'CAN-DO STATEMENTS' TO IMPROVE YEAR 4 PUPILS' PERFORMANCE IN ENGLISH LESSONS

Evija Latkovska[1], Klinta Ieleja[2]

[1] University of Latvia, Latvia, Faculty of Education, Psychology and Art
[2] Ērgļi Secondary School, Latvia

ABSTRACT

Nowadays, school education concentrates on developing pupils' skill to learn – teachers should help pupils understand the meaning of education in their life and encourage their independent inquiry. The essence is not just getting excellent grades. Instead, it is about pupils taking responsibility for being interested, for participating and for reflecting on their performance. The mentioned features are characteristic of self-regulated learning – a transversal skill to be honed from early school years. Overall, research on pupils' self-regulated learning reveals that if mastered as a skill at an early age, it positively influences pupils' academic performance. Based on the evidence of prior research, the authors of the article consider relevant 'Can-Do Statements' to be of importance to develop and enhance pupils' self-regulated learning skills parallel to their academic achievement. Therefore, the current study aims to examine how self-regulated learning 'Can-Do Statements' applied in lessons of English in Year 4, can improve pupils' confidence regarding their self-regulated learning and their foreign language achievement. The research method is a case study comprising a research sample of 19 Year 4 pupils (nine to ten years old). The pupils come from a rural school in Latvia, Vidzeme region. The data are collected using lesson observation sheets, language tests and a questionnaire for pupils to ensure triangulation of the data. Empirical data show that 'Can-Do Statements' implemented in English language lessons help pupils work on self-regulated learning skills simultaneously achieving academic performance goals they set for themselves. However, the level of achievement depends on whether an individual pupil relates 'Can-Do Statements' to oneself and one's learning process. Even though the data show that the efficient use of 'Can-Do Statements' would ask for meticulous lesson planning, it can also be witnessed that their application allows creating a positive learning environment, which in its turn is beneficial for the rapport of the teacher and pupils.

Keywords: young learners, self-regulated learning skills, 'Can-Do Statements', foreign language learning and performance.

Introduction

Learner-centred paradigm in education has been a dominant 21st-century trend in different parts of the world. Some of its characteristic features are pupils' personalised learning, differentiated classroom instruction and deep approach to learning – learning to be ready for real life (Cunningham, 2020; Bolstad et al., 2012; Watson & Reigeluth, 2008; O'Neill & Mcmahon, 2005). It has to be emphasised that pupils who take an interest in their learning and are responsible for their learning process can set learning objectives and assess their performance better, reach better learning outcomes and gain more satisfaction with their academic performance (Pandolpho, 2018; Hattie, 2009; Zimmerman 2002; Pintrich, 2000). The mentioned features regard foreign language learning as well. Teachers have to be aware that pupils will need their foreign language competence to communicate, not simply remember grammar patterns or separate vocabulary items by heart (Council of Europe [COE], 2020). Therefore, a sustainable, learner-relevant foreign language learning should start at an early stage.

In the context of Latvia, in the school year 2020 / 2021, schools started to implement a new state standard of basic education (Cabinet of Ministers, 2018). The new standard was an outcome of a project A Competence Approach to the Curriculum, named Skola2030 (further in the article referred to as School2030) (Ministry of Education and Science of the Republic of Latvia, 2019). The goal of the particular approach implemented as a European Social Fund (ESF) project by the National Centre for Education (NCE) is to develop, approve and implement a general education curriculum for children and adolescents aged 1.5 to 12 that provides the necessary knowledge, skills and attitudes for the 21st century (Eurydice, 2023). The **subject content** of the field of languages is divided into three main parts called Big Ideas – which are *Language in Communication*, *Text and Its Development*, *Language Structure* (Valsts izglītības satura centrs [VISC], n.d.). Alongside the mother tongue – Latvian, pupils start to study a first foreign language, which is mainly English (further on). According to the Model programme for English as a first foreign language, pupils of Year 4 have mastered A1 language level and are on the threshold of A2 according to the language levels described in the Common European Framework of Languages (CEFR). Consequently, pupils can, for example, give information about their interests and describe the environment they are in creating short and simple spoken and written texts in present and past using simple connectors; observe the attitude of others and express their emotions verbally and non-verbally according to the communication situation; read and listen to simple texts. Additionally, pupils keep learning to assess their performance by working with the European Language Portfolio (ELP) for primary school pupils and apply information and communication technologies to check their written texts (VISC, n.d.).

