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**PARENTAL INVOLVEMENT IN YOUNG
LEARNERS' VOCABULARY ACQUISITION**

DIPLOMA PAPER

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**VECĀKU IESAISTE JAUNĀKO KLAŠU SKOLĒNU
VĀRDU KRĀJUMA APGUVĒ**

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DECLARATION OF ACADEMIC INTEGRITY

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

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9 January, 2017

ABSTRACT

Development of useful and appropriate vocabulary both promotes reading comprehension and helps learners to successfully participate in social life. Moreover, the society often believes that good and a wide vocabulary characterize an educated and intellectually developed person. Building up a useful vocabulary is key factor to the acquisition of a foreign language at primary level. However, it has often been a problem for language teachers to choose the most appropriate way to help learners to acquire a foreign language and its vocabulary. One of the most effective approaches that can be used in vocabulary acquisition is parental involvement, since parents are children's first and direct teachers and they play very important role in establishing the foundation in education of their children, especially in young age.

Taking into account the lack of research data on parental involvement in young learners' vocabulary acquisition the author of this Diploma Paper decided to examine the impact of parental involvement in young learners' vocabulary acquisition.

First, the author of the Diploma Paper collected and analyzed theoretical literature to identify general aspects of vocabulary acquisition, its approaches and strategies, as well as types of parental involvement in young learner's education.

Secondly, an exploratory case study was chosen as a research method of the Diploma Paper. The research was carried out in Riga Secondary School № 6 grade 1 (6 to 8 years old learners) from January 2016 till April 2016, with 26 young learners (13 - experimental group, 13 - control group) as a research sample.

In the research there were used qualitative and quantitative methods of data collection: 1) Initial parents' questionnaire; 2) Initial learners' questionnaire; 3) Vocabulary diagnostic pre-test/post-test; 4) Vocabulary tasks; 5) Final parents' questionnaire; 6) Final learners' questionnaire; 7) Parents' reflection sheet.

The research findings showed that parental involvement in young learners' vocabulary acquisition is highly effective and lead to a greater growth in learners' vocabulary. The data from the analyzed parents' and young learners' questionnaires showed parents' and learners' support to parental involvement in vocabulary acquisition. Thus, it can be concluded that parental involvement in young learners' vocabulary acquisition can be used as very useful tool. However, the author of the Diploma Paper suggests that research in this area is needed to provide new evidence of the impact of parental involvement on young learners' educational achievement.

Keywords: vocabulary, vocabulary acquisition, vocabulary tasks, lexicon, parental involvement, young learners.

ANOTĀCIJA

Plaša un noderīga vārdu krājuma attīstība veicina gan lasītprasmi, gan palīdz skolēnam veiksmīgi iesaistīties sociālajā dzīvē. Turklāt sabiedrība bieži vien ir pārliecināta, ka pilnīgs un plašs vārdu krājums raksturo izglītotu un intelektuāli attīstītu personu. Noderīga un spēcīgi attīstīta vārdu krājuma izveide ir galvenais faktors valodas apguvei pamatlīmenī. Taču valodu skolotājiem bieži problēmas sagādā vispiemērotākās metodes izvēle, kas palīdzētu apgūt valodu un tās vārdu krājumu. Viena no visefektīvākajām pieejām, kuru var lietot valodas apguvē, ir vecāku iesaiste, tā kā vecāki ir bērnu pirmie tiešie skolotāji un ieņem ļoti nozīmīgu lomu viņu bērnu izglītības pamatu izveidē – jo īpaši agrīnā vecumposmā.

Ņemot vērā pētījuma datu trūkumu par vecāku iesaisti jaunāko klašu skolēnu vārdu krājuma apguvē, Diplomdarba autore izlēma noskaidrot vecāku iesaistes ietekmi uz jaunu skolēnu valodas apguvi.

Vispirms Diplomdarba autore apkopoja un analizēja teorētisko literatūru, lai noteiktu galvenos vārdu krājuma apguves aspektus, pieejas un stratēģijas, kā arī vecāku iesaistes veidus jaunu skolēnu izglītībā.

Pēc tam, kā pētījuma metode tika izvēlēta pētnieciska gadījuma izpēte, kas tika veikta laika posmā no 2016.gada janvāra līdz 2016.gada maijam Rīgas 6.vidusskolas 1.klasē (6–8 gadus jauni skolēni). Pētījumā izlasi veidoja 26 jauni skolēni: 13 eksperimentālajā grupā, 13 – kontrolgrupā.

Pētījumā tika lietotas gan kvalitatīvās, gan kvantitatīvās datu vākšanas metodes: 1) Sākotnējā vecāku anketa; 2) Sākotnējā skolēnu anketa; 3) Vārdu krājuma diagnostikas pirmtests/pēctests; 4) Vārdu krājuma uzdevumi; 5) Noslēguma vecāku anketa; 6) Noslēguma skolēnu anketa; 7) Vecāku pārdomu lapa.

Pētījuma rezultāti atklāja, ka vecāku iesaiste jaunu skolēnu vārdu krājuma apguvē ir ļoti efektīva un lielā mērā veicina skolēnu vārdu krājuma apguvi. No vecāku un skolēnu anketām iegūtie un izanalizētie dati norādīja, ka gan vecāki, gan skolēni atbalsta vecāku iesaisti jaunu skolēnu vārdu krājuma apguvē. No tā iespējams secināt, ka vecāku iesaiste jaunu skolēnu vārdu krājuma apguvē ir ļoti lietderīga. Diplomdarba autore arī iesaka veikt turpmākus pētījumus šajā jomā, lai iegūtu jaunus pierādījumus par vecāku ietekmi jaunāko klašu skolēnu izglītības sasniegumos.

ATSLĒGVĀRDI: vārdu krājums, vārdu krājuma apguve, vārdu krājuma uzdevumi, leksika, vecāku iesaiste, jaunāko klašu skolēns

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INTRODUCTION

In the recent past not much attention was given to teaching vocabulary as it can happen by itself (Nation, 1990). Only in last decades and nowadays the significance of vocabulary in learning a language has become more acknowledged (Cameron 2001), and vocabulary is taken as a key component of „language proficiency which provides the basis for learners’ performance in other skills, such as speaking, reading, listening and writing” (Alemi and Tayebi, 2011) and also vocabulary is recognized as one of the three essentials components that constitute language knowledge. (Pan and Xu, 2011)

For this reason there are numerous research studies performed as described in further chapters of this Diploma Paper regarding to vocabulary acquisition by emphasizing its importance and analyzing this process from different perspectives and viewpoints.

By analyzing the role of vocabulary in language system British linguist David Wilkins argues that „the fact is that while without grammar very little can be conveyed, without vocabulary nothing can be conveyed”. (Wilkins 1972: 111)

Terms important to this Diploma Paper were acknowledged to hold different meanings by various authors in various contexts. It means that in literature there can be found various definitions and explanations of the terms used in this Diploma Paper such as ‘vocabulary’, ‘vocabulary acquisition’, ‘parental involvement’, however the author of the Diploma Paper tried to identify a common denominator highlighting main aspects in each term (detailed description can be found in the following chapters of this Diploma paper). By simply defining, a vocabulary is a language resource or collection of words and vocabulary acquisition is a crucial factor in learning a language as the language is based on words. According to Pan and Xu (2011) language consists of three parts: pronunciation, vocabulary and grammar. In this case „grammar provides the overall patterns, and the vocabulary is the basic material to put into the patterns, cause there is no sentence, no essay, and even no language without vocabulary.” (Pan and Xu, 2011: 1586)

It has often been a problem for language teachers and practitioners to choose the most effective way of learning and teaching a foreign language. Also, vocabulary acquisition is related to strategies and approaches used by learners and teachers and it is important to identify the most effective approaches and strategies in vocabulary acquisition. One of the approaches that can be used in vocabulary acquisition is parental involvement. In general, parental involvement includes wide spectrum of parents' activities, for instance helping and monitoring homework, attending parent-teacher conferences, reading with their children and many more.

Many researchers have concluded that all types of parent involvement are significant and even necessary (Sapungan and Sapungan, 2014; Carter, 2002; Hara and Burke, 1998), also, the author of the Diploma Paper being a mother more than others are aware of the importance of parents' role in their children's education. Thus, for the author of this Diploma Paper taking into consideration the crucial role the vocabulary plays in language learning and the significance of parental involvement in vocabulary acquisition of young learners it was challenging and the same time useful task to chose the theme of the Diploma Paper, studying only English as the foreign language vocabulary acquisition.

In addition, this study can help the author to gain deeper understanding of vocabulary acquisition and how parents can help in this process and based on this study, the author can apply in practise knowledge that have been gathered during this study.

Although, the studies carried out among OECD member countries by OECD a little uncover situation in Latvia, unfortunately in Latvia there are not specific national studies that show level and quality or impact of parental involvement in young learners' educational process. However, in Latvia there have been multiple studies conducted concerning various approaches and strategies to English vocabulary acquisition, for instance: „Multisensory approach to accelerated English vocabulary acquisition in form 5” (Grīšle, 2010); „Construction of lexical skills for developing grade 4 students' vocabulary in English lessons” (Kadiķe, 2012) etc., nevertheless, there are no data and conclusions obtained and collected by researchers on parental involvement in young learners' vocabulary acquisition. The lack of such type of practical research does not allow being aware and clarifying the real situation of Latvia. Thus, the theme chosen for this Diploma Paper has great importance in the current educational and research context of Latvia. It may shed light on the various little known and little studied aspects of impact and role of parental involvement in young learners' educational process in general and especially in vocabulary acquisition. Also, conclusions and findings of this field could be motivating for parents to become more involved in their children's education and can provide new insights on further research of this field.

During the production of the Diploma Paper a lot of various theoretical literature, previous research studies about the examined theme was studied and pedagogical and psychological literature analyzed in the aspect of the theme of the Diploma Paper.

The **aim** of the Diploma Paper is to examine the impact of parental involvement in young learners' vocabulary acquisition. The aim of the Diploma Paper was achieved by performing the following **objectives**:

- 1) To study theoretical literature regarding vocabulary acquisition methods, meaning and parental involvement in vocabulary acquisition;

- 2) To do the research of the previous research studies about the examined theme;
- 3) To develop Initial learners' and parents' questionnaires in order to collect data on parents' and learners' opinion about parental involvement in vocabulary acquisition process and outcomes;
- 4) To design vocabulary diagnostic pre-test and apply it to identify the initial level of vocabulary knowledge of both experimental and control group of grade 1 learners;
- 5) To develop appropriate vocabulary tasks and apply them of both group of learners grade 1;
- 6) To apply vocabulary diagnostic post-test to identify the final level of vocabulary knowledge of both experimental and control group of grade 1 learners after performing vocabulary tasks;
- 7) To obtain comparative data between the experimental and control group by comparing the results of vocabulary acquisition of both groups;
- 8) To design and apply Final learners' and parents' questionnaires to both groups of learners and parents of experimental group;
- 9) To develop and apply parents' reflection sheets to parents of experimental group of learners after each vocabulary task in order to assess vocabulary acquisition and its outcomes.

Based on the aim and objectives of the Diploma Paper there was established the following **research questions**:

- 1) The parental involvement in the learning process promotes young learners' vocabulary acquisition or does not promotes;
- 2) What parents' attitudes about and involvement in their children vocabulary acquisition are;
- 3) What young learners' attitudes about their parents' involvement in their vocabulary acquisition are;
- 4) Parents' educational level affects their children's vocabulary acquisition or does not affect;
- 5) The length of parental involvement in their children's vocabulary acquisition affects their children's vocabulary acquisition outcomes.

The research design of research study considering its objectives, scope and coverage are explanatory as well as descriptive.

As the **method of research** the author of the Diploma Paper has chosen an exploratory case study.

Research sample of research includes two groups of non-English majors' learners from Riga Secondary School № 6 grade 1 (6 to 8 years old learners). The participating subjects were randomly recruited and divided in experimental group and control group. Each group consisted of 13 learners. Research took place in Riga Secondary School № 6 classrooms for control group and in each learner's home environment with participation of parents for experimental groups.

In the research there were used qualitative and quantitative **methods of data collection:**

- 1) Initial parents' questionnaire was used to obtain general facts and specific biographical information about the parent;
- 2) Initial learners' questionnaire was applied to gain general facts and specific biographical information about the learner;
- 3) Vocabulary diagnostic pre-test/post-test: used for both experimental and control group to test the level of knowledge of vocabulary. Pre-test was used before applying vocabulary tasks to learners. Pro-test was applied after applying vocabulary task to measure whether there are differences between initial vocabulary knowledge level of participants of both groups and the level of vocabulary knowledge after completion of vocabulary tasks;
- 4) Vocabulary tasks for both groups of learners' as the basis of experimental research were applied to both groups of learners;
- 5) Final parents' questionnaire was developed in order to collect data on parents' opinion about learners' vocabulary learning process and outcomes;
- 6) Final learners' questionnaire: was applied to identify learners' opinion on parental involvement in learners' vocabulary acquisition;
- 7) Parents' reflection sheets after each vocabulary task to collect parents' feedbacks on each vocabulary task.

The Diploma Paper is structured according to following parts: introduction, theoretical part, practical part, conclusion, theses, bibliography and appendices.

In the **first chapter** of the Diploma Paper „Vocabulary acquisition for young learners” outlined basic terms of research such as ‘vocabulary’ and ‘vocabulary acquisition’. This chapter also describes the general aspects of vocabulary acquisition. The subchapters of the first chapter deal with the importance of vocabulary acquisition, its approaches and strategies.

The **second chapter** „Parental involvement in young learners vocabulary acquisition” explains the main term of this chapter ‘parental involvement’ and deals with a various models

of parental involvement in young learners' vocabulary acquisition and parents' role in children's academic achievements and social capability.

The third chapter „A case study in secondary school grade 1” deals with experimental research to examine the effectiveness of parental involvement in young learners' vocabulary acquisition. In the first subchapter „Research questions” of the third chapter are given three questions addressed to research. The second subchapter „Materials and procedure” of the third chapter includes results obtained by using parents' and learners' questionnaires. This subchapter presents the outcomes of the vocabulary diagnostic pre-test and post-test of both experimental and control group and gives the analysis of the results of the vocabulary diagnostic pre-test and post-test activities. Also, this subchapter of the paper describes the characterization of developed vocabulary tasks.

The main findings and conclusions are provided in the Conclusions part. It also provides list of theoretical and practical suggestions for further studies of examined theme.

Thesis, bibliography and 7 appendices are included at the end of the Diploma Paper.

The author of the Diploma Paper use both primary data and secondary data sources of information. The primary data are gained from the learners of grade 1 and their parents by applying questionnaires. Also, primary data are provided by results of vocabulary diagnostic pre-test and post-test. The secondary data consist of empirical data gained by studying journals, newspapers, book, websites, published and unpublished literature, case studies and other appropriate sources.

1. VOCABULARY ACQUISITION FOR YOUNG LEARNERS

According to Pan and Xu (2011) language is based on the vocabulary consisting of three parts: pronunciation, vocabulary and grammar. In this case „grammar provides the overall patterns, and the vocabulary is the basic material to put into the patterns, cause there is no sentence, no essay, and even no language without vocabulary.” (Pan and Xu, 2011: 1586) However, according to the theme of the Diploma Paper this chapter draws attention to vocabulary acquisition for young learners and not shed light on the rest parts of language.

Also, it is important to note and recall that this Diploma Paper focuses on English as the second language vocabulary acquisition, as the practical research was conducted in conjunction with the English vocabulary acquisition.

According to Garton and Copland (2014) research into teaching English to young learners has developed rapidly in recent years since the number of young children learning English is increasing globally.

For example Eurostat (2016) data shows that within primary education, a clear majority of pupils (choose to) learn English in the vast majority of EU Member States. Indeed, 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.

Concerning the situation in Latvia, data collected by Central Statistical Bureau of Latvia and published in 2013 shows that 85% of the total number of pupils in general schools are learning foreign languages. Furthermore, primary education (grades 1-6) 73% of pupils are learning foreign languages, in basic education (grades 7-9) – 98%, but in secondary education (grades 10-12) all pupils are learning foreign languages. Also, majority of pupils (97.9%) are learning English, in its turn 97.4% in grades 1-6.

State Primary Education Standard of Latvia emphasis foreign language acquisition as a tool that helps learner to become aware of the language as a part of mankind and national culture, as well as to communicate with a people from all around the world. English as a foreign language teaching guidelines of primary education are determined by aim of primary education defined in State Primary Education Standard and by aims set in standard of primary education subject „Foreign language”. Curriculum sample for the English as second language as second language for grades 1-6 can be used by teachers according to their own teaching programme by adapting to each grade, learners’ skills and the level of knowledge.

Furthermore, Curriculum sample for the English as second language for grades 1-6 is developed in accordance with theoretical conclusions and descriptions of provided language

levels of Common Europeans Framework of Reference for Languages: Learning, Teaching, Assessment.

Curriculum sample for the English includes following competences:

- 1) communicative competence
- 2) language competence (sound, word, sentence, text)
- 3) socio-cultural competence

In order to make a common understandings and clarity the author of this Diploma Paper based on empirical studies tried to define and explain key terms used in this paper as follows.

1.1. DEFINITION OF TERM ‘VOCABULARY’

Vocabulary is a language resource by explaining in simple way. Whereas Kamil and Hiebert (2005: 3) state that „vocabulary is the knowledge of meanings of words”. Also, „vocabulary can be defined, roughly, as the words we teach in the foreign language”. (Ur, 1996: 60)

However, there are no opposite views among authors about the fact that the word is the basic unit of vocabulary and teaching words is an essential aspect in learning a language since languages are based on words. (Thornbury, 2002) Even more, spoken and written forms of communication are based on words. Knowing about a word means knowing about its various aspects: grammatical changes, usage, spelling, meaning and much more. According to Cameron (2001: 77) knowing a word includes the following aspects:

- 1) Receptive knowledge: to understand it when it is spoken/written
- 2) Memory: to recall it when needed
- 3) Conceptual knowledge: to use it with correct meaning
- 4) Knowledge of the spoken form: to hear the word and to pronounce it acceptably
- 5) Grammatical knowledge: to use it in grammatically accurate way; to know grammatical connection with other words
- 6) Collocation knowledge: to know with other words can be used with it
- 7) Orthographic knowledge: to spell it correctly
- 8) Pragmatic knowledge, knowledge of style and register: to use it in the right situation
- 9) Connotational knowledge: to know its positive and negative associations, to know its associations with related works
- 10) Metalinguistic knowledge: to know explicitly about the word, e.g. its grammatical properties.

This means that the acquisition of word (and generally the vocabulary as well) is rather complex and multi-level process which requires a specific and detailed approach.

Meanwhile other authors on the understanding of a word look much more narrowly. For instance, Neuman and Dwyer (2009: 385) state that „vocabulary refers to the words we must know to communicate effectively: words in speaking (expressive vocabulary) and words in listening (receptive vocabulary)”. However Laufer (1998) thinks that the biggest difference between foreign learners and native speakers is in the number of words each group possesses.

In its turn, Ur (2006) states that vocabulary knowledge should cover the dimensions of pronunciation and spelling, grammar, collocation, aspects of meaning (including denotation, connotation, appropriateness, and such meaning relationships as synonyms, antonyms, hyponyms, co-hyponyms, superordinates, translation), and word formation.

Although, various authors create their understanding on an essence of a word and vocabulary by looking from different viewpoints, it is necessary to consider them all by choosing the most appropriate approach and strategy of vocabulary acquisition that leads to the best outcomes.

1.2. DEFINITION OF TERM ‘VOCABULARY ACQUISITION’

According to Lin (2007: 5) „the term ‘acquisition’ raises the question of when we may regard a word as being truly ‘acquired’ and how we measure understanding of a word”.

Although, there are no clear criterions for vocabulary acquisition, Lin (2007: 5-6) argues that „vocabulary acquisition should at least cover: (1) knowing how to pronounce the word or words, (2) catching at least one or two of the most common meanings of a word used in daily life, (3) keeping in mind the derivation of the word, (4) drawing attention to the word formation, (5) picking up as many collocations as possible, (6) putting the word learned into practice”.

However, this type of detailed approach to the vocabulary acquisition requires appropriate vocabulary teaching and learning strategy. For instance, according to Hatch and Brown (cited in Azar 2012: 252-253) learning vocabulary contains of following steps:

- 1) Having source for encountering new words.
- 2) Getting a clear image for the form of new words.
- 3) Learning the meaning of new words.
- 4) Making a strong memory connection between the form and the meaning of the words.
- 5) Using the words.

In its turn, Pan and Xu (2011) states that based on the vocabulary acquisition theory, teachers during the teaching process should take into account the three important factors of vocabulary learning: word form, word meaning and word use. This means that „vocabulary teaching should cover both the central features of lexical items and their relations with other words”. (Pan and Xu, 2011: 1587)

Another aspect which should be taken into consideration is that „the teaching of vocabulary, for instance, still allows for questions like what kind of vocabulary to teach and how to teach it”. (Choo et al., 2012: 853)

Moreover, Dollerup et al. (1989) focuses on size and composition of vocabularies and three factors that effect a learner's vocabulary size: (1) frequency, (2) experience with the language, and (3) the interaction between a reader and a text. At various stages of learning the depth of knowledge of words may progress from superficial to deep and vocabulary size rather than depth has a crucial importance to learners, and also it correlates with reading comprehension and writing quality. (Laufer, 1998) Vocabulary size also is a crucial component of fluency in speech and learners associate advancement in language learning with an increase in the number of words they know. (Astika, 1993) According to Parreren (1989) one of the main difficulties facing learners in foreign language learning, makes the big number of words they have to acquire. She also argues that the methods applied in school practice are not very productive and even demotivating that arises the next challenge: what the most inspiring methods for vocabulary acquisition are. Thus, in the context of this Diploma Paper it is important to find out what would be the most effective and motivating methods and approaches to acquire vocabulary for young learners and what are the tools and resources that can help to acquire vocabulary in easy and natural way.

1.3. DEFINITION OF TERM ‘YOUNG LEARNERS’

Although legally, a ‘young learner’ could be anyone who is younger than age of 18, Nunan (2011:2) points out that term 'young learner' can cover the age span from around 3 years of age to 15. He also describes opinion of writers and researchers who try to segment learners according to age and appose them by arguing that „children do exhibit different mental and social characteristics at different ages, a strict segmentation is not particularly helpful” and two children at the same chronically age can be completely different by characteristics.

However, other authors, for example Copland and Garton (2016) define young learners as those who are at pre-primary and primary level, roughly from the age of 3 up to 11 or 12 years old.

In its turn, the author of this Diploma Paper is inclined to agree Copland and Gordon with the issue of necessity to define age groups. Thus the term ‘young learners’ in the context of this Diploma Paper represents learners from the age 3 to 12.

1.4. THE IMPORTANCE OF VOCABULARY ACQUISITION

Despite to the fact that in the past years vocabulary acquisition was given little importance, the meaning of vocabulary acquisition in language teaching has significantly increased (Cameron 2001) and currently there is a general consensus that one of the prerequisites for achieving good results in language learning is the acquisition of vocabulary. In other words „the lexical dimension is highly significant and indispensable in language learning”. (Choo et al., 2012: 853)

For this reason, there have been carried out numerous recent studies about the role of vocabulary acquisition in language learning and teaching process and for the case of vocabulary acquisition many authors take a similar position, by emphasizing its essentiality in general (Azar 2012; Subon, 2016; Bao, 2015; Lin, 2007) or in one of the stages of learning: „building up a useful vocabulary is central to the learning of a foreign language at primary level”. (Cameron 2001: 72)

Blachowicz and Fisher (2004) highlight that development of strong vocabulary both promotes reading comprehension and helps learners to successfully participate in social life. Moreover, the society often believes that good and a wide vocabulary characterize an educated and intellectually developed person

In addition, Bao (2015) argues that vocabulary is usually regarded as an important part language learning by virtually all second language learners. In its turn, Alqahtani (2015: 22) continues idea by pointing out: „Vocabulary knowledge is often viewed as a critical tool for second language learners because a limited vocabulary in a second language impedes successful communication” and „it is one element that links the four skills of speaking, listening, reading and writing all together”. (Azar, 2012: 252)

Although traditionally vocabulary and grammar have been taught as separate fields of language, by gaining deeper and wider understanding about how vocabulary is learnt and words are used in language, it has to admit that it is not possible to strictly separate vocabulary from grammar. „Much important grammatical information is tied into words, and

learning words can take students a long way into grammar.” (Cameron, 2001: 72) Moreover, after examining „the correlation between vocabulary and grammar measures obtained through the TOEFL test and FSI interviews, it appears that the vocabulary/grammar correlations were higher than the vocabulary/vocabulary correlation”. (Arnaud 1989: 57-58)

Summarizing, it can be said that the vocabulary acquisition has to be seen as a systematic process which is not isolated from the other fields of language acquisition by taking into account the correlations and interconnection between them.

1.5. VOCABULARY ACQUISITION APPROACHES AND STRATEGIES

It has often been a problem for language teachers to choose the most effective way of learning and teaching a foreign language. The field of language teaching has witnessed a lot of movements and methods. Also, vocabulary acquisition is related to strategies and approaches used by learners and teachers and it is important to identify the most effective approaches and strategies in vocabulary acquisition. Some learning strategies, for instance dictionary use, word part analysis, learning using word cards are also valuable for vocabulary acquisition.

One of the most common approaches to the vocabulary acquisition is reading; however there still is the question how effective extensive reading really is, although this usually is the main opportunity to acquire a large amount of new words. At the same time Pigada and Schmitt (2016) comment that „second language learners acquire vocabulary through reading, but only relatively small amounts”. Also, there are studies showing that extensive reading alone gives poor outcomes of vocabulary acquisition. (Waring and Takaki, 2003; Zahar et al., 2001) However there is also opposite view, for instance Lin (2007: 15) argues that „reading strategies such as surveying, scanning, skimming, guessing from the context, and using past experience or background knowledge are especially useful in achieving effective reading” and makes language acquisition possible.

Laufer (1989) continues by asking: what makes words easy or difficult to learn and what are the relationships between vocabulary knowledge and reading comprehension. Afterwards Laufer gives a few examples of some factors that can make vocabulary difficult, for instance word pronounce, length, part of speech, specificity, idiomaticity, multiplicity of meaning etc.

In order to test knowledge of word according to Carter (1989) the most appropriate question to ask is: what it means to ‘KNOW a word’? Or what means a productive and effective process of lexical input, since it is widely recognized that input is a central factor in communication and in learning and teachers should raise learners’ awareness level about communication and learning. (Haastrup 1989) Haastrup (1989: 45) concludes that vocabulary

learning is based on written input, so that be a good word processor students must be good readers „if a student is to be a competent word processor, she must also be a good text processor and world processor”.

In connection with the vocabulary acquisition there are used terms *implicit* and *explicit* learning within definitions originating from psychology that generally emphasizes the presence or absence of conscious processes. According to Elis (2015: 2) „Implicit learning is acquisition of knowledge about the underlying structure of a complex stimulus environment by a process which takes place naturally, simply and without conscious operations. Explicit learning is a more conscious operation where the individual makes and tests hypotheses in a search for structure” in other words implicit learning can be explained as acquisition of knowledge in natural and simply process without participation of conscious, while explicit learning can be characterized by more conscious involvement.

As mentioned above, there can be implemented wide range of comprehensive approach to vocabulary acquisition; however the author of the Diploma paper developed vocabulary tasks for word learning by using activities and materials that enable learners to play with words, since the vocabulary acquisition through word play can have cognitive, social and motivational value. Blachowicz and Fisher (2004) describe their own research-based practices and experience: „Parents of struggling readers often ask us how they can help their children. Along with saying, „Read to them,” we now make sure to add, „Play word games with them”.”

Since young learners have low level of literacy many authors suggest using various media in teaching vocabulary. For instance, „by demonstration picture: using an object, using a cut-out picture, using gesture, performance action, drawing on the board and picture from books or TV. By verbal explanation: analytical definition, putting in a context and translating”. (Azar, 2012: 253)

According to Azar (2012) one of the most interesting media to be used in vocabulary acquisition is games. Games can be useful and effective tools to acquire vocabulary in more interesting and enjoyable way and also they can be easy applied in vocabulary classes.

Agreeing with authors' views mentioned above the author of Diploma Paper choose various vocabulary tasks for young learners' vocabulary acquisition taking into account that they are intended for young learners of grade 1. Although, the tasks were selected the way that they help young learners to practise at least one of the language skills the same time researcher tried to arouse as much interest as possible by including word games, imagination, colors and fun. This is particularly important because improper methods can cause resistance not only to English vocabulary acquisition, but against the teaching process as a whole.

2. PARENTAL INVOLVEMENT IN YOUNG LEARNERS' VOCABULARY ACQUISITION

Parents are primary and permanent educators of their children. For this reason parental involvement in young learners' education is characterized as the fundamental rights and obligation on the viewpoint of such organizations as The Organization for Economic Co-operation and Development (OECD) and United Nations International Children's Fund (UNICEF).

However, parental involvement is „complex and multidimensional construct with interrelated elements” (Baker and Soden, 1997: 21) and it always has been a significant part of „every teacher-student-school academic endeavor” (Sapungan and Sapungan, 2014: 42) not only in families level but also in broad scale. For instance, „parent involvement is currently taking center stage as an educational improvement strategy”. (Hara and Burke, 1998: 9)

Unfortunately in Latvia there are no specific studies that show level and quality of parental involvement in their children's educational process. However, the OECD Programme for International Student Assessment (PISA) – the world's premier yardstick for evaluating the quality, equity and efficiency of school systems in providing young people with these skills – provide data on learners' of school age, their performance in various subjects, their cognitive skills, and also gives some facts about parental involvement in education.

Although, there have not been studied parental involvement in learners' vocabulary acquisition, PISA study display general tendencies. For example: „the parents' responses show a close relationship between their own involvement with their child and their child's engagement in reading-related activities during the first year of primary school and their reading performance at age 15”. (OECD, 2011: 2) The same study also notes to the need for parents to help their children achieve their full potential since it does not require a PhD or unlimited hours for parents.

This study also recommends „teachers, schools and education systems should explore how they can help busy parents play a more active role in their children's education, both in and out of school”. (OECD, 2011: 4)

As mentioned above, there are not in Latvia neither much data about parental role in education, nor specific guidelines or instructions provided for parents, despite on the fact that few years ago several parents' organizations submitted recommendations for the Guidelines for the Development of Education of Latvia regarding to parental involvement and parents' education. However, in general in Latvia there are multiple laws and regulations determining

public and parents' participation in education. For instance, Education law section 57 states: Parents have the following rights:

- 1) To choose the educational institution in which the child will acquire education;
- 2) To participate in the improvement of educational process and in the council of an educational institution;
- 3) To enter into a contract with an educational institution regarding the education of and care for the child at an educational institution;
- 4) To provide and receive information regarding issues related to the training and teaching of the child;

In its turn, Education law section 58: Obligations of Parents sets:

- 1) Within the scope of their abilities and material possibilities, to ensure the necessary circumstances in the family for education, health, development and social life of the child;
- 2) To co-operate with the educational institution in which the child acquires education, with the teachers and other persons involved in the educational process;
- 3) To observe the lawful rights and interests of children, teachers and other persons;
- 4) To inform the head of the educational institution regarding the state of health of the child and other circumstances, if they may be significant for the educational process.

However, these are to overall regulations that do not provide specific and detailed guidelines for step by step parental involvement.

Meanwhile, parental involvement plays crucial role in other countries, for instance, in USA it is highlighted in major legislation such as The Goals 2000: Educate America Act and the reauthorized Elementary and Secondary Education Act have made parental involvement in their children's education a national priority. (Baker and Soden, 1997) Also, school districts in USA have been encouraged to reexamine their parents' involvement policies and programs.

Considering the lack of research data on parental involvement in young learners' vocabulary acquisition the theme chosen for this Diploma Paper has great importance in the current educational and research context of Latvia. It may shed light on the various little known and little studied aspects of impact and role of parental involvement in young learners' educational process in general and especially in vocabulary acquisition.

2.1. DEFINITION OF TERM ‘PARENTAL INVOLVEMENT’

As mentioned before, parents are children’s first, primary and direct teachers. For this reason they play very important role in establishing the foundation in education of their children. However, sources of literature offer different definition of 'parental involvement' including wide spectrum of parents' activities, for instance helping and monitoring homework, attending parent-teacher conferences, reading with their children and more. For instance Epstein (cited in Hara and Burka, 1998: 10) „sets the stage by defining parent involvement as families and communities who take an active role in creating a caring educational environment”. By further explaining opinion of Epstein Hara and Burka (1998) points out that parents who are participating in their children's education are those who consistently demonstrate good parenting skills, they help their children learn at home, encourage children achievement, communicate with school staff, volunteer their time in the school and regularly collaborate with the school-community.

By examining many studies and literature Baker and Soden (1997) suggest the importance of following types of parental involvement:

- 1) A stimulating literacy and material environment;
- 2) High expectations and moderate levels of parent support and supervision;
- 3) Monitoring of TV viewing and homework completion;
- 4) Joint learning activities at home;
- 5) Emphasis on effort rather than ability;
- 6) Promoting of independence and self-reliance.

Furthermore, Baker and Soden (1997: 15) argue that „the field of parent involvement research could be strengthened by both a more consistent conceptualization of parent involvement and its measurement at the empirical level”.

Although, most researchers support increased parental involvement, there still exist little consensus what constitutes effective and productive parent involvement. Due to lack of scientific rigor in the research there persists confusion concerning the activities, goals, and desired outcomes of various parental involvement programs and policies. (Baker and Soden, 1997)

However, studies „suggesting the importance of parent involvement are treated as definitive, regardless of the equivocal nature of the data” (Baker and Soden, 1997: 4) and have concluded that all types of parent involvement are significant and even necessary, since children of high involved parents were found to achieve more than children of low involved parents. High involvement in this case is defined as more supportive attitude on

achievements, providing a more enriched environment at home, helping more with homework.

Parental involvement in their children's learning process not only improves children's academic achievements and educational outcomes, but also improves their behavior, moral, social capacities and even helps children to become productive and responsible members of society. (Sapungan and Sapungan, 2014; Carter, 2002; Hara and Burke, 1998; Balli, Demo and Wedman, 1998) Furthermore, during research made by Hara and Burke (1998) parents stated three important outcomes:

- 1) Parents' interest in and appreciation for education, teachers, and learning increased;
- 2) Parents reported that their children's interest in and attitudes toward school improved;
- 3) Parents' respect for teachers and their roles „changed dramatically”.

Even though, influence of parental involvement has not been well studied (Davis-Kean, 2005) there are enough studies of families showing that parental involvement gives more benefit and is more important to learners development than parents' income or education level of parents. (Davis, 2000) Also, parental involvement is important and has a lasting effect on learners' outcomes at any level of education stage throughout the elementary, middle school, and secondary years and even in higher education.

Parents' understanding on their role in children education differs and variations have been found according to students' family cultures, ethnicity, and/or socioeconomic backgrounds”. (Carter, 2002: 2) Many parents often are active in communicating with their children's teachers, getting involved with school projects, assisting within children's homework. However, there are also many parents who are not directly involved in their children's education and are quite passive. Also, many parents feel themselves inadequate in teacher role, for this reason it cannot be assumed that all parents know how to participate in their children's' education. (Carter, 2002)

Hornby (2011: 12) describes three types of parents' believes and states that there may exist various aspects making barriers to effective parental involvement in young learners' education and very important is the way that parents view their role in child education. Firstly, parents who believe that their only role in child education is to get child to school „then takes over responsibility for their education, will not be willing to be actively involved in either school-based or home-based parental involvement”. Secondly, „the belief that parents have in their own ability to help their children succeed at school is the second belief that is crucial to parental involvement”. And third believe is: „parents who believe that children's intelligence is fixed, and that school achievement is mainly due to children being lucky enough to have high ability, will not see the point in getting too involved in their children's education,”

argues Hornby (2011: 13) Thus, parents who believe that they can have significant impact on their children's development and who believe that children's achievements depends on their own efforts and abilities and skills can always be developed has more positive attitude about parental involvement.

Among other factors affecting parents' attitude Hine (2009) mentions educational level and professional achievements of children's parents; they often point on their own employment and personal aspiration that serves as role model for their children. This leads to the conclusion that „parents of high achievers had high educational and occupational aspirations for their children, and stressed the importance of getting a good education to reach these goals”. (Hine, 2009: 8)

Also, effective parental involvement can be promoted by teachers and schools in case if teachers support and encourage parents who want to be involved in educational work and schools are welcoming to parental involvement regardless of the load or length of parental involvement.

2.2. APPROACHES ON PARENTAL INVOLVEMENT IN YOUNG LEARNERS' VOCABULARY ACQUISITION

In literature sources there can be found various approaches and models on parental involvement in learners' education varying between minimal and very active involvement.

For instance, Gordon (cited in Baker and Soden, 1997: 6) discussed three models of-school-home interactions:

- 1) in the parent-impact model, schools highlight the family's capability to improve the family's home learning environment;
- 2) in the school-impact model parents take responsibility to change schools to be more responsive to families so that children's achievement can improve;
- 3) The community-impact model acknowledges the bi-directional nature of the influences between children, families, and schools.

However, none of them are simple and includes quite complex role of parents (e.g. parents as home teachers, parents volunteering in the class, parents as audience) and way in which families and schools interacts to influence learners' achievement.

