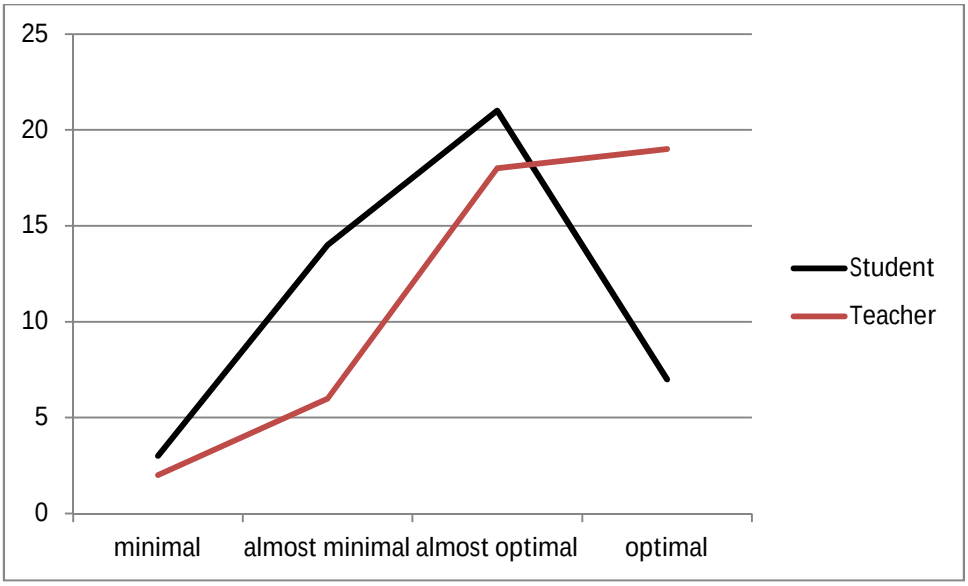

Figure 22. Students' self-assessment and teacher's assessment of the category *Sharing*.

The greatest difference is in the highest level assessment. The teacher assesses that 19 students have reached the "optimal" level of their learning outcome in communicating and sharing ideas, while only 7 students assess themselves as reaching this level. Yet, by analyzing individual evaluation sheets, the open-ended responses of the students whose results differ from the teacher's assessment shows that at least some of the students under-assess their learning outcome, as in the open ended question "I shared my knowledge with others by…" they give answers "*showing them how to do everything better*", "*giving and getting some new ideas for my group mates*", "*listening and accepting ideas of my own and offering mine ones to them*", "*telling*

each other some ideas and making a discussion", "*discussing our ideas in a group and deciding about the best idea for the video*", which show that students could have also chosen the "optimal" level of the learning outcome if they had given a more thorough analysis of their learning.

The last category *Feedback and reflection* doesn't show great difference in students' and teacher's assessment. The chi-square test shows result p=0,212 which shows consistency in students' and teacher's assessment results. Figure 23 represents the results of the comparative analysis. The most visible result is that just as in some other categories (*Understanding insights form the novel, Creativity, Critical thinking-Questioning*), the teacher avoids to give the "minimal" level of learning outcome. It shows that, in teacher's opinion, all the students have at least reached the "almost minimal" learning outcome level meaning "I can describe what I have learnt and identify what helped me to learn. I can describe how I feel about the learning." and the 2 students who assessed their learning outcome as "minimal" are still not confident about their feedback, even though they participated in the final discussion.