Besides the subject content areas, pupils must work on **transversal skills** and **habits (values and virtues)**. The goal of the six transversal skills – *critical thinking and problem-solving*; *creative activity and entrepreneurship skills*; *self-regulated learning*; *cooperation*; *civic participation*; *digital literacy* (Cabinet of Ministers, 2018; Skola2030, 2019), is to help pupils become competent members of the 21st society by being able to apply

HUMAN, TECHNOLOGIES AND QUALITY OF EDUCATION, 2023
E. Latkovska, K. Ieleja. 'Can-Do Statements' to Improve Year 4 Pupils' Performance in English Lessons

735

the previously mentioned generic skills in a variety of areas in their future life. Values and virtues, in their turn, are meant to help pupils be aware of the importance of general qualities like being respectful, diligent, conscientious, honest, tolerant, etc.

Having had the experience of teaching English to primary school pupils, the authors of the article are particularly interested in methodology that would allow helping pupils master a foreign language while simultaneously developing their skills to learn. That is because, as mentioned earlier in the article, self-regulated learning (further in the article referred to as SRL) is one of the key transversal skills in the education system in Latvia and one of the features of 21st-century education. What is more, SLR proved its importance during the Covid-19 pandemic when plenty of students and teachers had to adapt to the new situation when it was no longer possible to communicate face-to-face in the classroom. Students were required to become more independent and accountable for their learning process (Barron Rodriguez et al., 2022). As regards the term used SRL, according to the previous research, such type of learning, in general, is referred to in the theoretical literature as either self-directed learning (further in the article referred to as SDL) or self-regulated learning SRL. SDL and SRL are comparable in several ways, but it is essential to distinguish between the two. According to Linkous (2020), some scholars argue that the distinction lies in the strength of influence, as SRL excels in cognitive and motivational aspects of learning while SDL excels in external control aspects; but other scholars argue that the connection between the two is less clearly defined and describes the interchangeable usage of the terms. Linkous (2020) concludes the mentioned ambiguity leads to confusion among academics and practitioners, which in turn results in ineffective instruction and transmission of the information on the terms to university students . In the present research, the term SRL is being applied. Firstly, SDL is a concept of adult education from the 1970s to-1980s whereas self-regulated learning, which is younger, originated from educational psychology and cognitive psychology. Based on the concepts described by Zimmerman (2002) and Pintrich (2000), SRL is an active, constructive process whereby learners set goals for their learning and attempt to monitor, regulate and control their cognition, motivation, and behaviour, guided and constrained by their goals and contextual features of the environment. For example, having a decent place for learning (a desk, lighting) or a notebook, where a learner can write the goal of the learning session. SDL has also been treated as a broader concept in the sense of the learner's freedom to manage one's learning activities and the degree of control the learner has. In SDL, this is the learner who defines the learning task. However, in SRL it may also be a teacher (Loyens et al., 2008, as cited in Saks and Leijen, 2014, p. 192).

Relying on the findings of the theoretical research, the authors of the article believe that a practical tool to improve pupils' self-regulated learning skills and academic performance in English lessons is 'Can-Do Statements'. It is known that to improve learning achievement in any study subject, teaching aims and learning outcomes must be formulated. Furthermore, learners should be informed on how to achieve the set learning outcomes. Consequently, it is essential that clear descriptors indicating what a learner has already accomplished and what has to be done next are designed. As explained in

HUMAN, TECHNOLOGIES AND QUALITY OF EDUCATION, 2023
E. Latkovska, K. Ieleja. 'Can-Do Statements' to Improve Year 4 Pupils' Performance in English Lessons

736

the CEFR (COE, 2020), the idea of scientifically calibrating 'can do' descriptors to a scale of levels originally comes from the field of professional training for nurses. Tests were not very helpful in assessing a trainee nurse's competence. Instead, a systematic, informed observation by an expert nurse, guided by short descriptions of typical nursing competence at different levels of achievement was needed. The 'can do' approach was transferred to language teaching and learning in the work of the Council of Europe in the late 1970s. This happened through three channels:

(a) needs-based language training for the world of work;
(b) interest in teacher assessment based on defined, communicative criteria, and
(c) experimentation with self-assessment using 'can do' descriptors as a way of increasing learner reflection and motivation (COE, 2020).