Study carried out by Hine (2009) in Puerto Rico made it possible to characterize strong family support system received by high-achieving students. This support system described by students and parents were made of:

- 1) Informal conversations of everyday events;
- 2) Family decision-making policies;
- 3) Monitoring and supervising of free time;
- 4) Parental explanation and advisement;
- 5) Help in establishing and reaching long-term goals. (Hine, 2009: 9)

According to Hornby (2011: 27) approaches can be conceptualized in the form of models for parental involvement practicing and there exist „six most common models, the protective, expert, transmission, curriculum enrichment, consumer, and partnership models”. Whereas this chapter deals with the theme that applies only on parental involvement in young learners’ vocabulary acquisition below it will be described only one of these models – transmission model. In this model parents support the goals of the schools. Also, parents can be used as a resource so they can carry out some type of intervention with their children based on expertise transmitted by schools. For instance, in case of paired reading program when parents are trained to help their children with reading at home. In this model parents can play important role on their children’s development. The same way parents can be used as a resource in home environment by helping, for instance, to acquire vocabulary. However, in order to use this model „professionals need additional skills such as techniques for effectively guiding parents and the interpersonal skills required for establishing productive working relationships with them”. (Hornby, 2011: 28)

As described above, parental involvement covers quite wide spectrum of parents' activities, however according to Carter (2002: 2) „parent/family involvement at home has a more significant impact on children than parent/family involvement in school activities”. This statement is in tune with theme of this Diploma Paper which displays only one aspect of parents’ intervention - parental involvement in young learners' vocabulary acquisition at home.

Carter (2002) also argues that parental assistance with homework can be very beneficial, only must be taken into account that parents may require assistance and guidance to work productively and effectively with their children. Since there are cultural differences among families how they are involved in children education, during planning parental involvement programs these family values have to be respected and capitalized. For this reason school programs must be individualized and based upon the specific learners’, parents’ and teachers’ needs, since „there is no one model that has proven effective in building parent/family involvement programs in schools” (Carter, 2002) and a part of these programs should pay attention on how to create a home environment that promotes learning. And on the other hand

also teachers must be trained and prepared to foster effective parental involvement in children's education.

One of the most often used approaches of parental involvement is help with children's homework. According to Tam and Chan (2009: 97) „homework has this potential role to play by bridging learning in school and at home”. Parental involvement in children's homework also is an example of the most direct and face-to-face form of parental engagement in children's education process. „Families may become involved with homework on their own or because their child or their child's teacher has influenced them to become involved.” (Balli et al., 1998: 151) Authors also highlights children's academic performance, since parents of high-achieving students can have less need to assist in homework than parents of average or below-average students.

Study carried out by Tam and Chan (2009) with an aim to examine parental involvement in homework in the ecological context of Chinese families in Hong Kong showed that the benefit of parents' homework involvement varies according to the children's grade level and the family's social class and reported on two significant outcomes:

- 1) First, among junior primary students, parents' provision of guidelines and structure is related to children's efficacy beliefs in academic performance as well as in self-regulated learning.
- 2) Second, the impact of parental involvement in homework is found to vary according to socioeconomic status. Parents' homework involvement is linked to higher gains in academic efficacy among children of parents with lower education attainment but not among those with more educated parents.

This study also showed that „the gain in educational outcomes in relation to parental involvement in homework among specific groups of students confirms the significance of involving parents in educational processes”. (Tam and Chan, 2009: 97)

Research carried out by the author of the Diploma Paper refers to the parental involvement in learners' homework that could be the simplest form of parents' participation in their children's school's life. The same time it has an important rule in children's support and encouraging to study.

3. AN EXPLORATORY CASE STUDY IN SECONDARY SCHOOL GRADE 1

This chapter of the Diploma Paper deals with an exploratory case study with an aim to explain how parental involvement impact young learners' vocabulary acquisition and it was carried out in Riga Secondary School № 6.

The very traditional way of comparing the effectiveness of different ways of teaching vocabulary of foreign language is essentially very straightforward. The simplest way for researchers is to take two groups of learners, carefully controlled for obvious variables likely to affect the results. Then to expose one group to method A, the other group to method B, and compares the number of words learned by group A with the number of words learned by the B group. (Meara, 1989)

By following the principles mentioned above, the author of the Diploma Paper used an exploratory case study.

Case study was structured in five steps: study design, preparation for data collection, collecting data, data analysis and reporting.

The respondents of study were selected among the grade 1 learners of Riga Secondary School № 6. A total of 26 learners from one class were selected randomly as samples for this study. The learners who participated in this research were selected by following principles:

- 1) Their native language is Latvian; and
- 2) They studied English as foreign language according to the same study program under the guidance of the same teacher.

Each participant of the study got a code number. Thus, all learners were categorized into two groups – control group (participants 1—13) and experimental group (participants 14—26).

Both groups were instructed by English teacher in classroom and received the same vocabulary tasks during second semester of 2014/2015.

Experimental group performed vocabulary tasks at home with a help of parents, in its turn, control group performed vocabulary tasks at home independently, without parental involvement.

All materials fulfilled by each participant of each group during research were coded using the same one-digit number already given to each participant. Also, a database was created to identify the coded numbers assigned to learners.

This experimental research employed both quantitative and qualitative methods for its data collection.

Quantitative inquiry was appropriate in this research to provide descriptive data on parental involvement activities in their children's vocabulary acquisition, attitudes toward this process and vocabulary acquisition assessment.

Furthermore, qualitative part of this Diploma Paper provides in-depth data on how significant are differences between young learners' vocabulary size before and after vocabulary tasks of experimental group and control group.

There were five instruments used in this study to collect its data: vocabulary diagnostic pre-test/post-test, parents' questionnaire, learners' questionnaire, vocabulary tasks and parents' reflection sheets detailed characterized and described in following subchapters.

3.1. ANALYSIS OF INITIAL PARENTS' QUESTIONNAIRE

At the very beginning of exploratory case study the author of the Diploma Paper applied Initial parents' questionnaire (see Appendix 1) to parents of experimental group (13 respondents) and requested specific biographical information and information concerning to their own and their children English language skills and previous English learning experience. Initial parents' questionnaire contained of 9 questions and was designed in Latvian.

The first question in questionnaire was asked about parents' age, as shown in Figure 1.

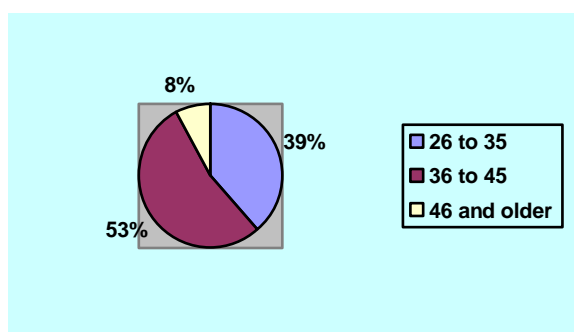


Figure 1. Parents' age

Parents' answers show that 53% of them fall in the age group 36 to 45, 39% – age group 26 to 35 and only 8% of parents are 46 years old or older. This question was asked for general guidance and was not used in the data analysis.

The second question requested parents' level of education, as shown in Figure 2.

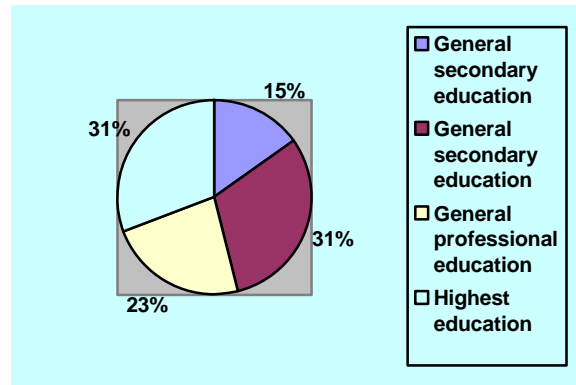


Figure 2. Parents' level of education

Parents' answers show that 31% of them have general secondary education and the same amount 31% has highest education; 23% have general professional education and 15% – elementary education.

Data about parents' educational level were used to identify the relationship between parents' age educational level and their children's vocabulary acquisition outcomes. Hine (2009) mentions educational level and professional achievements of children's parents as important factors that may affect parents' insolvent level in their children's education process. Thus, educational level of parents may have an impact on parents' attitudes about their children vocabulary acquisition of English.

By comparing parents' educational level and vocabulary acquisition outcomes of their children's the author of this Diploma Paper concluded that parents' educational level has impact on their children's vocabulary acquisition. The highest vocabulary achievements have young learners whose parents have the highest education, however the lowest results – children whose parents' have elementary education, as shown in Figure 3.

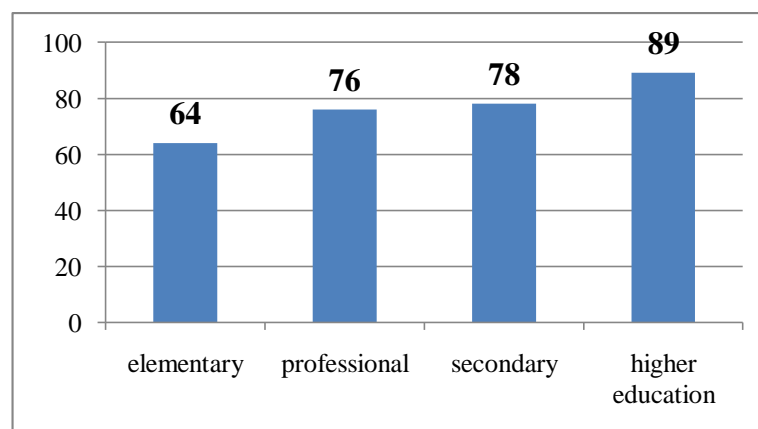


Figure 3. Relationship between parents' educational level and their children's vocabulary acquisition outcomes

The third question dealt with the parents' language they use to communicate with their children, as shown in Figure 4. Since, the parents' English language background and knowledge may play a significant role in their children's vocabulary acquisition.

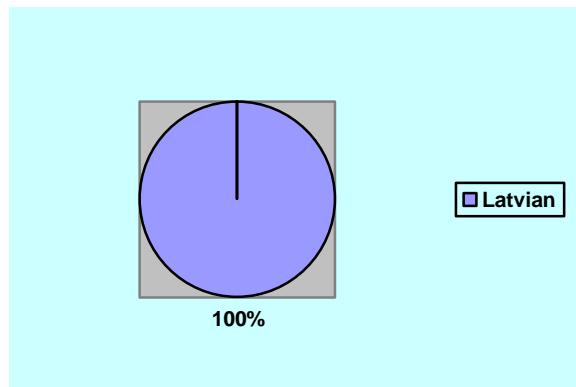


Figure 4. Language parents use to communicate with their children

Parents' answers show that 100% of them use Latvian language as the communication language in family. However, in this study there was not examined correlation between parents' English knowledge and their children vocabulary acquisition outcomes. In this case were obtained only descriptive data on parents' English knowledge.

The fourth question requested parents to evaluate their English knowledge, as seen in Figure 5; 6; 7. The same as in the previous question, regarding to responses on questions 4.1; 4.2 and 4.3 there was not examined correlation between parents' English knowledge skills and their children vocabulary acquisition outcomes. In this case were obtained only descriptive data on parents' English knowledge.

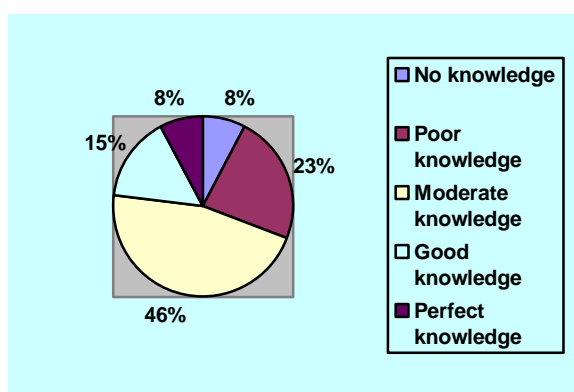


Figure 5. Parents' English knowledge: speaking

Parents' answers show that 46% of them are moderate in English speaking, 23% of parents are poor in English speaking, 15% are good in English speaking, and only 8% have no English knowledge and the same amount of parents 8% are perfect in English speaking.

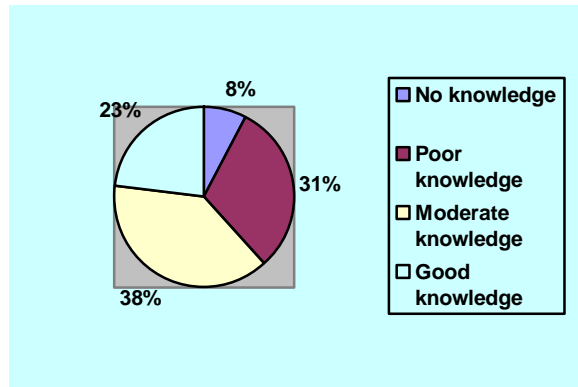


Figure 6. Parents' English knowledge: writing

Having a look at the Figure 6, it is noticeable that 38% of parents are moderate in English writing, 31% of parents are poor English writing, 23% are good in English writing and only 8% have no English writing knowledge.

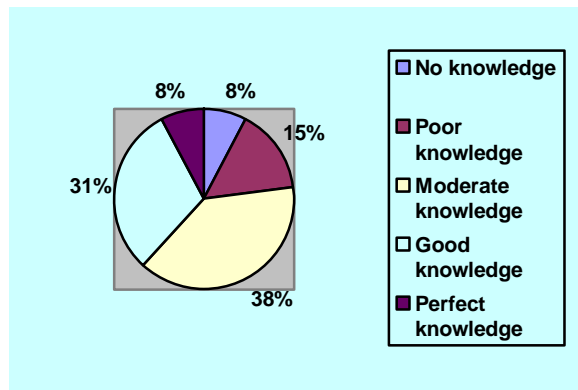


Figure 6. Parents' English knowledge: listening

Parents' answers show that 38% of them are moderate in English listening, 31% of parents are good in English listening, 15% are poor in English listening, and only 8% have no English knowledge and the same amount of parents 8% are perfect in English listening.

The fifth question covered parents' last English studies: where and when they have studied English, as shown in Figure 7 and 8. Also, regarding to responses on questions 5.1 and 5.2 there was not examined correlation between place and time when parents' have studied English and their children vocabulary acquisition outcomes. In this case were obtained only descriptive data on parents' English studies.

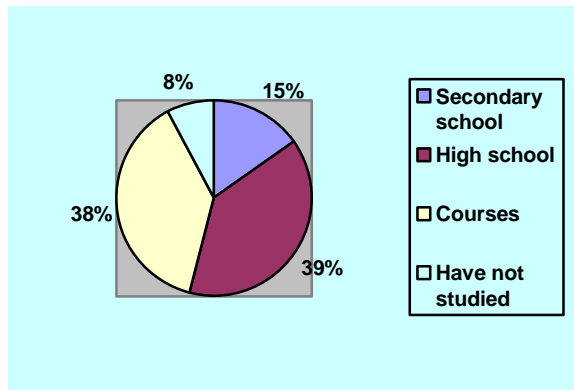


Figure 7. Parents' English studies: where

Parents' answers show that in high school have studied 39% of parents and in courses English have studied 38% of parents, 15% have studied English in secondary school and only 8% of parents have not studied English at all.

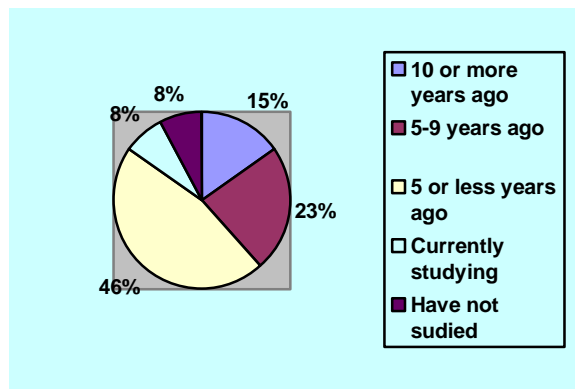


Figure 8. Parents' English last time have studied: when

Parents' answers show that 46% of parents English have studied 5 or less years ago, 23% have studied 5-9 years ago, 15% have studied English 10 or more years ago, 8% of parents are studying English currently and the same amount 8% of parents have not studied English at all.

The sixth question was asked about parents' English language usage in daily life, as shown in Figure 9.

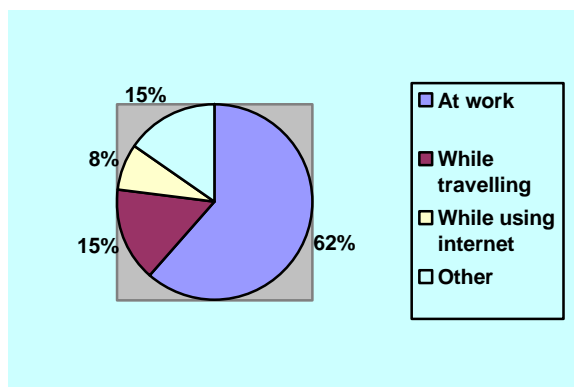


Figure 9. Parents' daily usage of English

According to Figure 9 62% of parents daily use English at work, both while travelling and for other reasons daily English use 15% and 8% of parents daily use English in internet.

Sevenths question dealt with parents' children's English experience and ask if and where child has been previously (before grade 1) studied English, as shown in Figure 10.

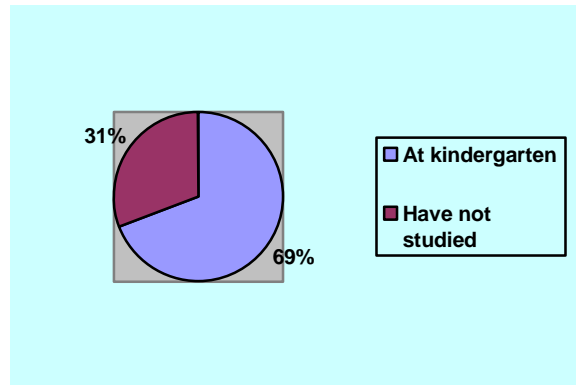


Figure 10. Children's previous English studies

Having a look at the Figure 10, it is noticeable that 69% of children have studied English in kindergarten and 31% have not studied English before grade 1. However, this factor was not taken into account when assessing the performance of learners and its outcomes. Thus, for further studies in order to obtain more objective data, it is recommended to select respondents with the same or at least very similar English knowledge and background.

Eights question request weather children in addition to the school program in the first semester of grade 1 have studied English, as shown in Figure 11.

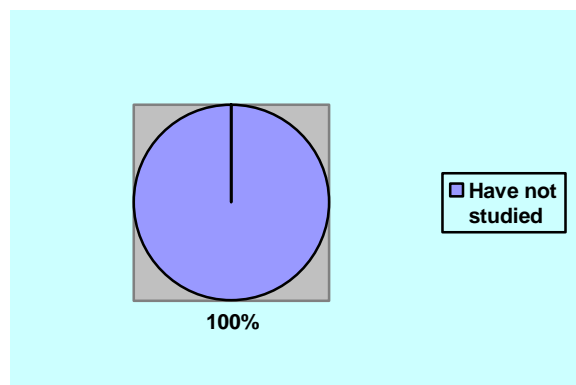


Figure 11. Children's English studies in addition to the school program in the first semester of grade 1

Parents' answers show that 100% of children have not studied English in addition to the school program in the first semester of grade 1.

Ninth question dealt with parents' children's English experience and requests of type of assistance or help children received from their parents or other family members while performed English during the first semester of grade 1, as shown in Figure 12.

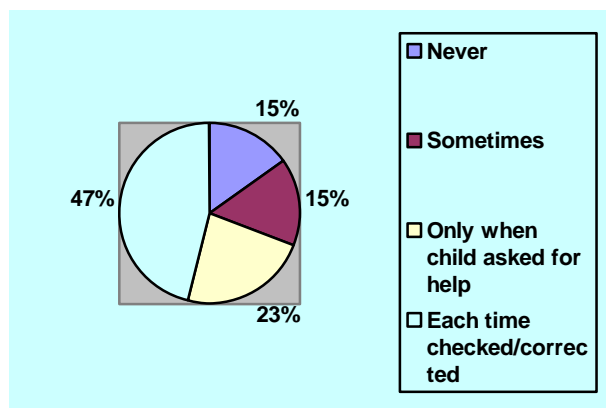


Figure 12. Parents' and other family member help to children in English homework during the first semester of grade 1

Having a look at the Figure 12, it is noticeable that parents' responses differ in very wide range. Parents' answers show that 47% of parents each time checked and corrected their children's English homework, 23% helped their children only when children asked for help, 15% of parents sometimes helped in children's English homework and 15% never helped.

By analyzing responses, it can be concluded that the majority of parents due to unidentified reasons have been involved in their children's learning process while the rest parents have not done this or have helped only sometimes. In order to clarify the reasons for parents' involvement or not involvement it would be necessary to carry out an additional study.

3.2. ANALYSIS OF INITIAL LEARNERS' QUESTIONNAIRE

The same time with the Initial parents' questionnaire there were applied Initial learners' questionnaire (see Appendix 2) to learners of experimental and control group and requested specific biographical information about the learner and information concerning to English language skills and previous English experience. Initial learners' questionnaire contained of 5 questions and was designed in Latvian.

The first question in questionnaire was asked about learners' age, as shown in Figure 13 and 14. This question was asked for general guidance and was not used in the data analysis, although learners' responses shows that learners of control group fall into younger age group than learners of experimental group.⁸

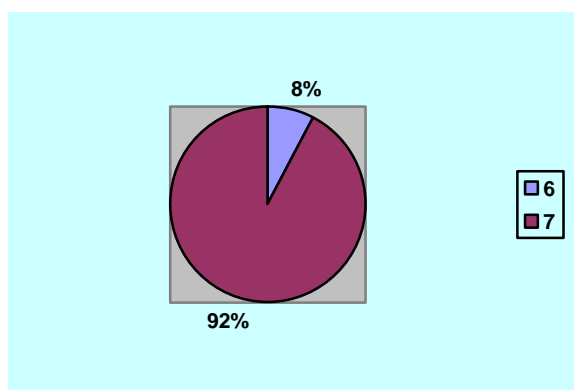


Figure 13. Learners' age (experimental group)

Learners' answers show that 92% of them are 7 year old and only 8% are 6 years old.

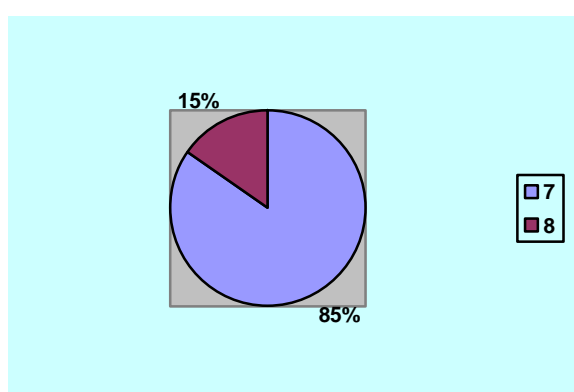


Figure 14. Learners' age (control group)

Learners' answers show that 85% of them are 7 year old and 15% are 8 years old.

The second question requested language used by learner to communicate with parents at home, as shown in Figure 15 and 16.

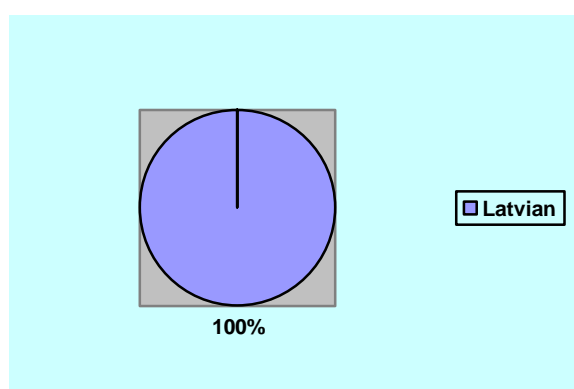


Figure 15. Language learners use to talk to their parents at home (experimental group)

Learners' answers show that 100% of them use Latvian to talk to their parents at home. Thus, it can be concluded that all learners are placed in the same language's environment of everyday communication and language of daily communication does not affect results of study.

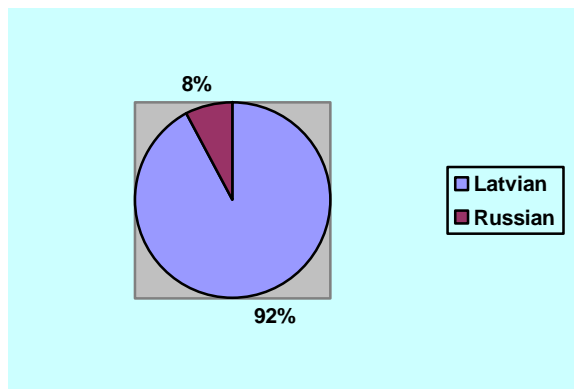


Figure 16. Language learners use to talk to their parents at home (control group)

Learners' answers show that 92% of them use Latvian to talk to their parents at home and only 8% use Russian for this purpose.

Since all learners are placed in the Latvian or Russian language's environment of everyday communication it does not affect results of study as it might be in the case if the daily language of communication is English.

The third question dealt with the learners' languages they were able to use before school grade 1, as shown in Figure 17.

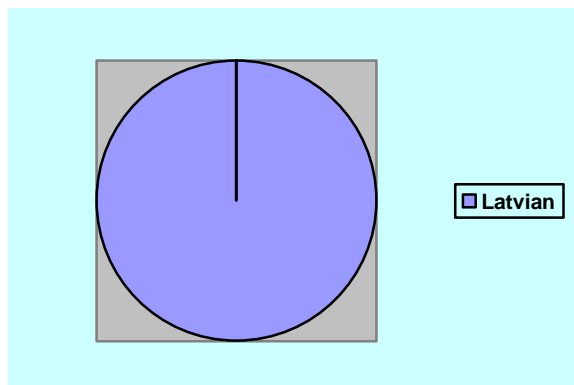


Figure 17. Language learners knew before starting to go to school (experimental and control group)

On this question there is a complete consensus since learners' answers show that 100% of both groups of learners knew Latvian before starting to go to school.

The fourth question requested place/conditions, in which learners' have acquired English before school, as shown in Figure 18 and 19.

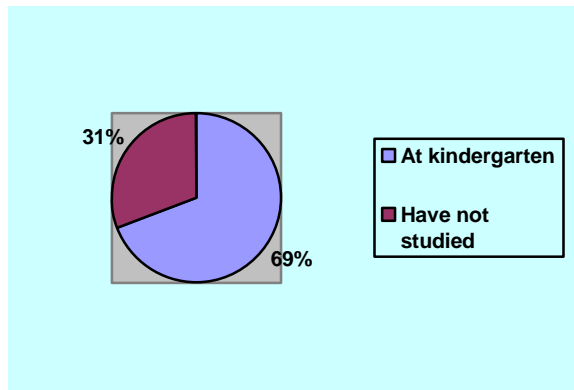


Figure 18. Where learners previously studied English (before grade 1) (experimental group)

Learners' answers show that 69% of them studied English at kindergarten and 31% have not studied English at all before grade 1.

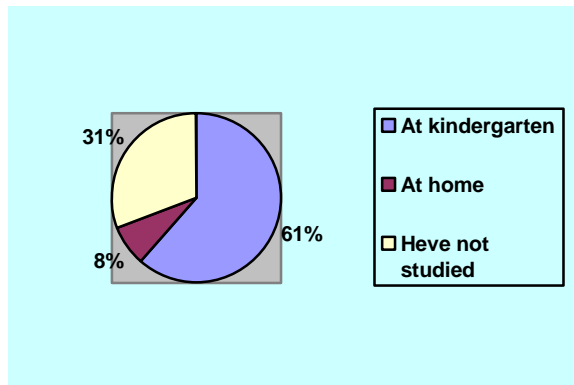


Figure 19. Where learners previously studied English (before grade 1) (control group)

Learners' answers show that 61% of them studied English at kindergarten, 31% have not studied English at all before grade 1 and 8% have studied English at home.

Comparing responses of both groups of learners can be seen that there are no big differences between amounts of learners of both groups who have not studied English before grade 1. This allows to assume that it is possible to obtain objective results of study.

The fifth question covered learner' English studies in first semester and learners were asked about parental or family involvement in English homework performance, as shown in Figure 20 and 21. As in the case, when this question was asked parents, it can be concluded that the majority of parents due to unidentified reasons have been involved in their children's learning process while the rest parents have not done this or have helped only sometimes. In order to clarify the reasons for parents' involvement or not involvement it would be necessary to carry out an additional study.

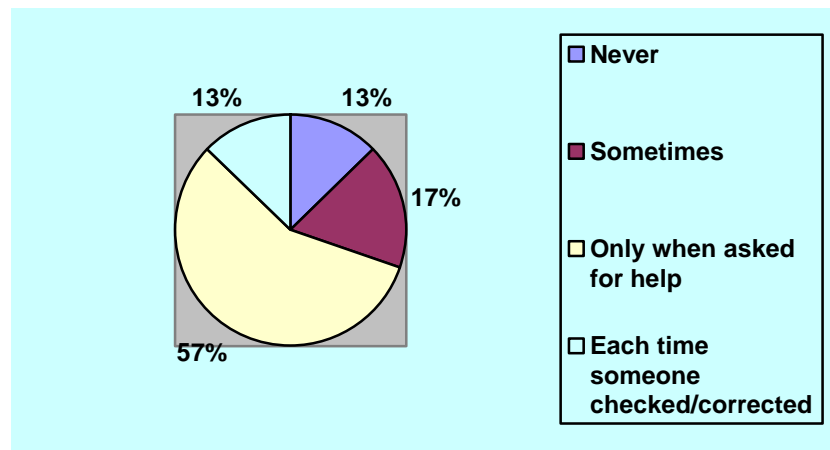


Figure 20. Help learners received from their parents or other family members in English homework performance during first semester (experimental group)

Learners' answers show that 57% of learners received help when they asked, 17% of learners sometimes received help, 13% of learners got their parents' or other family members' help each time they performed English homework and 13% of them never received parents' or others family members' help in English homework performance.

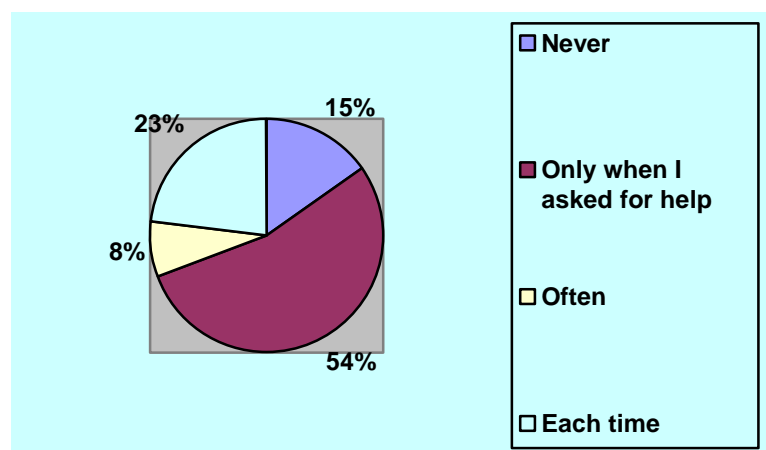


Figure 21. Help learners received from their parents or other family members in English homework performance during first semester (control group)

Learners' answers show that 54% of them received help when they asked for it, 23% learners got their parents' or other family members' help each time they performed English homework, 15% never received parents' or others family members' help in English homework performance and 8% of learners often received help.

3.3. ANALYSIS OF VOCABULARY DIAGNOSTICS PRE-TEST/POST-TEST

This exploratory case study in its beginning and final stage provided data from vocabulary diagnostic pre-test/post-test.

At the very beginning of the research English vocabulary diagnostic pre-test/post-test (see Appendix 3) was developed and applied to obtain true data about learners' English vocabulary knowledge of experimental and control group of learners before vocabulary task performance.

Diagnostic pre-test/post-test was designed according context of textbook of grade 1 and consisted of 4 vocabulary tasks. Each of tasks was developed so that it contains the words to be acquired in English during second semester and included following language skills:

- 1) word recognition (tasks 1; 2; 3 and 4)
- 2) writing (task 2 and 3)
- 3) listening (task 4)

Thus, vocabulary diagnostic pre-test/post-test covered all language skills.

As shown in Figure 22, both experimental and control group of learners have obtained almost equal pre-test results (the difference is only 1%) that leads to the assumption that there will be gained an objective final data of research.

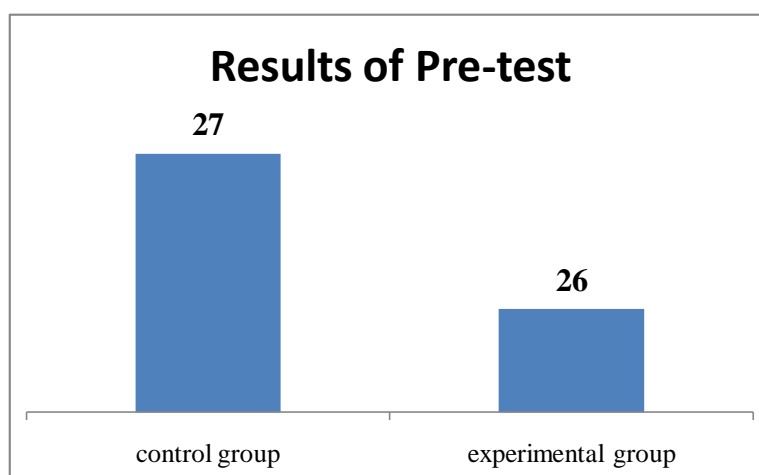


Figure 22. Pre-test results of both experimental and control group of learners'

Afterwards, the same diagnostic pre-test/post-test was applied for both groups of learners after completion vocabulary course at the end of second semester. Thus, were provided comparative data that reflect the vocabulary acquisition outcomes of both groups after experimental research, as shown in Figure 23.

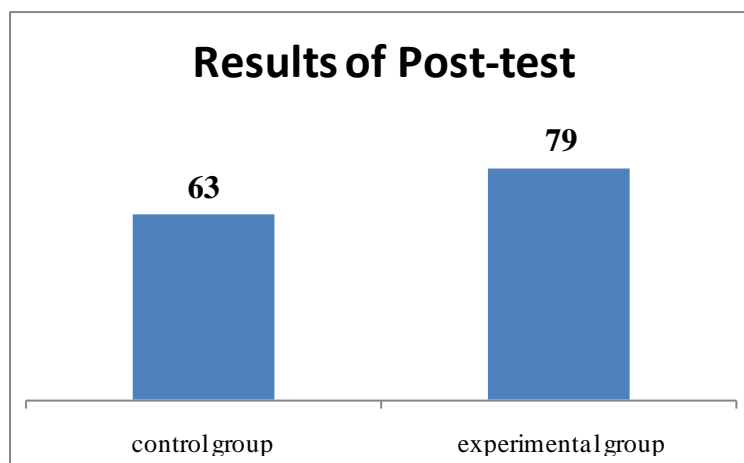


Figure 23. Post-test results of both experimental and control group of learners'

Figure 23 also displays that experimental group performed tasks with 15.8% higher accuracy than the control group.

After comparing the results of vocabulary acquisition between experimental and control group the author of the Diploma paper concluded that there were significant differences between young learners' vocabulary size before and after vocabulary tasks of both groups of learners: both groups have improved their vocabulary knowledge.

Also, findings of pre-test/post-test suggested that at the end of the fourth month vocabulary course experimental group of learners experienced larger improvement of vocabulary size than learners of control group. Thus, it can be concluded that parental involvement in young learners' vocabulary acquisition is highly effective and lead to a greater growth in learners' vocabulary.

In its turn, data on the lengths of parental involvement in their children's' vocabulary acquisition were used to identify the relationship between parents' involvement length and their children's vocabulary acquisition outcomes.

Analysis of questionnaires showed that young learner's vocabulary knowledge improves according to length of time of parental involvement. The longer time parents spend participating in their children's vocabulary acquisition, the higher achievements children have, as shown in Figure 24.

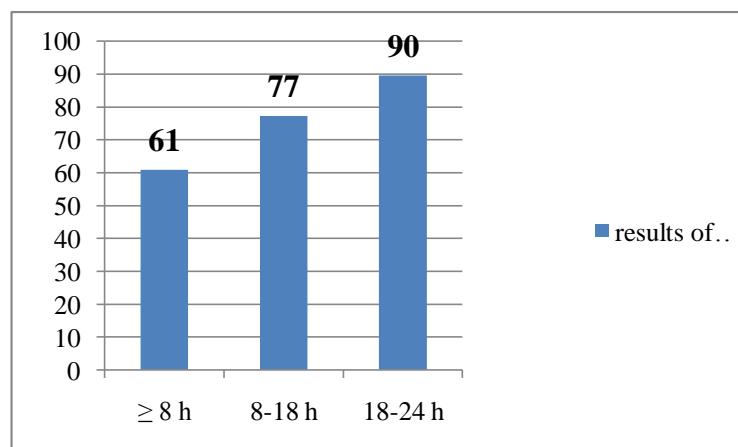


Figure 24. Relationship between parents' involvement length and their children's vocabulary acquisition outcomes

3.4. ANALYSIS OF VOCABULARY TASKS FOR BOTH GROUPS OF LEARNERS

One of the world class psychologists L. Vygotsky (1962) states that if the children use the same words as adults it does not mean they are aware of the real meaning of these words. In its turn, Cameron (2001: 73) adds to this idea by emphasizing that „the acquisition of word meanings takes much longer than the acquisition of the spoken form of words”. By continuing her previous statement Cameron (2001: 73-74) uses metaphor to explain the sense of words and their meaning: „We can think of words as rather like flowers growing in the soil. All we see above ground is the flower, but that flower is kept alive and growing by roots that spread underneath it. Underneath the flowers of spoken words lie the roots, a connected web of meaning, understanding and links.”

This particular aspect mainly relates to early age learning when foreign language requires concrete vocabulary that makes connections with objects young learners can handle or see.

