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**INTERACTIVE FLASHCARDS TO ENRICH GRADE 5 STUDENTS'
ENGLISH VOCABULARY**

BACHELOR'S THESIS

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RĪGA 2024

LATVIJAS UNIVERSITĀTE
IZGLĪTĪBAS ZINĀTŅU UN PSIHOLOĢIJAS FAKULTĀTE
SKOLOTĀJU IZGLĪTĪBAS NODAĻA

Interaktīvās atgādes 5. klases skolēnu angļu valodas vārdu krājuma pilnveidei

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RĪGA 2024

ABSTRACT

After the first experience of teaching Grade 5, the author of the Bachelor's Thesis realized that the students' English vocabulary was not extensive enough for them to be able to successfully participate the lessons and use English at a level they were expected to.

A case study was carried out in which interactive flashcards were incorporated in Grade 5 English lessons. The students were given two written assignment which were analysed to investigate if the use of interactive flashcards had enhanced their English vocabulary. The students were given a questionnaire to find out their opinion on the use and effectiveness of interactive flashcards in English lessons.

The case study proved that interactive flashcards used in English learning enhance the student's vocabulary. Students, after using interactive flashcards in lessons and at home over an extended period of time, start using higher level words.

This study stresses the importance of purposeful use of technologies in the educational process, mainly using interactive tools to improve students' language skills and enhance their English vocabulary.

Keywords: EFL, English vocabulary enrichment, Interactive flashcards, lower-middle school students.

ANOTĀCIJA

Pēc pirmās pieredzes, mācot 5. klasi, bakalaura darba autore saprata, ka skolēnu angļu valodas leksika nav tik plaša, lai viņi varētu sekmīgi iesaistīties stundās un lietot angļu valodu tādā līmenī, kāds no viņiem tiek sagaidīts.

Tika veikts gadījuma pētījums, kurā interaktīvās atgādnēs tika iesaistītas 5. klases angļu valodas stundās. Skolēniem tika doti divi rakstiski uzdevumi, kas tika analizēti, lai izpētītu, vai interaktīvo atgādņu izmantošana ir bagātinājusi viņu angļu valodas vārdu krājumu. Skolēniem tika izsniegta anketa, lai noskaidrotu viņu viedokli par interaktīvo atgādņu izmantošanu un efektivitāti angļu valodas stundās.

Pētījums pierādīja, ka interaktīvās atgādnēs, ko izmanto angļu valodas mācībās, uzlabo skolēna vārdu krājumu. Skolēni pēc interaktīvo atgādņu lietošanas nodarbībās un mājās ilgākā laika posmā sāk lietot augstāka līmeņa vārdus.

Šajā pētījumā uzsvērtā tehnoloģiju mērķtiecīgas izmantošanas nozīme izglītības procesā, galvenokārt izmantojot interaktīvus rīkus, lai uzlabotu skolēnu valodas prasmes un uzlabotu viņu angļu valodas vārdu krājumu.

Atslēgas vārdi: Angļu valoda kā svešvaloda, angļu valodas vārdu krājuma bagātināšana, interaktīvās atgādnēs, pamatskolas zemākā klašu grupa.

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INTRODUCTION

English can be looked at as an international language because it can be used by people from different nations to communicate with one another, and students may face issues later on in life with employment and simple communication with people from other nations if they do not have at least basic English knowledge (Smith, 1976). Having a broad vocabulary is the key to achieving and improving all language skills in a foreign language. Words are the building blocks of communication in any language and therefore teachers should aim to help young learners learn as many as they can and one of the ways of doing it is with the help of modern technologies.

As said by Cameron (2001) “Building up a useful vocabulary is central to the learning of a foreign language at a primary level” (p.72). The author of the Bachelor’s Thesis, who works with young learners, has found out that there is a big gap in the basic English vocabulary of students who spent the early years of their English language education online due to the ongoing Covid-19 pandemic. This gap in their knowledge is holding them back from achieving more in their language learning journey and the biggest gap that can be seen is the lack of English vocabulary in these students. Therefore, when thinking about different ways how to bridge this knowledge gap, the author came to a realisation that seeing as most students use their electronic devices (phones, tablets, computers) daily, those could be used to improve and enrich the students’ English vocabulary.

English vocabulary is taught to students all throughout their English language classes from Grade 1, but it is simply not possible to teach all the English words during these classes and majority of them will have to be acquired in different, non-formal ways (Schmitt, 2000). One of those ways is through what the age of technology offers us – interactive flashcards, games, and tests. Adding the interactive aspect to the flashcards might make learning more interesting and appealing for less advanced students who might see any type of vocabulary acquisition task as extra work and not see the benefits of formal learning activities. By adding the fun and games aspect to language learning we can gain more than just keeping with formal ways of language teaching and learning (Llorens-Largo et al., 2016).

Schmitt (2000) says “Words are not instantaneously acquired (...) rather, they are gradually learned over a period of time from numerous exposures.” (p.4) And with the use of various methods, such as interactive flashcards, the students can be exposed to needed words repeatedly for better vocabulary acquisition. It is already proven that digital flashcards are effective in aiding the development of university students’ English vocabulary, but the author

of the Bachelor's Thesis believes that using interactive flashcards might be more appropriate and helpful for Grade 5 students (Komachali & Khodareza, 2012; Zakian et al., 2022).

The author of the Bachelor's Thesis wants to create a database of interactive flashcards that can be used both during classes in school and student independent learning time. The author believes that it is important for these young learners to have a good example of how flashcards should be created, organised, and used for maximum efficiency.

Aim: To examine how interactive flashcards can help to enrich Grade 5 students' English vocabulary.

Objectives:

1. To study theoretical literature on how lower-middle school students learn vocabulary and how interactive resources can be incorporated in English lessons;
2. To create a set of criteria for creating effective interactive flashcards for Grade 5 students;
3. To conduct a case study in an English as a foreign language (further in the text referred to as EFL) Grade 5 classroom of 14 students;
4. To design interactive flashcards for Grade 5 students to enrich their English vocabulary and implement them in an EFL classroom;
5. To develop a questionnaire where students can express their opinion on the use of interactive flashcards.

Research question:

How can interactive flashcards tailored to Grade 5 students' foreign language learning characteristics enrich their English vocabulary?

Research method: Case study.

Data collection methods:

- Analysis of Grade 5 students' creative writing using "Oxford Text Checker" online vocabulary evaluation tool to see how students' English vocabulary has improved from the start of the case study. The analysis is conducted in two parts with the first written assignment being conducted before implementing the interactive flashcards in their learning process and then the written assignment will be repeated after the implementation to see if the students' English vocabulary has been enriched.
- A questionnaire, where students can evaluate their own input in their English vocabulary enhancement as well as how helpful they found both the interactive tools used in class and those which were introduced to them as something they could use at home.

Research sample: 14 Riga X Secondary School Grade 5 students. The case study was conducted during February, March, April and May of 2023/2024 school year.

Outline of chapters:

Chapter 1 focuses on the vocabulary and vocabulary acquisition as well as on the age characteristics of young learners.

Chapter 2 investigates several types of interactive tools that can be used for vocabulary enhancement and their benefits and downsides.

Chapter 3 contains the data of empirical research and conclusion on how effective the use of interactive tools was for enhancing the English vocabulary of Grade 5 students.

1. VOCABULARY ACQUISITION AND FACTORS INFLUENCING IT

Vocabulary can be defined as the sum of words and phrases a person knows in one language. And the reason why building and enhancing vocabulary is important for any language learner is just as simple – the words are the base a language user needs to be able to communicate with other language users in a way that they can understand each other (Deni & Fahriany, 2020).