Since its formal beginnings in 2001, the CEFR has been translated into 37 languages and its usage as a tool for establishing levels of learning, teaching, and evaluation has moved beyond Europe, from Asia to Latin America. The illustrative descriptors are presented within the descriptor scale. Each descriptor scale gives samples of typical language use in a certain topic, calibrated at various levels. Each descriptor has been designed and calibrated independently of the other descriptors on the scale, such that each description gives an independent criterion statement that may be applied independently of the scale. The illustrative descriptor scales apply to the same set of levels to the communicative language activities and strategies, plurilingual and pluricultural competence, communicative language competencies and signing competencies (COE, 2020). These skill-based descriptions of ability focus on communication intent and provide a highly practical approach that looks at what individuals can accomplish and do practically in the real world. It can be something against which learners can be assessed or they can self-assess their own performance. In addition, a successful technique of identifying not only the current stage of the child's learning, but also the attainable future steps to be taken (Cambridge University Press [CUP], 2013; Scrivener, 2011; Mathieson, 2004). When students become involved in assessing their own progress by ticking off simple 'can do' statements, relating to assessment criteria, and when they engage in meaningful constructive feedback in self or peer assessment, then assessment in the form of constant feedback can become a powerful tool for learning and one that students can take ownership of as they create their own learning progression perspective (Jones & McLachlan, 2009).

All in all, educators of young foreign language learners can use the 'Can-Do Statements' to:

- guide their lessons,
- better comprehend the language skills of pupils with varying levels of language proficiency,
- develop their understanding of what the pupils' language acquisition process can look like,
- collaborate on the scaffolding of pupils' need to engage in content-area learning while simultaneously developing their language skills,
- differentiate language instruction and classroom assessment (WIDA, n.d.).

HUMAN, TECHNOLOGIES AND QUALITY OF EDUCATION, 2023
E. Latkovska, K. Ieleja. 'Can-Do Statements' to Improve Year 4 Pupils' Performance in English Lessons

737

Therefore, the aim of the current study is to examine how self-regulated learning 'Can-Do Statements' applied in lessons of English in Year 4, can improve pupils' self-regulated learning and their foreign language achievement. The methodology of the study is explained in the next section of the article.

Methodology

Representing a small-scale research in education, a case study (Hamilton, 2018; Cropley, 2002) on the use of 'Can-Do Statements' in English lessons to improve Year 4 pupils' self-regulated learning and foreign language achievement was performed in a rural secondary school in Latvia at the beginning of an autumn semester of the school year 2022 / 2023 (September – October). All in all, these were eight English language lessons with 19 Year 4 pupils (nine to ten years old; nine girls and ten boys) making a non-probability convenience research sample (Cohen et al., 2007). It was possible to have lessons at school as the Covid-19 restrictions had been cancelled. Data were collected via three data collection methods – lesson observation; pupils' work (tests, blog posts); a questionnaire for pupils – to align with the principle of triangulation (Hamilton, 2018; Cropley, 2002). One of the article's authors conducted the case study within the framework of their teacher's practice closely cooperating with an experienced school colleague. The school administration and the pupils' parents were informed about the research in order to obtain legal permission to engage pupils in activities that envisaged the use of 'Can-Do Statements'.

Based on the literature overview on the topic of SRL for primary school pupils and the fact that certain school had their local study planner which had presented the pupils with the core ideas on goal setting in learning, four independent age-relevant 'Can-Do Statements' were designed:

1. I can set the goal of my task,
2. I can make a to-do list using the criteria,
3. I can reflect on my learning journey,
4. I can evaluate my work.
5. What is more, these were just four statements because the time constraints of the study had to be taken into account. The researchers had to be aware that pupils would not be able to work on numerous statements at once.

The source material used for mastering English was Unit 1 'How do we make friends?' from 'Bright Ideas 3' by C. Palin and S. Philips (2018) as it has been acknowledged by the Ministry of Education and Science of the Republic of Latvia and had been used in the certain school on a permanent basis. By the end of the unit, the pupils were expected to write a post 'An Amazing Day with My Friends'. As regards the English language performance, they had to use present continuous, prepositions of movement and names of activities people can do together with their friends, for example, read a book, play football, watch TV, etc. For the part of SRL, the pupils had to demonstrate their skill to apply the aforementioned four SRL 'Can-Do Statements' while getting ready for doing and then

HUMAN, TECHNOLOGIES AND QUALITY OF EDUCATION, 2023
E. Latkovska, K. Ieleja. 'Can-Do Statements' to Improve Year 4 Pupils' Performance in English Lessons

738

assessing their work. Then the backwards design in lesson planning was put into practice (Model Teaching, 2019) to get a logical sequence of the lessons that would be compatible with the assessment procedure of the final product created by the pupils. The structure of each observed lesson followed the same pattern in which the emphasis was put on pupils either setting the goal for certain activities, planning their work, reflecting on it or finally assessing the outcome. Each of the activities concentrated on language topics that would lead pupils to use necessary grammar structures and vocabulary items in writing the post. With that purpose in mind, particular worksheets for pupils to enter their ideas on the goal of each lesson, steps to be taken to attain the goal, reflection thoughts and self-assessment ideas were designed.