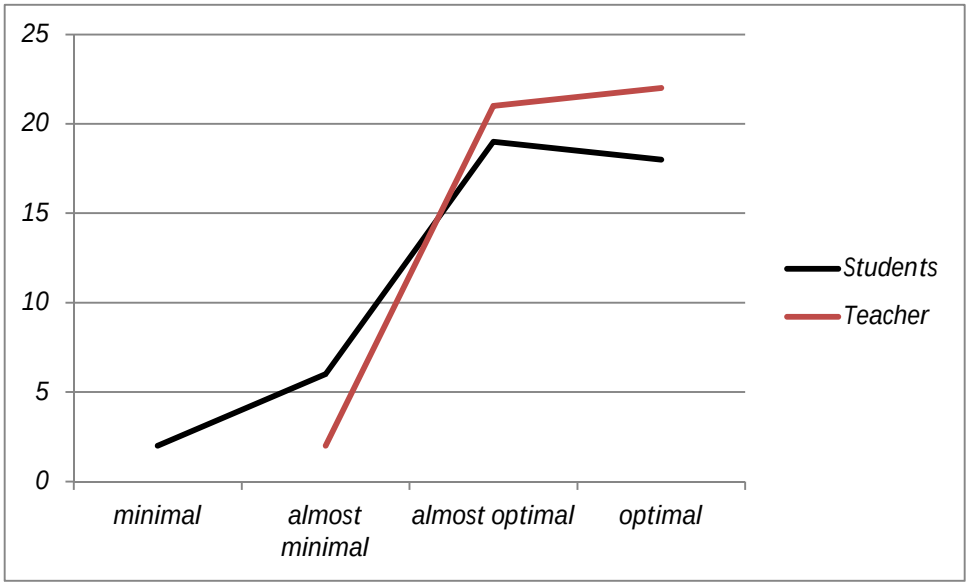

Figure 23. Students' self-assessment and teacher's assessment of the category *Feedback and reflection.*

Teacher's assessment also differs in the assessment of the number of the highest assessment, where students assess their learning outcome as "optimal" in 18 cases and teacher – in 22 cases. Even though the difference of the highest level assessment is 4 students or almost 10%, the difference is justified with students open-ended answers, which show that students under-assess their learning outcomes.

The overall results show that the majority of students' self-assessments and teacher's assessments are consistent, which proves the stability of assessments. That is also proved by chi-square statistics where only in two cases the value of *p* is lower than 0,05. Major differences appear in the subcategory *Storyline*, *Analyzing* and *Communicating ideas*. Students' answers to the open-ended questions gave more detailed analysis and showed that students can give a description of their learning outcomes but cannot assess their learning outcome precisely because either they are somewhere in the middle of two levels or they do not completely understand the definition of the level.

Conclusion.

The study focused on the results of the influence of outdoor video activity on foreign language learning outcomes for adolescent students. To explain the background of the study, a thorough literature study on the foreign language learning and adolescent learning specifics was carried out in the first chapter and the study showed the complexity of language learning and revealed the specifics necessary to consider when teaching adolescents. The second chapter studied the history and development of outdoor learning and the author selected to use outdoor video activity and a self-assessment for the research. The third chapter analyzed the results of the students' self-assessment and teacher's assessment sheets to see whether the use of outdoor video activities in foreign language learning enhances foreign language learning outcomes for adolescent students.

The results of the literature study showed that outdoor video activities are suitable for foreign language learning in adolescent classes and they can be used to complement language learning at schools. The chosen activity is a group activity and therefore it offers a broader variety of learning outcomes that can be reached in this activity. The results from the students' self-assessments and teacher's assessment proved that this outdoor video activity is suitable for language learning and the majority of students' learning outcomes reach "almost optimal" or "optimal" level. Therefore the **hypothesis of the study** that the use of outdoor video activities in foreign language learning enhances foreign language learning outcomes for adolescent students is justified.

Another notable study that was carried out simultaneously was the study of students' self-assessment and teacher's assessment consistency and differences. As formative assessment is still rarely used in schools on a regular basis, this was the first time for these students to do such a thorough self-assessment. The analysis of the consistency and differences between students' self-assessment and teacher's assessment showed that in the majority of categories students and teacher assessments were consistent (it was also checked by the use of chi-square analysis), but often teacher avoided to assess his students as with "minimal" learning outcome, while some students gave this level in their self-assessment. As the differences in students' and teacher's assessments were not in great numbers, they were further analyzed with student's individual answers from open-ended questions and the majority of them proved that students have reached a higher level than they have given to themselves. During the assessment process it was visible that

students were unwilling to reflect their learning outcomes themselves, as in summative assessment they are usually asked to show their knowledge, not to review the learning process. This kind of assessment was also different for the teacher, and after the collection of the assessment the author of the Paper concluded that **teacher's and students' understanding of assessment changes in formative assessment**. They now see a broader picture of learning and development of language learning outcomes during the process of learning.

Conclusions:

1. Outdoor video activities enhance student foreign language learning and also promote the development of creativity, critical thinking, sharing of information and reflecting.
2. There is a big variety of outdoor activities and they can be adopted for different learners and their learning needs.
3. Adolescent students are difficult to work with, but at the same time they are flexible and open to new foreign language learning ideas.
4. Formative assessment is suitable for language learning outcomes' assessment and should be used both by the teacher and students' self-assessment.
5. Students assess their learning outcomes precisely when they are aware about the criteria and type of learning outcome. Therefore formative assessment should be done regularly.