As students grow and learn more, the topics they might want to discuss with each other also become more complex and that is why they need to enrich their vocabulary to keep up with their interests and conversational topics. To enrich something means to improve its quality by adding more of something to it (Oxford Learner's Dictionary). And that is what the students need to do – they need to add more words to their pre-existing vocabulary.

When it comes to teaching vocabulary to young language learners there are some things that need to be considered, one of which is the way the students will view this learning of a new language. In Latvia, English is usually taught as one's first foreign language there are some challenges in teaching it – starting with the way learning new vocabulary is done by the student. Researchers such as Thornbury (2002) have explored the topic of how students learn a second or a foreign language, and what has been concluded is that the previously existing vocabulary knowledge in one's mother tongue is both helpful and also can have a negative effect of learning vocabulary in a different language, because the students do not look for links between newly learnt words, as they would do in their mother tongue, but rather they try to find direct translations of the new vocabulary in their mother tongue (Thornbury, 2002).

In conclusion, vocabulary acquisition is a comprehensive process that holds in itself more than just words and memorising them. The author of the Bachelor's Thesis agrees with the ideas of Thornbury who talks about the possible negative effects students native language knowledge might have on the process of a foreign language acquisition. Although student's native language is an important influencing aspect of learning a new language, there are other aspects as well. Therefore, the next subchapter explores different influencing factors of students and their language acquisition process.

1.1. Learners' age and vocabulary acquisition

As a foreign language teacher, one always must keep in mind that apart from each student's individual needs, wants and characteristics another thing that plays a role in the learning process are the specifics of teaching different age groups, whether be it the amount of time the learner is able to focus on the learning process, the size of their base knowledge or the number of words they are able to learn in each session. So, when it comes to working with Grade 5 students, these are some things that the author of the Bachelor's Thesis based on their teacher's experience hold an opinion that a foreign language teacher should keep in mind:

1) Pre-existing knowledge

One of the main things that a foreign language teacher needs to consider is the pre-existing knowledge of the learner. Because a typical Grade 5 English learner would have spent the last four years learning the language, the amount of this pre-existing knowledge should be somewhere around A1, leaning more towards to A2 Common European Framework of Reference for languages (further in the Thesis referred to as CEFR) level. But that is not always the case, and quite often teachers meet students who have not yet reached the expected level of English knowledge. Another aspect of pre-existing knowledge that plays a key role in foreign language learning is the vocabulary the student has acquired in their native language – the bigger their native language vocabulary, the better they will be at learning a foreign language (Proctor, August, Carlo, & Snow, 2006). The author of the Bachelor's Thesis has noticed that the students who have a challenging time expressing themselves in their native language are also the students who struggle to attain new vocabulary skills in the target language.

2) Type of motivation

Every learner a teacher will encounter in their career will either have external or internal motivation (Covington & Müeller, 2001). Internal or intrinsic motivation is thought of as doing something for personal enjoyment or growth without putting the focus on the result, but rather on the process and personal gain. Whereas external or extrinsic motivation is thought of as doing something to attain an outcome that is separate from the process (Deci & Ryan, 1985). Young learners might have an overwhelmingly larger amount of external motivation than internal motivation, which is something that should be taken into consideration when teaching a foreign language

– they might not yet have developed the sense of learning for the sake of gaining knowledge and they can benefit from having some extra incentive to get them learning.

It is important for the teacher to try to help the students shift their motivation for learning a foreign language, from internal to external motivation, but that is a long and hard process, which cannot happen over the course of a few lessons. Using some rewards is an effective way to foster both internal and external motivation, but it is better to make the rewards less tangible and more emotional, so that the focus is still left on the learning process rather than on the end result (Froiland, Oros, Smith & Hirschert, 2012).

3) Parental involvement

When encountering a new learner, another thing that should be thought of is the amount of time the parent is willing to and is able to spend with the young learner at home. There has been various research carried out investigating the role of parental involvement in child's academic success and the three biggest categories of parental involvement can be named as: school-based involvement, home-based involvement, and the setting of academic expectations (Hill & Tyson, 2009; Oranga, Matere, & Nyakundi, 2023; Sakaue, Wokadala & Ogawa, 2023). The school-based involvement includes attending school events and being proactive when it comes to various interactions with the child's place of education; home-based involvement includes actively being involved in different activities that will foster child's academic improvement, such as reading, role playing, crafts etc.; setting academic expectations is involving the child in the conversations which talk about what is expected of them in school and at home (Hill & Tyson, 2009). This involvement can be influenced by a lot of various aspects, but most importantly it can be the socioeconomic status of the family. If a child comes from a low socioeconomic status, the parents might not be able to assist the child in their studies either due to lack of time and energy or due to lack of knowledge themselves (Razza, Martin & Brooks-Gunn, 2010). The same can go the other way, with higher socioeconomic status families having the funds to invest in the child's education, but not paying enough attention to them.

4) Time students can focus on studying

Knowing that all children have a specific time span that they can focus on something is an important aspect of teaching and teaching foreign languages. Usually, the time span a Grade 5 student can focus on one task is between 25 to 40 minutes, after which time it is recommended to switch to a different task (North Carolina Agricultural and Technical State University, 2020). The teacher also must keep in mind

that most students will not have the average attention span and with the increased screen time of children nowadays the average attention span is probably lower than what previous research mentions. And the increasing time young children spend using technologies has also decreased their attention span. Children using their phones or tablets for multiple hours, many without parental control of the screen time, may experience sleep debt, which is the accumulation of the loss of sleep, and that also has a negative impact on one's attention span (Mark, 2023).

5) Knowledge and skills of using technologies for educational purposes

These Grade 5 students are what is called the "Digital Native", which is a term coined by Marc Prensky, meaning that they have grown up using different types of technology and it has become an integral part of their lives (Prensky, 2001). These 21st Century students are expected to know how to use almost every piece of equipment that is used in school and outside of it, but some consideration is needed for the fact that not all families can afford technologies and therefore the student might not be familiar with them and might not even know how to use certain technologies.

On this topic, another issue that might come up is the technological restrictions that both the students and the teacher might come across. Not all students will have devices to practice on or use in class, not all students will have unlimited data to use for studying in school or at home, not all students will have devices that are compatible with the interactive or digital tools that the teacher plans to use in class. And all these possible limitations must be kept in mind, when planning to integrate technologies into the classroom.

6) Self-confidence in expressing themselves in another language

One more thing that a teacher should consider when teaching a foreign language to young learners and setting their expectations for what to expect of these students is the fact that not all of them will want to or be able to express themselves on the expected level. These students can be shy and experience anxiety around peers and be afraid of embarrassing themselves, so it is important not to put the expectations too high at the start, but let the students ease into their confidence and skill set (Alvarado & Sandoval, 2017). That is why the teacher must not force students to express themselves out loud in front of their peers before they are ready.

The author of the Bachelor's Thesis has also noticed that the students who are extremely reserved and timid to give answers to questions in front of their peers start becoming more active when they are given the chance to answer only those questions about which the students are confident about.

To sum up, there are multiple factors which go into the process of language acquisition, some of which are purely characteristics of each individual student and some of which are characteristic to the age group or the generation of the student. Overall, the author of the Bachelor's Thesis sees the following three components of language learning as some of the most important ones (see Figure 1.1.1). The three components of foreign language behaviour and competence which are integrative motivation, linguistic confidence, and appraisal of classroom environment (Clement, Dornyei & Noels, 1994). The author of the Thesis believes that without having the positive attitude towards learning, believing in one's skills, and being evaluated in the process of learning, there is little to no room for any growth.