In the course of the case study, the pupils' work was observed in seven lessons. Each 'Can-Do Statement' was turned into an indicator with two descriptors revealing the pupils' skill to manage their own learning. **Table 1** lists the indicators and descriptors to assess pupils' SRL skills.

To observe the pupils' work on each 'Can-Do Statement', the following observation sheet was used (see **Table 2**). Each lesson focused on one certain descriptor or a combination of two to help pupils work on SRL by doing one thing at a time. It has to be noted that pupils could use English and / or Latvian to work on their SRL skills as the language necessary to explain their opinions and formulate phrases and sentences just in English might be complicated for Year 4 pupils. In the observation, three different notes were possible: yes (if the pupil demonstrated readiness to work on the task described in the descriptor), no (if the pupil did not demonstrate readiness to work on the task described in the descriptor), partly (if the pupil demonstrated readiness to work on the task described in the descriptor, but one needed assistance in carrying it out). Also, a number of pupils who were not present in particular lessons is added. Further on in the article, Table 3 will give a summary on all seven lessons in which 19 pupils were observed in lessons of English.

Table 1   Indicators and descriptors to assess students' self-regulated learning skills

Indicators	Descriptors
1. Can determine the goal of a learning task.	1.1. Try to formulate the goal of a learning task. 1.2. Ask for help to formulate the goal of a learning task.
2. Can map out the steps necessary to achieve the goal of a learning task.	2.1. Use criteria to map out necessary steps (to-do list). 2.2. Analyse what skills, knowledge and resources are necessary for the goal.
3. Can monitor the achievement of previously mapped out steps to achieve the goal of the learning task.	3.1. Reflect on previously mapped out steps. 3.2. Reflect on emotions during the learning journey.
4. Can evaluate the result of the predetermined goal.	4.1. Compare the initial goal and the result. 4.2. Share the result of the learning task.

HUMAN, TECHNOLOGIES AND QUALITY OF EDUCATION, 2023
E. Latkovska, K. Ieleja. 'Can-Do Statements' to Improve Year 4 Pupils' Performance in English Lessons

739

Table 2   Lesson observation sheet (an example)

Date: xx Students	Descriptors							
	1.1.	**1.2.**	**2.1.**	**2.2.**	**3.1.**	**3.2.**	**4.1.**	**4.2.**
1								

To obtain evidence of the pupils' language achievement, two separate formative assessment tests were assigned – one test on grammar structures and one vocabulary test. The researchers decided to apply tests provided by the publisher of the book which was used in the case study. Then, to witness how pupils performed both the English language and the SRL skills, they had to compose a post called 'An Amazing Day with My Friends' complementing it with a drawing and submit the work.

Ultimately, the pupils were asked to assess their SRL skills by completing an improvised questionnaire. They were asked to draw a comparison between the beginning of the case study when they had just started to work on the idea of SRL – a few of its components, and the end of the case study when they had already spent eight lessons practising specific steps of taking control over their learning by setting goals, planning work, reflecting and assessing it. The pupils had to mark the place how skilful they thought they were at the beginning and at the end of the study on two lines resembling thermometers.

The next section of the article provides an analysis of the gathered data on how self-regulated learning 'Can-Do Statements' applied in lessons of English in Year 4 improve pupils' self-regulated learning and their foreign language achievement.

Results and Discussion

Table 3 gives a summary on seven observed lessons in the form of numbers – it shows how many students responded to the teacher's encouragement to set a goal for their work, plan, monitor, and evaluate it. It can be seen that pupils manage to form goals they should attain in learning (descriptors No 1.1. and No 1.2.) if they receive help from a teacher who offers relevant vocabulary to make set goals understandable. However, thinking of logical steps that would leave them to the outcome is problematic (descriptors No 2.1. and No 2.2.). This makes the researchers realise that the age group of the respondents have to be taken into account. For example, Year 4 pupils should be assisted more when they plan how to reach their goal and when they reflect on their work (descriptors No 3.1. and No 3.2.) and evaluate it (descriptors No 4.1. and No 4.2.) as abstract thinking has not fully developed at this age.