In order to improve foreign language learning in schools, the author sets **recommendations for pedagogical work**:

1. To use a variety of foreign language learning tools and methods in pedagogical work with adolescent students.
2. To accept the variety of student needs and use formative assessment to evaluate student the development of foreign language learning outcomes and student's learning progress.
3. To include outdoor activities in foreign language learning classes. Not to be afraid to try out new activities to create diverse learning environments and promote inclusion of all students regardless of their language level to create mixed groups where students can learn from each other.

4. To include the use of formative assessment in foreign language learning and create a habit for students to also reflect their learning, not just their knowledge. Adolescents have reached the age where their cognitive skills allow them to build understanding about the learning process and its outcomes and thus formative self-assessment shows the student links between his learning actions and result.

In order to promote the use of outdoor learning activities in Latvian schools it is necessary to continue further study of the types and uses of outdoor activities. The author of the paper already uses outdoor activities in foreign language learning and after this study proposes a couple of **recommendations for further scientific study**:

1. To continue the implementation and popularization of outdoor activities in foreign language learning by researching and trying out new outdoor activities and justifying their necessity for foreign language learners. To include all ages of students in outdoor activities for foreign language learning.
2. To implement and study the use of formative assessment in both students' self-assessment and teacher's assessment. To promote and study integration of formative assessment in assessment system in Latvia and Europe.

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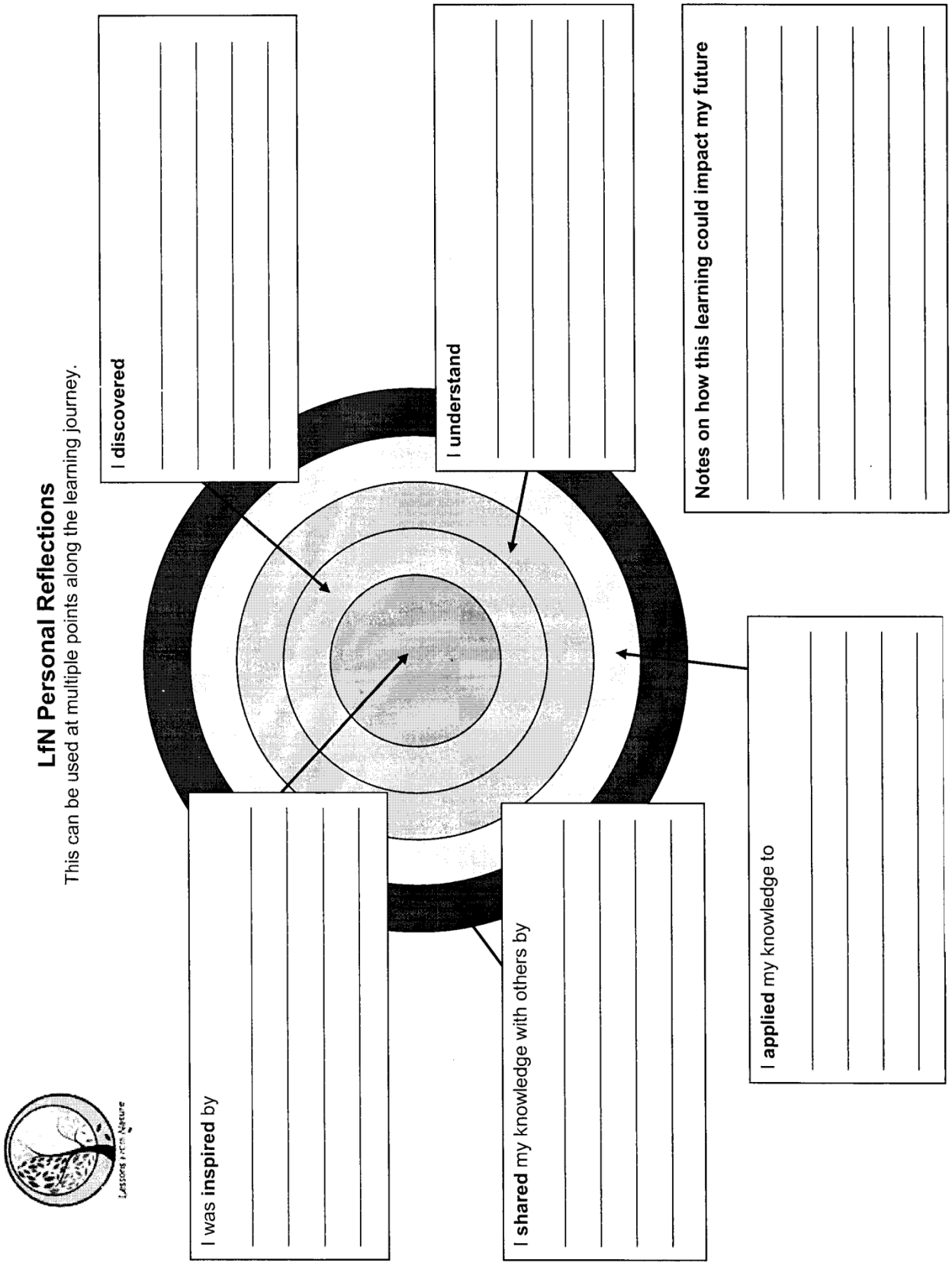
Annex 1. Student self-assessment sheets.