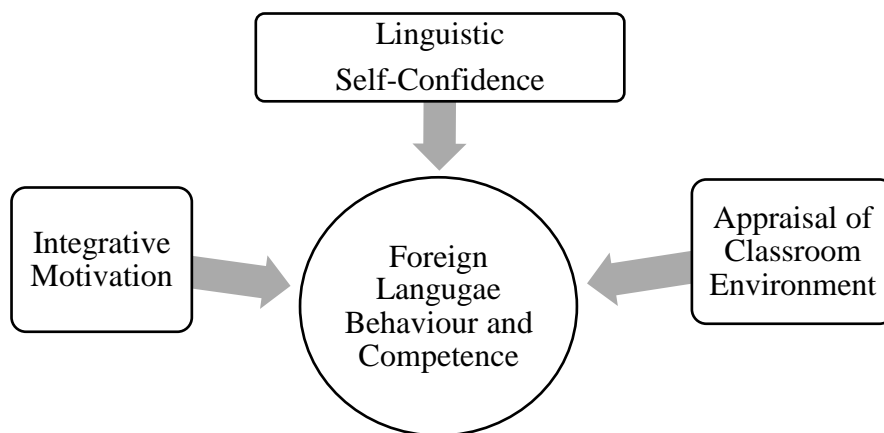


Figure 1.1.1. Schematic representation of the tricomponential approach (Clement, Dornyei & Noels, 1994)

Overall, the author of the Bachelor's Thesis own personal opinions and observations relate with what the researchers and other authors say about the factors which influence the language acquisition. Learning a language is much more than just attending lessons and doing the assigned work, it is a unity of influencing factors from within, from home and from the environment in which the learning happens. Apart from the internal factors, one should also keep in consideration the technical factors of vocabulary acquisition when it comes to teaching a foreign language. There is a difference between teaching skills that the student will use to receive information and skills that the student will use to give information to others.

1.2. Vocabulary in receptive knowledge and productive knowledge

When it comes to vocabulary, it is important to note that it can be divided into two categories – receptive vocabulary and productive vocabulary. Receptive vocabulary is the

collection of lexical units that a language user can understand from reading or listening to something. Productive vocabulary is the collection of lexical units that a language user can produce when speaking or writing (Crow, 1986; Schmitt, 2014). The way in which language learner acquires language knowledge is receptive knowledge first and then productive knowledge, so language learning should be thought of as receptive vocabulary that throughout the learning process moulds itself into productive vocabulary (Zhou, 2010).

Since receptive and productive vocabulary is acquired and used in various stages of the learning process and used in different ways, there should be a difference in how each type of vocabulary is taught. The author of the Bachelor's Thesis has noticed in their practice that students are more open to learning receptive vocabulary and receptive skills in general, this might be due to productive skills needing more detailed knowledge of words than receptive skills to use them correctly in different contexts (Crow, 1986).

Receptive vocabulary teaching methodology

These teaching methods mainly focus on different reading tasks, listening tasks and text comprehension and testing.

- *Reading corners and reading circles*

Reading corners for lower grade students are an effective way of having the students work on their receptive vocabulary without the extra pressure of collaborating with their peers. Though there is a downside to this method with a lot of responsibility going to the students and no way of checking if they are doing the task to improve their skills or just sitting down with a book not really reading it. This is where reading circles can come in handy – with certain tasks being assigned to each student and everyone reading the same material, but independently, there is a higher chance that the independent reading time will be used purposefully, seeing as the student later must complete the task for a group discussion. Reading circles also provide the environment for the student to naturally transfer lexical units from their receptive to their productive vocabulary (Kamal & Faraj, 2015).

- *Word lists*

Word lists as a structured and systematic method to teach receptive language skills. It is beneficial for young learners who have a need to improve their language skills. (Van Benthuisen,2003) These lists can be made based on various criteria, such as semantic categories (e.g., animals, colours, food), syntactic patterns (e.g., verbs, adjectives, nouns), or thematic units (e.g., travel, household items, hobbies). By organizing words in this manner, teachers can scaffold learning experiences, providing learners with a strategy which they can use for acquiring new vocabulary. Each word

in the list becomes a building block, allowing learners to grasp the meanings and usage of words within a contextual framework. Moreover, incorporating multisensory strategies, such as using pictures, gestures, or real-life objects alongside the word lists, can further enhance comprehension and retention (Jubran, 2012; Kalivoda, 1978). For instance, pairing the word “apple” with a visual image of an apple, along with the tactile experience of holding and tasting an actual apple, reinforces the concept and deepens understanding. Through consistent exposure to word lists and interactive activities, learners not only expand their receptive language vocabulary but also develop crucial cognitive skills, such as categorization and association, which are essential for effective communication and academic success (Hsu, 2011). Thus, word lists serve as valuable tools in nurturing receptive language abilities, fostering language growth, and empowering individuals to navigate and engage with the world around them with confidence and competence.

- *Semantic approach*

The semantic approach involves organizing word lists based on meaningful relationships between words, such as synonyms, antonyms, or words related by category or context. This approach emphasizes the comprehension of word meanings within a broader semantic framework, allowing learners to make connections and understand the nuances of language (Alsayed, 2019). By presenting words in clusters or networks that share common attributes or associations, the teacher can help create a deeper understanding and retention of vocabulary. For example, a word list focusing on “emotions” might include words like “happy,” “sad,” “angry,” and “excited,” grouped together based on their shared theme. Learners can explore the differences in meaning between these words and understand how they relate to each other conceptually. Additionally, incorporating activities that encourage exploration and discussion, such as word association games or semantic mapping exercises, can further reinforce comprehension and promote critical thinking skills (Alsayed, 2019). Through the semantic approach to receptive language instruction, learners not only expand their vocabulary but also develop a richer understanding of language structure and meaning, enhancing their overall communicative competence, vocabulary, and language proficiency.

Productive vocabulary teaching methodology

These teaching methods mainly focus on different speaking tasks, writing tasks and communicative tasks between students.

- *Role-playing and simulation*

Role play and simulation activities serve as dynamic tools for fostering productive language skills. Through role play, learners are inserted in authentic scenarios, allowing them to actively engage in language use, which is especially important if the students only place of interaction in English is in the classroom. By assuming different roles and interacting with peers, learners can practice speaking and writing in context, enhancing their fluency, vocabulary, and communicative skills (Cornett, 1999; Tompkins, 1998). Simulation activities, on the other hand, provide learners with opportunities to real-world situations in a controlled environment (Tompkins, 1998). Then situations which students must play out can be whatever the teacher feels the students will find most engaging or useful – participating in a mock interview, going to a doctor’s appointment, or simulating everyday interactions. Learners develop language skills while navigating realistic challenges. By incorporating role play and simulation into language instruction, educators create dynamic learning experiences which not only enhance language proficiency but also cultivate confidence and creativity in language use.

Although, when compared, role play proved to be more effective in improving test scores for students with lower motivation (Lutfi, Sutopo & Rukmini, 2018). Teaching Grade 5 students, the teacher, in the author’s opinion, should aim to use strategies which will foster the improvement of students with a lower motivation, so that they can improve and move towards a higher level in both language use and motivation. The author of the Bachelor’s Thesis has used role play in their practice, and has found out that the role play seems to interest Grade 5 students as a learning method, especially if they are allowed to create the dialogue or conversation fully by themselves, as long as there is a set of rules to follow (e.g. how many lines the dialogue have, what topic should it be on, if it matters if both speakers have the same number of lines or not).