Overall, the numbers in the table more serve a quantitative purpose, which is not an aim of the particular study, thus it may become a subject of a different research article. Therefore, next paragraph of the article offers a descriptive analysis of the data adding more information from the researchers' notes accompanying the observation tables.

HUMAN, TECHNOLOGIES AND QUALITY OF EDUCATION, 2023
E. Latkovska, K. Ieleja. 'Can-Do Statements' to Improve Year 4 Pupils' Performance in English Lessons

740

Table 3   Representation of the data of 19 observed pupils in seven lessons of English

All 19 pupils together over the course of the study	Descriptors							
	1.1. 1 lesson	1.2. 1 lesson	2.1. 3 lessons	2.2. 3 lessons	3.1. 2 lessons	3.2. 2 lessons	4.1. 2 lessons	4.2. 2 lessons
yes	7	2	21	3	22	–	15	3
partly	6	–	13	44	10	–	2	–
no	6	17	3	–	–	38	18	35
not in a lesson	2	–	5	–	6	–	3	–

A descriptive analysis of the observation of seven lessons shows that at the beginning of the research, the pupils did not even understand what the idea of 'set a goal' meant. Initially, the teacher had to help pupils choose the necessary words to make the goals understandable and achievable. However, a positive sign was that the majority of pupils were interested in the assigned task, and they tried their best to invent a goal for their learning activities (Table 3, descriptors No 1.1 and No 1.2.). Unfortunately, three pupils showed no interest in taking responsibility for their learning and did not participate in the goal-setting process. The authors of the article have to acknowledge that the worksheets used in the learning process were of utmost importance as they gave a visual hint to pupils of what they were expected to do.

As regards creating a to-do list, the pupils found it complicated to envisage a logical sequence of tasks they would have to accomplish to get to the goal. Again, the worksheets with visual prompts served their purpose and helped pupils think of the necessary knowledge and skills they would need. Moreover, the visual prompts that assisted the pupils in devising a list of to-do activities helped to reflect on the success of each completed task. The authors of the research should mention the fact that it was demanding for the pupils to concentrate for a longer time to make the list of to-do activities complete. It might be an age-specific psychological feature as Year 4 pupils' attention and concentration span is not that developed yet. What is more, reflection should not be presented as an abstract idea. Instead, specific examples of ideas or words used have to be offered on worksheets because Year 4 pupils still tend to think in terms of concrete not abstract ideas.

The last of the four 'Can-Do Statements' was easy to complete for the pupils who had been interested in their learning and demonstrated it by actively participating in previous lessons. As the particular statement deals with the pupils' ability to evaluate their work, the pupils who had not engaged in setting the goal activities, had not tried to make a to-do list of tasks to be accomplished in order to reach the goal and had not indulged in reflection on their work, found it challenging to evaluate their work. It was because they missed information on what exactly and how had to be evaluated. Consequently, the pupils' age, their interests, character and previous learning experience may affect the use of 'Can-Do Statements' in lessons.

HUMAN, TECHNOLOGIES AND QUALITY OF EDUCATION, 2023
E. Latkovska, K. Ieleja. 'Can-Do Statements' to Improve Year 4 Pupils' Performance in English Lessons
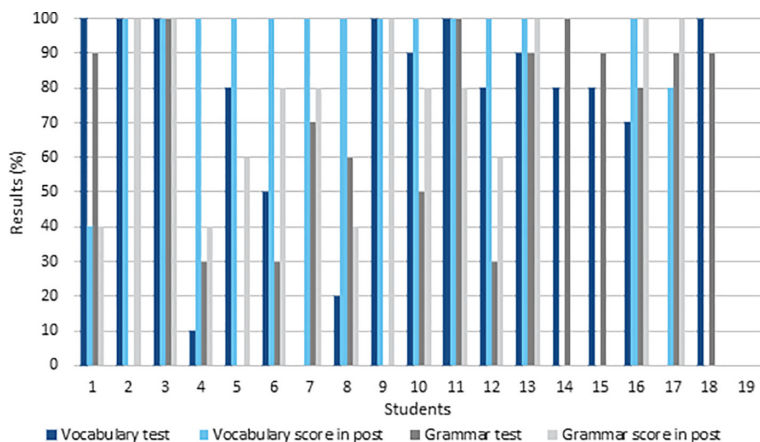
741