Considering the above, the author of the Diploma Paper used the same textbook acquired by learners of Riga Secondary School № 6 grade 1 and developed set of the vocabulary tasks (see Appendix 4) in which words are linked to their meanings, this way helping young learners to built word meaning and ideas that these words are representing. If the learners understand words and how they are connected to concepts and facts, they develop skills that help in comprehending text. (Neuman and Dwyer, 2009)

Like many textbooks for young learners „Fly High Pupil’s book” displays illustrated words (nouns, verbs, adjectives, adverbs) since often young learners don’t have literacy skills in grade 1.

According to Cameron (2001) difficulties in learning vocabulary may arise due to that vocabulary is not sufficiently connected to learners’ real lives. Therefore the vocabulary tasks developed by the author of this Diploma Paper consist of exercises that include everyday situations; past experience and realities of life that learners may face.

In addition, by developing vocabulary tasks for both groups of learners, the author of the Diploma Paper chose one of the most popular and useful approach in language teaching – tasks that includes the use of images, as they can be used in many different ways (pictures, photos, charts, drawings etc). Pictures may be used not only to explain meaning of words, but also to create real situations or based on imagination.

Vocabulary tasks were developed in way that allows them to perform either with the parents (for experimental group of research) or without parental involvement (for control group of research). Each of tasks was designed so that it contains the words to be acquired in English during second semester and included different language skills such us word recognition, writing and listening. Also, vocabulary tasks included different lexical fields, for instance numbers, colors, county flags, traditional costumes, animals, parts of face, food, English alphabet.

However, performance of vocabulary tasks was not under control tightly, allowing different tasks to be performed within different time limits according to learners’ needs.

3.5. FINAL PARENTS’ QUESTIONNAIRE

After completing vocabulary course at the end of second semester parents of experimental group of learners received self-esteem questionnaires (see Appendix 5). These questionnaires were designed to find out how parents evaluate English vocabulary acquisition process and its outcomes. Questionnaires also were used to identify parents’ opinions on parental involvement in their children’s vocabulary acquisition.

Parents’ questionnaire contained of 8 questions, all of questions were developed according to Likert scale. Parents were asked to what extent do they agree with given statements and indicate their responses to each question by checking off with a cross (x) one of the alternatives provided: strongly agree; slightly agree; slightly disagree; strongly disagree or like a lot; more like than dislike; more dislike than like; dislike a lot; or always; often; sometimes; never.

There may exist various aspects making barriers to effective parental involvement in young learners' education and very important is the way that parents view their role in child education. For this reason the author of the Diploma Paper decided in this questionnaire include questions that show different attitudes demonstrated by parents and gives answer on main question: what are parents' attitudes about and involvement in their children vocabulary acquisition? Thus are provided basic descriptive data about parents' attitudes

The collected information from the questionnaire was analyzed using SPSS software and presented in the form of charts and in the descriptive form, analyzing the responses to each question as follows.

The first question in questionnaire was asked about parents' opinion on the importance of the English in today's world, as shown in Figure 25.

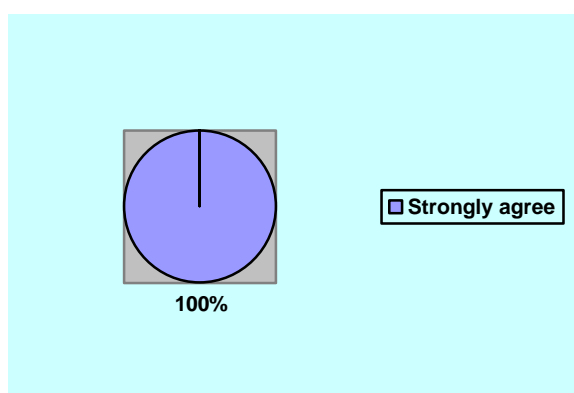


Figure 25. Parents' opinion on the importance of the English acquisition

Parents' answers show that 100% of them consider that it is important to learn English nowadays. This may be explained by the fact that nowadays (age of globalization) English are taking more and more important rule due to cross-border work conditions and international relationships.

The second question covered parents' opinion on parental involvement in children's vocabulary acquisition, as shown in Figure 26.

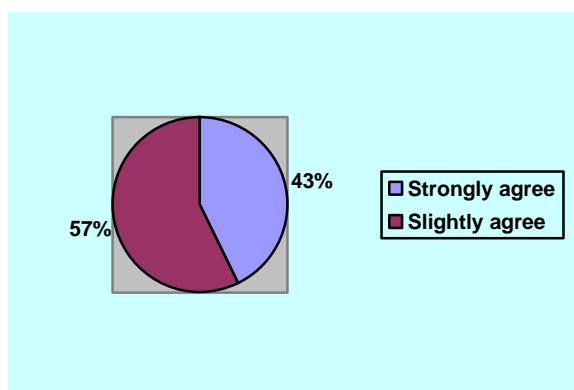


Figure 26. Parents' opinions on the importance of the parental involvement in children's vocabulary acquisition

Parents' answers show that 57% of them strongly agree that parental involvement helps to improve children's English vocabulary and 43% slightly agree to this statement. Since both answers are affirmative it can be concluded that parents are aware of their role in children's education and in English vocabulary acquisition in this case.

The third question dealt with the parents' opinion on the importance of the parental involvement in children's motivation to acquire English, as shown in Figure 27.

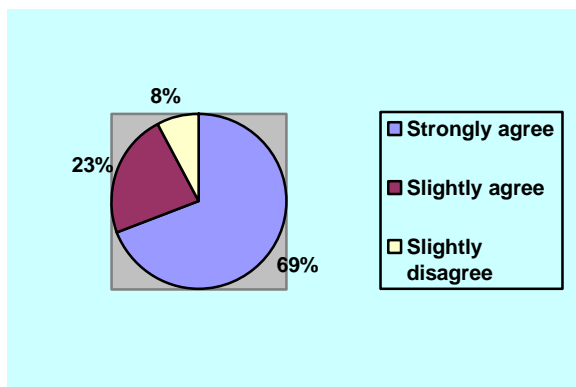


Figure 27. Parents' opinions on the importance of the parental involvement in children's motivation to acquire English

Having a look at the Figure 27, it is noticeable that 69% of them strongly agree that parental involvement helps children to increase their motivation to acquire English, 23% slightly agree to this statement and only 8% slightly disagree that parents can help to increase their children motivation to acquire English. These responses can be explained by the fact that not all of parents are aware of their impact on their children's motivation, probably because only in the last decade the concept of motivation is being more actively used in the context of parental motivational role in children's education in the society of Latvia.

The fourth question requested parents' opinion on vocabulary tasks and ability of parental involvement to strengthen children's vocabulary acquisition, as shown in Figure 28.

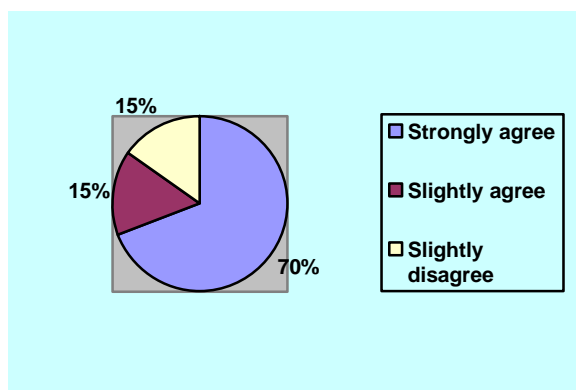


Figure 28. Parents' opinions on ability of parental involvement to strengthen children's English vocabulary during vocabulary tasks

Parents' answers show that 70% strongly agree that parental involvement in vocabulary tasks helped children to strengthen their English vocabulary, 15% slightly agree to this statement and the same amount 15% slightly disagree to this assertion. These responses may be related to parents' ability to assess children's learning outcomes and can be both objective and subjective.

The fifth question dealt with the parents' opinion on ability of parental involvement to draw children's interest in educational process, as shown in Figure 29.

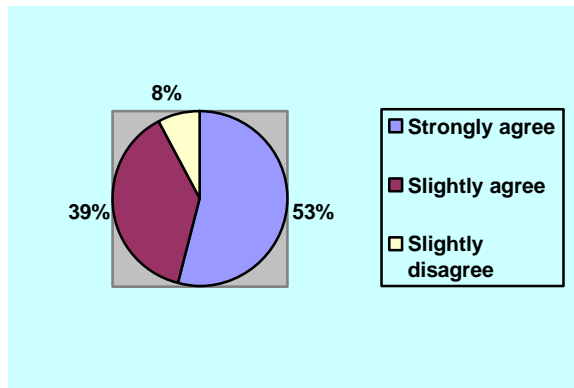


Figure 29. Parents' opinions on ability of parental involvement to draw children's interest in educational process

Parents' answers show that 53% of them strongly agree that parental involvement draws children's interest in educational process, 39% slightly agree to this statement and only 8% slightly disagree that parental involvement draws children's interest in educational process. Whereas most of the answers are positive it shows that most of parents are aware of their ability to arise children's interest in educational process.

The sixth question covered parents' opinion whether taking part in children's homework it is possible to evaluate children's English knowledge, as shown in Figure 30.

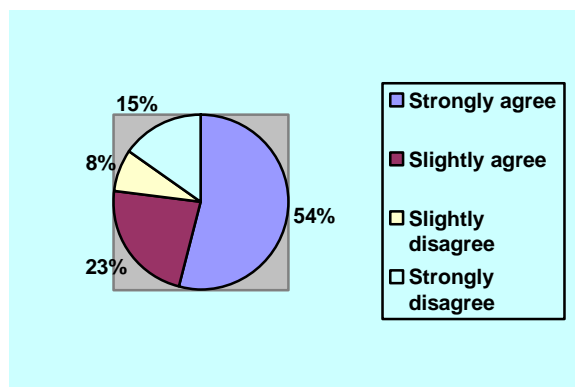


Figure 30. Parents' opinions on whether parental involvement in children's homework gives opportunity to evaluate children's English knowledge

Parents' answers show that 54% strongly agree that parental involvement in children's homework gives opportunity to evaluate children's English knowledge, 23% slightly agree to this statement, 15% strongly disagree and 8% slightly disagree that parental involvement in children's homework gives opportunity to evaluate children's English knowledge. As it can be seen parents' responses differs in very wide range and it can be assumed that parents provided answers according to their abilities to evaluate children's learning outcomes. For this reason responses are so different.

The seventh question requested parents to evaluate each child's vocabulary task by giving one of the following answers: like a lot, more like than dislike, more dislike than like, dislike a lot, as shown in Figure 31 to Figure 37. This group of questions provides only parents' subjective evolution.

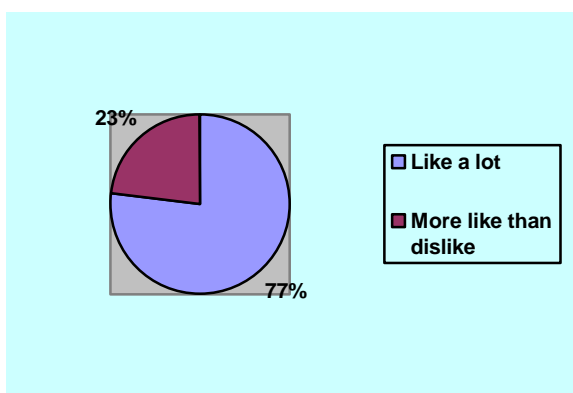


Figure 31. Parents' evaluation on homework „Family tree”

Parents' answers show that 77% of them liked this task a lot and the rest 23% of parents more like than dislike.

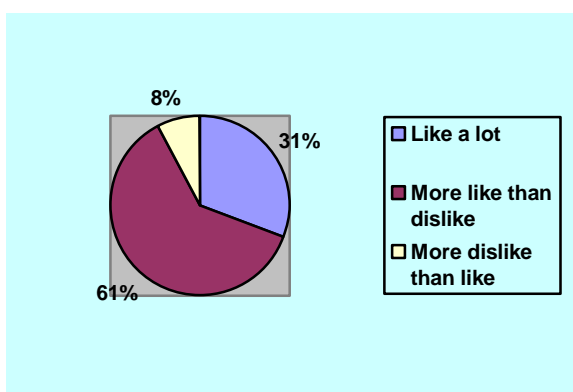


Figure 31. Parents' evaluation on homework „Toys”

Parents' answers show that 61% of them this task more like than dislike, 31% like a lot and only 8% more dislike than like.

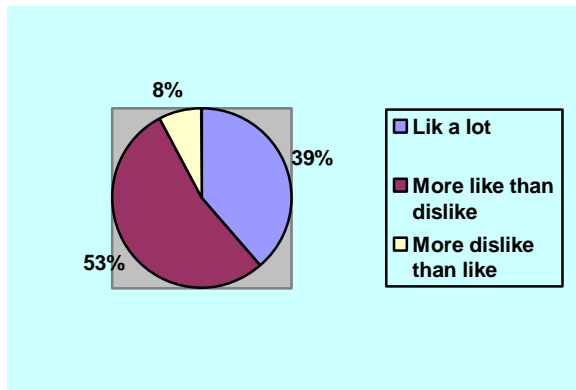


Figure 32. Parents' evaluation on homework „Flags' book”

Parents' answers show that 53% of them this task more like than dislike, 39% like a lot and only 8% more dislike than like.

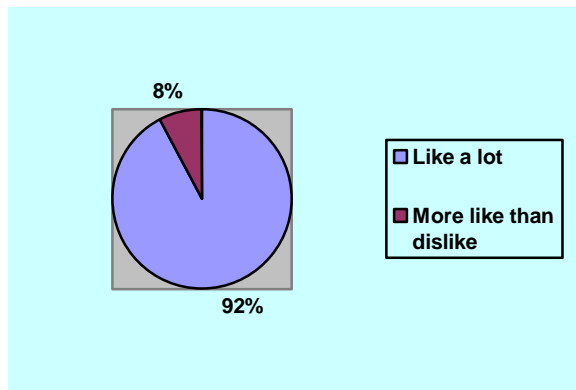


Figure 33. Parents' evaluation on homework „My monster”

Parents' answers show that 92% of them this task like a lot and only 8% more like than dislike.

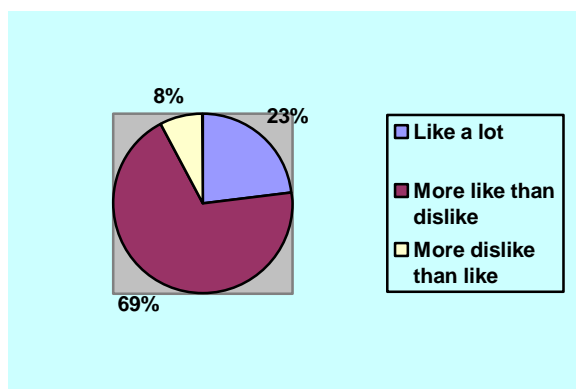


Figure 34. Parents' evaluation on homework „Animals' tracks”

Parents' answers show that 69% of them this task more like than dislike, 23% like it a lot and only 8% more dislike than like.

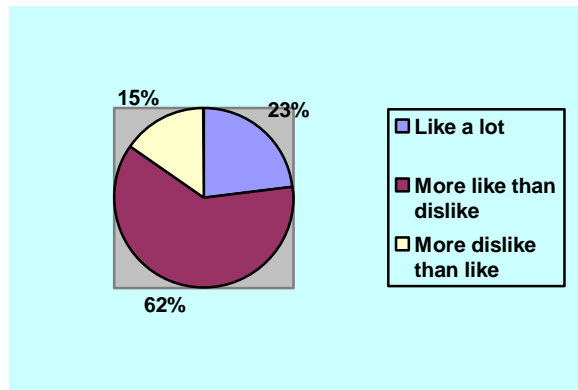


Figure 35. Parents' evaluation on homework „Healthy food”

Parents' answers show that 62% of them this task more like than dislike, 23% like it a lot and 15% more dislike than like.

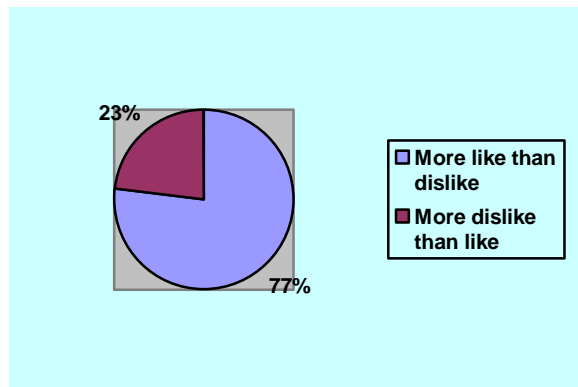


Figure 36. Parents' evaluation on homework „Sounds of alphabet”

Parents' answers show that 77% of them this task more like than dislike and 23% more dislike than like.

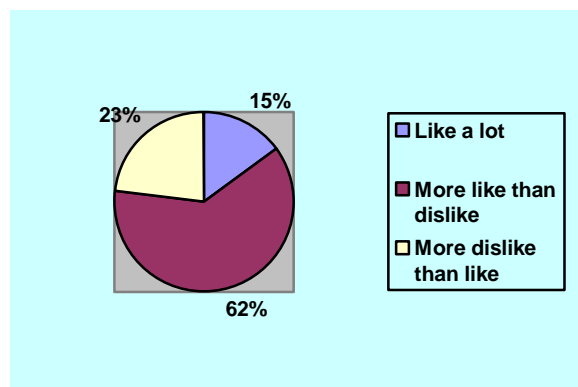


Figure 37. Parents' evaluation on homework „Memories game”

Parents' answers show that 62% of them this task more like than dislike, 23% more dislike than like and 15% like it a lot.

The eighth question in questionnaire was asked about parents' opinion on the difficulties that faced their children during vocabulary task performance, as shown in Figure 38 to Figure 42.

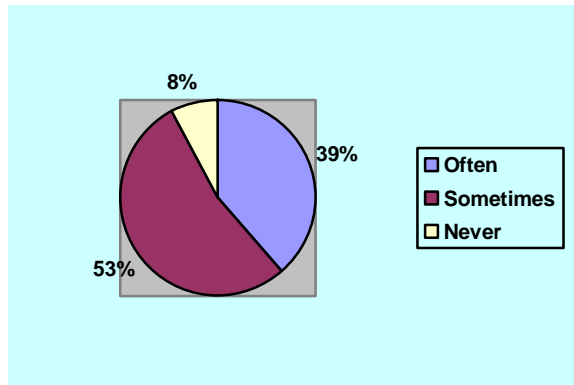


Figure 38. Children had difficulties with remembering English words

Parents' answers show that 53% of them think that children sometimes had difficulties with remembering English words, 39% of parents report that children often had these problems and 8% think that their children never had problems to remember English words.

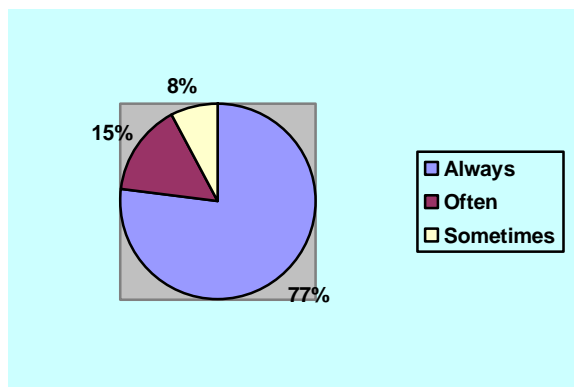


Figure 39. Children had difficulties with writing English words

Parents' answers show that 77% of them think that children always had difficulties with writing the English words, 15% of parents report that children often had these problems and 8% think that their children never had problems to write words in English.

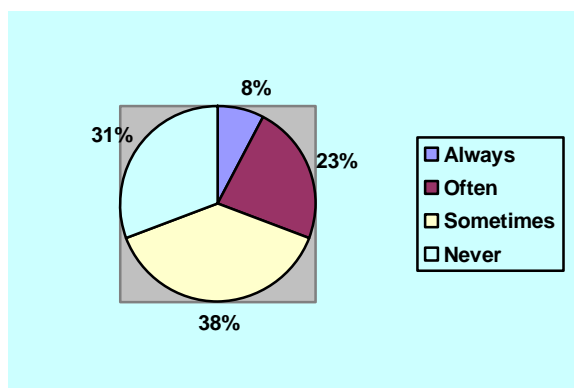


Figure 40. Children had difficulties with spelling the English words

Parents' answers show that 38% of them think that children sometimes had difficulties with spelling English words, 31% of parents report that children never had these problems, 23% think that their children often had problems to spell English words and 8% of parents say that children always faced these problems.

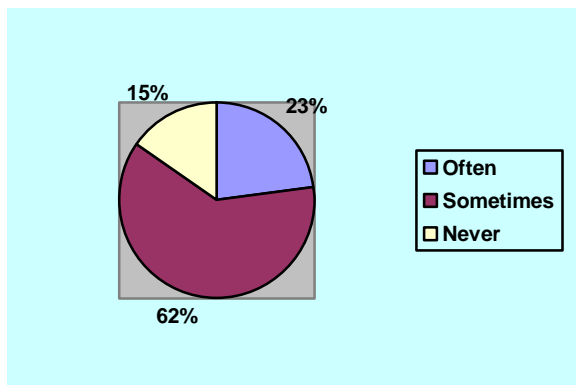


Figure 41. Children had difficulties with listening English words

Parents' answers show that 62% of them think that children sometimes had difficulties with listening English words, 23% of parents report that children often had these problems and 15% think that their children never had problems to listen English words.

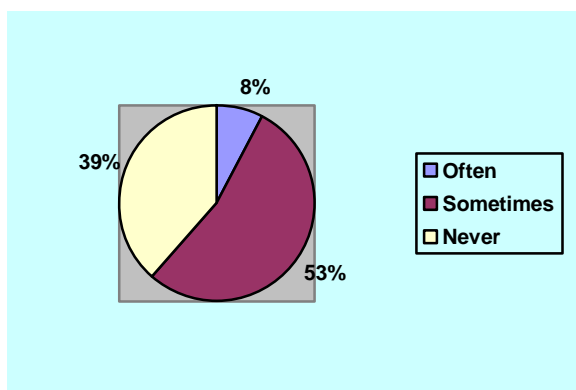


Figure 42. Children had difficulties with full filling tasks

Parents' answers show that 53% of them think that children sometimes had difficulties with full filling English tasks, 39% of parents report that children never had these problems and 8% think that their children often had problems to full fill English vocabulary tasks.

3.6. ANALYSIS OF FINAL LEARNERS' QUESTIONNAIRE

After completing vocabulary course at the end of second both groups of learners received self-esteem questionnaires (see Appendix 6). However, there were some content

differences between questionnaire applied to experimental group and control group of learners, since experimental group was asked to reply based on its experience during experimental research; however, control group responses choose according to assumptions or based on experience they have had before this research.

These questionnaires were designed to find out how learners evaluate English vocabulary acquisition process and to identify learners' opinions on vocabulary acquisition together with parents since young learners' attitudes about their parents' involvement in education process are determined by many factors. Responses on questions of Final learners' questionnaire gives answer on research question: what are young learners' attitudes about their parents' involvement in their vocabulary acquisition?

Learners' questionnaire contained of 22 questions (for experimental group) and 23 questions (for control group). All of questions were developed according to Likert scale. Learners were asked to what extent do they agree with given statements and indicate their responses to each question by checking off with a cross (x) one of the alternatives provided: strongly agree; slightly agree; slightly disagree; strongly disagree or like a lot; more like than dislike; more dislike than like; dislike a lot.

The collected information from the questionnaire was analyzed using SPSS software and presented in the form of charts and in the descriptive form, analyzing the responses to each question as follows.

3.6. FINAL LEARNERS' QUESTIONNAIRE OF EXPERIMENTAL GROUP

The first question in questionnaire was asked about learners' opinion on their learning together with parents, as shown in Figure 43 to Figure 48.

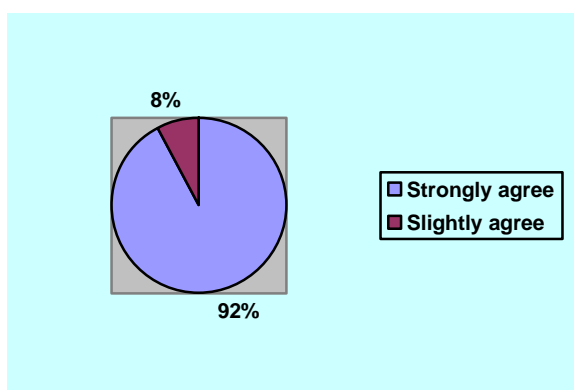


Figure 43. Children liked to learn English together with parents because they can ask their parents if they do not understand something

Learners' answers show that 92% of them liked to learn English together with parents because this way they can ask my parents if they do not understand something and only 8%

slightly agree to this statement. This means that parental performance has been very important, and parental involvement has helped children in vocabulary acquisition since all responses given by learners are positive.

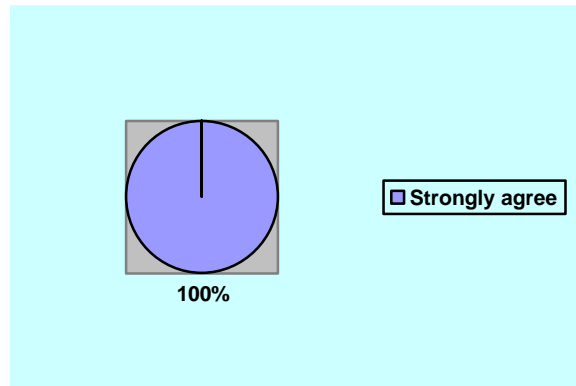


Figure 44. Children liked to learn English together with parents because they enjoy the time spend together with parents

Learners' answers show that 100% of them liked to learn English together with parents because they enjoy the time spend together with parents which is good sign approving that children have a good relationship with parents and it helps also in studying.

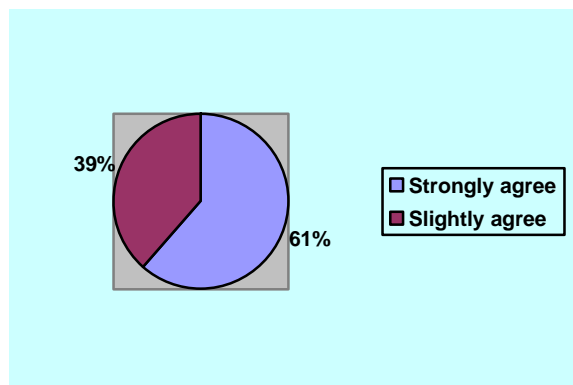


Figure 45. Children liked to learn English together with parents because they encourage children to learn

Learners' answers show that 61% strongly agree to the statement that children liked to learn English together with parents because they encourage them to learn and 39% slightly agree to this statement that means in all cases (less or more) parents has been able to provide the necessary support.

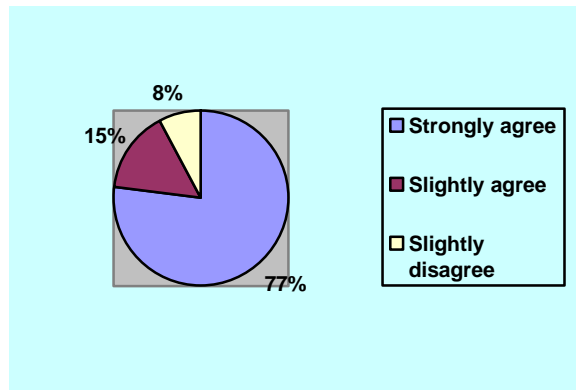


Figure 46. Children liked to learn English together with parents because parents tell children why they have to learn

Learners' answers show that 77% strongly agree to the statement that children liked to learn English together with parents because parents tell children why they have to learn, 15% slightly agree to this statement and only 8% are slightly disagreed. Whereas most of the answers are positive, it means that most parents are able to give forceful arguments why children must learn.

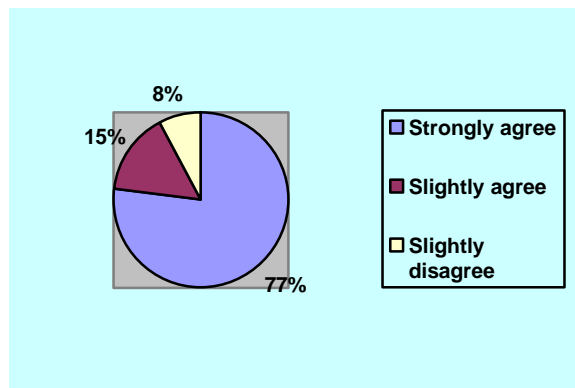


Figure 47. Children liked to learn English together with parents because they have fun together with parents

Learners' answers show that 77% of them strongly agree to the statement that children liked to learn English together with parents because they have fun together with parents, 15% slightly agree to this statement and only 8% are slightly disagreed. Although most of the answers indicate that children are having fun with their parents, a smaller part of the negative opinions might be explained by the fact that the part of the parents' does not associate educational process with fun and fun time activities.

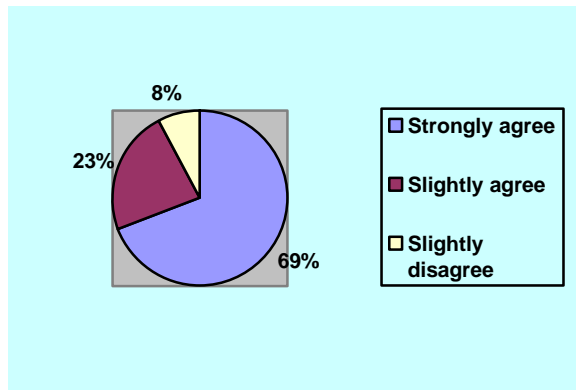


Figure 48. Children liked to learn English together with parents because then they remember more

Learners' answers show that 69% of them strongly agree to the statement that children liked to learn English together with parents because then they can remember more, 23% slightly agree to this statement and only 8% are slightly disagreed. Although most of the answers are positive, however, sizeable amount of negative responses indicate that not all parents have contributed process of the repetition that helps children to remember.

The third question dealt with the learners' opinion on learning alone, as shown in Figure 49.

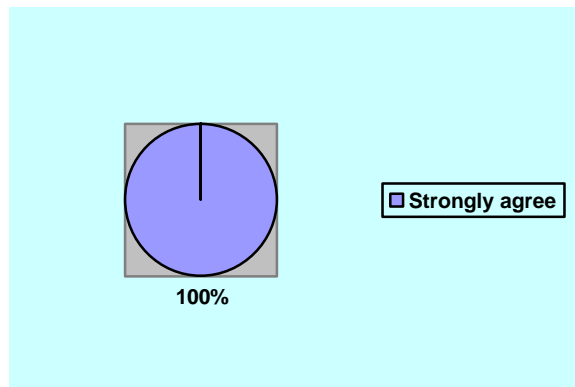


Figure 49. Children did not like to learn English alone

Learners' answers show that 100% of strongly agree that they did not like to learn alone. Which indicates that the children themselves are experienced how useful and valuable can be learning together with their parents and do not want to do it alone.

The third question covered learner' opinion on evolution of each English homework, as shown in Figure 50 to Figure 57.

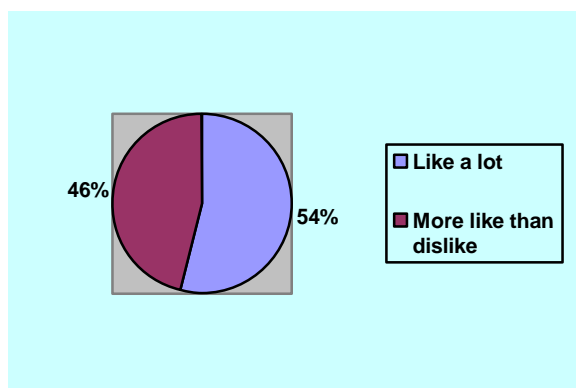


Figure 50. Learners' evaluation on homework „Family tree”

Learners' answers show that 54% of them this task likes a lot and 46% more like than dislike.

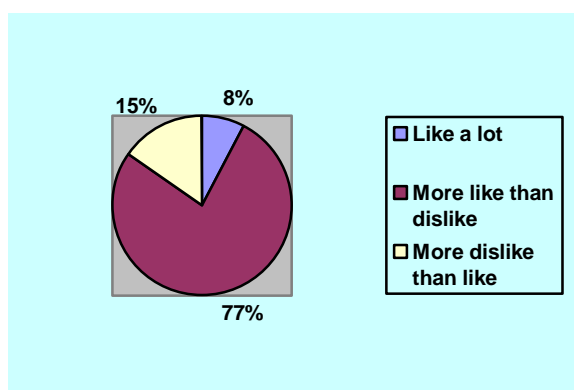


Figure 51. Learners' evaluation on homework „Toys”

Learners' answers show that 77% of them this task more like than dislike, 15% more dislike than like and only 8% like a lot.

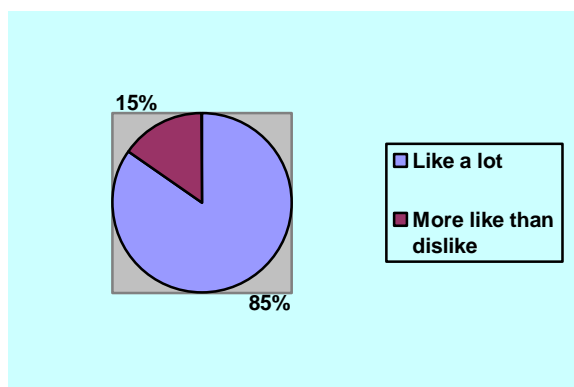


Figure 52. Learners' evaluation on homework „Flags' book”

Learners' answers show that 85% of them this task likes a lot and 15% more like than dislike.

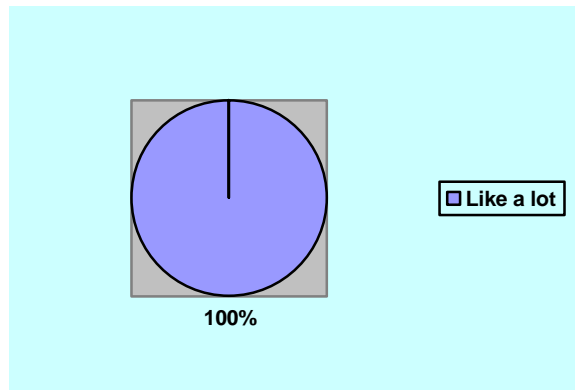


Figure 53. Learners' evaluation on homework „My monster”

Learners' answers show that 100% of them this task likes a lot.

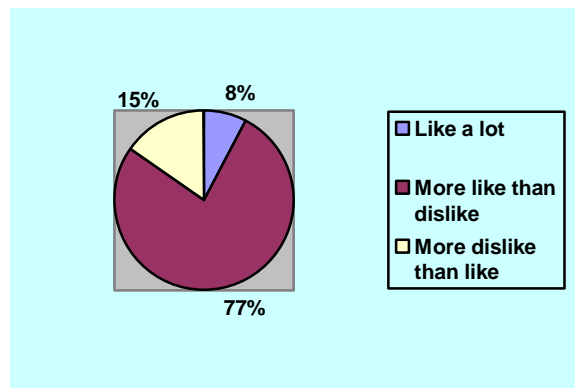


Figure 54. Learners' evaluation on homework „Animals' tracks”

Learners' answers show that 77% of them this task more like than dislike, 15% more dislike than like and only 8% like a lot.

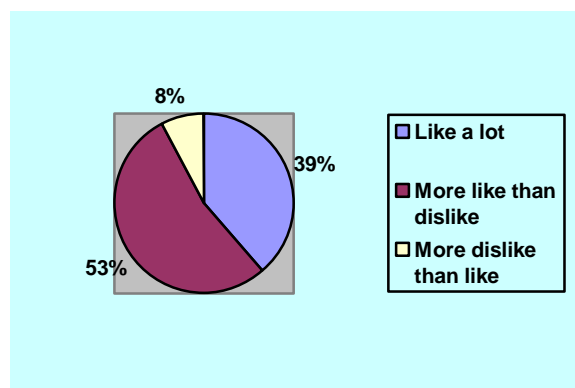


Figure 55. Learners' evaluation on homework „Healthy food”

Learners' answers show that 53% of them this task more like than dislike, 39% like a lot and only 8% more dislike than like.

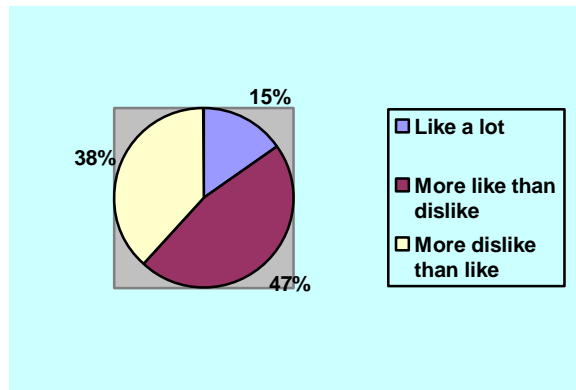


Figure 56. Learners' evaluation on homework „Sounds of alphabet”

Learners' answers show that 47% of them this task more like than dislike, 38% more dislike than like and 15% like a lot.

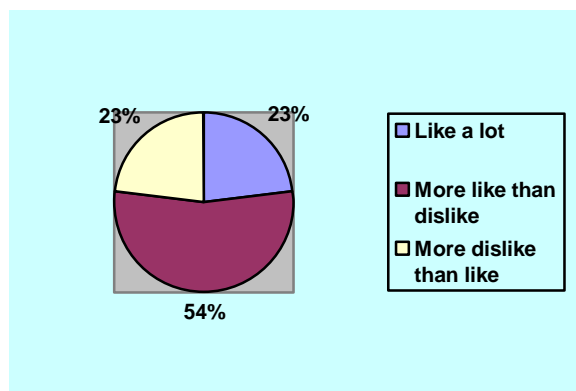


Figure 57. Learners' evaluation on homework „Memories game”

Learners' answers show that 54% of them this task more like than dislike, 23% more dislike than like and the same amount of learners' 23% this task like a lot.