- *Creative writing*

Within language learning, creative writing stands as a significant opportunity for learners to perfect their linguistic skills while also using their imagination. Through storytelling, learners can explore the language and craft narratives that allow them to express their personalities more effectively (Asri, 2015). Creative writing activities not only nurture linguistic proficiency but also stimulate cognitive skills, encouraging learners to experiment with language structures and literary techniques (Smith, 2013). By having to write in various language styles, students can achieve the understanding of language use and narrative construction. Thus, creative writing serves as a valuable

component of language learning, offering learners a platform for linguistic growth and creative expression.

The author of the Bachelor's Thesis has also used this specific method in their research, because allowing the students to express themselves creatively, even if there is a set task they must achieve, gives them the freedom to use whatever grammatical and lexical features they would like. This is the opportunity for them to use some words or phrases which they do not have a chance to use in their everyday communication.

- *Public speaking*

When speaking about effective communication, public speaking is one of the most important skills, providing students with the ability to articulate their ideas, persuade audiences, and engage in meaningful discourse (Iberri-Shea, 2009). Public speaking is more than just verbal delivery, it holds the elements of voice modulation, nonverbal communication, and audience interaction. Mastery of public speaking entails perfecting skills in structuring coherent arguments, captivating listeners through compelling storytelling, and adapting communication styles to suit various audiences and contexts. Through deliberate practice and feedback, students can achieve confidence, overcoming the fearful expectations associated with public speaking. Proficiency in public speaking empowers individuals to convey messages with clarity, conviction, and impact, allowing them to effectively navigate professional, academic, and social spheres of interaction (Iberri-Shea, 2009).

The author of the Bachelor's Thesis has used this method in practice in Grade 5 classes to make sure that the students can use their active vocabulary outside of the tasks which are provided in the student book or workbook by giving them a task of creating an advertisement for a reality show about the topic which they were studying at that moment.

In conclusion, the way one looks at language teaching and learning needs to be adjusted to the specific needs and outcomes one wants to achieve. The author of the Bachelor's Thesis holds similar views as researchers such as Crow and Zhou who highlight the importance of learning both receptive and productive skills. The author of the Bachelor's Thesis also has noticed in their experience in teaching that productive skills are harder to teach than receptive skills, which is something that other authors, such as Zhou, have also spoken about in their research. That is why the author of the Bachelor's Thesis believes that there needs to be some innovations in teaching to help students gain all the necessary skills for them to become skilful English language users. The next chapter explores some of the tools that can be used in order to achieve the previously mentioned goal.

2. INTERACTIVE LEARNING RESOURCES

Living in the digital era has its pros and cons, and the main pro might be the variety of learning resources and opportunities it brings to learners of all ages and backgrounds. With EFL lessons becoming increasingly technology oriented, the teachers need to integrate the digital aspect of learning in their lessons to make them more engaging for students to gain better results. Nowadays, one might come across many obstacles when planning a lesson without the use of technology – most listening tasks included in various teaching materials can only be accessed online. Some teachers who are less tech-savvy can find this part of teaching especially challenging and it might turn into a deliberate avoidance of using technologies in lessons (Burns et.al., 2002). Another issue that teachers may have when planning lessons is insufficient time to plan lessons that integrate technologies and digital aspects into them (OECD, 2023). The author of the Bachelor's Thesis believes that technology is already a vital aspect of teaching and learning, and its importance will only grow in the coming years and therefore it is an obligation for all teachers, new or experienced, to educate themselves on this topic to improve their skills and abilities to pass on knowledge.

Another advantage of this digital era is the fact that a lot of schools are offering various technologies for delivering lessons. The author of the Bachelor's Thesis at the time of conducting the research is employed in a school which offers various technological solutions for working in lessons (interactive boards, computers, Chromebooks, free WiFi). This makes the digital and interactive tools more accessible for all students. However, the availability of a digital tool or a piece of technology is not enough to foster students' achievements, the student must also be taught how to use it to achieve its educational value and potential, and not all schools provide that (OECD,2023). The author of the Bachelor's Thesis agrees with the ideas stated in the Organisation for Economic Cooperation and Development (OECD) Programme for International Student Assessment (PISA).

To summarise, the author of the Bachelor's Thesis agrees with the ideas stated by authors such as Burns, Menchaca and Dimock that highlight the potential threats for teachers and the growing importance of technologies in education and the opportunities that outweigh the threats. The ideas expressed in OECD PISA 2022 results also resonate with the author of the Bachelor's Thesis because they experience the students digital literacy firsthand in their teaching job, and agree that even though the school offers the means for students to use technologies to achieve their academic potential, they do not have the knowledge of how to

do it. Therefore, the next subchapter discusses different interactive tools that can be used in vocabulary acquisition and how they can be used to do it.

2.1. Different interactive tools for vocabulary acquisition

Both the Oxford dictionary and Cambridge dictionary define the term “digital” as something that is related to or using the internet (Cambridge Online Dictionary; Oxford English Dictionary). From this definition, digital tools can be seen as tools, which one could use without the help of technology in an analogue form (e.g. notebooks, calendars, flashcards), or tools which only have one specific interaction option (e.g. videos, news articles, flashcards). These types of tools offer a new perspective on teaching English language by bringing technologies, which have already become an important part of students lives, into the classroom.

The Oxford dictionary defines “interactive” as something allowing information to be passed in both directions between a computer, etc. and a user, or reacting to what a user does (Oxford English Dictionary). From this definition, interactive tools can be seen as tools which serve more than one specific purpose, can only be used in digital form, and offer instant or near instant feedback to the user (e.g. online games and quizzes, live worksheets, flashcards with gamification elements).

It is important to differentiate between the two types of tools because of the diverse levels of difficulty of their use. Digital tools are easier to use because of the purpose they are intended for (usually single type of action can be done on digital tools) and even though children nowadays are seen as “digital natives” who have grown up using technologies, the way they use them usually to consume content, not really to create or interact with it (Bennett & Maton, 2010, Prensky, 2001). The author of the Bachelor’s Thesis also noticed that even though students spend most of their free time in school using their mobile phones, they are not well equipped when it comes to new digital and interactive tools, and they do not feel comfortable exploring these unknown tools, but would rather ask the teacher for instructions on how to access the content they provide.

Overall, the author of the Bachelor’s Thesis believes that the difference between digital and interactive tools, although it may not be big, is of importance and both the teacher and the student should be taught how to use them effectively. The author of the Bachelor’s Thesis agrees with authors such as Bennet & Maton, and Prensky, who talk about the growing

importance of technologies in our lives, but also about our inability to always use the technologies effectively in our lives. Therefore, the next subchapters introduce different interactive tools that the teacher and the students could use to effectively increase their English language acquisition with the help of technologies.

2.1.1. Quizlet

Quizlet.com is an interactive tool mainly used for its flashcard function. This tool can be accessed both via a computer and via a mobile app. This is a free resource, although a professional version of it is also available.

The teacher needs to register in order to create flashcard sets, but the students have no need for registration if they only plan to use the flashcard function of the site. Once the teacher has registered, they can create classes (*see Figure 2.1.1*) and invite students to join them via link or Google Classroom (Quizlet, 2024). The author of the Bachelor's Thesis during their three-years' experience as an English teacher has found out that students are not keen on joining the classes, but rather just use the individual flashcard sets.