Figure 1   Comparison of the results between grammar and vocabulary test results and grammar and vocabulary performance in the post writing assignment

Overall, the observation data show that by applying 'Can-Do Statements' in lessons of English, it is possible to encourage pupils work on SRL showing them how it can be improved in future by indulging in particular activities on setting the goal of the task, planning the procedure, and then reflecting and evaluating its success. . However, it has to be admitted that only five pupils exhibited nearly all of the descriptors that indicate the development of the self-regulated learning skills. Only one pupil was spotted analysing the necessary skills, knowledge, and resources for the goal, according to the data (descriptor No 2.2.). There is no evidence of any pupils who were capable of emotional reflection during the learning journey (descriptor No 3.2.). As it can be seen, not all the pupils succeeded in working on their SRL skills and not all the pupils were excited to do that at all. Nevertheless, the authors of the article advise teachers to take the challenge and plan upon performing a similar sequence of foreign language lessons devoted to assisting pupils learn to become responsible for their own learning because it creates rapport of trust and understanding in the classroom.

Besides SRL, the pupils' achievements in learning the English language were tested. **Figure 1** displays a comparison between the pupils' performance in separate vocabulary and grammar tests and their combination in the assignment of writing a post on an amazing day spent with friends using both necessary grammar structures and new vocabulary. It has to be noted that all three tests represented formative assessment purposes.

Figure 1 depicts that the majority of pupils exhibit greater proficiency in vocabulary and grammar in their post writing assignment compared to their performance in separate vocabulary and grammar tests. The authors of the article are of the opinion that it is because the pupils knew about their final post writing assignment from the beginning of the research, therefore, they were more personally involved in its execution and presentation. To sum up, SRL 'Can-Do Statements' incorporated in lessons of English not only

HUMAN, TECHNOLOGIES AND QUALITY OF EDUCATION, 2023
E. Latkovska, K. Ieleja. 'Can-Do Statements' to Improve Year 4 Pupils' Performance in English Lessons

742

enhance the pupils' self-regulated learning skills, but also improve their foreign language achievement. In general, 'Can-Do Statements' may help pupils better assess their own work as the statements may help pupils focus, spend time thinking and give an idea of experiencing real-life situations.

To complement the data retrieved from the lesson observation and the tests taken by the pupils, the authors of the article explored the pupils' opinion on the benefit of the use of 'Can-Do Statements'. Namely, the pupils were asked whether the activities on learning to set a goal, plan a to-do list, reflect on and assess their own work, had increased their confidence as self-regulated language learners. **Figure 2** gives a summary of the pupils' viewpoints.

The authors of the research appreciated that the majority of Year 4 pupils had considered the proposed SRL activities beneficial. **Figure 2** in combination with the lesson observation and the pupils' test data, testify that self-regulated learning 'Can-Do Statements' do bring results in the context of both Year 4 pupils' SRL skills and the English language achievement. However, as there were pupils who either had not experienced any changes in their skills and performance or had become even less confident or found the experience frustrating, the authors of the article conclude that certain adaptations to the framework of the lesson structure should be introduced and the materials implemented have to be revisited to make the learning process more personally relevant according to a certain pupil's learning needs. In particular, there is a need for extensive and meticulous lesson planning and consideration of the implementation process to ensure efficient development of SRL skills and improvement in English language achievement.

As the particular case study was a small-scale research, its authors have to admit that it has certain limitations due to the size of the research sample and the time frame. Therefore, it could be suggested that Year 4 pupils of several other schools participate in such research for a longer time to establish a more profound basis for conclusions. It would give a chance for teachers to spend more time helping pupils work on each descriptor thus honing SRL skills and enhancing English proficiency.
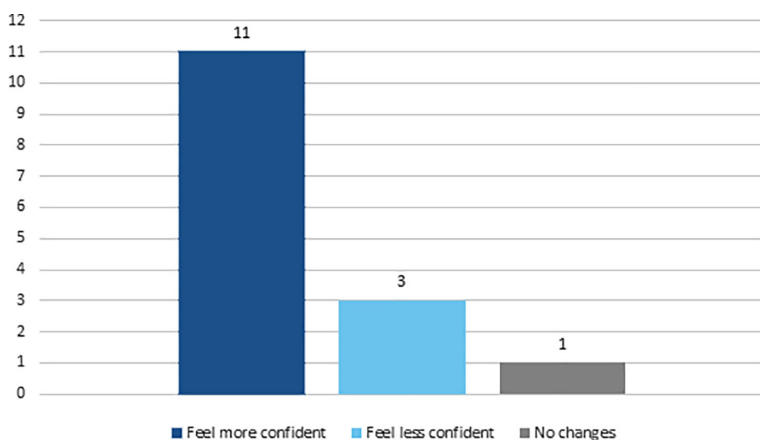