The forth question in questionnaire was asked about learners' opinion on the difficulties they faced during vocabulary task performance, as shown in Figure 58 to Figure 62.

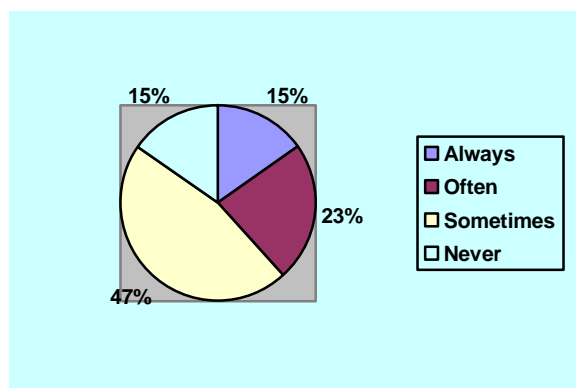


Figure 58. Children had difficulties with remembering English words

Learners' answers show that 47% of them sometimes had difficulties with remembering English words, 23% of them report that they often had these problems, 15% think that they

never had problems to remember English words and the same amount of learners 15% think they always had problems to remember English words.

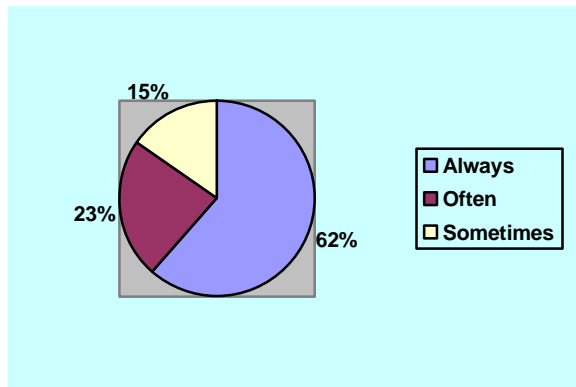


Figure 59. Children had difficulties with writing English words

Learners' answers show that 62% of them always had difficulties with writing English words, 23% of learners report that they often had these problems and 15% think that they never had problems to write words in English.

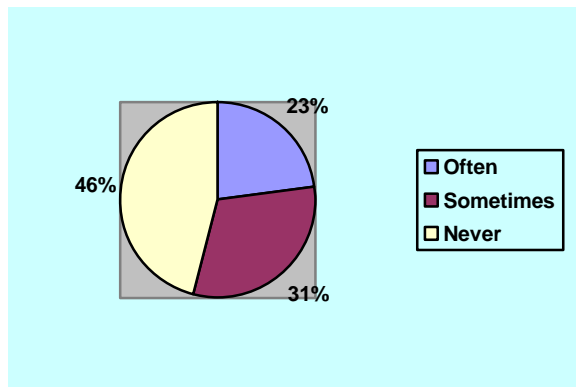


Figure 60. Children had difficulties with spelling the English words

Learners' answers show that 46% of them think that they never had difficulties with spelling English words, 31% of learners report that they sometimes had these problems and 23% think that they often had problems to spell English words.

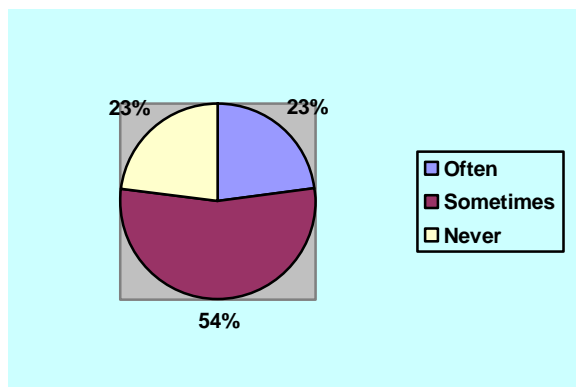


Figure 61. Children had difficulties with spelling the English words

Learners' answers show that 54% of them sometimes had difficulties with listening English words, 23% of learners report that they often had these problems and 23% think that they never had problems to listen English words.

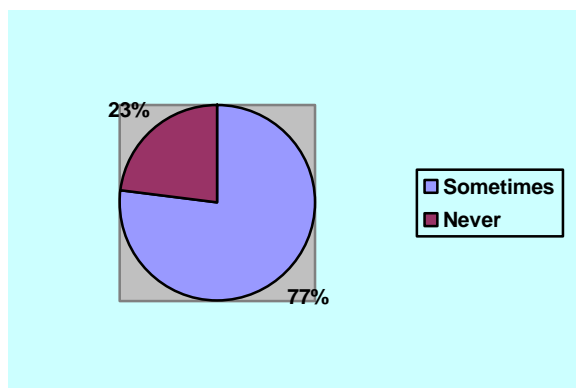


Figure 62. Children had difficulties with full filling tasks

Learners' answers show that 77% of them often had difficulties with full filling English tasks and 23% of them never had these problems.

FINAL LEARNERS' QUESTIONNAIRE OF CONTROL GROUP

The first question in questionnaire was asked about learners' opinion on their learning together with parents, as shown in Figure 63 to Figure 64.

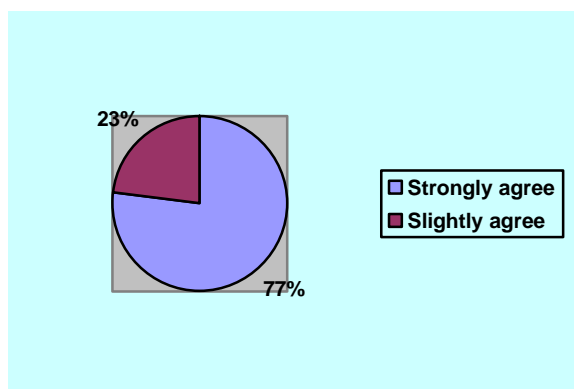


Figure 63. Children liked to learn English because they know it will be useful

Learners' answers show that 77% of them liked to learn English because they know English will be useful and 23% slightly agree to this statement. Whereas the meaning of English language and usage increases worldwide, these responses suggest that children by help of parents, school or other way are becoming aware of the English role in the nowadays world.

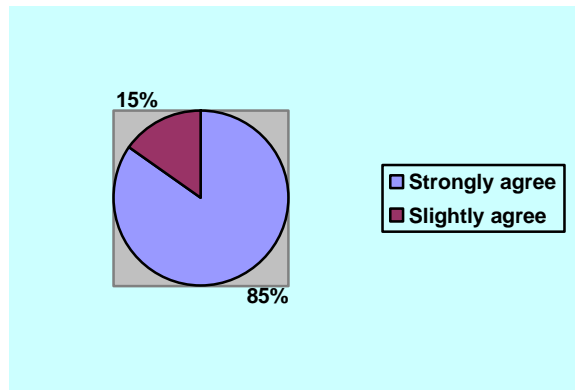


Figure 64. Children liked to learn English because tasks were interesting

Learners' answers show that 85% of them strongly agree to the statement that they liked to learn English because tasks were interesting and 15% slightly agree to this statement. It can be explained by the fact that the tasks were designed according to children's age group when knowledge can be acquired in a playful way as games.

The second question dealt with the learners' opinion on learning English, as shown in Figure 65.

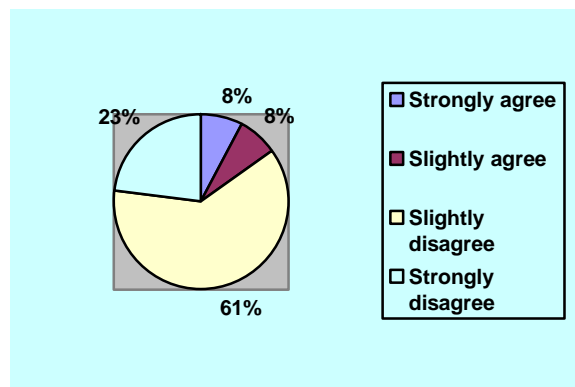


Figure 65. Children did not like to learn English

Learners' answers show that 61% of slightly disagree that they did not like to learn English, 23% strongly agree that they did not like to learn English and 8% strongly agree and the same amount 8% slightly agree to this statement. Although the majority of young learners rejected the statement that they do not like to learn English, there are quite a lot of learners who do not like to learn English. This could be explained by the fact that children do not see the meaning of English in their lives, and whereas this group of young learners acquired English vocabulary without parents probably they felt an absence of explanation and encouragement from the sidelines given by parents.

The third question covered learner' opinion on evolution of each English homework, as shown in Figure 66 to Figure 78.

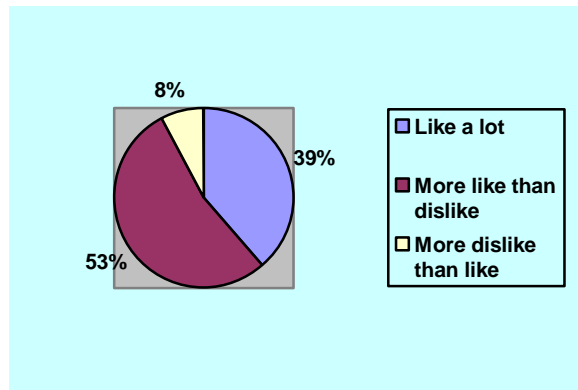


Figure 66. Learners' evaluation on homework „Family tree”

Learners' answers show that 53% of them this task more likes than dislikes, 39% likes a lot and only 8% more dislike than like.

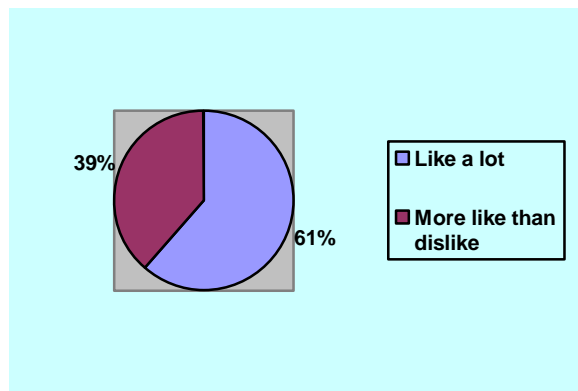


Figure 67. Learners' evaluation on homework „Toys”

Learners' answers show that 61% of them this task likes a lot and 39% more like than dislike.

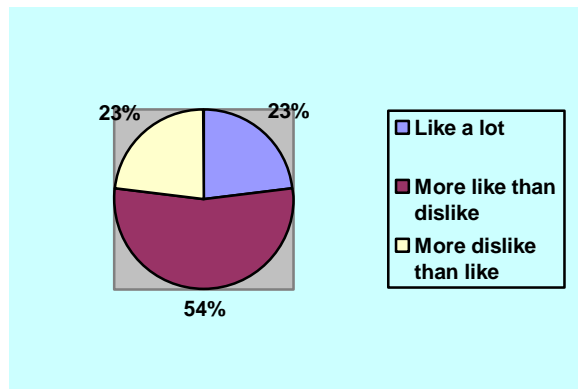


Figure 68. Learners' evaluation on homework „Flags' book”

Learners' answers show that 54% of them this task likes more than dislikes, 23% likes a lot and 23% more dislike than like.

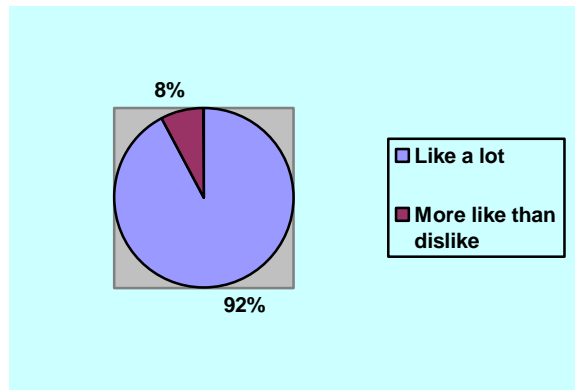


Figure 69. Learners' evaluation on homework „My monster”

Learners' answers show that 92% of them this task likes a lot and the rest 8% more like than dislike.

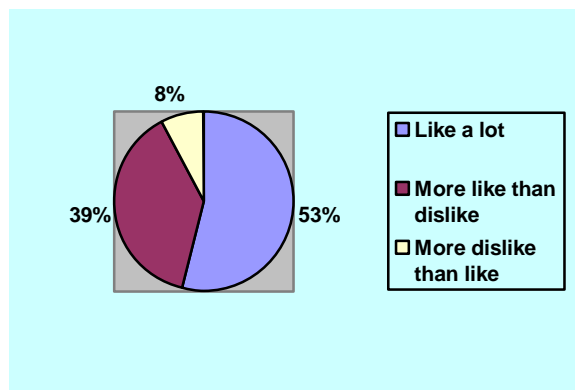


Figure 70. Learners' evaluation on homework „Animals' tracks”

Learners' answers show that 53% of them this task likes a lot, 39% more like than dislike and 8% more dislike than like.

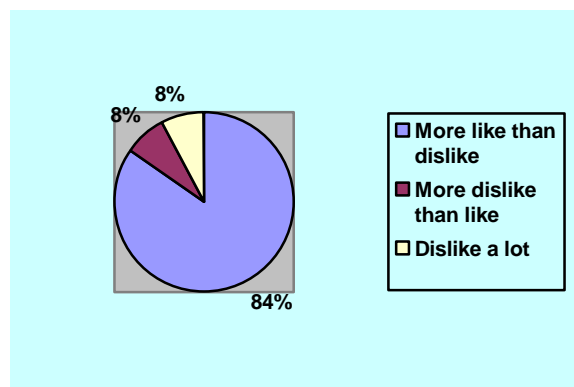


Figure 71. Learners' evaluation on homework „Healthy food”

Learners' answers show that 84% of them this task more like than dislike, 8% more dislike than like and the same amount 8% dislike a lot.

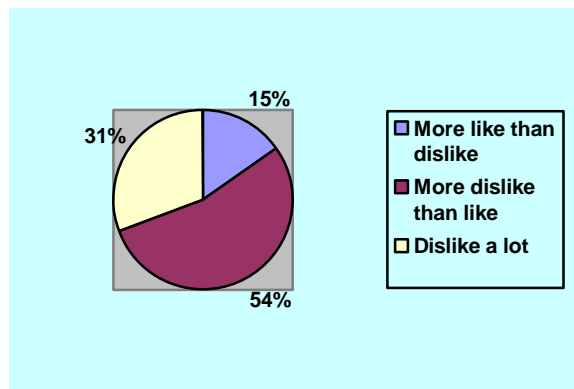


Figure 72. Learners' evaluation on homework „Sounds of alphabet”

Learners' answers show that 54% of them this task more like than dislike, 31% more dislike than like and 15% dislike a lot.

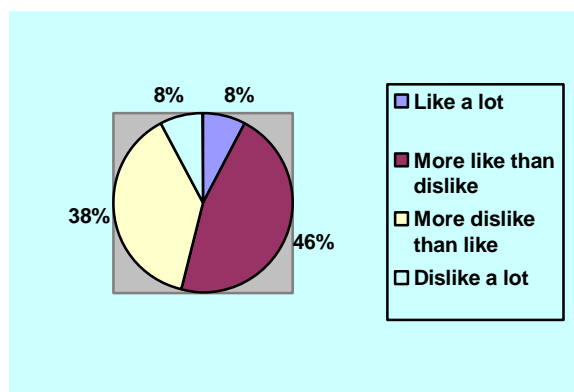


Figure 73. Learners' evaluation on homework „Memories game”

Learners' answers show that 46% of them this task more like than dislike, 38% more dislike than like, 8% like a lot and the same amount of learners' 8% this task dislike a lot.

The fourth question in questionnaire was asked about learners' opinion on the difficulties they faced during vocabulary task performance, as shown in Figure 80 to Figure 84.

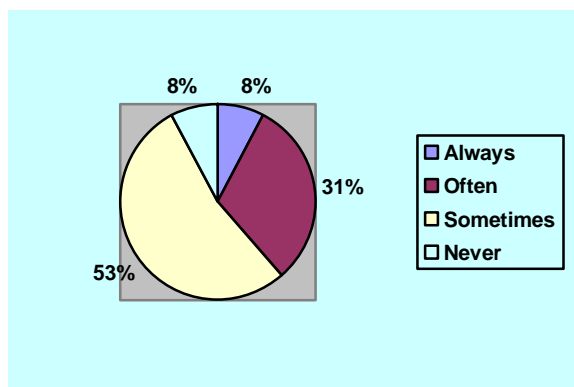


Figure 74. Children had difficulties with remembering English words

Learners' answers show that 53% of them sometimes had difficulties with remembering English words, 31% of them report that they often had these problems, 8% think that they

always had problems to remember English words and the same amount 8% of learners think they never had problems to remember English words.

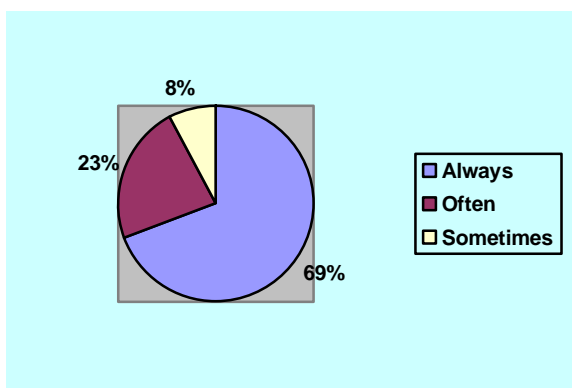


Figure 75. Children had difficulties with writing English words

Learners' answers show that 69% of them always had difficulties with writing English words, 23% of learners report that they often had these problems and 8% think that they sometimes had problems to write words in English.

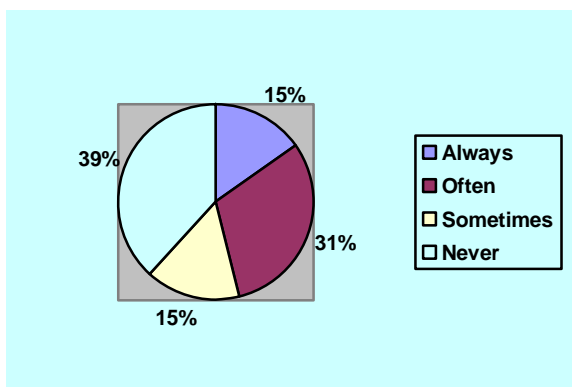


Figure 76. Children had difficulties with spelling the English words

Learners' answers show that 39% of them think that they never had difficulties with spelling English words, 31% of learners report that they often had these problems, 15% think that they always had problems to spell English words and the same amount 15% think they had sometimes these difficulties.

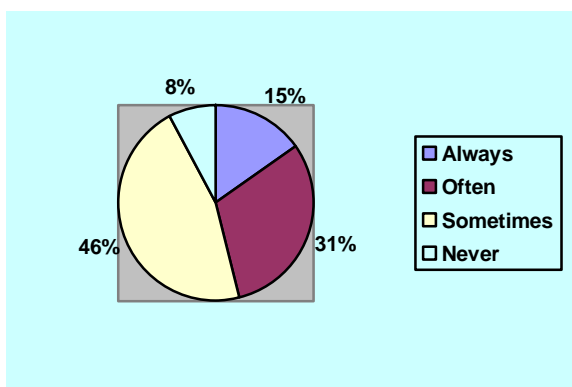


Figure 77. Children had difficulties with spelling the English words

Learners' answers show that 46% of them sometimes had difficulties with listening English words, 31% of learners report that they often had these problems, 15% think they always had problems to listen English words and 8% never had these difficulties.

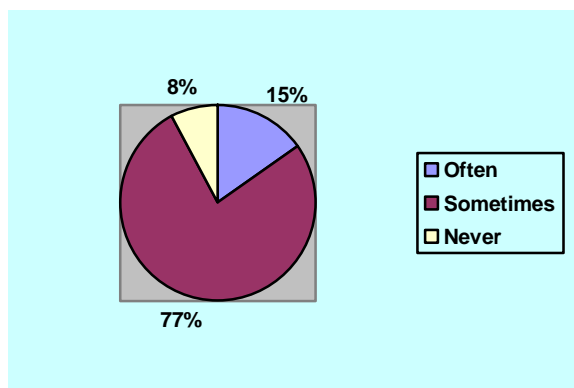


Figure 78. Children had difficulties with full filling tasks

Learners' answers show that 77% of them sometimes had difficulties with full filling English tasks, 15% of them often had these problems and 8% of learners often faced difficulties with full filling tasks.

3.7. ANALYSIS OF PARENTS' REFLECTION SHEETS

Parents' reflection sheets were developed on the form of questionnaire. This questionnaire was issued to parents of experimental group of learners after each vocabulary task (see Appendix 5).

This questionnaire consists of 9 to 12 questions about each vocabulary task and all of questions were developed according to Likert scale. Parents were asked to what extent do they agree with given statements and indicate their responses to each question by checking off with a cross (x) one of the alternatives provided: strongly agree; slightly agree; slightly disagree; strongly disagree.

Parents' reflection sheet primarily serves as the feedback between researcher and parents that promote parents to be more and detailed observed in the performance of vocabulary tasks – process, outcomes and difficulties. Questionnaires were issued to parents after each vocabulary task, thus the author of this study could take into account feedbacks of parents for future work by developing next vocabulary task.

Since this questionnaire was designed to encourage parents to make a deeper and more detailed analyze of their children's homework and their participation in it, the results of questionnaire in this case are not analyzed in depth. The author of the Diploma Paper will gives only short summary of most significant insights regarding to parents' reflections.

Reflection on task „Family tree”

This reflection sheet contains of 10 questions. Although, this task was expected to be executed within 1 hour, it can be seen that for majority of young learners’ this task took longer time. Most parents agree that this task promote their children to find out names of other family members. Although, during the week most parents together with their children did not repeat newly acquired words, they state that this activity strengthened children English vocabulary, but not improved English writing and spelling.

Most parents report that children have not faced difficulties with creating Family tree, remembering English names/words and spelling, however difficulties were made by English writing, as detailed shown in Figure 78 to Figure 87.

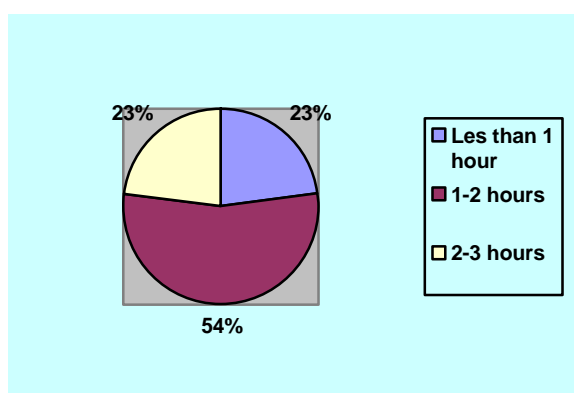


Figure 78. Time needed to create Family tree

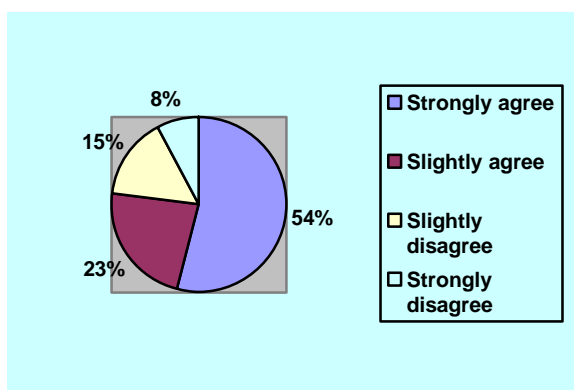


Figure 79. Child wished to find out names of other family members

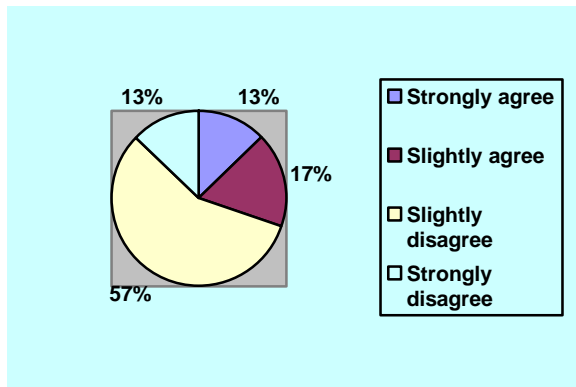


Figure 80. During the week together with the child we repeated words of family members in English

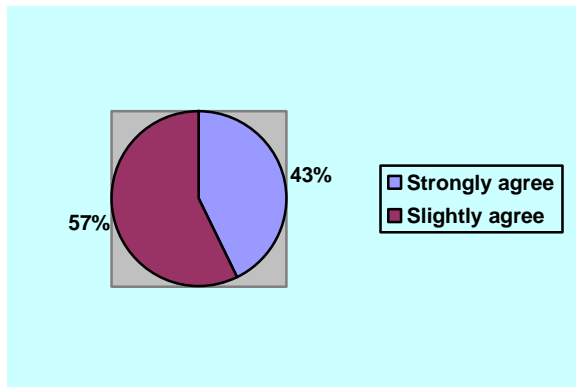


Figure 81. In carrying out this activity the child strengthened his English vocabulary

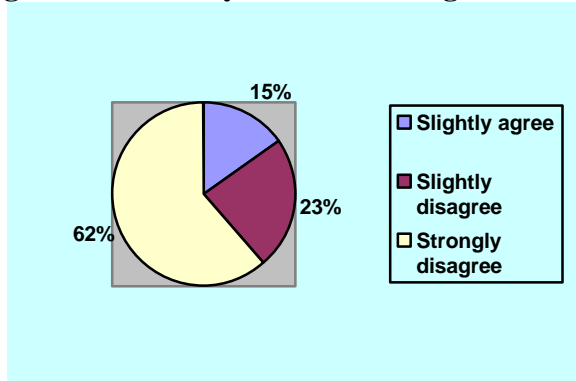


Figure 82. 5 In carrying out this activity the child strengthened his English writing

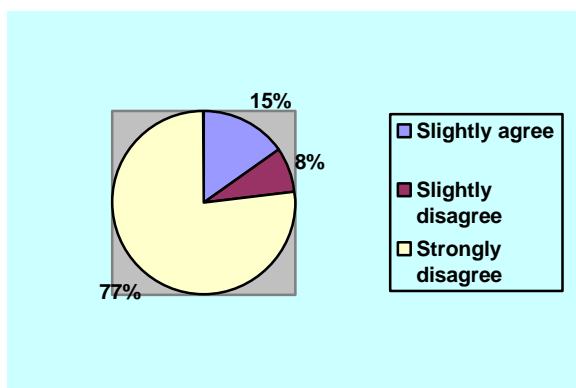


Figure 83. In carrying out this activity child strengthened English spelling

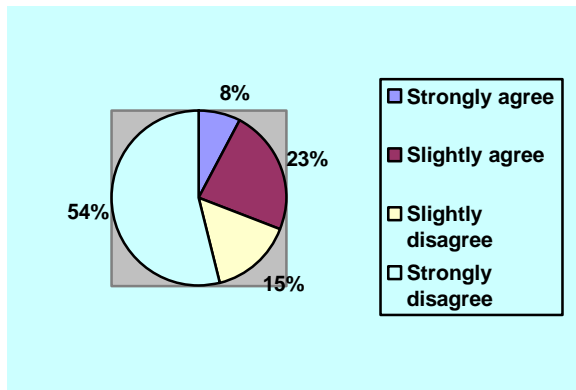


Figure 84. In carrying out this activity child faced difficulties with creating Family tree

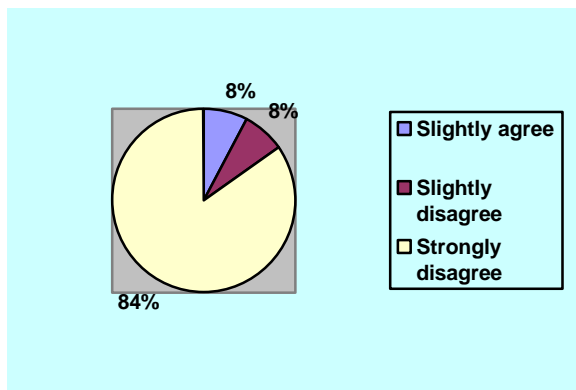


Figure 85. In carrying out this activity child faced difficulties with remembering English names/words

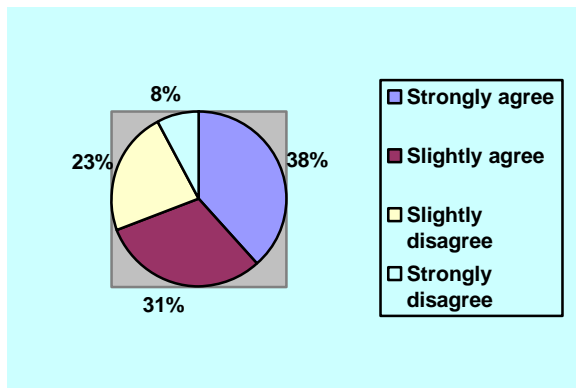


Figure 86. In carrying out this activity child faced difficulties with English writing

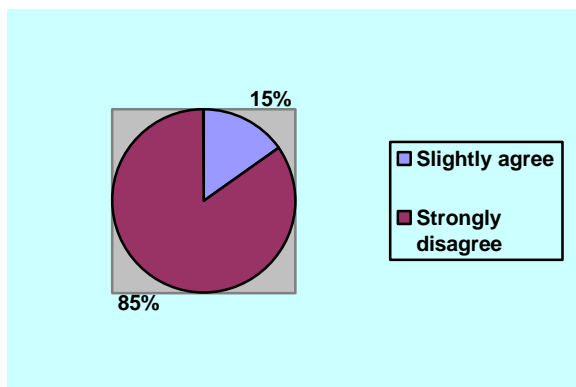


Figure 87. In carrying out this activity child faced difficulties with English spelling

Reflection on task „Toys”

This reflection sheet contains of 10 questions. Although, this task was expected to be executed within 1 hour, it can be seen that for majority of young learners’ this task took shorter time. Most parents strongly agree that this task promote their children to find out names of other objects. During the week approximately half of parents together with their children repeated newly acquired words. Also, most parents strongly or slightly agree that this activity strengthened children English vocabulary, but not improved English writing and spelling.

All parents report that children have not faced difficulties with making puzzle, remembering English names/words and spelling, however difficulties were made by English writing, as detailed shown in Figure 88 to Figure 97.

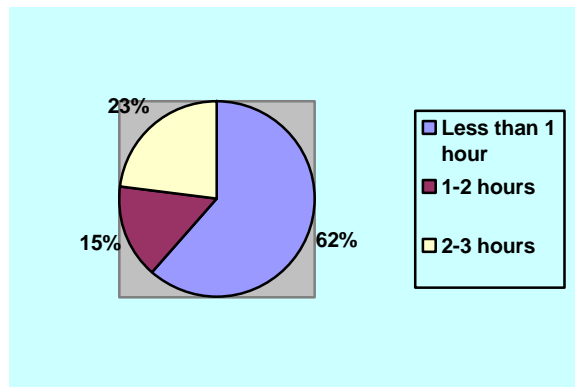


Figure 88. How much time was needed to make a puzzle and complete the task

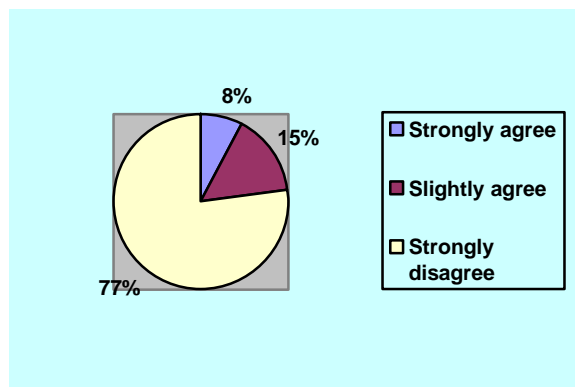


Figure 89. Child wished in addition to know names of other objects

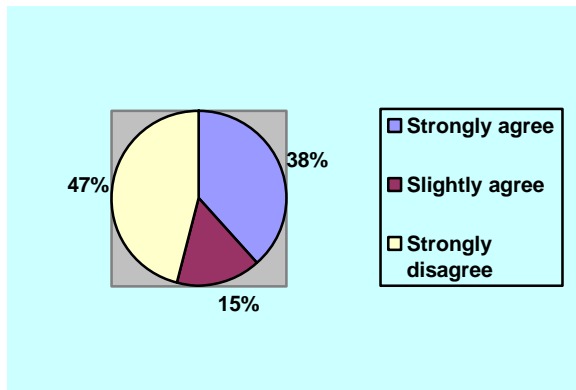


Figure 90. During the week together with the child we repeated alphabet and letter pronunciation

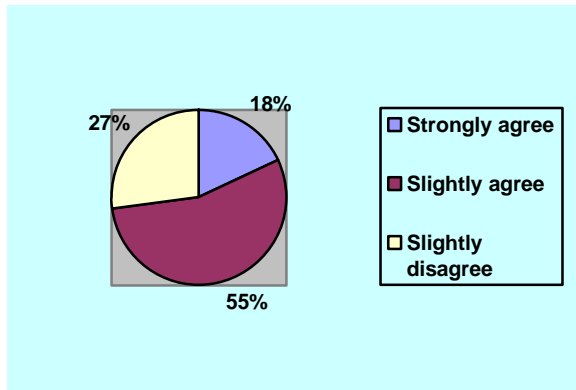


Figure 91. In carrying out this activity the child strengthened his English vocabulary

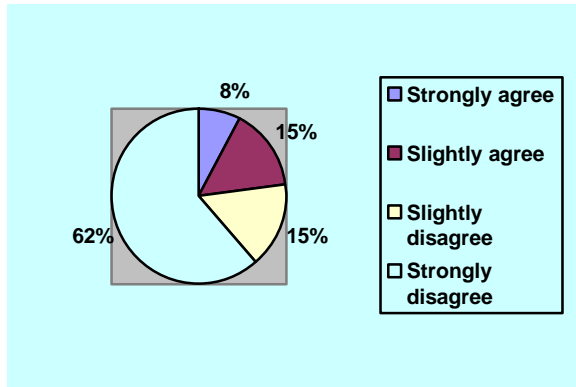


Figure 92. In carrying out this activity the child strengthened his English writing

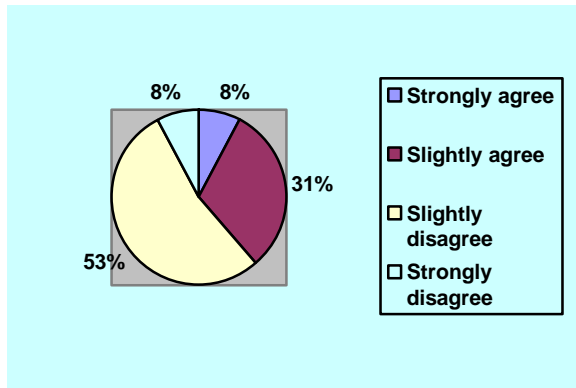


Figure 93. In carrying out this activity child strengthened English spelling

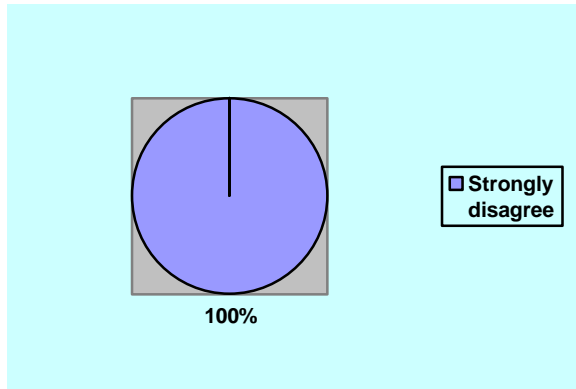


Figure 94. In carrying out this activity child faced difficulties with making puzzle

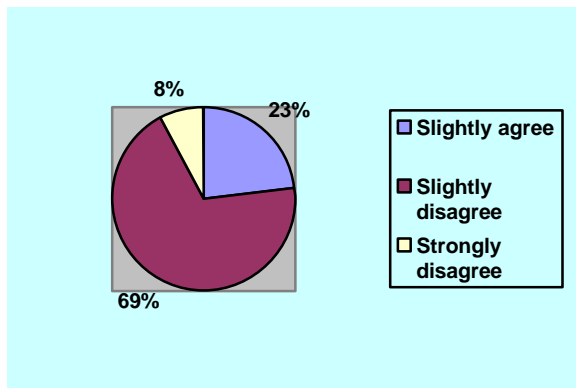


Figure 95. In carrying out this activity child faced difficulties with remembering English names/words

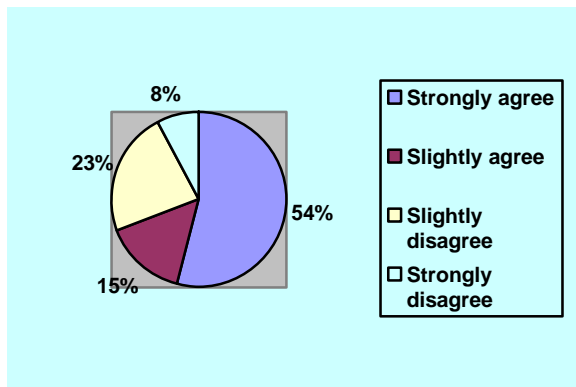


Figure 96. In carrying out this activity child faced difficulties with English writing

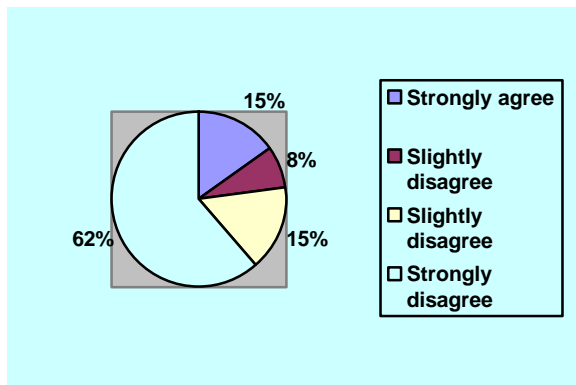


Figure 97. In carrying out this activity child faced difficulties with English spelling

Reflection on task „Flags’ book”

This reflection sheet contains of 10 questions. Although, this task was expected to be executed within 1 hour, it can be seen that for majority of young learners’ this task took longer time – 1-2 or 2-3 hours. Most parents agree that this task promote their children to find out flags of other countries and the names of flags’ colors. This is one of the tasks when during the week almost half of parents (46%) together with their children repeated newly acquired words. Also, a larger part of parents (77%) state that this activity strengthened children English vocabulary, English witting (100% of parents), strongly (39%) and slightly agree (38%) that this activity strengthened children’s English spelling.