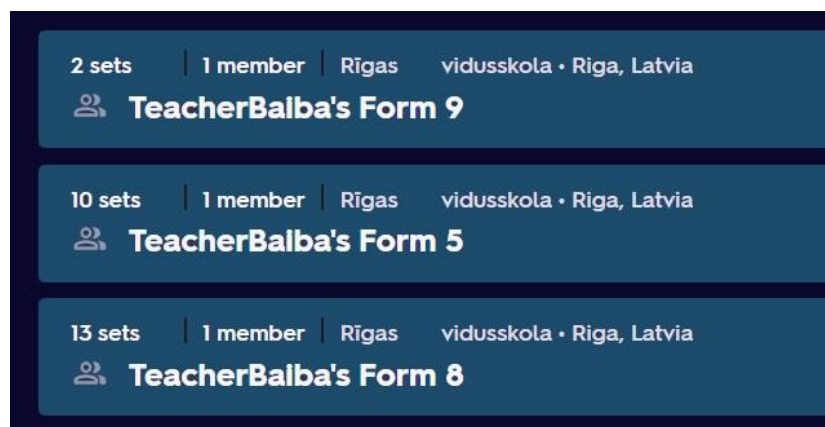


Figure 2.1.1. Classes on quizlet.com

This interactive tool provides students with flashcard sets, which have multiple uses. The sets can be studied as digital flashcards that have the term in target language on one side and either a translation, meaning, or a picture on the other side. (*see Figure 2.1.2*) (Quizlet, 2024). This is the most popular function of this interactive tool, and the author of the Bachelor's Thesis used this function in English lessons when introducing new vocabulary or when revising the learnt vocabulary before tests in large groups.

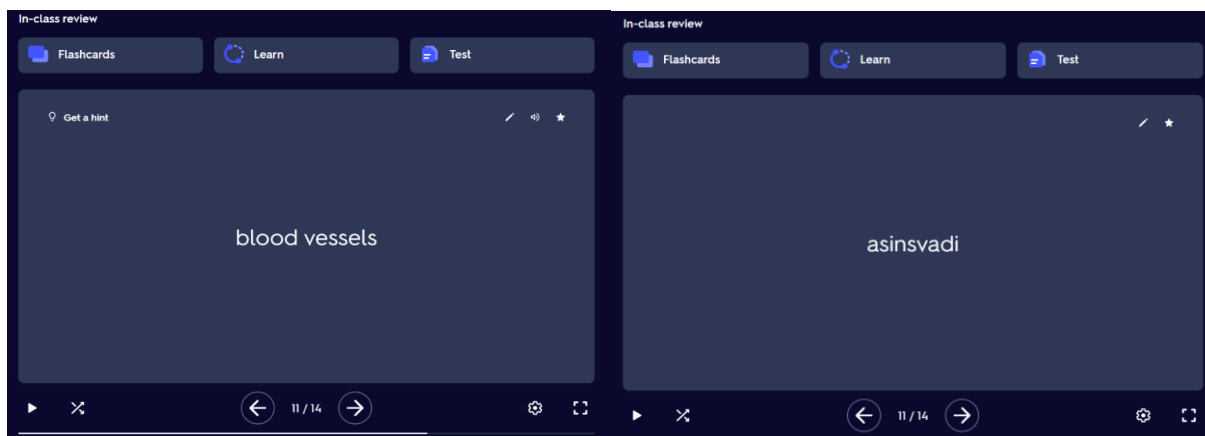


Figure 2.1.2. Flashcard function on quizlet.com

Another function that Quizlet offers is the “Learn” function, which itself contains the possibility to choose the type of learning methods you want to use – flashcards, multiple choice questions, or questions which require a written answer. The student can choose all three, just one or any combination of the offered methods. There is also the option to choose whether the students want to give answers in their native language or the target language. In this function the students receive immediate feedback if they answer correctly, and if they answer incorrectly, the correct answer is shown. There is also the option to skip a question to which the students may not know the answer to, and when the question is skipped, the correct answer is shown (Quizlet, 2024).

Similarly to the “Learn” function, there is the “Test” function also offers multiple options for interaction as well as the option to choose in what language to give the answers. There are four types of questions the student can choose to engage with which are multiple choice, written answer, true or false, and connecting terms with definitions or translations. Unlike the previous function, the “Test” does not give immediate feedback, but the feedback is given at the end of it. The student, after completing the test, can look over their answers and revise the questions they got wrong (Quizlet, 2024). The author of the Bachelor’s Thesis uses this function in smaller groups and individual consultations, and it has proven to be helpful for students who have a tough time learning new vocabulary items.

Quizlet also offers function that have gamification elements to them. One of these functions is the “Checkpoint” which is a multiple-choice quiz, similar to Quizizz and Kahoot. The teacher is the host of this function, and the students do not need a profile to access the quiz. The quiz can be accessed via a QR code, or a link, and it happens in real time (all the questions are given to all participants at the same time). The question is shown both on the host’s screen and the participant’s screen (*see Figure 2.1.3*) and after the question is answered, the correct answer is also shown on both party’s screens, but the host also sees statistics of the given answers (Quizlet, 2024).

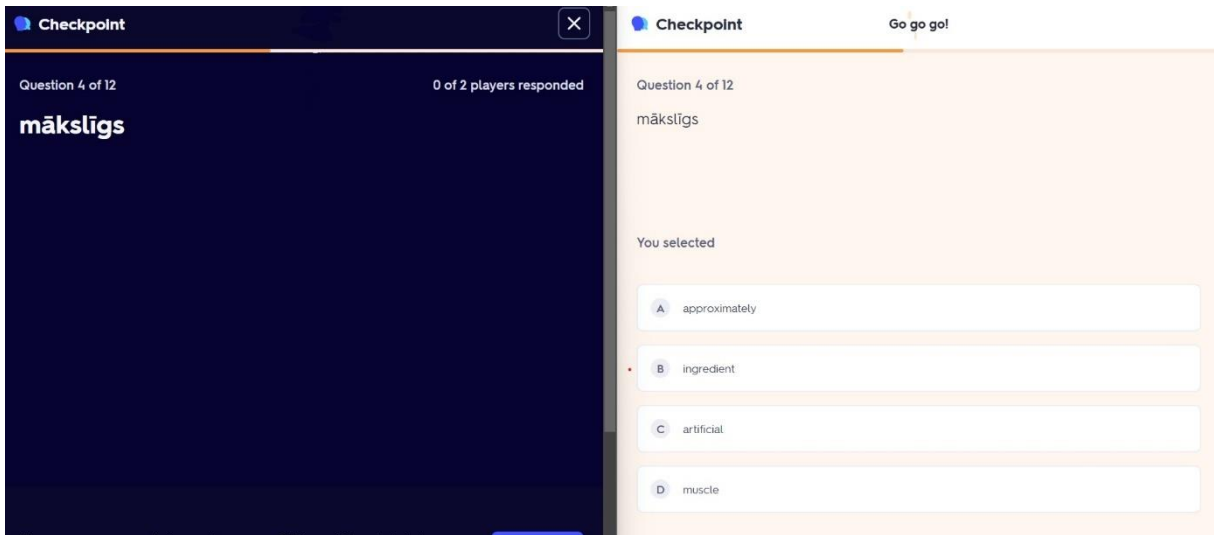


Figure 2.1.3. Checkpoint function on quizlet.com (host’s screen on the left and participant’s screen on the right)

A similar function to the previous one is “Classic Live” which is a multiple-choice quiz in which students can either compete against one another in teams or individually (see Figure 2.1.4). The aim is to answer 12 questions in a row correctly, but if a question is answered incorrectly, the participants must start from the beginning and the correctly answered question number drops down to zero again. There are two options for giving answers – either in the student’s native language or the target language (Quizlet, 2024). The author of the Bachelor’s Thesis does not use this function in Grade 5 English lessons, due to it not being highly motivating for students who are just beginning to acquire new vocabulary, having to start over every time they give an incorrect answer may have a negative impact on their further studies and classroom participation.