Name, Surname, Grade_____

Understanding Insights from the novel			Discovery	Critical Thinking		Creativity		Sharing	Reflection & Evaluation
The storyline of the novel	**Task management**	**Diversity in a group gives strength**	**Enquiry and coping with uncertainty**	**Questioning**	**Analyzing information**	**Using imagination**	**Using initiative**	**Communicating ideas**	**Reflecting and evaluating**
I can propose a new product that incorporates the storyline together with the other insights. I can use the novel as a mentor and a measure.	I can propose a new system that promotes work in the group and incorporates the other insights. I can use my peers as a mentor and a measure.	I can propose a new product that uses the diversity gives strength principle together with the other insights. I can use my peers as a mentor and a measure	I am happy to take on new tasks even when the outcome is uncertain. I can develop my own enquiries to continuously extend my learning.	I have a lot of enquiry based questions and always try to find better ones to extend my learning. I can normally answer questions on my own.	I can find my own sources of information and use my experience as a measure to make critical judgments. I can summarize the information and use it to make decisions.	I can use my imagination to find new understanding from information without help.	I actively take the lead in trying out and testing new ideas and activities.	I can explain how my peer can be an inspiring mentor and a measure in the design of the modern world. I can explain that the insights from nature could offer hope for a brighter future.	I can develop new targets for myself.
I can apply the storyline to suggest improvements to a primary design.	I can set tasks. I can apply basic task management principle to suggest improvements to a current design.	I can apply the diversity gives strength principle to suggest improvements to a current design.	I can take on tasks where the outcome is uncertain so long as I have support from friends or adults.	I can think of some questions on my own, and can answer most on my own or with friends.	I can summarize information from more than one source and I can see how comparing things in the human world with my experience helps me to make judgments.	I can connect new ideas to new understanding but with help from my friends.	I try out new ideas and activities but need help from my friends or teacher.	I can effectively communicate information to a range of audiences in a variety of ways, including in groups and in problem-solving situations.	I can identify what else I need to know to increase my knowledge and understanding.
I can describe an example from the novel's storyline.	I can describe an example of task management in the group. I can classify roles of students.	I can describe an example of diversity gives strength in our common work.	I can join in tasks where the outcome is uncertain so long as someone else is taking the lead.	I can think of questions with the help of others, and need help from an adult answering them.	I can summarize the information from one source and with limited help.	I find it difficult to connect new ideas to new understanding without help from an adult	I will join my friends when they try out new ideas and activities.	I can communicate my ideas to others when asked. I can cooperate with my peers to explore new ideas in depth	I can describe what I have learnt and identify what helped me to learn. I can describe how I feel about the learning.
I understand what a storyline is.	I understand the principle of task management.	I understand why we worked in a group.	I need tasks to have a clear goal that I can easily understand.	I keep quiet and let others ask questions.	I need help to summarize information	I need to be told what things mean by a teacher.	I always let other people take the lead in trying out new ideas and activities.	I am not confident sharing my ideas with others and feel nervous they might not be accepted.	I can recall what happened during the learning and the role I played.

Annex 2. Student self-assessment sheets with open-ended questions.