Most parents report that children have not faced difficulties with making book of countries’ flag, remembering English names/words and spelling, however difficulties were made by English writing, as detailed shown in Figure 98 to Figure 107.

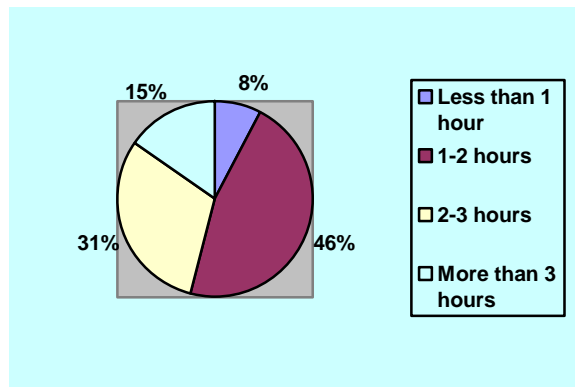


Figure 98. How much time was needed to make a book of countries' flags?

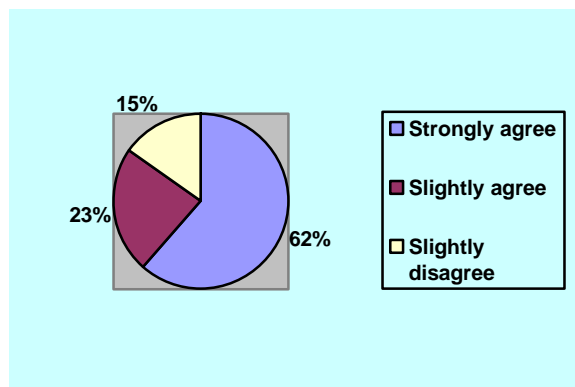


Figure 99. Child wished in addition to know flags of other countries and the names of flags' colors

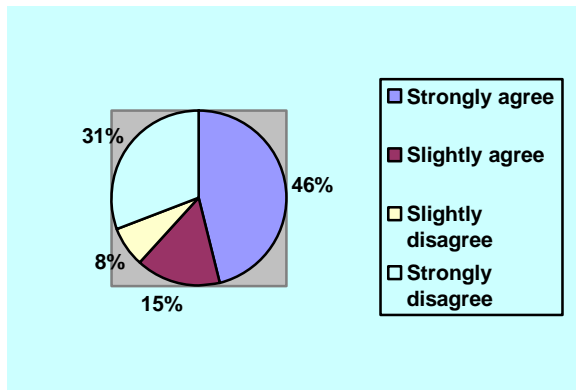


Figure 100. During the week together with the child we repeated names of colors

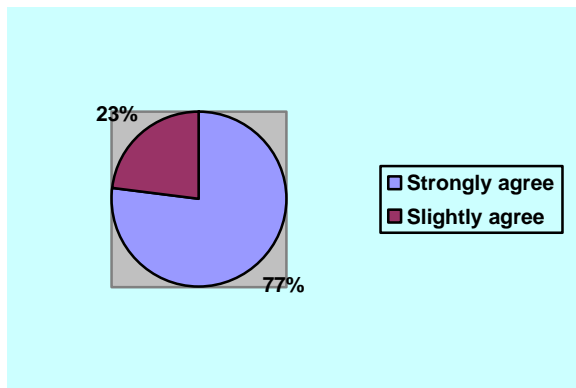


Figure 101. In carrying out this activity the child strengthened his English vocabulary

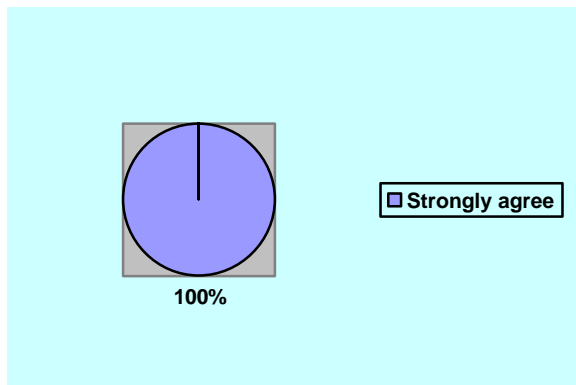


Figure 102. In carrying out this activity the child strengthened his English writing

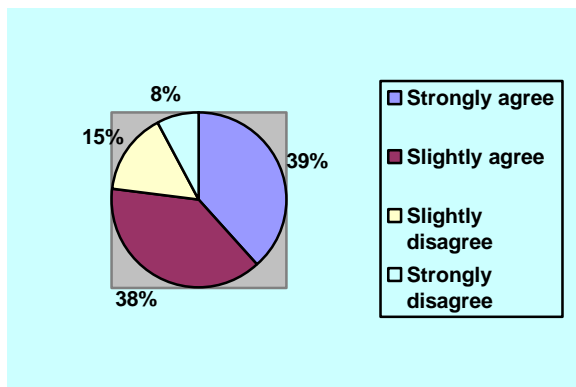


Figure 103. In carrying out this activity child strengthened English spelling

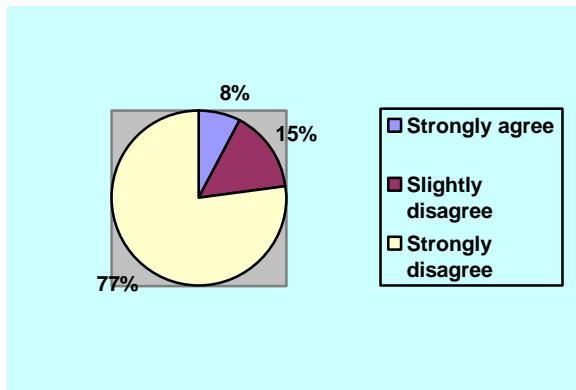


Figure 104. In carrying out this activity child faced difficulties with making book of countries' flag

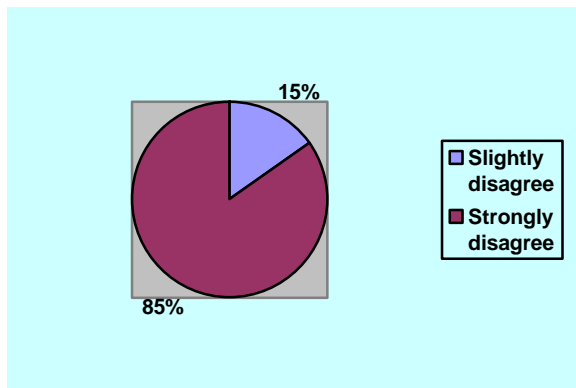


Figure 105. In carrying out this activity child faced difficulties with remembering English names/words

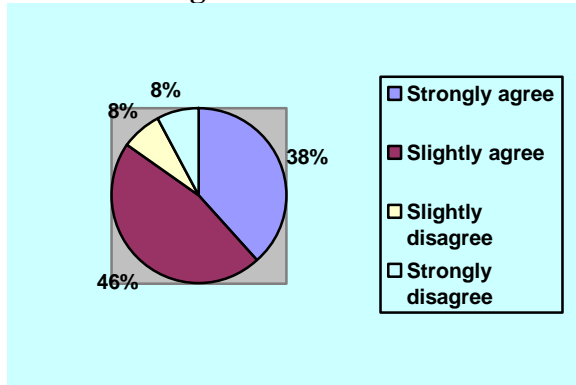


Figure 106. In carrying out this activity child faced difficulties with English writing

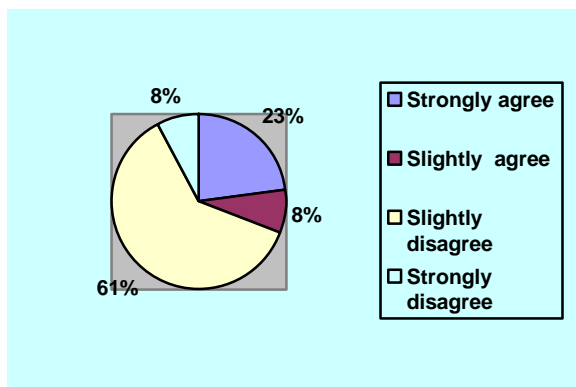


Figure 107. In carrying out this activity child faced difficulties with English spelling

Reflection on task „My monster”

This reflection sheet contains of 12 questions. Although, this task was expected to be executed within 1 hour, it can be seen that for majority of young learners’ this task took shorter time – less than 1 hour (85%). Most parents agree that this task promote their children to find out names of other body parts. A large part of parents strongly agree (46%) and slightly agree (23%) that during the week they together with their children repeated newly acquired words. Also, a larger part of parents (62%) state that this activity strengthened children English vocabulary, English writing (77% of parents), listening (46% strongly agree, 31% slightly agree), but not improved English spelling.

All parents report that children have faced difficulties with making monster, English writing, however difficulties were not caused by remembering English names/words, spelling and listening, as detailed shown in Figure 108 to Figure 119.

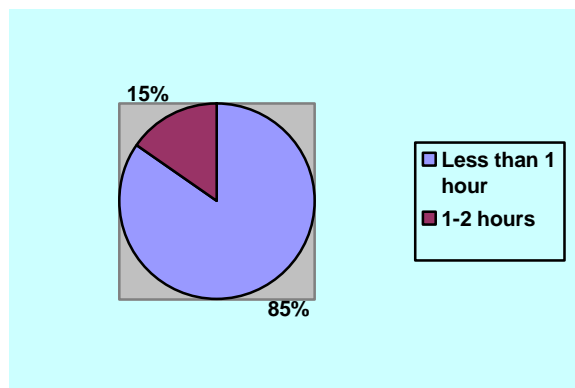


Figure 108. How much time was needed to carry out an activity „My monster”?

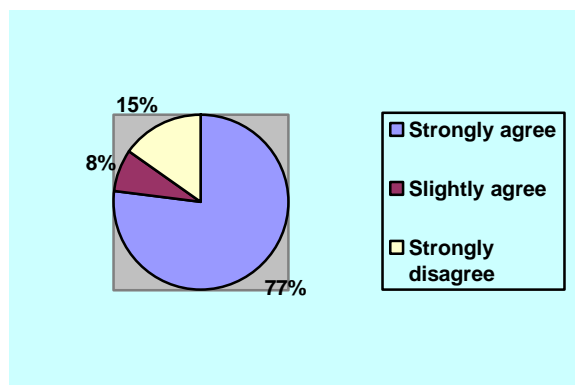


Figure 109. Child wished in addition to find out names of other body parts

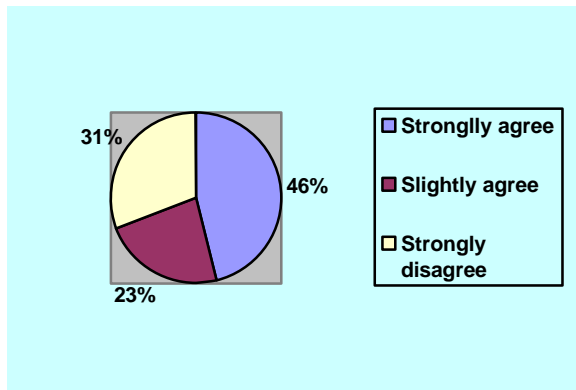


Figure 110. During the week together with the child we repeated names of parts of face

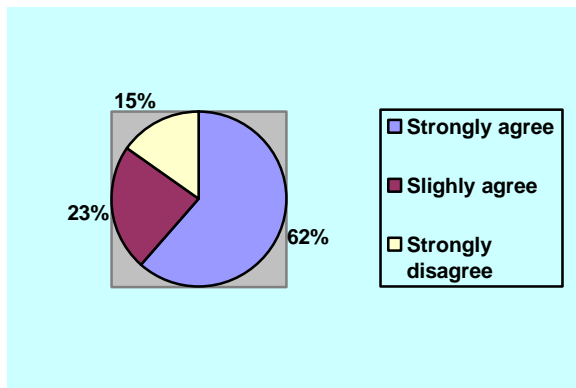


Figure 111. In carrying out this activity the child strengthened his English vocabulary

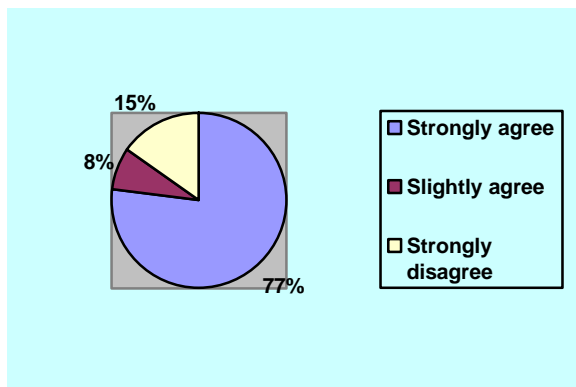


Figure 112. In carrying out this activity the child strengthened his English writing

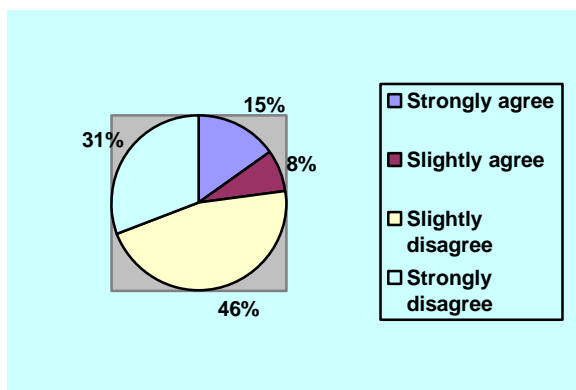


Figure 113. In carrying out this activity child strengthened English spelling

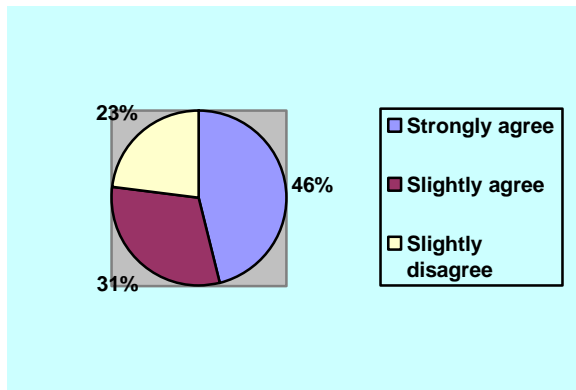


Figure 114. In carrying out this activity child strengthened English listening

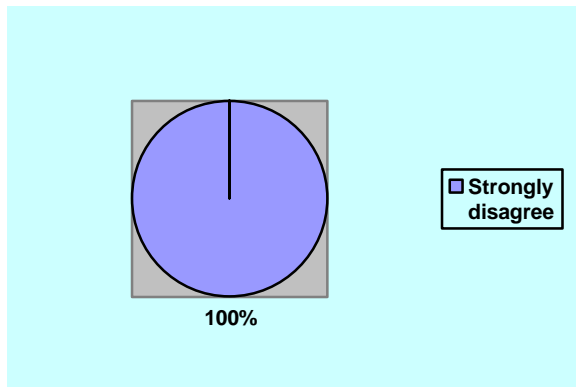


Figure 115. In carrying out this activity child faced difficulties with making monster

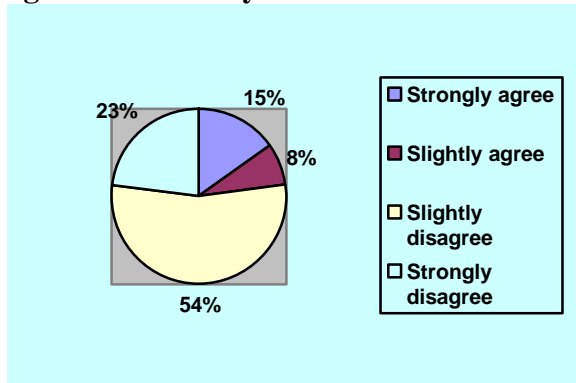


Figure 116. In carrying out this activity child faced difficulties with remembering parts of face in English

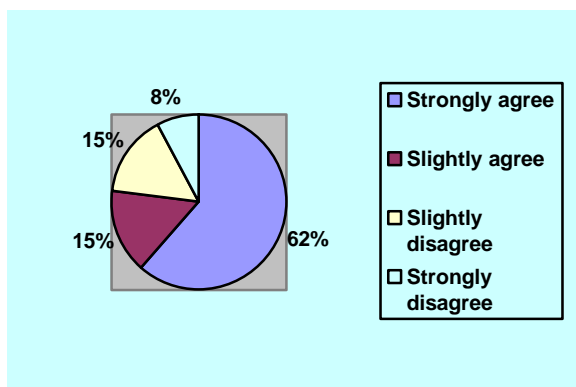


Figure 117. In carrying out this activity child faced difficulties with English writing

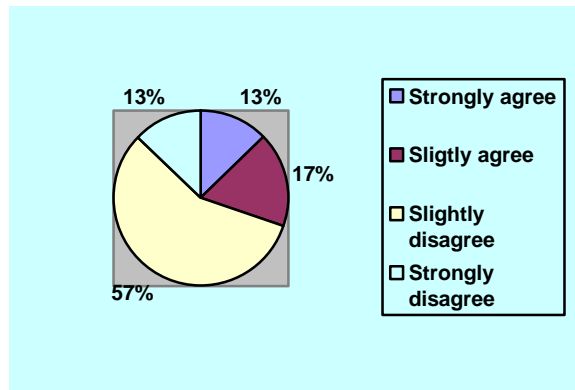


Figure 118. In carrying out this activity child faced difficulties with English spelling

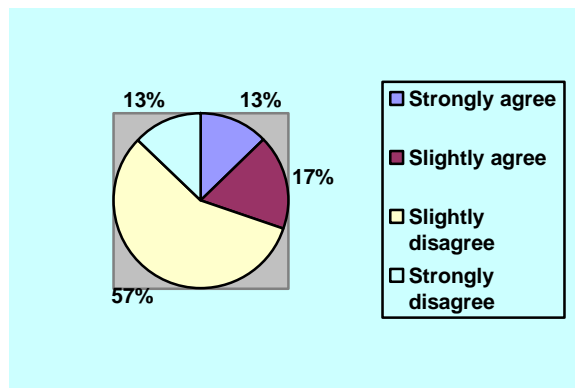


Figure 119. In carrying out this activity child faced difficulties with English listening

Reflection on task „Animals’ tracks”

This reflection sheet contains of 12 questions. Although, this task was expected to be executed within 1 hour, it can be seen that for almost all of young learners’ this task took shorter time – less than 1 hour (92%). Almost half of parents (46%) strongly agree that this task promote their children to find out names of other animals. A larger part of parents (54%) state that during the week they together with their children repeated newly acquired words. However, most parents (57%) slightly disagree that this activity strengthened children English vocabulary, meanwhile this activity improved English writing (77% of parents), spelling (46% strongly agree, 8% slightly agree) and listening (54% strongly agree, 31% slightly agree).

All parents report that children have not faced difficulties with linking the cards, remembering names of animals and spelling, however difficulties were caused by English writing and listening, as detailed shown in Figure 120 to Figure 131.

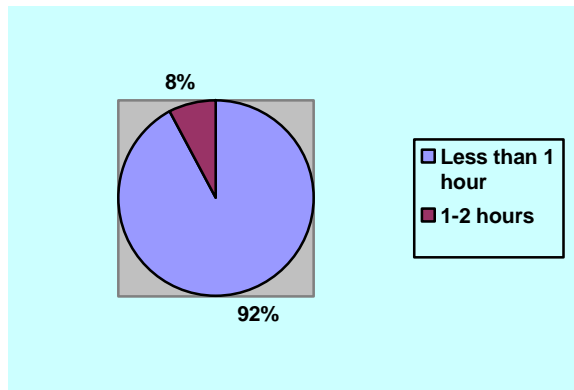


Figure 120. How much time was needed to carry out an activity „Animals' tracks” and internet games?

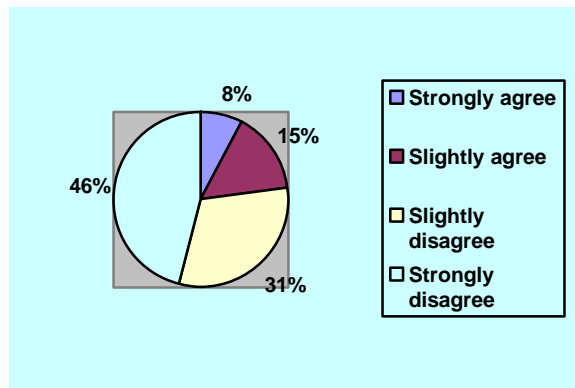


Figure 121. Child wished in addition to find out names of other animals

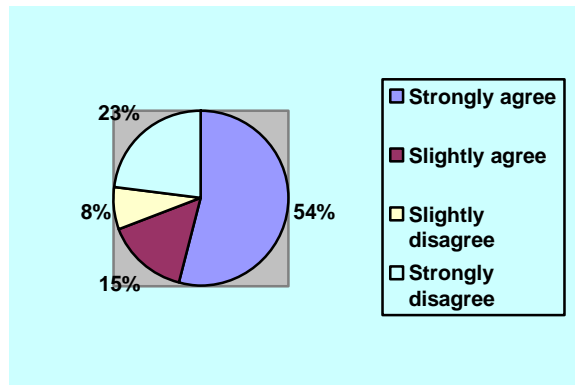


Figure 122. During the week together with the child we repeated names of animals

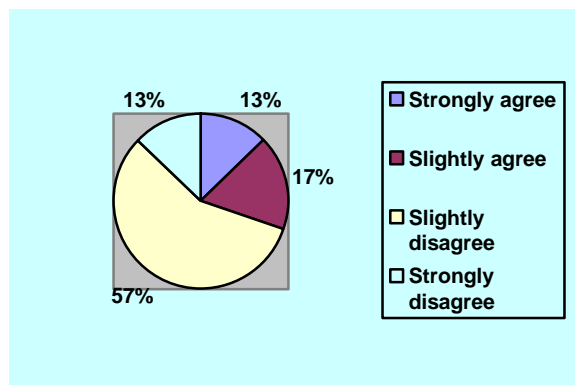


Figure 123. In carrying out this activity the child strengthened his English vocabulary

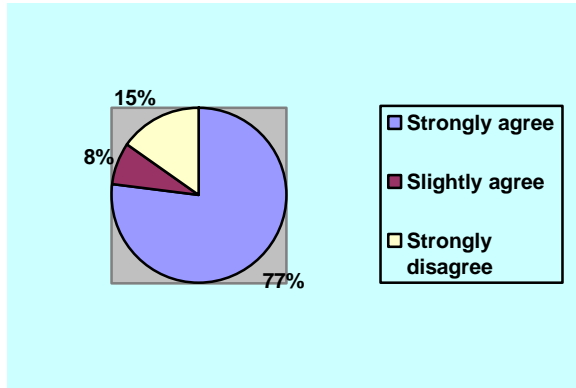


Figure 124. In carrying out this activity the child strengthened his English writing

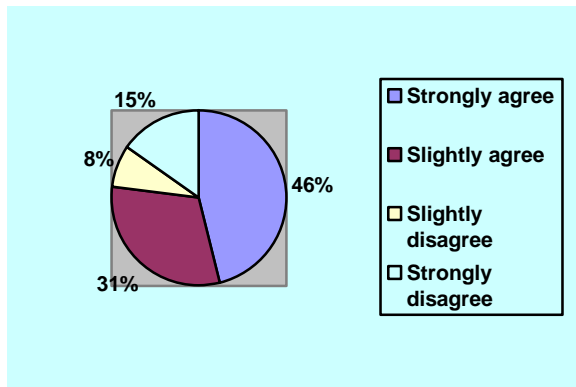


Figure 125. In carrying out this activity child strengthened English spelling

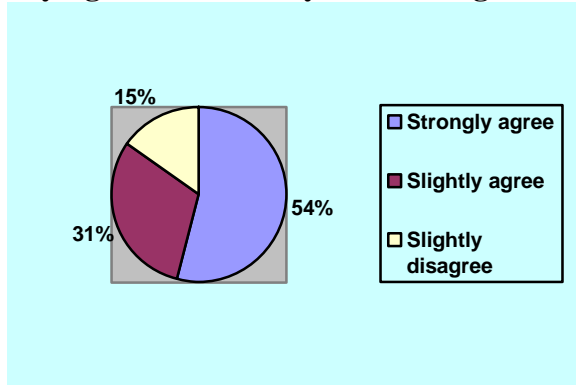


Figure 126. In carrying out this activity child strengthened English listening

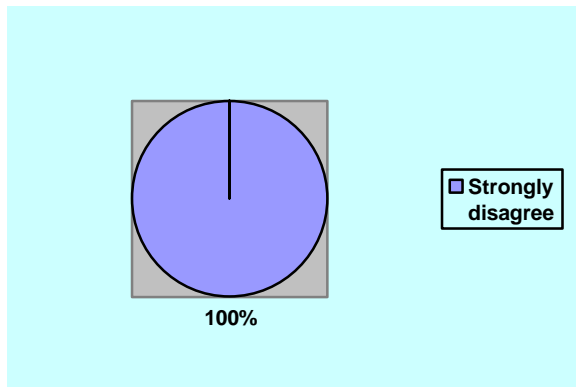


Figure 127. In carrying out this activity child faced difficulties with linking the cards

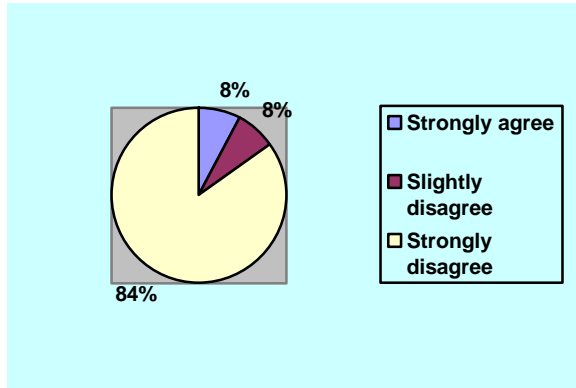


Figure 128. In carrying out this activity child faced difficulties with remembering names of animals

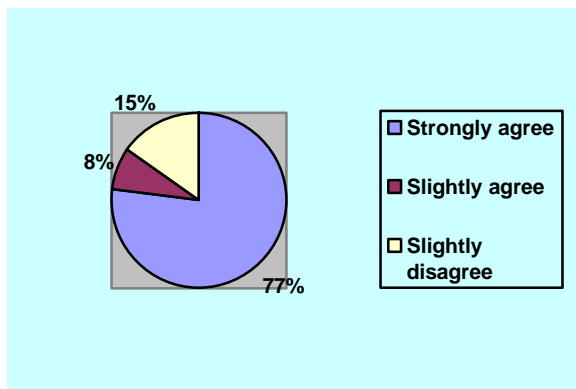


Figure 129. In carrying out this activity child faced difficulties with English writing

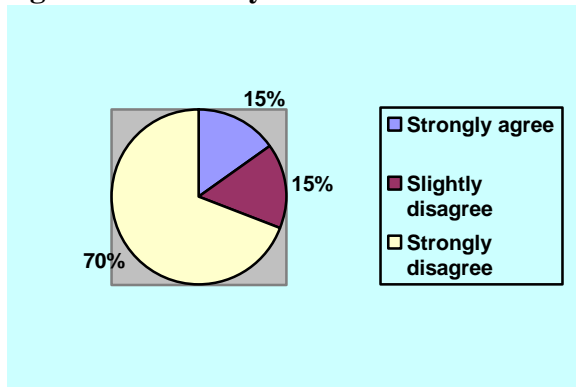


Figure 130. In carrying out this activity child faced difficulties with English spelling

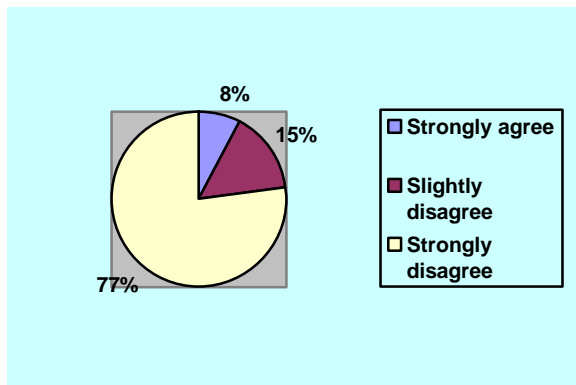


Figure 131. In carrying out this activity child faced difficulties with English listening

Reflection on task „Healthy food”

This reflection sheet contains of 12 questions. Although, this task was expected to be executed within 1 hour, it can be seen that for larger part of young learners’ this task took longer time – 1-2 hours (61%). More than half of parents (69%) strongly agree that this task promote their children to find out names of other food. A larger part of parents (62%) state that during the week they together with their children repeated newly acquired words. Most parents (77%) strongly agree that this activity strengthened their children’s English vocabulary, English writing (62% strongly agree), spelling (69% slightly agree, 8% strongly agree) and listening (77% slightly agree, 15% strongly agree).

Most parents report that children have not faced difficulties with making menu (85%), remembering names of food (77%), spelling (54%), listening (84%), however difficulties were caused by English writing (61%), as detailed shown in Figure 132 to 143.

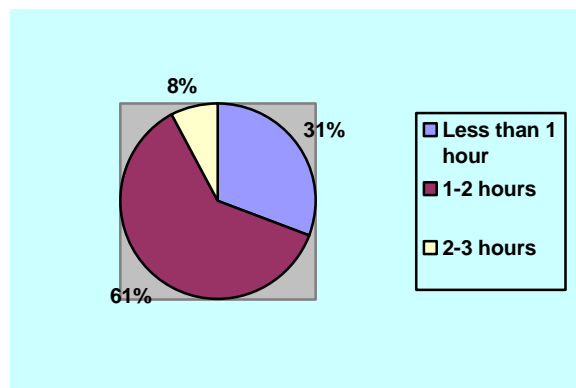


Figure 132. How much time was needed to carry out an activity „Healthy food” and internet games?

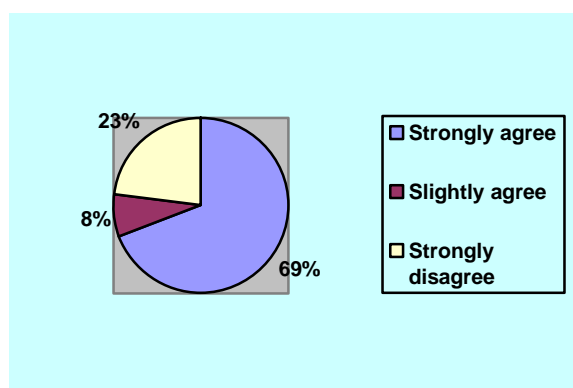


Figure 133. Child wished in addition to find out names of other food

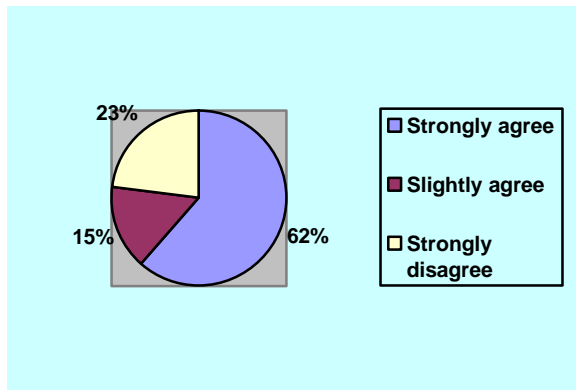


Figure 134. During the week together with the child we repeated names of food

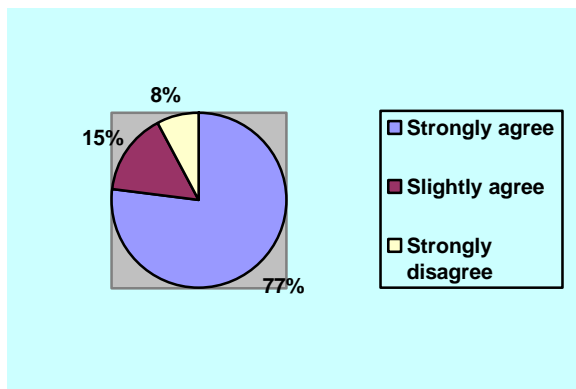


Figure 135. In carrying out this activity the child strengthened his English vocabulary

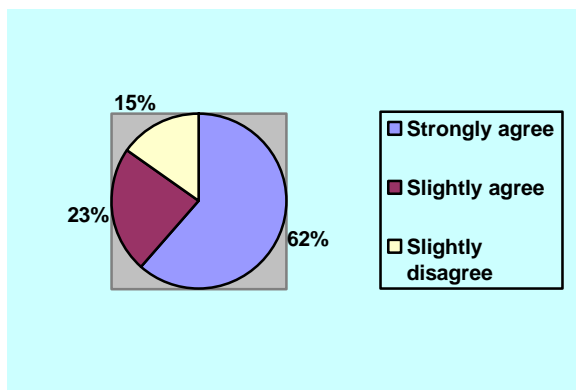


Figure 136. In carrying out this activity the child strengthened his English writing

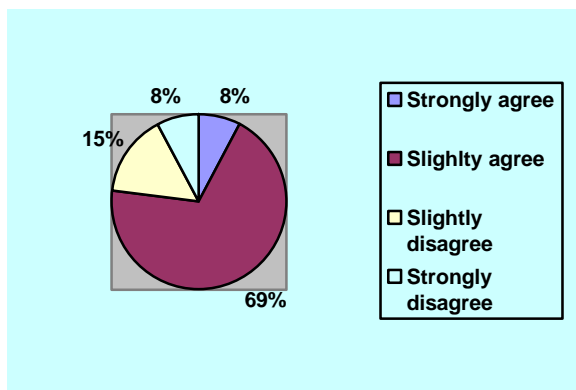


Figure 137. In carrying out this activity child strengthened English spelling

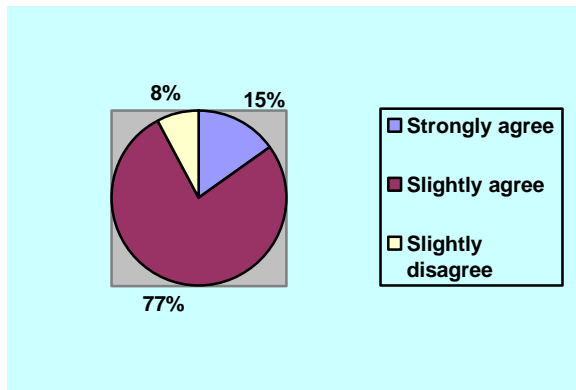


Figure 138. In carrying out this activity child strengthened English listening

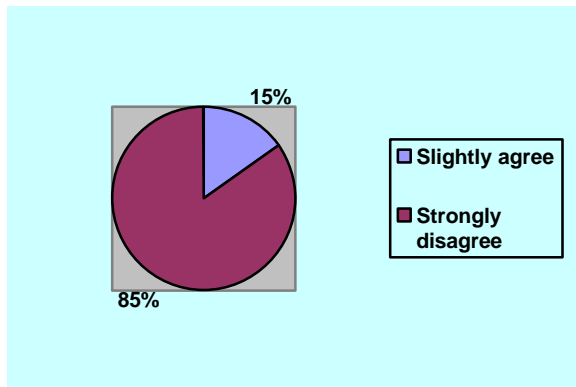


Figure 139. In carrying out this activity child faced difficulties with making menu

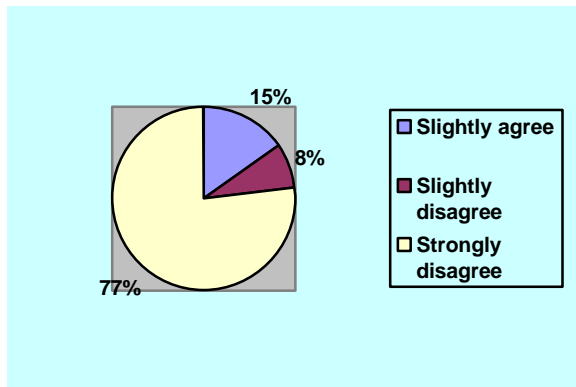


Figure 140. In carrying out this activity child faced difficulties with remembering names of food

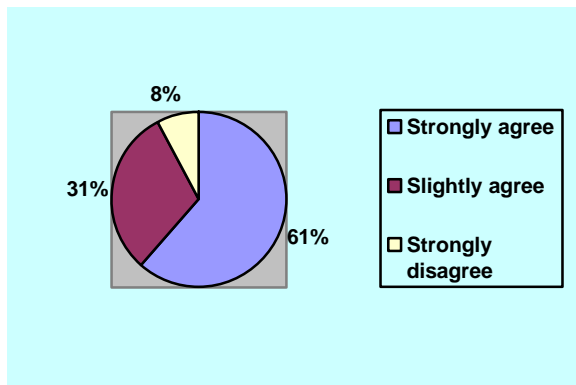


Figure 141. In carrying out this activity child faced difficulties with English writing

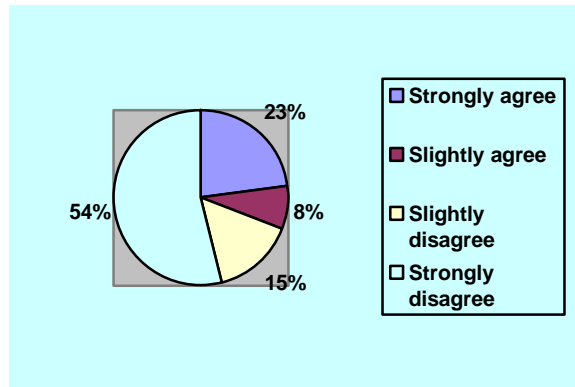


Figure 142. In carrying out this activity child faced difficulties with English spelling

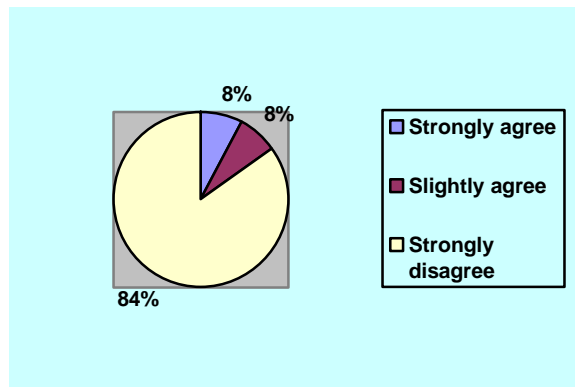


Figure 143. In carrying out this activity child faced difficulties with English listening

Reflection on task „Sounds of alphabet”

This reflection sheet contains of 9 questions. Although, this task was expected to be executed within 1 hour, it can be seen that for larger part of young learners’ (77%) this task took shorter time – less than 1 hour. A larger part of parents (69%) state that during the week they together with their children repeated newly acquired words. Most parents (62%) strongly agree that this activity strengthened their children’s English vocabulary; almost half of parents (46%) strongly agree that this activity improved English writing, spelling (69% strongly agree), listening (54% strongly agree).