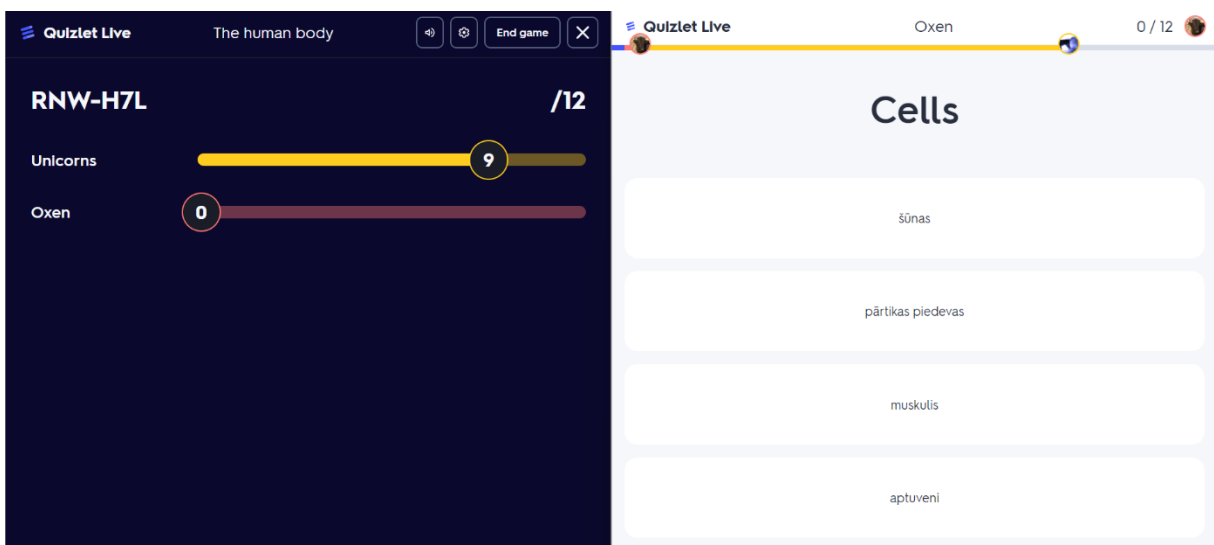


Figure 2.1.4. Classic Live function on quizlet.com (host’s screen on the left and participant’s screen on the right)

The final function on Quizlet is the “Match” which is an activity with gamification elements (students with registered profiles can set high scores for each flashcard set). It is used individually, and the aim is to match terms with definitions or translations (*see Figure 2.1.5*) (Quizlet, 2024). This is a useful tool for drilling terms and many students who the author of the Bachelor’s paper teaches have given positive feedback for this tool as means of acquiring new vocabulary. The author of the Bachelor’s Thesis uses this tool when revising the acquired vocabulary before tests, allowing each student to try out the function once and seeing who can match the full set in the shortest time.



Figure 2.1.5. Match function on quizlet.com

In conclusion, this interactive tool is very appropriate for vocabulary acquisition and enhancement because of the focus its features have on vocabulary and translations. It is an easy tool to use and it is also versatile in both its functions, and its in-class and at-home study appliance.

2.1.2. Quizizz

Quizizz is an interactive educational tool, which can be used for conducting lessons, testing students, and revising lexical and grammatical features learnt in language lessons (Quizizz, 2024). It is a free online tool with a premium version available for extra features to be used by both teachers and students. This tool can be accessed both on computers and on an application on mobile devices.

The teacher needs to register to quizizz.com in order to create quizzes and lessons, and to create a database of materials they would like to use in the future. After the first step of registering is complete, the teacher can create presentations with quiz elements in them, plain presentations, or plain quizzes. The quiz function assigns point to students based on whether they answer a question correctly as well as increasing the number of points given based on how fast the answer was given (the faster the answer, the bigger point total awarded for each correct answer). Another aspect of Quizizz is the possibility to give students multiple attempts at a quiz, power ups, redemption questions (which is a second chance to answer previously incorrectly answered questions), and to overall customize the gamification elements of the tool (Quizizz, 2024).

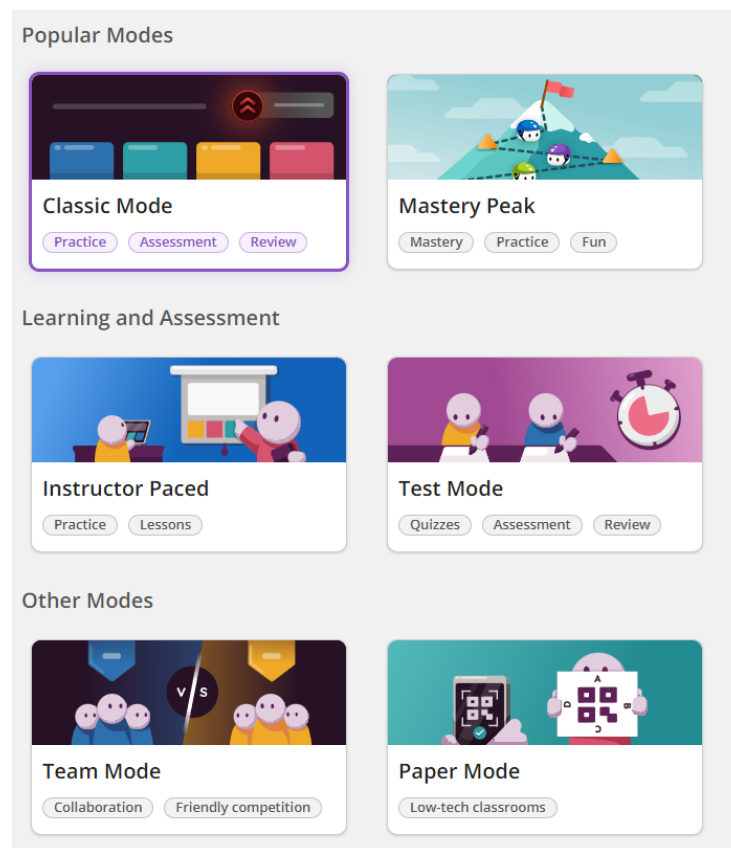


Figure 2.1.6. Different options of using quizizz.com

One of the most popular functions of this tool is the online quiz, which has several options of conducting (see Figure 2.1.6). The first option is “Classic mode” which allows participants to take the quiz at their own pace while competing one against the other while the host can see leaderboard of the participants in real time. Unfortunately, this mode is only available for participants who have registered to the site. This mode offers immediate feedback as well as it offset the host to either allow or not allow the participants to see the correct answers for incorrectly answered questions (Quizizz, 2024).

The second option is “Mastery Peak” which is a gamified mode with repeated practice questions and where participants play at their own pace while the host observes the progress in real time. This mode also offers mini games that the participants can play between the quiz questions. This mode offers immediate feedback as well as the option to show students the correct answer after incorrect answers (Quizizz, 2024). The author of the Bachelor’s Thesis tries not to give this option to students too often, because the gamification elements in this mode are so strong that the students become distracted with them and do not pay enough attention to the actual questions.

The third option is “Instructor paced” and in this mode the host of the quiz controls the pace at which all participants advance from one question to another. In this mode all participants get the same questions at the same time and, unless they run out of time, they can only advance to the next question when everyone has answered the previous one. In this mode, the host is also able to see the statistics of each question, therefore having the opportunity to talk over questions which the participants answer. For this mode, the participants do not need to register to quizizz.com. This option has immediate feedback available for students, and if the teacher selects for the correct answer to be shown after answering a question, the students can understand the mistake they made right away (Quizizz, 2024). The “Instructor paced” option is the one which the author of the Bachelor’s Thesis uses the most in their teaching practice, because of the possibility to talk over each question right after students have answered it.