Figure 2   Pupils' feedback on the benefit of self-regulated learning 'Can-Do Statements'

HUMAN, TECHNOLOGIES AND QUALITY OF EDUCATION, 2023
E. Latkovska, K. Ieleja. 'Can-Do Statements' to Improve Year 4 Pupils' Performance in English Lessons

743

Conclusion

Learning a foreign language or learning anything new is something necessary, inevitable and complicated at the same time. Especially for young learners as they have not developed a routine of learning yet. What is more, besides sharing curiosity they would not learn anything they do not consider personally relevant. Therefore, one of the tasks of teachers is to help primary school pupils learn how to learn thus developing their self-regulated learning skills. Even though it is required of the teachers in Latvia by the new competence-based curriculum, not all teachers are eager to indulge in the process of helping pupils master transversal skills alongside the obligatory subject content. However, if a teacher decides to do that, one has to be aware of what effective techniques there are available in the field of methodology. Nowadays, when teaching and learning foreign languages are based on the use of the CEFR descriptors – 'Can-Do Statements', teachers may find it practical to use the idea in other areas as well because both teachers and pupils might already be familiar with the concept. 'Can-Do Statements' can be incorporated in helping pupils learn to take responsibility for their learning thus letting them master a self-regulated learning skill. As the evidence of the present study suggests, if it is done in lessons of English as a foreign language in primary school with Year 4 pupils, teachers may foster not only the performance of their pupils' English achievements but also boost pupils' confidence regarding their self-regulated learning skills. Unfortunately, a particular pupil's level of performance may depend on how closely one relates the content of 'Can-Do Statements' to one's learning. Despite the necessity to have carefully designed lesson plans for the effective use of 'Can-Do Statements', the present study makes it evident that their implementation enables the creation of the atmosphere in which pupils become more confident learners.

REFERENCES

Barron Rodriguez, M., Cobo, C., Muñoz-Najar, A., & Sánchez Ciarrusta, I. (2022, March). *Remote Learning During the Global School Lockdown: Multi-Country Lessons (English). World Bank Document.* https://documents1.worldbank.org/curated/en/668741627975171644/pdf/Remote-Learning-During-the-Global-School-Lockdown-Multi-Country-Lessons.pdf

Bolstad, R., Gilbert, J., McDowall, S., Bull, A., & Hipkins, R. (2012). *Supporting future-oriented learning & teaching – a New Zealand perspective. Report to the Ministry of Education.* Ministry of Education, New Zealand. https://www.educationcounts.govt.nz/__data/assets/pdf_file/0003/109317/994_Future-oriented-07062012.pdf

Cabinet of Ministers. (2018). Regulations regarding the State basic education Standard and Model basic Education Programmes. Latvijas Vēstnesis, 299, December 19. https://likumi.lv/ta/en/en/id/303768

Cohen, L., Manion, L., & Morrison, K. (2007). *Research Methods in Education.* Routledge Taylor & Francis Group.

Council of Europe (2020). Common European Framework of Reference for Languages: Learning, teaching, assessment – Companion volume, Council of Europe Publishing, Strasbourg, available at www.coe.int/lang-cefr

Cropley, A. (2002). *Qualitative research methods.* Zinātne.

Cunningham, I. (2020). A new educational paradigm for the 21st century. *Development and Learning in Organisations, 34*(2), 5–7. https://doi.org/10.1108/DLO-10-2019-0253

HUMAN, TECHNOLOGIES AND QUALITY OF EDUCATION, 2023
E. Latkovska, K. Ieleja. 'Can-Do Statements' to Improve Year 4 Pupils' Performance in English Lessons

744

Eurydice. (2023, April). *National reforms in school education*. Eurydice. European Education and Culture Executive Agency https://eurydice.eacea.ec.europa.eu/national-education-systems/latvia/overview

Cambridge University Press (2013). Introductory Guide to the Common European Framework. CUP, 2013. https://www.englishprofile.org/images/pdf/GuideToCEFR.pdf

Jones, J., & McLachlan, A. (2009). *Primary languages in practice : A guide to teaching and learning*. McGraw-Hill Education.