Most parents report that children have not faced difficulties with linking the cards (77%), English spelling (57%) and listening (54%), as detailed shown in Figure 144 to 152.

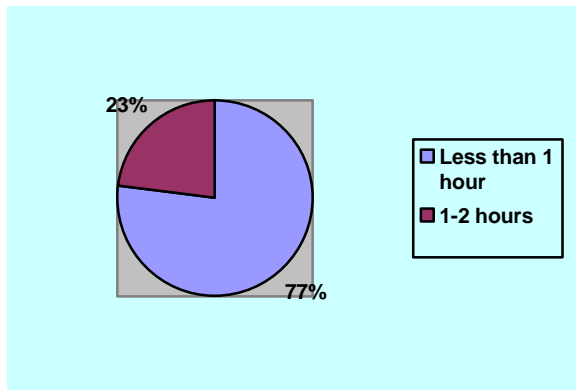


Figure 144. How much time was needed to carry out an activity „Letter pronunciation” and internet games?

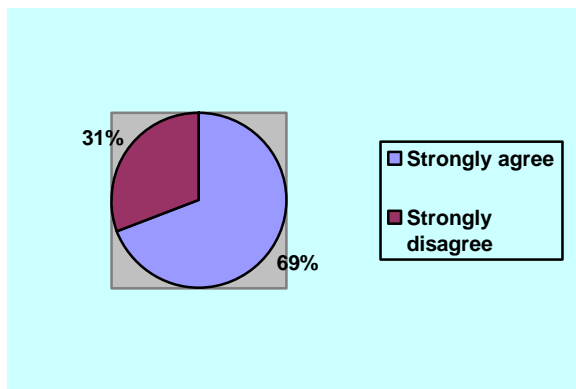


Figure 145. During the week together with the child we repeated alphabet and letter pronunciation

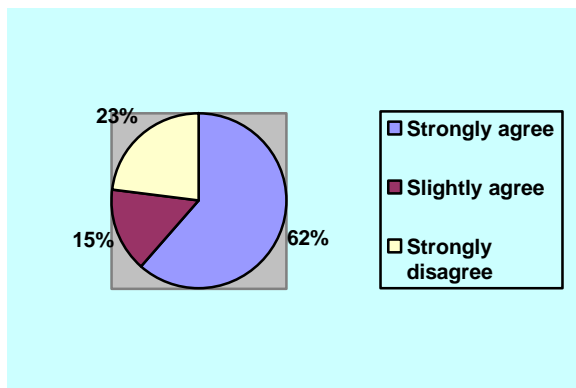


Figure 146. In carrying out this activity the child strengthened his English vocabulary

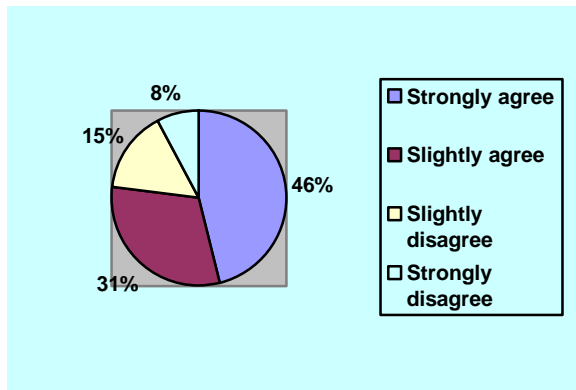


Figure 147. In carrying out this activity the child strengthened his English writing

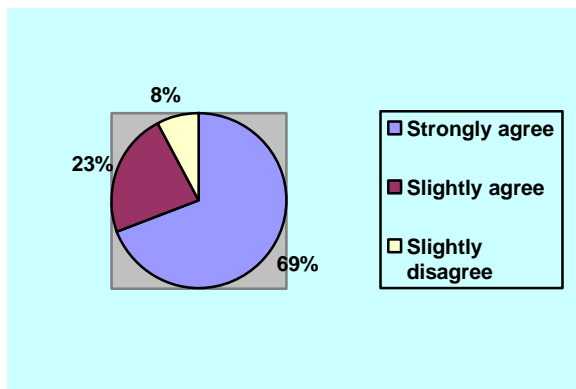


Figure 148. In carrying out this activity child strengthened English spelling

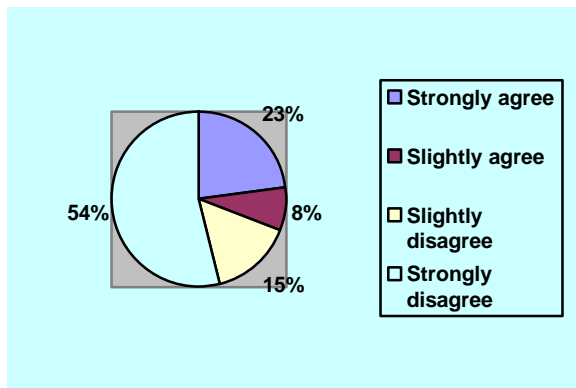


Figure 149. In carrying out this activity child strengthened English listening

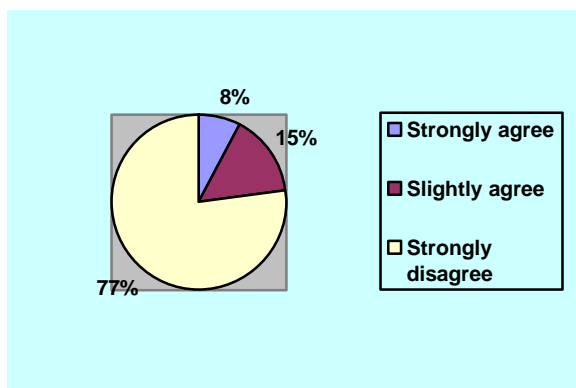


Figure 150. In carrying out this activity child faced difficulties with linking the cards

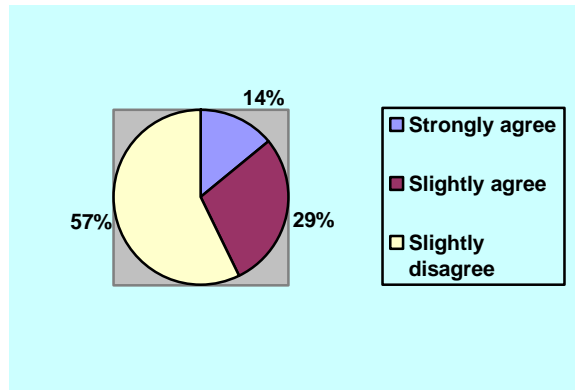


Figure 151. In carrying out this activity child faced difficulties with English spelling

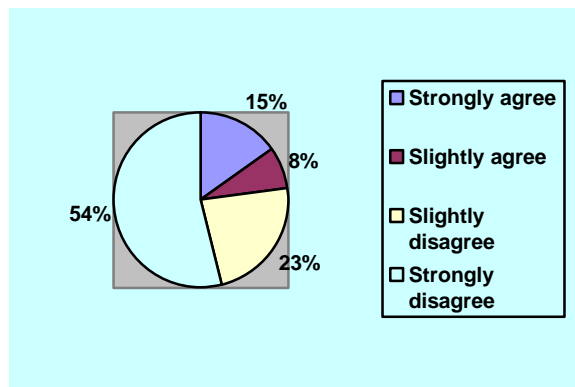


Figure 152. In carrying out this activity child faced difficulties with words and sounds listening

Reflection on task „Memories game”

This reflection sheet contains of 10 questions. Although, this task was expected to be executed within 1 hour, it can be seen that for larger part of young learners’ (61%) this task took shorter time – less than 1 hour. A larger part of parents (61%) state that during the week they together with their children did not repeat newly acquired words, however most parents (61%) strongly agree that this activity strengthened their children’s English vocabulary. Also, larger part of parents (92%) strongly agree that this activity improved English writing, spelling (54% strongly agree), listening (53% strongly agree).

Most parents report that children have not faced difficulties with vocabulary acquisition, spelling and listening, however larger part of parents agree that difficulties were caused by English writing, as detailed shown in Figure 153 to 162.

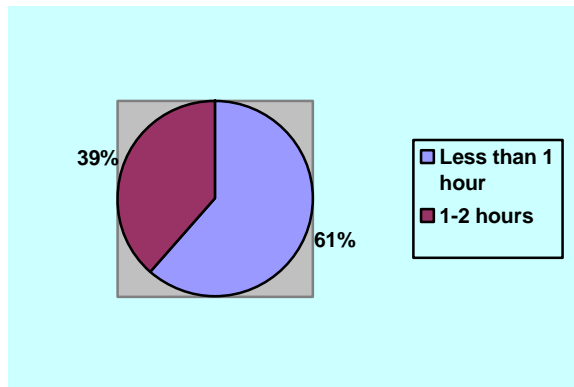


Figure 153. How much time was needed to carry out an activity „Memories game”?

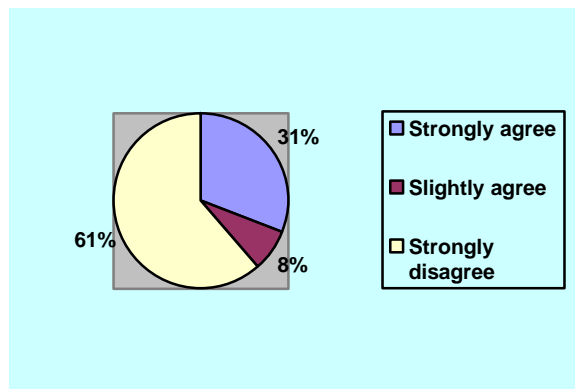


Figure 154. During the week together with the child we repeated words in English

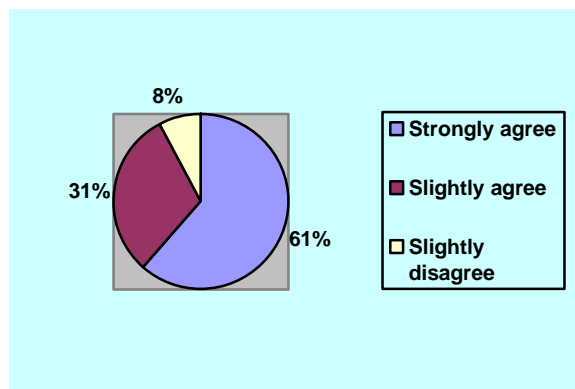


Figure 155. In carrying out this activity the child strengthened his English vocabulary

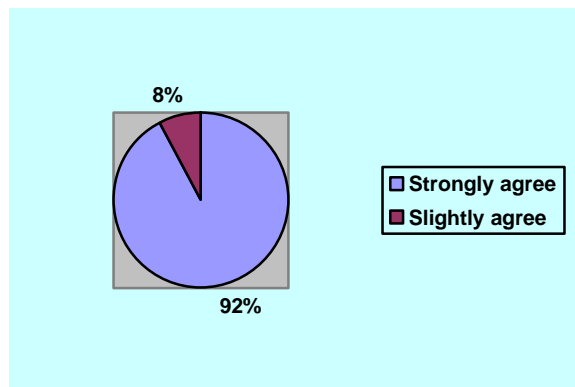


Figure 156. In carrying out this activity the child strengthened his English writing

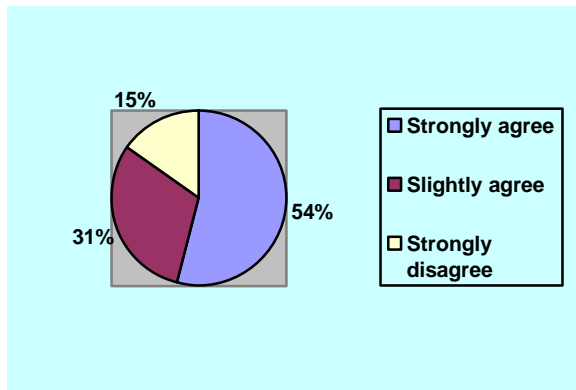


Figure 157. In carrying out this activity child strengthened English spelling

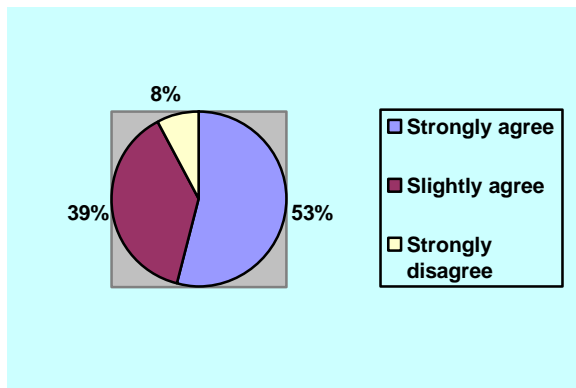


Figure 158. In carrying out this activity child strengthened English listening

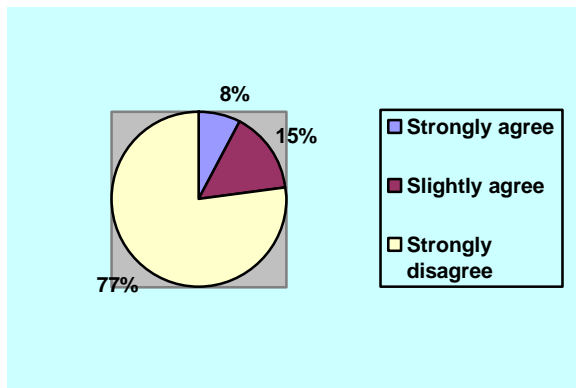


Figure 159. In carrying out this activity child faced difficulties with vocabulary acquisition

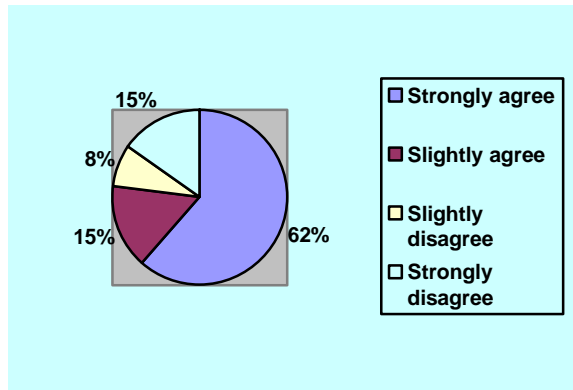


Figure 160. In carrying out this activity child faced difficulties with English writing

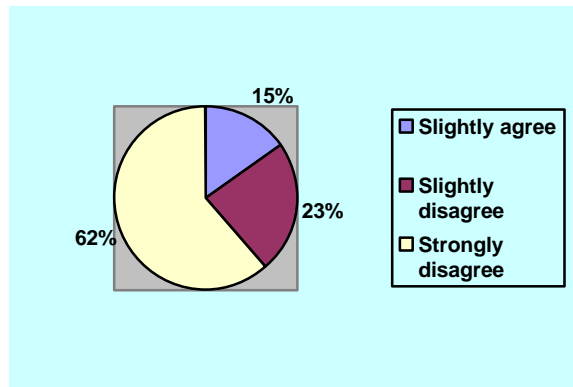


Figure 161. In carrying out this activity child faced difficulties with English spelling

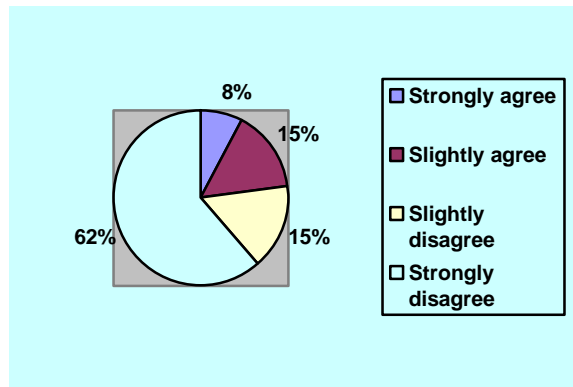


Figure 162. In carrying out this activity child faced difficulties with English listening

CONCLUSION

The aim of the Diploma Paper was to examine the impact of parental involvement in young learners' vocabulary acquisition and find out whether parental involvement helps young learners to acquire English vocabulary. In order to gather the information, there were used various data collection methods and the conclusions, findings and recommendations of the research study are made on the basis of analysis and interpretation of collected data. Having summarized and analyzed the data, the author of the Diploma Paper concluded the following by trying to give answers on research questions of this Diploma Paper.

After receiving outcomes of pre-test/post-test and after analysis and comparison vocabulary acquisition levels of experimental and control group the author of the Diploma Paper came to the conclusion that parental involvement in vocabulary learning process helps young learners to improve their vocabulary acquisition outcomes. Although, both groups have experienced a significant increase of the vocabulary size after only a period of four months of treatment, the effectiveness of parental involvement in vocabulary acquisition is much more significant. Nevertheless, the effectiveness of parental involvement in accelerating learners' vocabulary growth still requires further supports by future national research to determine the extent and impact of different experiences in this area.

Also, parents' involvement load and type are influenced by parents' personal attitude. There may exist various aspects making barriers to effective parental involvement in young learners' education and very important is the way that parents view their role in child education. From the different attitudes demonstrated by parents there was drawn research question in order to find out what are parents' attitudes about and involvement in their children vocabulary acquisition. The responses to this question are provided basic descriptive data about parents' attitudes.

By clarifying parents' opinions on the importance of the parental involvement in children's vocabulary acquisition, there were obtained following data from parents' questionnaires: parents' responses showed that they all have taken affirmative position – 57% of them strongly agreed that parental involvement helps to improve children's English vocabulary and 43% slightly agreed to this statement. Also, parents' opinion on the importance of the parental involvement in children's motivation to acquire English is mostly positive: parents' answers showed that the greatest part of them (69.2%) strongly agree that parental involvement helps children to increase their motivation to acquire English, 23.1% of parents slightly agree to this statement and only 7.7% slightly disagree that parents can help to increase their children motivation to acquire English. Thus, these data approved opinion of

many authors cited before that parental involvement in their children's education process not only improves children's academic achievements and educational outcomes, but also improves their behavior, moral and social capacities.

Also, responses given by learners' of both group approved this statement. Young learners' attitudes about their parents' involvement in education process are determined by many factors. For this reason, there were obtained very detailed reflections of learners' opinion. 92.3% of learners of experimental group strongly agreed to the statement „I liked to learn English together with parents because they can ask their parents if they do not understand something” and only 7.7% of them slightly agree to this statement. Absolutely all learners (100% of respondents) strongly agree that they liked to learn English together with parents because they enjoy the time spend together with parents. Only affirmative opinion was given by learners also on the next statement: 61.5% strongly agreed to the statement „I liked to learn English together with parents because parents encourage me to learn” and the rest 38.5% of learners slightly agreed to this statement. A slightly different learners' opinion was obtained on the statement „I liked to learn English together with my parents because they tell me why I have to learn”: 76.9% of learners strongly agreed that they liked to learn English together with parents because parents tell them why they have to learn, 15.4% slightly agreed to this statement and only 7.7% are slightly disagreed. Also, learners' responses on statement „I liked to learn English together with parents because I have fun together with them” differed from strongly agree to slightly disagree: 76.9% strongly agree, 7.7% slightly agree and 15.4 slightly disagree. The same diversity of views showed the statement „I liked to learn English together with parents because then I remember more”: strongly agree: 69.2%; 23.1%: slightly agree; 7.7%: slightly disagree.

As described above, there are no responses that strongly disagree to the statements of various positive impacts of parental involvement in young learners' vocabulary acquisition. Both parents and learners responses approve that.

Among other factors affecting parents' attitude can be mentioned educational level of young learners' parents. By comparing parents' educational level and vocabulary acquisition outcomes of their children's the author of this Diploma Paper concluded that parents' educational level has impact on their children's vocabulary acquisition. The highest vocabulary achievements have young learners whose parents have the highest education, however the lowest results – children whose parents' have elementary education.

Although, there was not in this Diploma Paper examined type of parental involvement, however attention was paid to length of parental involvement. Analysis of questionnaires showed that young learner's vocabulary knowledge improves according to length of time of

parental involvement. The longer time parents spend participating in their children's vocabulary acquisition, the higher achievements children have.

Findings on this research are limited by following factors:

- 1) There were difficulties to determine the quality and quantity of parental involvement in the experimental group.
- 2) There were difficulties to determine whether progress made was developmental or was actually enhanced by the parental involvement.
- 3) Perhaps the small number of students selected for this research limited the results.

The author of the Diploma Paper suggests that research in this area is needed to provide new evidence of the impact of parental involvement on learners' achievement. For instance, due to the Diploma Paper research's limitations in time, there are some important aspects that need to be considered by future researchers who may have the interest in researching this topic. And the findings of this research have also generated some implications which may be considered by future research and are of significant value to educators, curriculum designers and researchers, for instance:

1. Parents need to be more instructed about the involvement load into their children's vocabulary acquisition, since this aspect in this research study was not controlled. For this reason, in interpreting the research study findings caution must be exercised against the danger of confounding task time with parental involvement load.
2. Before experimental research the definition of parental involvement has to be clarified and explained to parents which are involved in research. This will help in being specific about how that type of involvement is being measured and will determine the specific effects of parent involvement. This way researcher is able to collect more objective data compared in case when each parent has own understanding of the type and level of parental involvement.
3. Since parents' and learners' self-report questionnaires cannot fully capture the real nature of parental involvement in their children's vocabulary acquisition, many of these processes could better be explored through open-ended and observational techniques which would produce more objective data, shed light on vocabulary acquisition processes and parental involvement.
4. For future research, a comparative experimental study can be conducted to compare the effectiveness of parental involvement with other aspects that affect vocabulary

acquisition such as learning strategy, learning environment in enhancing learners' vocabulary growth.

5. In the future it may be useful to study both the parental involvement and the environmental impact on learners' educational achievements. Since in the research carried out by the author of the Diploma Paper the environmental impact was not taken into account, although both groups of research was provided by equal experimental environment – both groups worked in the home environment, however home environment can differ depending on socio-economics aspects
6. It might be valuable to examine relationship among parental involvement, learners' vocabulary acquisition outcomes and gender.
7. To develop a comprehensive understanding of the contribution of parental involvement in vocabulary acquisition the use of longitudinal design must be considered so as to further develop the direction of causal relationship between educational outcomes and parental involvement.
8. In current study there was not taken into account young learners' existing English knowledge and English background, thus experimental group contained of 69% learners who have studied English in kindergarten and of 31% learners without any English experience. For this reason, in order to obtain more objective data for further studies it is recommended to select respondents with the same or at least very similar English knowledge and background.

But these are not the only research directions, as the theme is sufficiently significant for further research.

To conclude, the author of Diploma Paper considers that the aim of Diploma Paper – to examine the impact of parental involvement in young learners' vocabulary acquisition and find out whether parental involvement helps young learners to acquire English vocabulary – is achieved and there are obtained enough objective data that gives answers on all research questions. Whereas it would be advisable to repeat this type of study with a larger sample, the data gathered by current study can serve as a basis for further research of this field.

THESES

1. The acquisition of word (and generally the vocabulary as well) is rather complex and multi-level process which requires a specific and detailed approach.
2. There may exist various aspects making barriers to effective parental involvement in young learners' education and very important is the way that parents view their role in child education.
3. Results of the pre-test and post-tests of both experimental and control group showed that there were statistically significant differences between young learners' vocabulary size before and after vocabulary tasks of both groups of learners.
4. Although, both groups have experienced a significant increasing their vocabulary size after only a period of 4 months of treatment, the effectiveness of parental involvement in vocabulary acquisition is much more greater.
5. Parents' opinions on the importance of the parental involvement in children's vocabulary acquisition showed that they all have taken affirmative position – they strongly or slightly agreed that parental involvement helps to improve children's English vocabulary.
6. Young learners' attitudes about their parents' involvement in education process are affirmative – majority of young learners like to learn together with their parents and they believe that parental involvement in various ways helps them in studies.
7. Educational level of parents affect their children's learning achievements - the highest vocabulary achievements have young learners whose parents have the highest education, however the lowest results – children whose parents' have elementary education.
8. Young learner's vocabulary knowledge improves according to length of time of parental involvement. The longer time parents spend participating in their children's vocabulary acquisition, the higher achievements children have.
9. Parents' and learners' self-report questionnaires cannot fully capture the real nature of parental involvement in their children's vocabulary acquisition, for this reason for further researches it would be better to use other research methods such us open-ended and observational techniques.

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Appendix № 1

Initial parents' questionnaire

Sveicināti!

Lai objektīvi novērtētu Jūsu bērna angļu valodas zināšanas 2.semestrī, pētījuma veicējs lūdz Jūs atbildēt uz jautājumiem par Jūsu ģimenes un Jūsu bērna zināšanās un aktivitātēm angļu valodas apguvē. Lūdzu atzīmējiet vienu atbildi, ievēkot krustiņu (x)!

1. Jūsu vecums:

<input type="checkbox"/> Līdz 25 gadi	<input type="checkbox"/> No 36 – 45
<input type="checkbox"/> No 26 līdz 35	<input type="checkbox"/> No 46 un vairāk

2. Jūsu izglītības līmenis:

<input type="checkbox"/> Nepabeigta pamatizglītība	<input type="checkbox"/> Vispārējā vidējā	<input type="checkbox"/> Augstākā
<input type="checkbox"/> Pamatizglītība	<input type="checkbox"/> Vidējā profesionālā	

3. Valoda, kuru Jūs lietojat komunikācijā ar bērnu:

<input type="checkbox"/> Latviešu
<input type="checkbox"/> Krievu
<input type="checkbox"/> Angļu
<input type="checkbox"/> Cits variants _____

4. Lūdzu, novērtējiet savas angļu valodas zināšanas?

4.1. Mutvārdi	4.2. Rakstīšana	4.3. Klausīšanās
<input type="checkbox"/> Nepārzinu	<input type="checkbox"/> Nepārzinu	<input type="checkbox"/> Nepārzinu
<input type="checkbox"/> Vāji/slikti	<input type="checkbox"/> Vāji/slikti	<input type="checkbox"/> Vāji/slikti
<input type="checkbox"/> Viduvēji	<input type="checkbox"/> Viduvēji	<input type="checkbox"/> Viduvēji
<input type="checkbox"/> Labi	<input type="checkbox"/> Labi	<input type="checkbox"/> Labi
<input type="checkbox"/> Teicami	<input type="checkbox"/> Teicami	<input type="checkbox"/> Teicami

5. Angļu valodu pēdējo reizi mācījies:

5.1. Kur:					
Pamatskolā	vidusskolā	Augstskolā	Kursos	pašmācības ceļā	Neesmu mācījies

5.2. Kad:				
pirms 10 ≤ gadiem	pirms 5–9 gadiem	Pirms ≥ 5 gadiem	Apgūstu šobrīd	neesmu mācījies

6. Ikdienā izmantoju angļu valodu:

darba vajadzībām	ceļojumos	lietojot internetu	ģimenes lokā	Cits variants	nelietoju

7. Mans bērns ir iepriekš mācījies angļu valodu (pirms 1.klases):

Bērnudārzā	privātnodarbībās	nometnē/s	mājmācībā	Cits variants	Nav apguvis

8. Mans bērns 1.klases 1.semestrī papildus mācībām skolā apguva angļu valodu

privātnodarbībās	pulciņā	nometnē/s	mājmācībā	Cits variants	Nav apguvis

9. 1.klases 1.semestra laikā es vai kāds cits no ģimenes locekļiem iesaistījāties angļu valodas mājas darbu pildīšanā kopā ar bērnu:

Nekad	Dažreiz	tikai, kad bērns lūdza palīdzību	Bieži	katru reizi pārbaudīju/laboju

Liels paldies par veltīto laiku!

Sveicināti!

Lai objektīvi novērtētu Jūsu bērna angļu valodas zināšanas 2 semestrī, pētījuma veicējs lūdz Jūs atbildēt uz jautājumiem par Jūsu ģimenes un Jūsu bērna zināšanās un aktivitātēm angļu valodas apgūvē. Lūdzu atzīmējiet vienu atbildi uz katru jautājumu, ievērojot krustiņu (x)!

1. Jūsu vecums:

- Līdz 25 gadi
 No 26 līdz 35
 No 36 – 45
 No 46 un vairāk

2. Jūsu izglītības līmenis:

- Nepabeigta pamatizglītība
 Pamatizglītība
 Vispārējā vidējā
 Vidējā profesionālā
 Augstākā

3. Valoda, kuru Jūs lietojat komunikācijā ar bērnu:

- Latviešu
 Krievu
 Angļu
 Cits variants

4. Lūdzu novērtējiet savas angļu valodas zināšanas?

- | <u>Mutvārdi</u> | <u>Rakstīšana</u> | <u>Klausīšanās</u> |
|--|--|--|
| <input type="checkbox"/> Nepārzinu | <input type="checkbox"/> Nepārzinu | <input type="checkbox"/> Nepārzinu |
| <input type="checkbox"/> Vāji/slikti | <input type="checkbox"/> Vāji/slikti | <input type="checkbox"/> Vāji/slikti |
| <input checked="" type="checkbox"/> Viduvēji | <input checked="" type="checkbox"/> Viduvēji | <input type="checkbox"/> Viduvēji |
| <input type="checkbox"/> Labi | <input type="checkbox"/> Labi | <input checked="" type="checkbox"/> Labi |
| <input type="checkbox"/> Teicami | <input type="checkbox"/> Teicami | <input type="checkbox"/> Teicami |

5. Angļu valodu pēdējo reizi mācījos:

<input type="checkbox"/> pamatskolā	<input checked="" type="checkbox"/> vidusskolā	<input type="checkbox"/> augstskolā	<input type="checkbox"/> ursos	<input type="checkbox"/> pašmācības ceļā	<input type="checkbox"/> neesmu mācījies
<input type="checkbox"/> pirms 10 ≤ gadiem	<input checked="" type="checkbox"/> pirms 5-9 gadiem	<input type="checkbox"/> pirms ≥ 5 gadiem	<input type="checkbox"/> apgūstu šobrīd	<input type="checkbox"/> neesmu mācījies	

6. Ikdienā izmantoju angļu valodu:

<input type="checkbox"/> darba vajadzībām	<input type="checkbox"/> ceļojumos	<input checked="" type="checkbox"/> lietojot internetu	<input type="checkbox"/> ģimenes lokā	<input type="checkbox"/> Cits variants	<input type="checkbox"/> nelietoju
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7. Mans bērns ir iepriekš mācījies angļu valodu (pirms 1.klases):

<input type="checkbox"/> privātnodarbībās	<input checked="" type="checkbox"/> pulciņā	<input type="checkbox"/> nometnē/s	<input type="checkbox"/> mājācībā	<input type="checkbox"/> Cits variants	<input type="checkbox"/> Nav apguvis
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8. Mans bērns 1.klases 1.semestrī papildus mācībām skolā apguva angļu valodu

<input type="checkbox"/> privātnodarbībās	<input type="checkbox"/> pulciņā	<input type="checkbox"/> nometnē/s	<input type="checkbox"/> mājācībā	<input type="checkbox"/> Cits variants	<input checked="" type="checkbox"/> Nav apguvis
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9. 1.klases 1.semestra laikā es vai kāds cits no ģimenes locekļiem iesaistījāties angļu valodas mājas darbu pildīšanā kopā ar bērnu:

<input type="checkbox"/> nekad	<input type="checkbox"/> Dažreiz	<input checked="" type="checkbox"/> tikai, kad bērns lūdza palīdzību	<input type="checkbox"/> Bieži	<input type="checkbox"/> katru reizi pārbaudīju/laboju
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Liels paldies par veltīto laiku!

Appendix № 2
Initial learners' questionnaire

Sveiki!

Lai objektīvi novērtētu Tavas angļu valodas zināšanas 2.semestrī, pētījuma veicējs lūdz Tev atbildēt uz jautājumiem par Tavām zināšanās un aktivitātēm angļu valodas apgūvē. Lūdzu, atzīmē vienu atbildi uz katru jautājumu, ievērojot krustiņu (x).

1. Tavs vecums:

6 gadi
7 gadi

8 gadi
9 gadi

2. Kādā valodā Tu sarunājies mājās ar vecākiem?

Latviešu
Krievu
Angļu
Cits variants

3. Kādas valodas Tu zināji, pirms sāki iet skolā?

Latviešu
Krievu
Angļu
Cits variants

4. Iepriekš mācījies angļu valodu (pirms 1.klases):

bērnudārzā	privātnodarbībās	nometnē/s	Mājās	Neesmu mācījies	Cits variants

5. 1.klases 1.semestra laikā kāds no ģimenes locekļiem palīdzēja man izpildīt angļu valodas mājas darbus:

Nekad	Dažreiz	tikai, kad es lūdzu palīdzību	bieži	katru reizi kāds pārbaudīja/laboja

Liels paldies par veltīto laiku!

Sveiki!

Lai objektīvi novērtētu Tavas angļu valodas zināšanas 2. semestrī, pētījuma veicējs lūdz Tev atbildēt uz jautājumiem par Tavām zināšanām un aktivitātēm angļu valodas apgūvē. Lūdzu atzīmēt vienu atbildi uz katru jautājumu, ievērojot krustiņu (x)!

1. Tavs vecums:

6 gadi
 7 gadi

8 gadi
 9 gadi

2. Kādā valodā Tu sarunāties mājās ar vecākiem?

Latviešu
 Krievu
 Angļu
 Cits variants

3. Kādas valodas Tu zināji, pirms sāki iet skolā?

Latviešu
 Krievu
 Angļu
 Cits variants

4. Iepriekš mācījies angļu valodu (pirms 1.klases):

bērnuclīnītā	privātmācībās	nometnē/s	Mājās	Neesmu mācījies	Cits variants
<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>		

5. 1.klases 1.semestra laikā kāds no ģimenes locekļiem palīdzēja man izpildīt angļu valodas mājas darbus:

Nekad	Dažreiz	tikai, kad es lūdzu palīdzību	bieži	katru reizi kāds pārbaudīja/laboja
		<input checked="" type="checkbox"/>		

Lieks paldies par veltīto laiku!

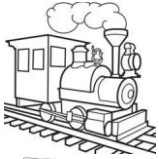



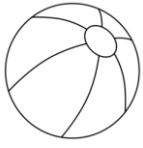



Vocabulary diagnostic pre-test/post-test for both groups of learners

1. Match the word with picture! (6 p.)



MUM SISTER DAD GRANDMA BROTHER GRANDPA

2. Write a correct word and colour the picture! (16 p.)

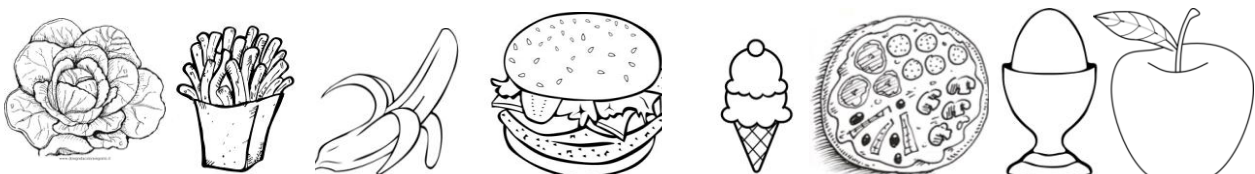
	A green _____		a black _____
	A blue _____		A pink _____
	A yellow _____		A white _____
	A red _____		an orange _____

3. Finish sentences! (6 p.)

I like _____ I don't like _____

I like _____ I don't like _____

I like _____ I don't like _____



4. Listen and write a number! (4 p.)

Draw your monster with...