The fourth option is “Test mode” which is an option that does not offer immediate feedback for the participants. Just like in a real test, the participants are given questions, and they have to answer each question in a set time. Once the test is finished, the participants can see the statistics of their test, but not the correct answers. The host, however, can see the full reports of each participant as well as the class average (Quizizz, 2024). The author of the Bachelor’s paper has not used this mode in practice even when the lessons had to happen online, due to the Covid-19 pandemic, because this mode requires the student to have stable internet connection, because there is only one attempt allowed, so the author chose other options for testing during the online lessons.

The fifth option is the “Team mode” in which individual participants answer the questions at their own pace, but the points are grouped by the collective team. The teams can be made at random, or the hosts can edit teams to fit class needs. For this mode the students do not need to have registered profiles in quizizz.com. There is possibility of immediate feedback in this mode as well as the option to show the participants the correct answers right after they have completed each question. The team with the most points wins the match. If

there are uneven number of participants, the team with the less players is given adjusted point quotient for each question, so that if all members of all teams answer the question correctly, they get equal number of points (Quizizz, 2024). The author of the Bachelor’s Thesis rarely used this mode in Grade 5 English lessons but used it more frequently when teaching Secondary school students, because, the author felt that younger learners may get impatient and rude if they get a less advanced student in their group who is “dragging the team down”.

The sixth option is “Paper mode” which is adapted for less technologically advanced classrooms. In this mode the host must print out Q-cards, which are codes that can be scanned by the host on the Quizizz mobile app. Each participant gets their own Q-card which can be rotated in four ways, with the corresponding letter of the correct answer being on top of the page (see Figure 2.1.7) and the questions are shown on the screen in the classroom (Quizizz, 2024). The author of the Bachelor’s Thesis has not used this option in class because they have not come across a situation where there would not be digital devices for the participants available.

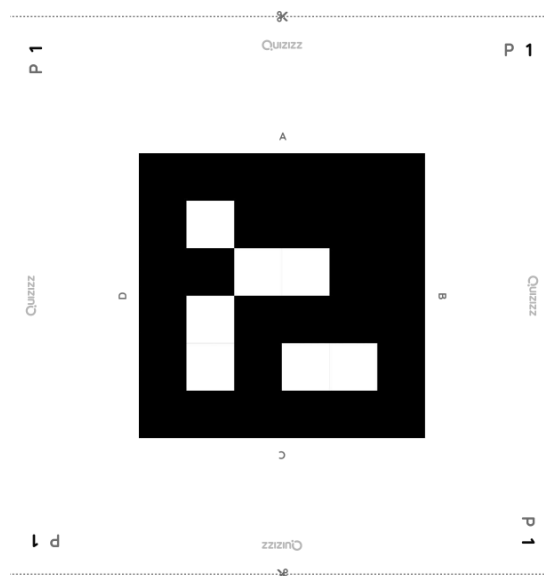


Figure 2.1.7. “Q-card of quizizz.com Paper mode”

Apart from the real time functions of Quizizz, there is also the option to assign work to students to complete at their own pace and time. This function also has customization available: the teacher can choose the start time and the deadline of the activity, the number of allowed attempts and the gamification elements of it. There is a possibility for the teacher to allow students to see the correct answers after each question, giving them immediate feedback, but for testing purposes, this function can also be disabled. For the students to use this function, they do not have to register to quizizz.com (Quizizz, 2024). The author of the Bachelor’s Thesis used this function in practice for testing students during the Covid-19 pandemic, setting the allowed time for activity during the online lessons and allowing one attempt per student.

To sum up, Quizizz is a versatile tool that offers many functions for different educational needs. The author of the Bachelor's Thesis believes that this tool has the potential to be incorporated into everyday feedback process of English language studies thanks to its features.

2.1.3. LiveWorksheets

LiveWorksheets.com is an interactive tool which can be used for conducting lessons, assigning work, or testing students. The registration to this website is free and does not require the students to create their own profiles, but there is also the option to upgrade one's profile to premium for some extra features. Once the teacher has registered on this website, they can create accounts for their students manually. After creating the student profiles there is also the option to assign students to groups (LiveWorksheets, 2024).

This interactive tool offers users to either create their own interactive worksheets or lessons, or to use one of the published materials found on the page. The teacher can create two different workbooks which contain a collection of interactive materials the teacher has selected. This workbook can then be assigned to a group as homework. The students get immediate feedback after a worksheet is completed. The teacher can see the progress of the students work as well as their answers (LiveWorksheets, 2024).

The author of the Bachelor's Thesis uses this interactive tool for creating sets of revision materials that the students can use on their own time, when revising for tests, or training to use the new grammatical and vocabulary items. The students seem to appreciate this extra effort, and those who do use it for revision, have shown improved test results since the implementation of this tool.

In summary, LiveWorksheets is a useful tool that can be utilized in differentiation and digitalisation process of English lessons. This tool also fosters student independence in their own study process and allows them to do the tasks in their own pace.

2.1.4. Baamboozle

Baamboozle is an interactive educational tool which is saturated with gamification elements. This tool offers both revision option for students when studying vocabulary or

grammar functions (“study” function), and group gamified testing for in-class activities (“play” function) (see Figure 2.1.8). The registration for this tool is free and once the profile is set up the user can create their own flashcards or tests, as well as save other user’s creations. To use some of the features of this interactive tool, a profile is not necessary (Baamboozle, 2024). There is a premium version as well, which unlocks a variety of features, but the author of the Bachelor’s paper has found that the free features of the tool are enough for both in-class and at home studying for Grade 5 students.

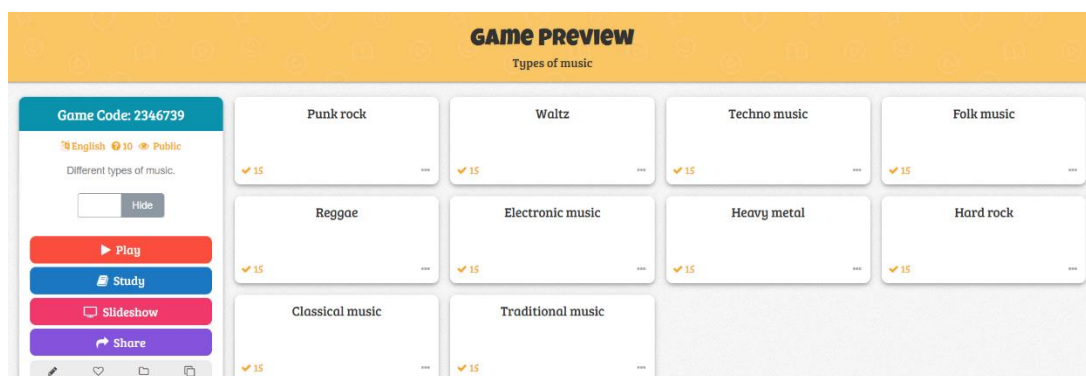


Figure 2.1.8. Function options of Baamboozle.com

The “study” function offers self-quizzing on the chosen topic. The student can check their vocabulary or grammar knowledge of a chosen topic and check if they have given the correct answer (see Figure 2.1.9). This is a good way for students to do revision at their own pace while getting immediate feedback in the form of percentage of correct answers on the topic. One disadvantage of this function is that it does not allow for the incorrectly answered questions to be repeated or revised – if the student wants to repeat the incorrect questions, they have to repeat all of the questions.