Hamilton, L. (2018). An Annotated Account of Case Study in Education Research. USA: OUP. https://www.oxfordbibliographies.com/view/document/obo-9780199756810/obo-9780199756810-0201.xml

Hattie, J. (2009). *Visible Learning. A synthesis of over 800 meta-analyses relating to achievement*. Routlegde, London and New York. https://apprendre.auf.org/wp-content/opera/13-BF-References-et-biblio-RPT-2014/Visible%20Learning_A%20synthesis%20or%20over%20800%20Meta-analyses%20Relating%20to%20Achievement_Hattie%20J%202009%20...pdf

Linkous, H. M. (2020). *Self-Directed Learning and Self-Regulated Learning: What's the Difference? A Literature Analysis*. ERIC, 118–122. https://files.eric.ed.gov/fulltext/ED611648.pdf https://files.eric.ed.gov/fulltext/ED611648.pdf

Mathieson, K. (2004). *Social Skills in the Early Years (1st ed.)*. SAGE Publications. Retrieved from https://www.perlego.com/book/862971/social-skills-in-the-early-years-pdf (Original work published 2004)

Ministry of Education and Science of the Republic of Latvia. (2019). *Description of Educational Curriculum and Learning Approach*. https://www.izm.gov.lv/en/article/description-educational-curriculum-and-learning-approach

Model Teaching. (2019, August). *Backwards Design in Lesson Planning*. https://www.modelteaching.com/education-articles/lesson-curriculum-planning/backwards-design-in-lesson-planning

O'Neill, G., & Mcmahon, T. (2005, January). *Student-centred learning: What does it mean for students and lecturers? Emerging issues in the practice of University Learning and Teaching*. 33–39. https://www.researchgate.net/publication/241465214_Student-centred_learning_What_does_it_mean_for_students_and_lecturers

Palin, C., & Philips, S. (2018). *Bright Ideas Level 3*. Class book. OUP.

Pandolpho, B. (2018, May). Putting Students in Charge of Their Learning. *Edutopia*. https://www.edutopia.org/article/putting-students-charge-their-learning

Pintrich, P. R. (2000). The Role of Goal Orientation in Self-Regulated Learning. *Handbook of Self-Regulation. Part II. Domain-Specific Models and Research on Self-Regulation*. 451–502. http://cachescan.bcub.ro/e-book/E1/580704/451-529.pdf

Saks, K. & Leijen, A. (2014, February). Distinguishing Self-directed and Self-regulated Learning and Measuring them in the E-learning Context. *Procedia – Social and Behavioural Sciences*. Volume 112, 190–198. https://www.sciencedirect.com/science/article/pii/S1877042814011720

Scrivener, J. (2011). *Learning Teaching: The Essential Guide to English Language Teaching*. Macmillan Education.

Skola2030. (2019). *Caurviju prasmes*. [*Transversal Skills*]. https://www.skola2030.lv/lv/macibu-saturs/merki-skolenam/caurviju-prasmes

Valsts Izglītības Satura Centrs. (n.d.). *Angļu valoda (pirmā svešvaloda) 1.–9. klasei. Mācību priekšmeta paraugprogramma*. [*English (First Foreign Language) for Grades 1–9. Model Programme for the Subject*]. https://mape.skola2030.lv/resources/5447

Watson, S. L., & Reigeluth, C. M. (2008). The Learner- Centred Paradigm of Education. *Educational Technology* / September–October, 42–48. https://www.researchgate.net/publication/234617886_The_Learner-Centered_Paradigm_of_Education_137

WIDA. (n.d.). *Can Do Descriptors. A tool to help you meet students where they are in their language development*. https://wida.wisc.edu/teach/can-do/descriptors

Zimmerman (2002). Becoming a Self-Regulated Learner: An Overview. *THEORY INTO PRACTICE, 41*(2), Spring, 64–70. https://www.researchgate.net/publication/237065878_Becoming_a_Self-Regulated_Learner_An_Overview

HUMAN, TECHNOLOGIES AND QUALITY OF EDUCATION, 2023
E. Latkovska, K. Ieleja. 'Can-Do Statements' to Improve Year 4 Pupils' Performance in English Lessons

745