Name Lina (11)

1. Match the word with picture! (6 p.)

MUM SISTER DAD GRANDMA BROTHER GRANDPA

2. Write a correct word and colour the picture! (16 p.)

	a green _____		a black <u>cat</u>
	a blue <u>bike</u>		a pink _____
	a yellow <u>ball</u>		a white <u>dog</u>
	a red _____		an orange _____

3. Finish sentences! (6 p.)

I like banana I don't like pizza

I like apple I don't like egg

I like ice cream I don't like _____

4. Listen and write a number! (6 p.)

Draw your monster with...

six four one two

Name Lina (11)

1. Match the word with picture! (6 p.)

MUM SISTER DAD GRANDMA BROTHER GRANDPA

2. Write a correct word and colour the picture! (16 p.)

	a green <u>train</u>		a black <u>cat</u>
	a blue <u>bike</u>		a pink <u>hamster</u>
	a yellow <u>ball</u>		a white <u>dog</u>
	a red <u>gitar</u>		an orange <u>plane</u>

3. Finish sentences! (6 p.)

I like apple I don't like pizza

I like banana I don't like egg

I like ice cream I don't like carrot

4. Listen and write a number! (6 p.)

Draw your monster with...

seven five eight six

Appendix № 4

Vocabulary tasks both for groups of learners

Tēma: **Mana ģimene** (*vecākiem ar bērnu*)

Aktivitāte: Ģimenes ciltskoks

Uzdevums: izveidot savas ģimenes ciltskoku.

1. Ģimenes koku var veidot, cik vien „kuplu” vēlas (*var pievienot māšīcas, brālēnus, tantes, onkuļus, suņus, kaķus u.tml*), bet galvenais uzsvērt šos ģimenes locekļus:
 - „Me”
 - „Mum” vai „Mother”
 - „Dad” vai „Father”
 - „Sister”
 - „Brother”
 - „Grandmother”
 - „Grandfather”
2. Ģimenes koku var gan līmēt, gan zīmēt. Ģimenes locekļus var zīmēt, līmēt fotogrāfijas, rakstīt vai nerakstīt ģimenes locekļu vārdus – viss ir pēc bērna un jūsu izvēles. Pielikumā ir daži paraugi, bet, kā jau minēju, formu izvēlaties kopā ar bērnu.
3. Darbu lūdzu nododiet angļu valodas skolotājam.

Liels paldies par atsaucību!

Ceru, ka lieliski pavadīsit laiku kopā, mācoties angļu valodu!

Tēma: **Mana ģimene** (*bez vecākiem*)

Aktivitāte: Ģimenes ciltskoks

Uzdevums: izveido savas ģimenes ciltskoku.

1. Ģimenes koku vari veidot, cik vien „kuplu” vēlies (*vari pievienot māšīcas, brālēnus, tantes, onkuļus, suņus, kaķus u.tml*), bet galvenais uzraksti šos ģimenes locekļus:
 - „Me”
 - „Mum” vai „Mother”
 - „Dad” vai „Father”
 - „Sister”
 - „Brother”
 - „Grandmother”
 - „Grandfather”
2. Ģimenes koku vari gan līmēt, gan zīmēt, gan veidot. Ģimenes locekļus vari zīmēt, līmēt fotogrāfijas, rakstīt ģimenes locekļu vārdus – viss ir pēc Tavas izvēles.
3. Darbu lūdzu nodod angļu valodas skolotājam.

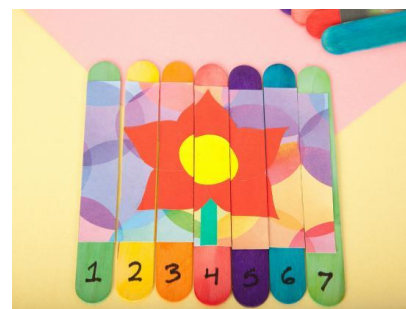


Tēma: Rotaļlietas un cipari (*ar vecākiem*)

Aktivitāte: Puzzle

Nepieciešamie materiāli:

- Saldējuma kociņi (*aploksnē*);
- Sagriezts attēls (*aploksnē*);
- PVA līme;
- Tumšas krāsas pildspalva/markieris/flomāsters.



Uzdevumi:

1. No sagrieztajām papīra strēmelēm salieciet attēlu;
2. Ierakstiet angļu valodas burtņīcā, kas attēlots bildē, izmantojot vārdu salikumu:

I've got

Īpašības vārdu (<i>krāsas nosaukumu</i>):	Lietvārdu:	
Green	Bike	Plain
Blue	Train	Flower
Yellow	Ball	Bee
Red	Fish	Car

3. Pielīmējiet papīra strēmeles pie saldējuma kociņiem tā, lai apakšējā mala būtu brīva.
4. Uz saldējuma kociņu apakšējās malas ar tumšas krāsas pildspalvu uzrakstiet saldējuma kociņu skaitu: *one, two, three four, five, six, seven, eight, nine, ten* (līdzīgi kā paraugā, tikai rakstot vārdiem nevis cipariem).
5. Pārrunājiet ar bērnu, kas vēl redzams šajā attēlā, objektu īpašības (skaitu, krāsu).

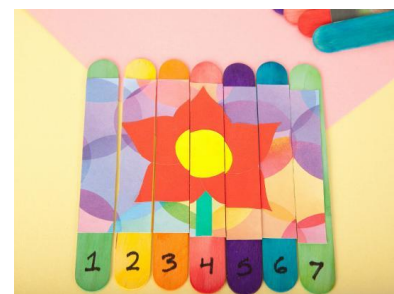
Papildaktiviāte (*pēc izvēles*): izkrāsot saldējuma kociņus dažādās krāsās, puzzles otrā pusē pierakstiet krāsas nosaukumu.

Tēma: Rotaļlietas un cipari (*bez vecākiem*)

Aktivitāte: Puzzle

Nepieciešamie materiāli:

- Saldējuma kociņi (*aploksnē*);
- Sagriezts attēls (*aploksnē*);
- PVA līme;
- Tumšas krāsas pildspalva/markieris/flomāsters.



Uzdevumi:

1. No sagrieztajām papīra strēmelēm saliec attēlu;
2. Ieraksti angļu valodas burtņīcā, kas attēlots bildē, izmantojot vārdu salikumu:

I've got

Īpašības vārdu (<i>krāsas nosaukumu</i>):	Lietvārdu:	
Green	Bike	Plain
Blue	Train	Flower
Yellow	Ball	Bee
Red	Fish	Car

3. Pielīmē papīra strēmeles pie saldējuma kociņiem tā, lai apakšējā mala būtu brīva.
4. Uz saldējuma kociņu apakšējās malas ar tumšas krāsas pildspalvu uzraksti saldējuma kociņu skaitu: *one, two, three four, five, six, seven, eight, nine, ten* (līdzīgi kā paraugā, tikai rakstot vārdiem nevis cipariem).

Papildaktiviāte (*pēc izvēles*): izkrāso saldējuma kociņus dažādās krāsās, puzzles otrā pusē pieraksti krāsas nosaukumu.



Tēma: **Krāsu nosaukumi** (ar vecākiem)

Aktivitāte: karogu grāmata

Uzdevums: izveidot grāmatu „Country Flags”

1. Izkrāsojiet katras valsts karogu atbilstošās krāsās (ar zīmuļiem, flomāsteriem, krītiņiem – tā ir Jūsu izvēle).
2. Pie karoga uzrakstiet katras krāsas nosaukumu angļu valodā.
3. Atrodiet un pielīmējiet grāmatas atvēruma kreisajā pusē atbilstošo valsts nacionālo tērpu. Pārrunājiet ar bērnu, kādas ir raksturīgākās krāsas šajos tērpos, kuras krāsas viņš atpazīst un spēj nosaukt angļu valodā.
4. Priekšpēdējā lapaspusē izdomājiet savas ģimenes karogu (*My Family Flag*), uzzīmējiet to. Uzrakstiet krāsu nosaukumus, kuri redzami karogā. Pārrunājiet, kāpēc izvēlējies uzzīmēt šādu karogu (*karogam obligāti nav jābūt taisnstūra veidā, tas var būt apļa, ovāla, romba vai citas ģeometriskās figūras formā*).

Ja vēlaties, varat uzzīmēt savas ģimenes raksturīgāko ģērbšanās stilu.

Papildaktivitāte: pēdējā grāmatas atvērumā uzzīmēt tās valsts karogu, kuru esat apmeklējuši.

Tēma: **Krāsu nosaukumi** (bez vecākiem)

Aktivitāte: karogu grāmata

Uzdevums: izveidot grāmatu „Country Flags”

1. Izkrāso katras valsts karogu (ar zīmuļiem, flomāsteriem, krītiņiem).
 2. Pie karoga uzraksti katras krāsas nosaukumu angļu valodā.
 3. Atrod un pielīmē blakus karogam katras valsts nacionālo tērpu.
 4. Priekšpēdējā lapaspusē izdomā savas ģimenes karogu (*My Family Flag*), uzzīmē to. Uzrakstiet krāsu nosaukumus, kuri redzami karogā (*karogam obligāti nav jābūt taisnstūra veidā, tas var būt apļa, ovāla, romba vai citas ģeometriskās figūras formā*).
- Ja vēlies, vari uzzīmēt savas ģimenes ģērbšanās stilu.

Papildaktivitāte: pēdējā grāmatas atvērumā uzzīmē tās valsts karogu, kuru esi apmeklējis.



Tēma: Sejas daļas (Parts of the Face) ar vecākiem

Aktivitāte: „Mans monstriņš”

Uzdevumi:

1. Izdales materiālu izlieciet trīs dažādās kaudzītēs ar attēlu uz leju (*tā, lai bērns neredz, kas attēlots uz kartiņas*):
 - cipari no 1-10;
 - krāsas;
 - sejas daļu attēli. (*Ja ir iespējams, kartiņas nolikt uz virsmas, kur nespīd cauri papīra lapai, var ielikt kādā konvertā vai vilkt ar aizvērtām acīm*).
2. Bērns izlozē vienu ciparu, vienu krāsu un vienu sejas daļu.
3. Vecāks izlozē vienu ciparu, vienu krāsu un vienu sejas daļu.
4. Darbības atkārti četras reizes (*kamēr ir izlozētas visas sejas daļas*). Ieraksta iegūtos datus, lai varētu izveidot savu monstriņu. Izveidojušās kombinācijas pieraksta tabulā:

<i>Example:</i>				
<i>My monster has</i>	<i>three</i>	<i>black</i>	<i>eyes,</i>	<i>(1.reizi izvelkot vienu lapiņu no katras kaudzītes)</i>
	<i>six</i>	<i>yellow</i>	<i>noses,</i>	<i>(2.reizi izvelkot vienu lapiņu no katras kaudzītes)</i>
	<i>nine</i>	<i>pink</i>	<i>ears,</i>	<i>(3.reizi izvelkot vienu lapiņu no katras kaudzītes)</i>
	<i>seven</i>	<i>orange</i>	<i>mouths.</i>	<i>(4.reizi izvelkot vienu lapiņu no katras kaudzītes)</i>

5. Pēc sastādītā apraksta bērns un vecāks veido savu monstru, izvēloties sev tīkamāko tehniku – zīmējot ar zīmuļiem, guašām, akvareli, krītiņiem, līmējot no krāsainajiem papīriem, veidojot no plastilīna, konstruējot no lego klučiem u.tml.

Papildaktivitātes:

Bērns var aplūkot dažādus videoklipus un spēles e-vidē, kurās var nostiprināt un padziļināt savas zināšanas ne tikai par sejas daļu nosaukumiem, bet arī pārējo ķermeņu daļu nosaukumiem angļu valodā:

<http://www.turtlediary.com/preschool-games/science-games/human-face.html>

https://www.youtube.com/watch?v=ot4mJ_qUNMY

<https://www.youtube.com/watch?v=038Ebjj0Nu8>

Tēma: Sejas daļas (Parts of the Face) bez vecākiem

Aktivitāte: „Mans monstriņš”

Uzdevumi:

1. Izliec kartiņas trīs dažādās kaudzītēs ar attēlu uz leju (*tā, lai nevar redzēt, kas attēlots uz kartiņas*):
 - 1.kaudzīte: cipari no 1-10;
 - 2. kaudzīte: krāsas;
 - 3.kaudzīte: sejas daļu attēli. Bērns izlozē vienu ciparu, vienu krāsu un vienu sejas daļu.
2. Izvelc no katras kaudzītes pa vienai kartiņai: vienu ciparu, vienu krāsu un vienu sejas daļu.
3. Pieraksti tabulā, ko esi izvilcis (*skaties paraugā*).
4. To pašu izdari vēl trīs reizes (*kamēr ir izlozētas visas sejas daļas*).
5. Ieraksti tabulā, kāds izskatīsies Tavs monstriņš:

<i>Example:</i>				
<i>My monster has</i>	<i>three</i>	<i>black</i>	<i>eyes,</i>	<i>(1.reizi izvelkot vienu lapiņu no katras kaudzītes)</i>
	<i>six</i>	<i>yellow</i>	<i>noses,</i>	<i>(2.reizi izvelkot vienu lapiņu no katras kaudzītes)</i>
	<i>nine</i>	<i>pink</i>	<i>ears,</i>	<i>(3.reizi izvelkot vienu lapiņu no katras kaudzītes)</i>
	<i>seven</i>	<i>orange</i>	<i>mouths.</i>	<i>(4.reizi izvelkot vienu lapiņu no katras kaudzītes)</i>

6. Pēc apraksta bērns izveido savu monstru. Tu vari izvēlēties, kā to darīt: zīmējot ar zīmuļiem, guašām, akvareli, krītiņiem, līmējot no krāsainajiem papīriem, veidojot no plastilīna, konstruējot no lego klučiem u.tml.

Papildaktivitātes:

Ja Tev patīk internetspēles, Tu vari mācīties arī caur tām. Palūdz, lai vecāki Tev ieslēdz zemāk norādītās interneta spēles:

<http://www.turtlediary.com/preschool-games/science-games/human-face.html>

https://www.youtube.com/watch?v=ot4mJ_qUNMY

<https://www.youtube.com/watch?v=038Ebjj0Nu8>



Tēma: Dzīvnieki (**Animals**) (*ar vecākiem*)

Aktivitāte: dzīvnieku pēdiņas

Uzdevumi:

5. Izdales materiālu salieciet divās kolonās – vienā ar dzīvnieku pēdu attēlu, otrā ar dzīvnieku attēliem.
6. Savienojiet dzīvnieka pēdas attēlu ar atbilstošā dzīvnieka attēlu. Zem pēdas attēla uzrakstiet dzīvnieka nosaukumu. (*Vēlams neizmantot grāmatu, lai neveicinātu mehānisko pārrakstīšanu*).
Kad ir savienotas kartiņas, pielīmējiet tās uz atsevišķas lapas.
7. Atveriet zemāk norādīto saiti un atskaņojiet video materiālu. Lai veicinātu klausīšanās prasmes, vēlams atvērt lapu minimizēt („nolaist lejā”, *lai nebūtu redzams video*). Pēc dziesmas noklausīšanās, pārrunāt ar bērnu, kādus dzīvniekus viņš saklausīja. Pēcāk var kopīgi pārbaudīt, noskatoties video.
<https://www.youtube.com/watch?v=pWepfJ-8XU0>
8. Atveriet zemāk norādīto saiti un kopīgi izspēlējiet internetspēli. Spēle veidota, kā mīklu minēšana, piemēram, It says „Woof!”, bērnam ir jāatrod atbilstošie burti, lai izveidotu atbilstošo dzīvnieka nosaukumu. Ja Jums sagādā grūtības dzīvnieka atminēšana, tad nospiežot atskaņošanas ikonu (*zem mīklas*), Jūs dzirdēsiet pareizo atbildi.
<http://learnenglishkids.britishcouncil.org/en/word-games/hangman/pets-hangman>

Tēma: Dzīvnieki (**Animals**) (*bez vecākiem*)

Aktivitāte: dzīvnieku pēdiņas

Uzdevumi:

1. Izliec kartiņas divās kolonās – vienā ar dzīvnieku pēdu attēlu, otrā ar dzīvnieku attēliem.
2. Savieno dzīvnieka pēdas attēlu ar atbilstošā dzīvnieka attēlu. Zem pēdas attēla uzraksti dzīvnieka nosaukumu (*vēlams neizmantot grāmatu*).
Kad ir savienotas kartiņas, pielīmējiet tās uz atsevišķas lapas.
3. Palūdz vecākiem, lai atver zemāk norādīto interneta adresi, un neskatoties video, bet tikai to klausoties nosauc dzīvniekus, kurus saklausīji. Vari sevi pārbaudīt, noskatoties vēlreiz video.
<https://www.youtube.com/watch?v=pWepfJ-8XU0>
4. Palūdz vecākiem, lai atver zemāk norādīto interneta adresi un izspēlē internetspēli. Tev ir jāuzmin dzīvnieks, saklausot tā īpašības, piemēram, It says „Woof!”. Tev jāieraksta atbilde no parādītajiem burtiem “Dog”. Ja Tev sagādā grūtības dzīvnieka atminēšana, tad nospiežot atskaņošanas ikonu (*zem mīklas*), Tu dzirdēsi pareizo atbildi.
<http://learnenglishkids.britishcouncil.org/en/word-games/hangman/pets-hangman>



Tēma: **Ēdiens** (ar vecākiem)

Aktivitāte: „Veselīgs ēdiens”

Uzdevumi:

9. Apskatiet attēlus ar ēdieniem, mudiniet bērnu tos nosaukt angļu valodā.
10. Uz lapas, kurā ir attēloti trīs pusdienu šķīvji, ielīmējiet ēdienus, kuri garšo vislabāk (*lielākajā šķīvī*) un tos, kuri mazāk garšo (*mazākajā šķīvī*), attēlus var izkrāsot. Pie attiecīgā šķīvja uzrakstiet krāsas un ēdiena nosaukumus angļu valodā, piemēram, *pink ice cream, green salad*.
11. Pēc padarītā darba, kopīgi pārrunājiet par uzturā lietoto ēdienu ietekmi uz ķermeni (*izdales materiāls, „Food and Our Body”*). Pārrunājiet, cik veselīgi ēd bērns, brāļi vai māsa, ģimene.
12. Izveidojiet ģimenes ēdienkarti – var gan tādu, kas atbilst patiesajai situācijai (*ko ģimene ēd ikdienā*), gan izstrādāt ideālo (*ko vēlētos ēst*). Angļu valodas burtnīcā ierakstiet to, kas ir attēlots ēdienkartē „My family eats _____, _____, _____”. Ierakstiet vārdus, kas ir zināmi, bet var arī papildināt ar to, kas vēl nav skolā mācīts.
13. Ēdienkarti veido pēc paša izvēles un vīzijas – piramīda, varavīksne, šķīvīši, ledusskapis, izgriezti materiāli no veikalu u.c. Daži paraugi iedvesmai. *Ēdienkarti nav obligāti jānodod skolotājai, pietiek ar foto, kuru lūgums būtu nosūtīt skolotājai vai man e-klasē:*



14. Internetspēle par dārzeņiem:

<http://www.eslgamesplus.com/vegetable-vocabulary-memory-game-for-esl/>

Tēma: **Ēdiens** (bez vecākiem)

Aktivitāte: „Veselīgs ēdiens”

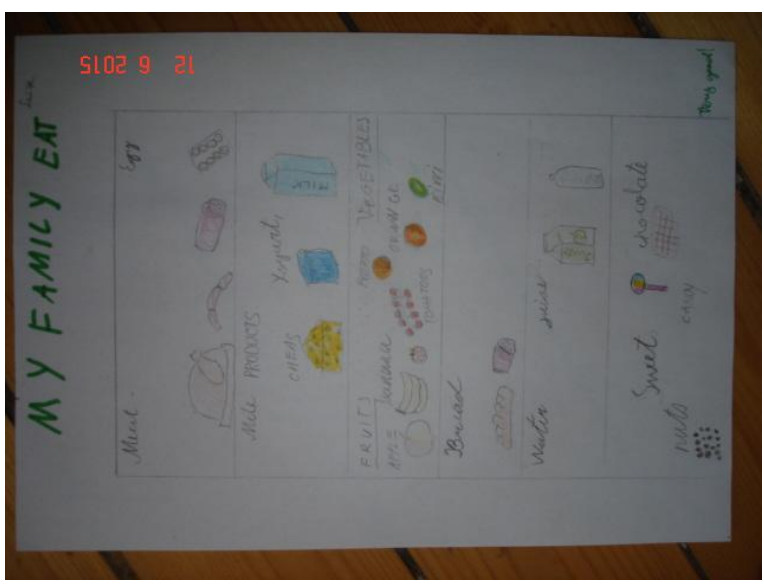
Uzdevumi:

1. Apskati attēlus ar ēdieniem un nosauc tos angļu valodā.
2. Uz lapas, kurā ir attēloti trīs pusdienu šķīvji, ielīmē ēdienus, kuri Tev garšo vislabāk (*lielākajā šķīvī*) un tos, kuri mazāk garšo (*mazākajā šķīvī*), attēlus vari izkrāsot.
3. Uzrakstiet krāsas un ēdiena nosaukumus angļu valodā, piemēram, *pink ice cream, green salad*.
4. Izveido ģimenes ēdienkarti – var gan tādu, ko Tava ģimene ēd ikdienā, gan tādu, ko Tu vēlētos ēst, lai būtu vesels.
5. Ēdienkarti veido pēc paša izvēles un vīzijas – piramīda, varavīksne, šķīvīši, ledusskapis, izgriezti materiāli no veikalu u.c. Daži paraugi iedvesmai. Angļu valodas burtnīcā ieraksti to, kas ir attēlots Tavā ēdienkartē „My family eats _____, _____, _____”.



6. Internetspēle par dārzeņiem:

<http://www.eslgamesplus.com/vegetable-vocabulary-memory-game-for-esl/>



Tēma: **Alfabēts** (ar vecākiem)

Aktivitāte: Burtu izruna

Uzdevums: Alfabēta burtu izruna

1. Izlieciet kartiņas divās kolonās – vienā kolonā attēlus, otrā alfabētu burtu izrunu.
2. Savienojiet burtu izrunas kartiņu ar attiecīgo attēlu. (*Pārbaudīt pareizību var pēc kontrolkartes vai grāmatas*). Kad darbs ir pārbaudīts, mēģina nosaukt alfabētu pēc to burtu skaņām un attēla nosaukumu, piemēram,

[er]	apple
[bi:]	ball
[si:]	car

Uzdevumu pildot, var paskaidrot: angļu valodā burti tiek izrunāti dažādos veidos. Tas ir atkarīgs no tā, kurā vietā burts atrodas (*piemēram, vārdu 'apple' un 'cake' izruna*).

Pie alfabēta kartiņām var izmantot arī kartiņas no „Vārdu krājuma” aktivitātes, pievienojot LION pie L burta, BEE pie B burta izrunas kartiņas.

Spēle: „Memory game”

1. Izvēlieties 5-10 attēlus un atbilstošos burtu izrunu kartiņas.
2. Sajauciet tās un izlieciet ar attēlu uz leju (*tā lai neredz attēlus un burtu izrunu*).
3. Veriet vaļā pa divām kartiņām un mēģina atcerēties, kas tajās attēlots. Ja attēls sakrīt ar skaņas kartiņu, tad liek malā, ja nesakrīt, tad kartiņas aizver un ņem nākamās divas kartiņas. Uzdevums ir atrast visus pārus.
4. Uzdevumā var izmantot arī visas kartiņas vienlaicīgi – tas ir atkarīgs no tā, cik bērns daudz var atcerēties un ir apguvis.

Internetspēles (klausīšanās):

http://www.abcya.com/kindergarten_alphabet_bingo.htm

<http://pbskids.org/superwhy/#/game/paintbyletter>

Tēma: **Alfabēts** (bez vecākiem)

Aktivitāte: Burtu izruna

Uzdevums: Alfabēta burtu izruna

1. Izliec kartiņas divās kolonās – vienā kolonā attēlus, otrā alfabētu burtu izrunu.
2. Savieno burtu izrunas kartiņu ar attēlu. (*Pārbaudi sevi pēc kontrolkartes vai angļu valodas grāmatas*).
3. Mēģini nosaukt alfabētu pēc to burtu skaņām un attēla nosaukumu, piemēram,

[er]	apple
[bi:]	ball
[si:]	car

Pie alfabēta kartiņām vari izmantot arī kartiņas no „Vārdu krājuma” aktivitātes, pievienojot LION pie L burta, BEE pie B burta izrunas kartiņas.

Spēle: „Atmiņu spēle”

4. Izvēlies 5-10 attēlus un pirmo burtu izrunu kartiņas.
5. Sajauc tās un izliec ar attēlu uz leju (*tā lai neredz attēlus un burtu izrunu*).
6. Ver vaļā pa divām kartiņām un mēģini atcerēties, kas tajās attēlots. Ja attēls sakrīt ar skaņas kartiņu, tad liec malā, ja nesakrīt, tad kartiņas aizver un ņem nākamās divas kartiņas. Tavs uzdevums ir atrast visus pārus.
7. Uzdevumā var izmantot arī visas kartiņas vienlaicīgi – tas ir atkarīgs no tā, cik daudz vari atcerēties un esi iemācījies.











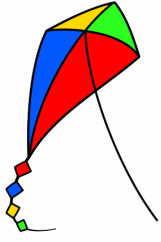






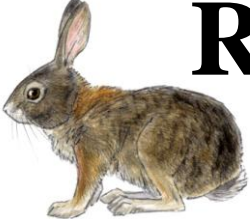





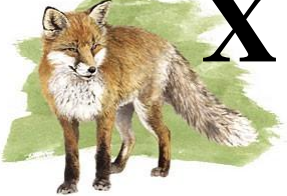


Internetspēles (klausīšanās):

Palūdz, lai vecāki Tev atver zemāk norādītās internetspēles:

http://www.abcya.com/kindergarten_alphabet_bingo.htm

<http://pbskids.org/superwhy/#/game/paintbyletter>

[eɪ]	[bi:]	[si:]	[di:]
[i:]	[ef]	[dʒi:]	[eɪtʃ]
[aɪ]	[dʒeɪ]	[keɪ]	[el]
[em]	[en]	[əu]	[pi:]
[kju:]	[ɑ:]	[es]	[ti:]
[ju:]	[vi:]	[ˈdʌblju]	[eks]
[waɪ]	[zed]		

 A	 B	 C	 D
 E	 F	 G	 H
 I	 J	 K	 L
 M	 N	 O	 P
 Q	 R	 S	 T
 U	 V	 W	 X
 Y	 Z		

Tēma: **Vārdu krājums** (ar vecākiem)

Aktivitāte: Atmiņu spēle

Uzdevums:

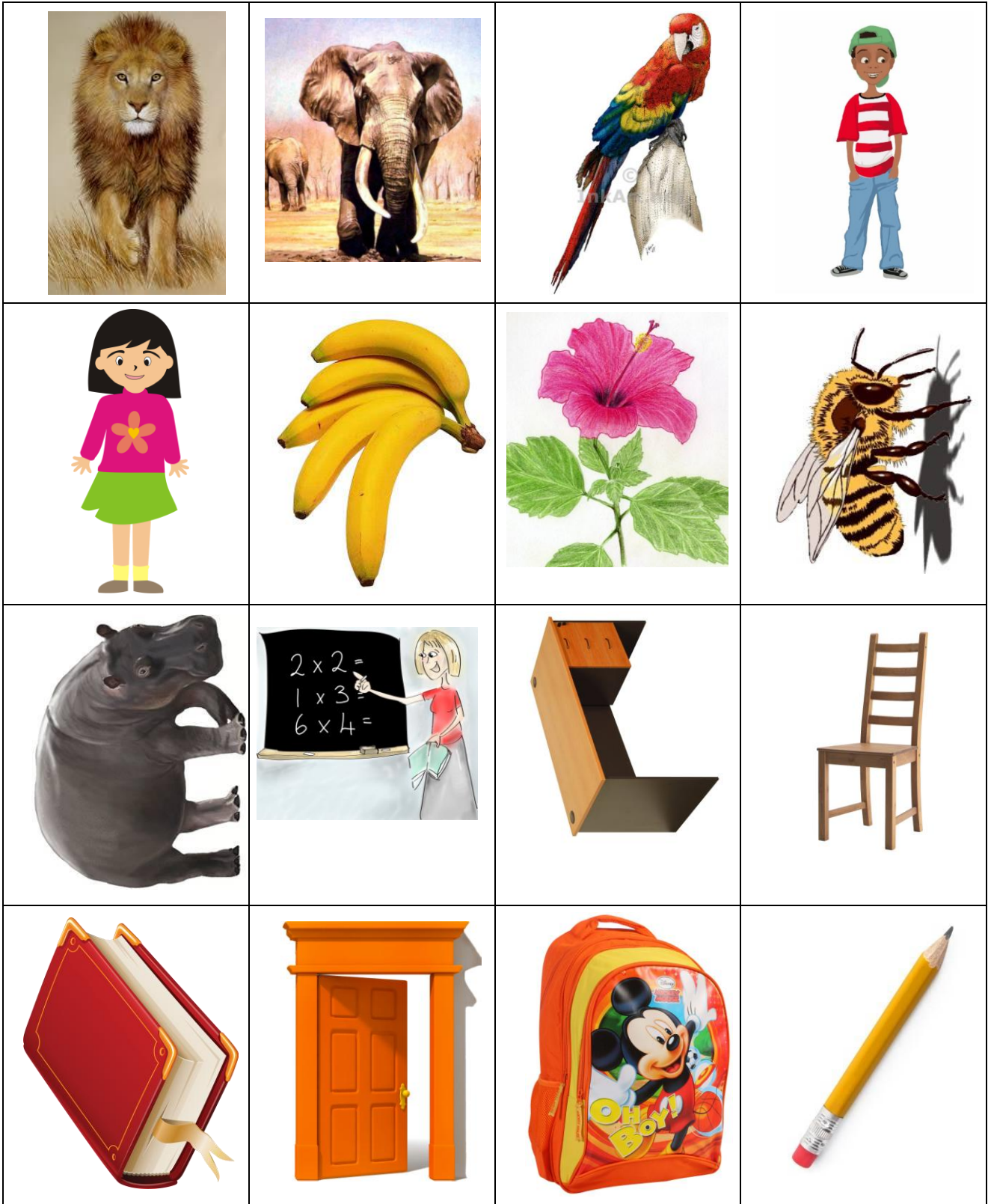
1. Kopā ar bērnu aplūkojiet attēlus un lūdziet bērnu **uzrakstīt** kartiņas otrajā pusē attēlā redzamā objekta nosaukumu angļu un latviešu valodā.
2. Sajauciet kartiņas un pa vienai rādiet tās bērnam. Bērns uzdevums ir nosaukt attēlā redzamo objektu angļu valodā. Ja bērnam rodas šaubas, apgrieziet kartiņu un *ļaujiet bērnam pašpikot*.
3. Turpina uzdevumu, kamēr vārdus pārzina bez *špikošanas*.
4. *Klausīšanās+tulkošana*: vecāks paņem kartiņas, un nerādot bērnam attēlu, nosauc tajā redzamo angļu valodā. Bērnam pēc saklausītā, jāpasaka vārds latviešu valodā (*ja vecāks ir nepareizi izrunājis vārdu, bērns var viņu izlabot, un pateikt vārda pareizo izrunu*).


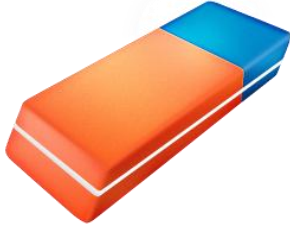

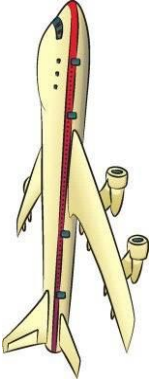














Tēma: **Vārdu krājums** (bez vecākiem)

Aktivitāte: Atmiņu spēle

Uzdevums:

1. Aplūko attēlus un kartiņas otrajā pusē **uzraksti** attēlā redzamā objekta nosaukumu angļu un latviešu valodā.
2. Sajauc kartiņas un saliec ar attēliem uz augšu.
3. Ņem pa vienai kartiņai un nosauc attēlā redzamo objektu angļu valodā.
4. Ja Tev rodas šaubas, apgriez kartiņu un *pašpiko*.
5. Turpini uzdevumu, kamēr vārdus zini bez *špikošanas*.



Appendix № 5

Final parents' questionnaire

Sveicināti!

Lai novērtētu Jūsu bērna angļu valodas zināšanas 2.semestrī, pētījuma veicējs lūdz Jūs atbildēt uz jautājumiem par angļu valodu un mājasdarbiem šajā mācību priekšmetā. Lūdzu, atzīmējiet vienu atbildi uz katru jautājumu, ievērojot krustiņu (x).

		Pilnībā piekrītu	Daļēji piekrītu	Daļēji nepiekrītu	Pilnībā nepiekrītu
1.	Uzskatu, ka angļu valodas apguve mūsdienās ir nozīmīga.				
2.	Vecāku līdzdalība mācīšanās procesā palīdz bērnam apgūt vārdu krājumu angļu valodā.				
3.	Vecāku līdzdalība mācīšanās procesā paaugstina bērna motivāciju apgūt angļu valodu.				
4.	Aktivitātēs iekļautie uzdevumi, pildot tos kopā ar vecākiem, nostiprināja bērna vārdu krājumu.				
5.	Mācoties kopā ar vecākiem, bērns izrāda lielāku interesi par mācību procesu.				
6.	Piedaloties mājasdarbu pildīšanā, var novērtēt sava bērna zināšanas angļu valodā.				

7. Novērtējiet katru mājasdarbu angļu valodā:

		ļoti patika	vairāk patika nekā nepatika	vairāk nepatika nekā patika	ļoti nepatika
7.1.	Ģimenes koks				
7.2.	Rotaļlietas (<i>puzzle</i>)				
7.3.	Karogu grāmata				
7.4.	Mans monstriņš				
7.5.	Dzīvnieku pēdiņas				
7.6.	Veselīgs ēdiens				
7.7.	Alfabēta skaņas (izrūna)				
7.8.	Atmiņu spēle				
7.9.	Internetspēles				
7.10.	Dziesmas un video internet				

8. Grūtības bērnam sagādāja:

		vienmēr	bieži	dažreiz	Nekad
8.1.	Vārdu atcerēšanās angļu valodā				
8.2.	Vārdu rakstība angļu valodā				
8.3.	Vārdu izrūna angļu valodā				
8.4.	Vārdu klausīšanās angļu valodā				
8.5.	Uzdevumu izpildīšana				

Paldies par veltīto laiku!

Sveicināti!

Lai novērtītuūsu bērnu angļu valodas zināšanas 2. semestrī, pētījuma veidojys līdz šīs atbildēt uz jautājumiem par angļu valodu un mājasdarbiem šajā mācību priekšmetā. Lūdzu, atzīmējiet vienu atbildi uz katru jautājumu, izvēloties krustiņu (X).

		Pilnībā piekritu	Daļēji piekritu	Daļēji nepiekritu	Pilnībā nepiekritu
1	Uzskatu, ka angļu valodas apguve mūsdienu ir nozīmīga	X			
2	Vecāku līdzdalība mācīšanās procesā palīdz bērnam apgūt vārdu krājumu angļu valodā		X		
3	Vecāku līdzdalība mācīšanās procesā pastiprina bērna motivāciju apgūt angļu valodu		X		
4	Aktivitātēs iekļautie uzdevumi, pildot tos kopā ar vecākiem, nostiprina bērna vārdu krājumu	X			
5	Mācoties kopā ar vecākiem, bērns izrāda lielāku interesi par mācību procesu	X			
6	Piedaloties mājasdarbu pildīšanā, var novērtēt sava bērna zināšanas angļu valodā			X	

7. Novērtējiet katru mājasdarbu angļu valodā

		Ļoti patika	vairāk patika nekā nepatika	vairāk nepatika nekā patika	Ļoti nepatika
1	Ģimenes koks	X			
2	Rotaļlietas (puzle)		X		
3	Karogu grāmata		X		
4	Mans monstriņš	X			
5	Drīvnieku pēdīpas	X			
6	Veselīgs ēdiens	X			
8	Alfabēta skaņas (izrūna)		X		
9	Atmiņu spēle		X		
10	Internetspēles			X	
11	Dziesmas un video internetā		X		

8. Grūtības bērnam sagādāja:

		vienmēr	bieži	dažreiz	Nekad
1	Vārdu atcerēšanās angļu valodā			X	
2	Vārdu rakstība angļu valodā		X		
3	Vārdu izrūna angļu valodā		X		
4	Vārdu klausīšanās angļu valodā			X	
5	Darbu izpildīšana			X	

Paldies par veltīto laiku!

Appendix № 6

Final learners' questionnaire

Sveicināti!