Annex 3. Frequency tables from students' self-assessment

Storyline

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	minimal	3	6,7	6,7	6,7
	almost minimal	9	20,0	20,0	26,7
	almost optimal	17	37,8	37,8	64,4
	optimal	16	35,6	35,6	100,0
	Total	45	100,0	100,0	

Task Management

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	minimal	1	2,2	2,2	2,2
	almost minimal	4	8,9	8,9	11,1
	almost optimal	28	62,2	62,2	73,3
	optimal	12	26,7	26,7	100,0
	Total	45	100,0	100,0	

Diversity

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	minimal	2	4,4	4,4	4,4
	almost minimal	7	15,6	15,6	20,0
	almost optimal	30	66,7	66,7	86,7
	optimal	6	13,3	13,3	100,0
	Total	45	100,0	100,0	

Coping

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	minimal	1	2,2	2,2	2,2
	almost minimal	3	6,7	6,7	8,9
	almost optimal	22	48,9	48,9	57,8
	optimal	19	42,2	42,2	100,0
	Total	45	100,0	100,0	

Questioning

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	minimal	1	2,2	2,2	2,2
	almost minimal	10	22,2	22,2	24,4
	almost optimal	23	51,1	51,1	75,6
	optimal	11	24,4	24,4	100,0
	Total	45	100,0	100,0	

Analyzing

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	almost minimal	9	20,0	20,0	20,0
	almost optimal	24	53,3	53,3	73,3
	optimal	12	26,7	26,7	100,0
	Total	45	100,0	100,0	

Using Imagination

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	minimal	2	4,4	4,4	4,4
	almost minimal	1	2,2	2,2	6,7
	almost optimal	23	51,1	51,1	57,8
	optimal	19	42,2	42,2	100,0
	Total	45	100,0	100,0	

Using Initiative

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	minimal	2	4,4	4,4	4,4
	almost minimal	5	11,1	11,1	15,6
	almost optimal	26	57,8	57,8	73,3
	optimal	12	26,7	26,7	100,0
	Total	45	100,0	100,0	

Communicating Ideas

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	minimal	3	6,7	6,7	6,7
	almost minimal	14	31,1	31,1	37,8
	almost optimal	21	46,7	46,7	84,4
	optimal	7	15,6	15,6	100,0
	Total	45	100,0	100,0	

Feedback

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	minimal	2	4,4	4,4	4,4
	almost minimal	6	13,3	13,3	17,8
	almost optimal	19	42,2	42,2	60,0
	optimal	18	40,0	40,0	100,0
	Total	45	100,0	100,0	

Annex 4. Frequency tables from teacher's assessment

Storyline

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	almost minimal	4	8,9	8,9	8,9
	almost optimal	21	46,7	46,7	55,6
	optimal	20	44,4	44,4	100,0
	Total	45	100,0	100,0	

Task Management

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	almost minimal	2	4,4	4,4	4,4
	almost optimal	23	51,1	51,1	55,6
	optimal	20	44,4	44,4	100,0
	Total	45	100,0	100,0	

Diversity

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	almost minimal	6	13,3	13,3	13,3
	almost optimal	25	55,6	55,6	68,9
	optimal	14	31,1	31,1	100,0
	Total	45	100,0	100,0	

Coping

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	minimal	5	11,1	11,1	11,1
	almost minimal	4	8,9	8,9	20,0
	almost optimal	15	33,3	33,3	53,3
	optimal	21	46,7	46,7	100,0
	Total	45	100,0	100,0	

Questioning

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	almost minimal	5	11,1	11,1	11,1
	almost optimal	22	48,9	48,9	60,0
	optimal	18	40,0	40,0	100,0
	Total	45	100,0	100,0	

Analyzing

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	minimal	5	11,1	11,1	11,1
	almost minimal	6	13,3	13,3	24,4
	almost optimal	25	55,6	55,6	80,0
	optimal	9	20,0	20,0	100,0
	Total	45	100,0	100,0	

Using Imagination

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	almost minimal	1	2,2	2,2	2,2
	almost optimal	18	40,0	40,0	42,2
	optimal	26	57,8	57,8	100,0
	Total	45	100,0	100,0	

Using Initiative

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	almost minimal	5	11,1	11,1	11,1
	almost optimal	28	62,2	62,2	73,3
	optimal	12	26,7	26,7	100,0
	Total	45	100,0	100,0	

Communicating Ideas

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	minimal	2	4,4	4,4	4,4
	almost minimal	6	13,3	13,3	17,8
	almost optimal	18	40,0	40,0	57,8
	optimal	19	42,2	42,2	100,0
	Total	45	100,0	100,0	

Feedback

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	almost minimal	2	4,4	4,4	4,4
	almost optimal	21	46,7	46,7	51,1
	optimal	22	48,9	48,9	100,0
	Total	45	100,0	100,0	

Annex 5. Chi-square statistics from students' self-assessments and teacher's assessments.