Lai novērtētu Tavas angļu valodas zināšanas 2.semestrī, pētījuma veicējs lūdz Tev atbildēt uz jautājumiem par angļu valodu un mājasdarbiem šajā mācību priekšmetā. Lūdzu, atzīmē vienu atbildi uz katru jautājumu, ievērojot krustiņu (x).
(eksperimentālajai grupai – bērniem ar vecākiem)

1. Man patika mācīties angļu valodā kopā ar vecākiem, jo

		pilnībā piekrītu	daļēji piekrītu	daļēji nepiekrītu	pilnībā nepiekrītu
1.1	Vecākiem var pajautāt, ja kaut ko nesaprot				
1.2	Man patīk pavadīt laiku ar vecākiem				
1.3	Vecāki mani uzmundrina mācīties				
1.4	Vecāki pastāsta, kāpēc man jā mācās				
1.5	Kopā ar vecākiem var jautri pavadīt laiku				
1.6	Vairāk atceros				

		pilnībā piekrītu	daļēji piekrītu	Daļēji nepiekrītu	pilnībā nepiekrītu
2.	Man nepatika mācīties vienam				

3. Novērtē katru mājasdarbu angļu valodā:

		ļoti patika	vairāk patika nekā nepatika	Vairāk nepatika nekā patika	ļoti nepatika
3.1	Ģimenes koks				
3.2	Rotaļlietas (<i>puzzle</i>)				
3.3	Karogu grāmata				
3.4	Mans monstriņš				
3.5	Dzīvnieku pēdiņas				
3.6	Veselīgs ēdiens				
3.7	Alfabēta skaņas (izruna)				
3.8	Atmiņu spēle				
3.9	Internetspēles				
3.10	Dziesmas un video internet				

4. Man sagādāja grūtības:

		vienmēr	Bieži	dažreiz	Nekad
4.1	Vārdu atcerēšanās angļu valodā				
4.2	Vārdu rakstība angļu valodā				
4.3	Vārdu izruna angļu valodā				
4.4	Vārdu klausīšanās angļu valodā				
4.5	Uzdevumu izpildīšana				

Paldies par veltīto laiku!

Sveicināti!

Lai novērtētu Tavas angļu valodas zināšanas 2.semestrā, pēdējuma veicējs lūdz Tev atbildēt uz jautājumiem par angļu valodu un mājasdarbiem šajā mācību priekšmetā.

1. Man patika mācīties angļu valodā kopā ar vecākiem, jo

		pilnībā piekrītu	daļēji piekrītu	daļēji nepiekrītu	pilnībā nepiekrītu
1.1	Vecākiem var pajautāt, ja kaut ko nesaprot	X			
1.2	Man patīk pavadīt laiku ar vecākiem	X	X		
1.3	Vecāki mani uzmundrina mācīties				
1.4	Vecāki pastāsta, kāpēc man jā mācās	X			
1.5	Kopā ar vecākiem var jautri pavadīt laiku	X			
1.6	Vairāk atceros	X			

		pilnībā piekrītu	daļēji piekrītu	Daļēji nepiekrītu	pilnībā nepiekrītu
2.	Man nepatika mācīties vienam	X			

3. Novērtē katru mājasdarbu angļu valodā:

		loti patika	vairāk patika nekā nepatika	Vairāk nepatika nekā patika	loti nepatika
3.1	Ģimenes koks	X			
3.2	Rotaļlietas (<i>puzle</i>)	X			
3.3	Karogu grāmata	X			
3.4	Mans monstris	X			
3.5	Dzīvnieku pēdīņas	X			
3.6	Veselīgs ēdiens	X			
3.7	Alfabēta skaņas (izruna)	X			
3.8	Atmiņu spēle		X		
3.9	Internetspēles	X			
3.10	Dziesmas un video internetā	X			

4. Man sagādāja grūtības:

		vienmēr	Bieži	dažreiz	Nekad
4.1	Vārdu atcerēšanās angļu valodā			X	
4.2	Vārdu rakstība angļu valodā		X		
4.3	Vārdu izruna angļu valodā				X
4.4	Vārdu klausīšanās angļu valodā				X
4.5	Uzdevumu izpildīšana			X	X

Paldies par veltīto laiku!

Sveicināti!

Lai novērtētu Tavas angļu valodas zināšanas 2.semestrī, pētījuma veicējs lūdz Tev atbildēt uz jautājumiem par angļu valodu un mājasdarbiem šajā mācību priekšmetā. Lūdzu, atzīmē vienu atbildi uz katru jautājumu, ievēkot krustiņu (x).
(bez vecākiem)

1. Man patika mācīties angļu valodā, jo

		pilnībā piekrītu	daļēji piekrītu	daļēji nepiekrītu	pilnībā nepiekrītu
1.1	Zinu, ka tā būs noderīga				
1.2	Bija interesanti uzdevumi				

	pilnībā piekrītu	daļēji piekrītu	daļēji nepiekrītu	Pilnībā nepiekrītu
2. Man nepatika mācīties angļu valodu				

3. Novērtē katru mājasdarbu angļu valodā:

		ļoti patika	vairāk patika nekā nepatika	vairāk nepatika nekā patika	ļoti nepatika
3.1.	Ģimenes koks				
3.2.	Rotaļlietas (<i>puzle</i>)				
3.3.	Karogu grāmata				
3.4.	Mans monstriņš				
3.5.	Dzīvnieku pēdiņas				
3.6.	Veselīgs ēdiens				
3.7.	Alfabēta skaņas (izruna)				
3.8.	Atmiņu spēle				
3.9.	Internetspēles				
3.10.	Dziesmas un video internet				

4. Man sagādāja grūtības:

		vienmēr	bieži	dažreiz	Nekad
4.1.	Vārdu atcerēšanās angļu valodā				
4.2.	Vārdu rakstība angļu valodā				
4.3.	Vārdu izruna angļu valodā				
4.4.	Vārdu klausīšanās angļu valodā				
4.5.	Darbu izpildīšana				

5. Es gribētu angļu valodu mācīties kopā ar vecākiem, jo

		pilnībā piekrītu	daļēji piekrītu	Daļēji nepiekrītu	pilnībā nepiekrītu
5.1.	Vecākiem var pajautāt, ja kaut ko nesaprot				
5.2.	Man patīk pavadīt laiku ar vecākiem				
5.3.	Vecāki mani uzmundrina mācīties				
5.4.	Vecāki pastāsta, kāpēc man jāmacās				
5.5.	Nepatīk pildīt mājasdarbus vienam				

Paldies par veltīto laiku!

Sveicināti!

Lai novērtētu Tavas angļu valodas zināšanas 2.semestrī, pētījuma veicējs lūdz Tev atbildēt uz jautājumiem par angļu valodu un mājasdarbiem šajā mācību priekšmetā. Lūdzu, atzīmē vienu atbildi uz katru jautājumu, ievēkot krustiņu (x).

1. Man patika mācīties angļu valodā, jo

		pilnībā piekrītu	daļēji piekrītu	daļēji nepiekrītu	pilnībā nepiekrītu
1.1	Zinu, ka tā būs noderīga		X		
1.2	Bija interesanti uzdevumi	X			

		pilnībā piekrītu	daļēji piekrītu	daļēji nepiekrītu	Pilnībā nepiekrītu
2	Man nepatika mācīties angļu valodu			X	

3. Novērtē katru mājasdarbu angļu valodā:

		ļoti patika	vairāk patika nekā nepatika	vairāk nepatika nekā patika	ļoti nepatika
3.1.	Ģimenes koks	X			
3.2.	Rotaļlietas (<i>puzle</i>)	X			
3.3.	Karogu grāmata		X		
3.4.	Mans monstriņš	X			
3.5.	Dzīvnieku pēdiņas	X			
3.6.	Veselīgs ēdiens		X		
3.7.	Alfabēta skaņas (izruna)			X	
3.8.	Atmiņu spēle	X			
3.9.	Internetspēles	X			
3.10.	Dziesmas un video internet	X			

4. Man sagādāja grūtības:

		vienmēr	bieži	dažreiz	Nekad
4.1.	Vārdu atcerēšanās angļu valodā			X	
4.2.	Vārdu rakstība angļu valodā		X		
4.3.	Vārdu izruna angļu valodā				X
4.4.	Vārdu klausīšanās angļu valodā				X
4.5.	Darbu izpildīšana			X	X

5. Es gribētu angļu valodu mācīties kopā ar vecākiem, jo

		pilnībā piekrītu	daļēji piekrītu	Daļēji nepiekrītu	pilnībā nepiekrītu
5.1.	Vecākiem var pajautāt, ja kaut ko nesaprot	X			
5.2.	Man patīk pavadīt laiku ar vecākiem	X			
5.3.	Vecāki mani uzmundrina mācīties	X			
5.4.	Vecāki pastāsta, kāpēc man jāmacās	X			
5.5.	Nepatīk pildīt mājasdarbus vienam	X			

Paldies par veltīto laiku!

Sveicināti!

Lai novērtētu Jūsu un bērna sadarbības ietekmi angļu valodas apgūvē, pētījuma veicējs lūdz Jūs atbildēt uz jautājumiem par aktivitātes „Ģimenes koks” realizēšanu. Kuram no norādītajiem apgalvojumiem piekrītat? Lūdzu, atzīmējiet vienu atbildi uz katru jautājumu, ievērojot krustiņu (x).

	≥ 1 h	1–2 h	2–3 h	3≤
1. Cik ilgs laiks aizņēma, lai izveidotu ģimenes koku?				

	Pilnībā piekrītu	Daļēji piekrītu	Daļēji nepiekrītu	Pilnībā nepiekrītu
2. Bērns vēlējās papildus uzzināt arī citu ģimenes locekļu vārdus angļu valodā.				
3. Nedēļas laikā kopā ar bērnu atkārtojām ģimenes locekļu vārdus angļu valodā.				
4. Veicot šo aktivitāti, bērns nostiprināja vārdu krājumu angļu valodā				
5. Veicot šo aktivitāti, bērns nostiprināja vārdu rakstīt prasmi angļu valodā				
6. Veicot šo aktivitāti, bērns nostiprināja vārdu izrunu angļu valodā				
7. Uzdevuma izpildē bērnam grūtības sagādāja ģimenes koka izveide				
8. Uzdevuma izpildē bērnam grūtības sagādāja nosaukumu/vārdu atcerēšanās angļu valodā				
9. Uzdevuma izpildē bērnam grūtības sagādāja vārdu rakstība angļu valodā				
10. Uzdevuma izpildē bērnam grūtības sagādāja vārdu izruna angļu valodā				

Liels paldies par veltīto laiku!

Sveicināti!

Lai novērtētu Jūsu un bērna sadarbības ietekmi angļu valodas apgūvē, pētījuma veicējs lūdz Jūs atbildēt uz jautājumiem par aktivitātes „Ģimenes koks” realizēšanu. Kuram no norādītajiem apgalvojumiem piekrītat? Lūdzu, atzīmējiet vienu atbildi uz katru jautājumu, ievelkot krustiņu (x).

	≥ 1 h	1-2 h	2-3 h	3≤
1. Cik ilgs laiks aizņēma, lai izveidotu ģimenes koku?		X		

	Pilnībā piekrītu	Daļēji piekrītu	Daļēji nepiekrītu	Pilnībā nepiekrītu
2. Bērns vēlējās papildus uzzināt arī citu ģimenes locekļu vārdus angļu valodā.	X			
3. Nedēļas laikā kopā ar bērnu atkārtojam ģimenes locekļu vārdus angļu valodā.				X
4. Veicot šo aktivitāti, bērns nostiprināja vārdu krājumu angļu valodā		X		
5. Veicot šo aktivitāti, bērns nostiprināja vārdu rakstīt prasmi angļu valodā			X	
6. Veicot šo aktivitāti, bērns nostiprināja vārdu izrunu angļu valodā			X	
7. Uzdevuma izpildē bērnam grūtības sagādāja ģimenes koka izveide				X
8. Uzdevuma izpildē bērnam grūtības sagādāja nosaukumu/vārdu atcerēšanās angļu valodā			X	
9. Uzdevuma izpildē bērnam grūtības sagādāja vārdu rakstība angļu valodā		X		
10. Uzdevuma izpildē bērnam grūtības sagādāja vārdu izruna angļu valodā			X	

Liels paldies par veiktā laiku!

Sveicināti!

Lai novērtētu Jūsu un bērna sadarbības ietekmi angļu valodas apgūvē, pētījuma veicējs lūdz Jūs atbildēt uz jautājumiem par aktivitātes „Rotaļlietas” realizēšanu. Kuram no norādītajiem apgalvojumiem piekrītat? Lūdzu, atzīmējiet vienu atbildi uz katru jautājumu, ievielkot krustiņu (x).

1. Cik ilgs laiks aizņēma, lai izveidotu puzzle un izpildītu uzdevumus?	$\geq 1 \text{ h}$	1 - 2 h	2 - 3 h	$3 \leq$

	Pilnībā piekrītu	Daļēji piekrītu	Daļēji nepiekrītu	Pilnībā nepiekrītu
2. Bērns vēlējas papildus uzzināt arī citu objektu nosaukumus angļu valodā.				
3. Nedēļas laikā kopā ar bērnu atkārtojam ciparu un rotaļlietu nosaukumus angļu valodā.				
4. Veicot šo aktivitāti, bērns nostiprināja vārdu krājumu angļu valodā				
5. Veicot šo aktivitāti, bērns nostiprināja rakstīt prasmi angļu valodā				
6. Veicot šo aktivitāti, bērns nostiprināja izrunu angļu valodā				
7. Uzdevuma izpildē bērnam grūtības sagādāja puzzles izveide				
8. Uzdevuma izpildē bērnam grūtības sagādāja nosaukumu/vārdu atcerēšanās angļu valodā				
9. Uzdevuma izpildē bērnam grūtības sagādāja vārdu rakstība angļu valodā				
10. Uzdevuma izpildē bērnam grūtības sagādāja vārdu izruna angļu valodā				

Liels paldies par veltīto laiku!

Sveicināti!

Lai novērtētu Jūsu un bērna sadarbības ietekmi angļu valodas apguvē, pētījuma veicējs lūdz Jūs atbildēt uz jautājumiem par aktivitātes „Rotaļlietas” realizēšanu. Kuram no norādītajiem apgalvojumiem piekrītat? Lūdzu, atzīmējiet vienu atbildi uz katru jautājumu, ievielkot krustiņu (x).

1. Cik ilgs laiks aizņēma, lai izveidotu puzli un izpildītu uzdevumus?

≥ 1 h	1 - 2 h	2 - 3 h	3 ≤
X			

	Pilnībā piekrītu	Daļēji piekrītu	Daļēji nepiekrītu	Pilnībā nepiekrītu
2. Bērns vēlējās papildus uzzināt arī citu objektu nosaukumus angļu valodā.				X
3. Nedēļas laikā kopā ar bērnu atkārtojām ciparu un rotaļlietu nosaukumus angļu valodā.			X	
4. Veicot šo aktivitāti, bērns nostiprināja vārdu krājumu angļu valodā			X	
5. Veicot šo aktivitāti, bērns nostiprināja rakstīt prasmi angļu valodā		X		
6. Veicot šo aktivitāti, bērns nostiprināja izrunu angļu valodā		X		
7. Uzdevuma izpildē bērnam grūtības sagādāja puzles izveide				X
8. Uzdevuma izpildē bērnam grūtības sagādāja nosaukumu/vārdu atcerēšanās angļu valodā				X
9. Uzdevuma izpildē bērnam grūtības sagādāja vārdu rakstība angļu valodā		X		
10. Uzdevuma izpildē bērnam grūtības sagādāja vārdu izruna angļu valodā		X		

Liels paldies par veltīto laiku!

Sveicināti!

Lai novērtētu Jūsu un bērna sadarbības ietekmi angļu valodas apgūvē, pētījuma veicējs lūdz Jūs atbildēt uz jautājumiem par aktivitātes „Valstu karogi” realizēšanu. Kuram no norādītajiem apgalvojumiem piekrītat? Lūdzu, atzīmējiet vienu atbildi uz katru jautājumu, ievielkot krustiņu (x).

	≥ 1 h	1 - 2 h	2 – 3 h	3 ≤
1. Cik ilgs laiks aizņēma, lai izveidotu valstu karogu grāmatu?				

	Pilnībā piekrītu	Daļēji piekrītu	Daļēji nepiekrītu	Pilnībā nepiekrītu
2. Bērns vēlējās papildus uzzināt arī citu valstu karogus un to krāsu nosaukumus angļu valodā.				
3. Nedēļas laikā kopā ar bērnu atkārtojām krāsu nosaukumus angļu valodā.				
4. Veicot šo aktivitāti, bērns nostiprināja vārdu krājumu angļu valodā				
5. Veicot šo aktivitāti, bērns nostiprināja rakstīt prasmi angļu valodā				
6. Veicot šo aktivitāti, bērns nostiprināja izrunu angļu valodā				
7. Uzdevuma izpildē bērnam grūtības sagādāja karogu grāmatas izveide				
8. Uzdevuma izpildē bērnam grūtības sagādāja krāsu nosaukumu atcerēšanās angļu valodā				
9. Uzdevuma izpildē bērnam grūtības sagādāja vārdu rakstība angļu valodā				
10. Uzdevuma izpildē bērnam grūtības sagādāja vārdu izruna angļu valodā				

Liels paldies par veltīto laiku!

Sveicināti!

Lai novērtētu Jūsu un bērna sadarbības ietekmi angļu valodas apgūvē, pētījuma veicējs lūdz Jūs atbildēt uz jautājumiem par aktivitātes „Valstu karogi” realizēšanu. Kuram no norādītajiem apgalvojumiem piekrītat? Lūdzu, atzīmējiet vienu atbildi uz katru jautājumu, ievērojot krustiņu (x).

1. Cik ilgs laiks aizņēma, lai izveidotu valstu karogu grāmatu?

≥ 1 h	1 - 2 h	2 - 3 h	$3 \leq$
	X		

	Pilnībā piekrītu	Daļēji piekrītu	Daļēji nepiekrītu	Pilnībā nepiekrītu
2. Bērns vēlējas papildus uzzināt arī citu valstu karogus un to krāsu nosaukumus angļu valodā.	X			
3. Nedēļas laikā kopā ar bērnu atkārtojām krāsu nosaukumus angļu valodā.	X			
4. Veicot šo aktivitāti, bērns nostiprināja vārdu krājumu angļu valodā	X			
5. Veicot šo aktivitāti, bērns nostiprināja rakstīt prasmi angļu valodā	X			
6. Veicot šo aktivitāti, bērns nostiprināja izrunu angļu valodā		X		
7. Uzdevuma izpildē bērnam grūtības sagādāja karogu grāmatas izveide		X		
8. Uzdevuma izpildē bērnam grūtības sagādāja krāsu nosaukumu atceršanās angļu valodā			X	
9. Uzdevuma izpildē bērnam grūtības sagādāja vārdu rakstība angļu valodā		X		
10. Uzdevuma izpildē bērnam grūtības sagādāja vārdu izruna angļu valodā			X	

Liels paldies par veltīto laiku!

Sveicināti!

Lai novērtētu Jūsu un bērna sadarbības ietekmi angļu valodas apgūvē, pētījuma veicējs lūdz Jūs atbildēt uz jautājumiem par aktivitātes „Mans monstriņš” realizēšanu. Kuram no norādītajiem apgalvojumiem piekrītat? Lūdzu, atzīmējiet vienu atbildi uz katru jautājumu, ievielkot krustiņu (x).

	≥ 1 h	1 - 2 h	2 – 3 h	3 ≤
1. Cik ilgs laiks aizņēma, lai izpildītu aktivitāti “Mans monstriņš”?				

	Pilnībā piekrītu	Daļēji piekrītu	Daļēji nepiekrītu	Pilnībā nepiekrītu
2. Bērns vēlējās papildus uzzināt arī ķermeņa daļu nosaukumus angļu valodā.				
3. Nedēļas laikā kopā ar bērnu atkārtojām sejas daļu nosaukumus angļu valodā.				
4. Veicot šo aktivitāti, bērns nostiprināja vārdu krājumu angļu valodā				
5. Veicot šo aktivitāti, bērns nostiprināja rakstīt prasmi angļu valodā				
6. Veicot šo aktivitāti, bērns nostiprināja izrunu angļu valodā				
7. Veicot šo aktivitāti, bērns nostiprināja klausīšanās prasmi angļu valodā				
8. Uzdevuma izpildē bērnam grūtības sagādāja monstriņa izveide				
9. Uzdevuma izpildē bērnam grūtības sagādāja sejas daļu nosaukumu atcerēšanās angļu valodā				
10. Uzdevuma izpildē bērnam grūtības sagādāja vārdu rakstība angļu valodā				
11. Uzdevuma izpildē bērnam grūtības sagādāja vārdu izruna angļu valodā				
12. Uzdevuma izpildē bērnam grūtības sagādāja vārdu saklausīšana angļu valodā				

Liels paldies par veltīto laiku!

Sveicināti!

Lai novērtētu Jūsu un bērna sadarbības ietekmi angļu valodas apguvē, pētījuma veicējs lūdz Jūs atbildēt uz jautājumiem par aktivitātes „Mans monstriņš” realizēšanu. Kuram no norādītajiem apgalvojumiem piekrītat? Lūdzu, atzīmējiet vienu atbildi uz katru jautājumu, ievieļot krustiņu (x).

1. Cik ilgs laiks aizņēma, lai izpildītu aktivitāti “Mans monstriņš”?

≥ 1 h 1 - 2 h 2 - 3 h 3 ≤

x			
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	Pilnībā piekrītu	Daļēji piekrītu	Daļēji nepiekrītu	Pilnībā nepiekrītu
2. Bērns vēlējas papildus uzzināt arī ķermeņa daļu nosaukumus angļu valodā.		x		
3. Nedēļas laikā kopā ar bērnu atkārtojam sejas daļu nosaukumus angļu valodā.				x
4. Veicot šo aktivitāti, bērns nostiprināja vārdu krājumu angļu valodā.	x			
5. Veicot šo aktivitāti, bērns nostiprināja rakstīt prasmi angļu valodā.		x		
6. Veicot šo aktivitāti, bērns nostiprināja izrunu angļu valodā.		x		
7. Veicot šo aktivitāti, bērns nostiprināja klausīšanās prasmi angļu valodā.		x		
8. Uzdevuma izpildē bērnam grūtības sagādāja monstriņa izveide.				x
9. Uzdevuma izpildē bērnam grūtības sagādāja sejas daļu nosaukumu atcerēšanās angļu valodā.			x	
10. Uzdevuma izpildē bērnam grūtības sagādāja vārdu rakstība angļu valodā.		x		
11. Uzdevuma izpildē bērnam grūtības sagādāja vārdu izruna angļu valodā.			x	
12. Uzdevuma izpildē bērnam grūtības sagādāja vārdu saklausīšana angļu valodā.			x	

Liels paldies par veiktoto laiku!

Sveicināti!

Lai novērtētu Jūsu un bērna sadarbības ietekmi angļu valodas apgūvē, pētījuma veicējs lūdz Jūs atbildēt uz jautājumiem par aktivitātes „Dzīvnieku pēdiņas” realizēšanu. Kuram no norādītajiem apgalvojumiem piekrītat? Lūdzu, atzīmējiet vienu atbildi uz katru jautājumu, ievielkot krustiņu (x).

	≥ 1 h	1 - 2 h	2 – 3 h	3 ≤
1. Cik ilgs laiks aizņēma, lai izpildītu aktivitāti “Dzīvnieku pēdiņas” un internetspēles?				

	Pilnībā piekrītu	Daļēji piekrītu	Daļēji nepiekrītu	Pilnībā nepiekrītu
2. Bērns vēlējas papildus uzzināt arī citu dzīvnieku nosaukumus angļu valodā.				
3. Nedēļas laikā kopā ar bērnu atkārtojam dzīvnieku nosaukumus angļu valodā.				
4. Veicot šo aktivitāti, bērns nostiprināja vārdu krājumu angļu valodā				
5. Veicot šo aktivitāti, bērns nostiprināja rakstīt prasmi angļu valodā				
6. Veicot šo aktivitāti, bērns nostiprināja izrunu angļu valodā				
7. Veicot šo aktivitāti, bērns nostiprināja klausīšanās prasmi angļu valodā				
8. Uzdevuma izpildē bērnam grūtības sagādāja kartiņu savienošana				
9. Uzdevuma izpildē bērnam grūtības sagādāja dzīvnieku nosaukumu atcerēšanās angļu valodā				
10. Uzdevuma izpildē bērnam grūtības sagādāja vārdu rakstība angļu valodā				
11. Uzdevuma izpildē bērnam grūtības sagādāja vārdu izruna angļu valodā				
12. Uzdevuma izpildē bērnam grūtības sagādāja vārdu saklausīšana angļu valodā				

Liels paldies par veltīto laiku!

Sveicināti!

Lai novērtētu Jūsu un bērna sadarbības ietekmi angļu valodas apgavē, pētījuma veidojā līdz Jūs atbildēt uz jautājumiem par aktivitātes „Dzīvnieku pēdņas” realizēšanu. Kuram no norādītajiem apgalvojumiem piekrītat? Lūdzu, atzīmējiet vienu atbildi uz katru jautājumu, izvēlot krustiņu (X).

1. Cik ilgs laiks aizņēma, lai izpildītu aktivitāti
„Dzīvnieku pēdņas” un internetpēdņas?

≥ 1 h	1 - 2 h	2 - 3 h	3h
X			

	Pilnībā piekrītu	Daļēji piekrītu	Daļēji nepiekrītu	Pilnībā nepiekrītu
2. Bērns vēltās papildus uzzināt arī citu dzīvnieku nosaukumus angļu valodā				X
3. Nedēļas laikā kopā ar bērnu atkārtoti dzīvnieku nosaukumus angļu valodā				X
4. Veicot šo aktivitāti, bērns nostiprināja vārdu krājumu angļu valodā	X			
5. Veicot šo aktivitāti, bērns nostiprināja rakstīt prasmi angļu valodā	X			
6. Veicot šo aktivitāti, bērns nostiprināja izrunu angļu valodā		X		
7. Veicot šo aktivitāti, bērns nostiprināja klasificēšanas prasmi angļu valodā		X		
8. Uzdevuma izpildē bērnam grūtības sagādāja kartiņu savienošana				X
9. Uzdevuma izpildē bērnam grūtības sagādāja dzīvnieku nosaukumu atcerēšanās angļu valodā		X		
10. Uzdevuma izpildē bērnam grūtības sagādāja vārdu rakstīšana angļu valodā		X		
11. Uzdevuma izpildē bērnam grūtības sagādāja vārdu izruna angļu valodā			X	
12. Uzdevuma izpildē bērnam grūtības sagādāja vārdu saklausīšana angļu valodā				X

Leici paldies par veiktajiem laikiem!

Sveicināti!

Lai novērtētu Jūsu un bērna sadarbības ietekmi angļu valodas apgūvē, pētījuma veicējs lūdz Jūs atbildēt uz jautājumiem par aktivitātes „Veselīgs uzturs” realizēšanu. Kuram no norādītajiem apgalvojumiem piekrītat? Lūdzu, atzīmējiet vienu atbildi uz katru jautājumu, ievielkot krustiņu (x).

1. Cik ilgs laiks aizņēma, lai izpildītu aktivitāti
“Veselīgs uzturs” un internetspēle?

≥ 1 h	1 - 2 h	2 - 3 h	$3 \leq$

	Pilnībā piekrītu	Daļēji piekrītu	Daļēji nepiekrītu	Pilnībā nepiekrītu
2. Bērns vēlējās papildus uzzināt arī citu ēdienu nosaukumus angļu valodā.				
3. Nedēļas laikā kopā ar bērnu atkārtojām ēdienu nosaukumus angļu valodā.				
4. Veicot šo aktivitāti, bērns nostiprināja vārdu krājumu angļu valodā				
5. Veicot šo aktivitāti, bērns nostiprināja rakstīt prasmi angļu valodā				
6. Veicot šo aktivitāti, bērns nostiprināja izrunu angļu valodā				
7. Veicot šo aktivitāti, bērns nostiprināja klausīšanās prasmi angļu valodā				
8. Uzdevuma izpildē bērnam grūtības sagādāja ēdienkartes izveide				
9. Uzdevuma izpildē bērnam grūtības sagādāja ēdienu nosaukumu atcerēšanās angļu valodā				
10. Uzdevuma izpildē bērnam grūtības sagādāja vārdu rakstība angļu valodā				
11. Uzdevuma izpildē bērnam grūtības sagādāja vārdu izruna angļu valodā				
12. Uzdevuma izpildē bērnam grūtības sagādāja vārdu saklausīšana angļu valodā				

Liels paldies par veltīto laiku!

Sveicināti!

Lai novērtētu Jūsu un bērna sadarbības ietekmi angļu valodas apgūvē, pētījuma veicējs lūdz Jūs atbildēt uz jautājumiem par aktivitātes „Veselīgs uzturs” realizēšanu. Kuram no norādītajiem apgalvojumiem piekrītat? Lūdzu, atzīmējiet vienu atbildi uz katru jautājumu, ievērojot krustiņu (x).

1. Cik ilgs laiks aizņēma, lai izpildītu aktivitāti „Veselīgs uzturs” un internetspēle?

≥ 1 h	1 - 2 h	2 - 3 h	3 ≤
	X		

	Pilnībā piekrītu	Daļēji piekrītu	Daļēji nepiekrītu	Pilnībā nepiekrītu
2. Bērns vēlējās papildus uzzināt arī citu ēdienu nosaukumus angļu valodā.	X			
3. Nedēļas laikā kopā ar bērnu atkārtojām ēdienu nosaukumus angļu valodā.	X			
4. Veicot šo aktivitāti, bērns nostiprināja vārdu krājumu angļu valodā	X			
5. Veicot šo aktivitāti, bērns nostiprināja rakstīt prasmi angļu valodā		X		
6. Veicot šo aktivitāti, bērns nostiprināja izrunu angļu valodā			X	
7. Veicot šo aktivitāti, bērns nostiprināja klausīšanās prasmi angļu valodā	X			
8. Uzdevuma izpildē bērnam grūtības sagādāja ēdienkartes izveide				X
9. Uzdevuma izpildē bērnam grūtības sagādāja ēdienu nosaukumu atcerēšanās angļu valodā		X		
10. Uzdevuma izpildē bērnam grūtības sagādāja vārdu rakstība angļu valodā	X			
11. Uzdevuma izpildē bērnam grūtības sagādāja vārdu izruna angļu valodā			X	
12. Uzdevuma izpildē bērnam grūtības sagādāja vārdu saklausīšana angļu valodā				X

Liels paldies par veltīto laiku!

Sveicināti!

Lai novērtētu Jūsu un bērna sadarbības ietekmi angļu valodas apgūvē, pētījuma veicējs lūdz Jūs atbildēt uz jautājumiem par aktivitātes „Burtu izruna” realizēšanu. Kuram no norādītajiem apgalvojumiem piekrītat? Lūdzu, atzīmējiet vienu atbildi uz katru jautājumu, ievielkot krustiņu (x).

1. Cik ilgs laiks aizņēma, lai izpildītu aktivitāti
“Burtu izruna” un internetspēles?

$\geq 1 \text{ h}$	1 - 2 h	2 - 3 h	$3 \leq$

	Pilnībā piekrītu	Daļēji piekrītu	Daļēji nepiekrītu	Pilnībā nepiekrītu
2. Nedēļas laikā kopā ar bērnu atkārtojam alfabētu un burtu izrunu angļu valodā.				
3. Veicot šo aktivitāti, bērns nostiprināja vārdu krājumu angļu valodā				
4. Veicot šo aktivitāti, bērns nostiprināja angļu valodas alfabētu				
5. Veicot šo aktivitāti, bērns nostiprināja burtu izrunu angļu valodā				
6. Veicot šo aktivitāti, bērns nostiprināja klausīšanās prasmi angļu valodā				
7. Uzdevuma izpildē bērnam grūtības sagādāja kartiņu savienošana				
8. Uzdevuma izpildē bērnam grūtības sagādāja vārdu izruna angļu valodā				
9. Uzdevuma izpildē bērnam grūtības sagādāja vārdu saklausīšana angļu valodā				

Liels paldies par veltīto laiku!

Sveicināti!

Lai novērtētu Jūsu un bērna sadarbības ietekmi angļu valodas apgūvē, pētījuma veicējs lūdz Jūs atbildēt uz jautājumiem par aktivitātes „Burtu izruna” realizēšanu. Kuram no norādītajiem apgalvojumiem piekrītat? Lūdzu, atzīmējiet vienu atbildi uz katru jautājumu, ievielkot krustiņu (x).

1. Cik ilgs laiks aizņēma, lai izpildītu aktivitāti “Burtu izruna” un internetspēles?

≥ 1 h 1 - 2 h 2 - 3 h 3 ≤

X			
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	Pilnībā piekrītu	Daļēji piekrītu	Daļēji nepiekrītu	Pilnībā nepiekrītu
2. Nedēļas laikā kopā ar bērnu atkārtojām alfabētu un burtu izrunu angļu valodā.				X
3. Veicot šo aktivitāti, bērns nostiprināja vārdu krājumu angļu valodā		X		
4. Veicot šo aktivitāti, bērns nostiprināja angļu valodas alfabētu	X			
5. Veicot šo aktivitāti, bērns nostiprināja burtu izrunu angļu valodā	X			
6. Veicot šo aktivitāti, bērns nostiprināja klausīšanās prasmi angļu valodā		X		
7. Uzdevuma izpildē bērnam grūtības sagādāja kartiņu savienošana		X		
8. Uzdevuma izpildē bērnam grūtības sagādāja vārdu izruna angļu valodā				X
9. Uzdevuma izpildē bērnam grūtības sagādāja vārdu saklausīšana angļu valodā				X

Liels paldies par veltīto laiku!

Sveicināti!

Lai novērtētu Jūsu un bērna sadarbības ietekmi angļu valodas apgūvē, pētījuma veicējs lūdz Jūs atbildēt uz jautājumiem par aktivitātes „Atmiņu spēle” realizēšanu. Kuram no norādītajiem apgalvojumiem piekrītat? Lūdzu, atzīmējiet vienu atbildi uz katru jautājumu, ievielkot krustiņu (x).

1. Cik ilgs laiks aizņēma, lai izpildītu aktivitāti
“Atmiņu spēle”?

≥ 1 h	1 - 2 h	2 - 3 h	$3 \leq$

	Pilnībā piekrītu	Daļēji piekrītu	Daļēji nepiekrītu	Pilnībā nepiekrītu
2. Nedēļas laikā kopā ar bērnu atkārtojām vārdus angļu valodā.				
3. Veicot šo aktivitāti, bērns nostiprināja vārdu krājumu angļu valodā				
4. Veicot šo aktivitāti, bērns nostiprināja rakstīt prasmi angļu valodā				
5. Veicot šo aktivitāti, bērns nostiprināja vārdu izrunu angļu valodā				
6. Veicot šo aktivitāti, bērns nostiprināja klausīšanās prasmi angļu valodā				
7. Uzdevuma izpildē bērnam grūtības sagādāja vārdu krājuma apguve angļu				
8. Uzdevuma izpildē bērnam grūtības sagādāja vārdu rakstība angļu valodā				
9. Uzdevuma izpildē bērnam grūtības sagādāja vārdu izruna angļu valodā				
10. Uzdevuma izpildē bērnam grūtības sagādāja vārdu saklausīšana angļu valodā				

Liels paldies par veltīto laiku!

Sveicināti!

Lai novērtētu Jūsu un bērna sadarbības ietekmi angļu valodas apguvē, pētījuma veicējs lūdz Jūs atbildēt uz jautājumiem par aktivitātes „Atmiņu spēle” realizēšanu. Kuram no norādītajiem apgalvojumiem piekrītat? Lūdzu, atzīmējiet vienu atbildi uz katru jautājumu, ievelkot krustiņu (x).

1. Cik ilgs laiks aizņēma, lai izpildītu aktivitāti „Atmiņu spēle”?

≥ 1 h	1 - 2 h	2 - 3 h	3 ≤
X			

	Pilnībā piekrītu	Daļēji piekrītu	Daļēji nepiekrītu	Pilnībā nepiekrītu
2. Nedēļas laikā kopā ar bērnu atkārtojam vārdus angļu valodā.			X	
3. Veicot šo aktivitāti, bērns nostiprināja vārdu krājumu angļu valodā	X			
4. Veicot šo aktivitāti, bērns nostiprināja rakstīt prasmi angļu valodā			X	
5. Veicot šo aktivitāti, bērns nostiprināja vārdu izrunu angļu valodā	X			
6. Veicot šo aktivitāti, bērns nostiprināja klausīšanās prasmi angļu valodā		X		
7. Uzdevuma izpildē bērnam grūtības sagādāja vārdu krājuma apguvi angļu		X		
8. Uzdevuma izpildē bērnam grūtības sagādāja vārdu rakstība angļu valodā		X		
9. Uzdevuma izpildē bērnam grūtības sagādāja vārdu izrunu angļu valodā			X	
10. Uzdevuma izpildē bērnam grūtības sagādāja vārdu saklausīšana angļu valodā				X

Liels paldies par veltīto laiku!

Diplomdarbs „*Vecāku iesaiste jaunāko klašu skolēnu vārda krājuma apgūvē*” izstrādāts
LU Pedagoģijas, psiholoģijas un mākslas fakultātē.

Ar savu parakstu apliecinu, ka pētījums veikts patstāvīgi, izmantoti tikai tajā norādītie
informācijas avoti un iesniegtā darba elektroniskā kopija atbilst izdrukai.

Autors: _____ Laura Skoromka
(paraksts)

Rekomendēju/nerekomendēju darbu aizstāvēšanai

Vadītāja: mg.ed.sc. Sintija Vaļka _____ .____.201____.
(paraksts)

Recenzents: _____
(zinātniskais grāds, akadēmiskais nosaukums, vārds, uzvārds)

Darbs iesniegts LU PPMF Skolotāju izglītības nodaļā _____ .____.201____.

Dekāna pilnvarotā persona: studiju metodiķe Inese Ranka, _____
(paraksts)

Darbs aizstāvēts Valsts pārbaudījuma komisijas sēdē

____. ____ .201____. protokola nr. _____, vērtējums: _____

Komisijas sekretārs: Anna Stavicka _____
(paraksts)