Status * Storyline

Crosstab

Count

		Storyline				
		minimal	almost minimal	almost optimal	optimal	Total
Status	1	3	9	17	16	45
	2	0	4	21	20	45
Total		3	13	38	36	90

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	5,789[a]	3	,122
Likelihood Ratio	7,000	3	,072
N of Valid Cases	90		

a. 2 cells (25,0%) have expected count less than 5. The minimum expected count is 1,50.

Status * TaskManagement

Crosstab

Count

		TaskManagement				
		minimal	almost minimal	almost optimal	optimal	Total
Status	1	1	4	28	12	45
	2	0	2	23	20	45
Total		1	6	51	32	90

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	4,157[a]	3	,245
Likelihood Ratio	4,578	3	,205
N of Valid Cases	90		

a. 4 cells (50,0%) have expected count less than 5. The minimum expected count is ,50.

Status * Diversity

Crosstab

Count

		Diversity				
		minimal	almost minimal	almost optimal	optimal	Total
Status	1	2	7	30	6	45
	2	0	6	25	14	45
Total		2	13	55	20	90

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	5,731[a]	3	,125
Likelihood Ratio	6,596	3	,086
N of Valid Cases	90		

a. 2 cells (25,0%) have expected count less than 5. The minimum expected count is 1,00.

Status * Coping

Crosstab

Count

		Coping				
		minimal	almost minimal	almost optimal	optimal	Total
Status	1	1	3	22	19	45
	2	5	4	15	21	45
Total		6	7	37	40	90

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	4,234[a]	3	,237
Likelihood Ratio	4,487	3	,213
N of Valid Cases	90		

a. 4 cells (50,0%) have expected count less than 5. The minimum expected count is 3,00.

Status * Questioning

Crosstab

Count

		Questioning				
		minimal	almost minimal	almost optimal	optimal	Total
Status	1	1	10	23	11	45
	2	0	5	22	18	45
Total		1	15	45	29	90

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	4,379[a]	3	,223
Likelihood Ratio	4,814	3	,186
N of Valid Cases	90		

a. 2 cells (25,0%) have expected count less than 5. The minimum expected count is ,50.

Status * Analyzing

Crosstab

Count

		Analyzing				
		minimal	almost minimal	almost optimal	optimal	Total
Status	1	0	9	24	12	45
	2	5	6	25	9	45
Total		5	15	49	21	90

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	6,049[a]	3	,109
Likelihood Ratio	7,986	3	,046
N of Valid Cases	90		

a. 2 cells (25,0%) have expected count less than 5. The minimum expected count is 2,50.

Status * Using Imagination

Crosstab

Count

		Using Imagination				
		minimal	almost minimal	almost optimal	optimal	Total
Status	1	2	1	23	19	45
	2	0	1	18	26	45
Total		2	2	41	45	90

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	3,699[a]	3	,296
Likelihood Ratio	4,477	3	,214
N of Valid Cases	90		

a. 4 cells (50,0%) have expected count less than 5. The minimum expected count is 1,00.

Status * Using Initiative

Crosstab

Count

		Using Initiative				
		minimal	almost minimal	almost optimal	optimal	Total
Status	1	2	5	26	12	45
	2	0	5	28	12	45
Total		2	10	54	24	90

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	2,074[a]	3	,557
Likelihood Ratio	2,847	3	,416
N of Valid Cases	90		

a. 2 cells (25,0%) have expected count less than 5. The minimum expected count is 1,00.

Status * Communicating Ideas

Crosstab

Count

		Communicating Ideas				
		minimal	almost minimal	almost optimal	optimal	Total
Status	1	3	14	21	7	45
	2	2	6	18	19	45
Total		5	20	39	26	90

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	9,169[a]	3	,027
Likelihood Ratio	9,478	3	,024
N of Valid Cases	90		

a. 2 cells (25,0%) have expected count less than 5. The minimum expected count is 2,50.

Status * Feedback

Crosstab

Count

		Feedback				
		minimal	almost minimal	almost optimal	optimal	Total
Status	1	2	6	18	19	45
	2	0	2	21	22	45
Total		2	8	40	40	90

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	4,500[a]	3	,212
Likelihood Ratio	5,366	3	,147
N of Valid Cases	90		

a. 4 cells (50,0%) have expected count less than 5. The minimum expected count is 1,00.