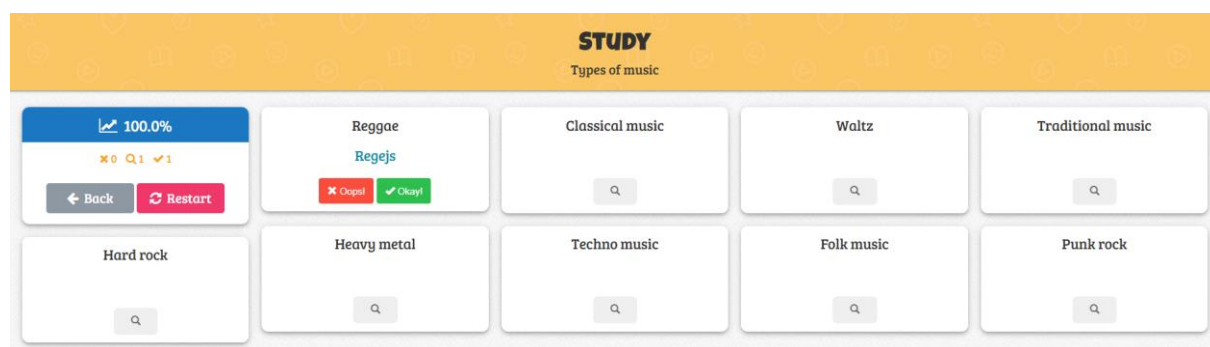


Figure 2.1.9. Study function of Baamboozle.com

The “play” function offers gamification and competition elements to learning and revising vocabulary and grammar functions. There are multiple options for choosing a type of game to be used, but the author of the Bachelor’s paper used the free function of “Baamboozle” for in-class activities (see Figure 2.1.10).



Figure 2.1.10. Play function options of Baamboozle.com

The “Baamboozle” function is a group competition quiz in which students pick a number and said number question is opened by the game host and the students give their answers verbally. The possible types of questions in the game are multiple choice questions, short answer questions or questions which require the students to make up their own answers. The game host manually checks if the answer is correct or not and accordingly grants point to the teams. This function also has three sub-categories of type of play: quiz option with questions only; classic option with questions and power-ups (stealing points from other teams, giving points to other teams, gaining or losing extra points, resetting the score); classic jr. option with easier power-ups (gaining extra points, but smaller amount than the classic option) and reduced amount of points for each question (*see Figure 2.1.11*).

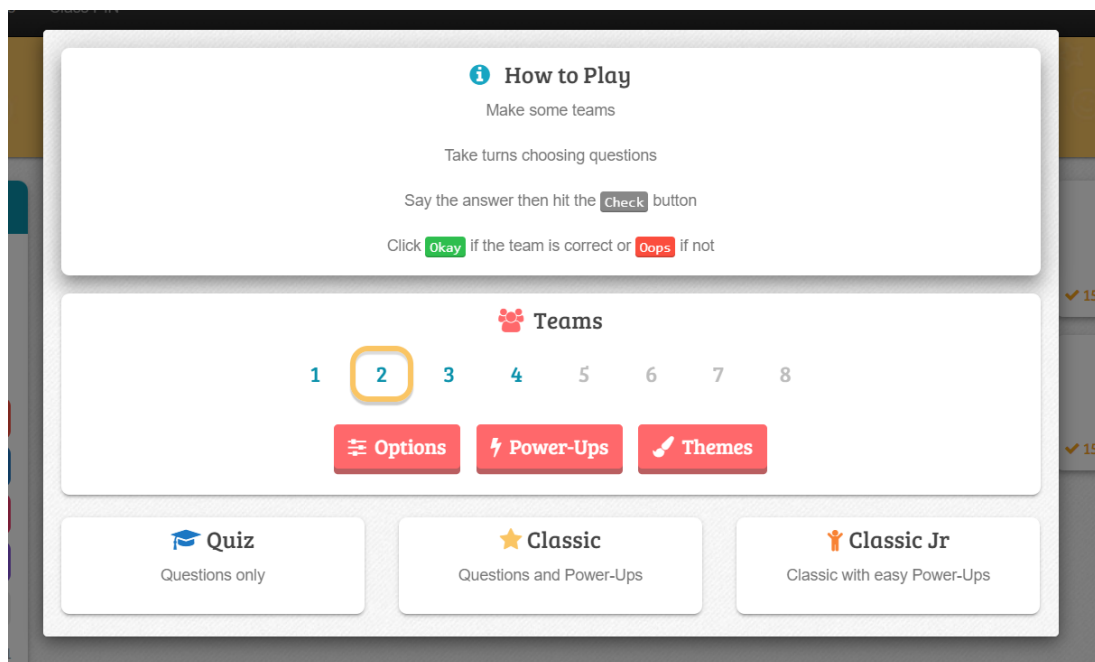


Figure 2.1.11. Game play options of Baamboozle

The author of the Bachelor’s Thesis used this interactive tool when revising or strengthening the acquired lexical or grammatical features. This tool also served as a

motivational tool for the students (if the students completed their work in a timely and neat manner, the class could play a Baamboozle on the current topic). The author of the Bachelor's Thesis used this tool for both younger students and older students and got positive feedback about it from all age groups.

To summarise, the author of the Bachelor's Thesis explored different online interactive tools which could be useful for teaching vocabulary to Grade 5 students. It can be concluded that there are many free to use interactive online tools, which can help both teachers and students in language acquisition, but it is important to choose the tool based on the skill you want to develop or enhance. The author of the Bachelor's Thesis compared these interactive tools against a list of criteria to choose the most appropriate ones for the needs of this case study. The next chapter talks about the selection process of tools, how they were implemented in the classroom and what effect they had on the students' English vocabulary.

3. CASE STUDY ON THE USE OF INTERACTIVE FLASHCARDS TO ENHANCE GRADE 5 STUDENTS' ENGLISH VOCABULARY

The author of the Bachelor's Thesis came across an issue of insufficient English vocabulary knowledge at the start of the 2023/2024 school year. This was the first time the author of the Bachelor's Thesis had to work with Grade 5 students and the English vocabulary knowledge level made them take up an interest in different ways to enhance it. The most interesting and potentially effective way of achieving the aim of enhancing Grade 5 students' English vocabulary was incorporating interactive flashcards in English studies, and the analysis theoretical materials of vocabulary acquisition and interactive learning tools has helped the author to select and implement four interactive tools in their EFL classroom.

The research was carried out in the form of a case study over the period of February, April and May in one Secondary school in Riga. The research sample consisted of one Grade 5 English group – 14 students (five girls and nine boys). Although it is important to mention that as this case study was conducted as part of the students' every-day studies, some students were absent for some parts of the case study, but 11 students (four girls and seven boys) participated in all parts of it, and they will be the base research sample of this case study.

The students for this case study were chosen out of the four 5th Grades the author of the Bachelor's Thesis teaches in their practice. At the start of the 2023/2024 school year, the author received one student group from each 5th Grade that started their studies in X Riga Secondary School. This was a new experience for both the students and the author of the Bachelor's Thesis, because the students had moved from the Elementary school's building and encountered new teachers and rules, and the author had not previously taught 5th Grade before. The lack of experience with working with this specific age group interested the author of the Bachelor's Thesis to further explore the way students of this particular age group study and acquire English vocabulary, because vocabulary is the base of written and spoken communication between language users.

Out of all four possible groups of students the author chose the one which had the highest number of average English language students, meaning, they looked for the group that did not have too many outliers (too many high achieving students or too many students who are struggling with the basics of English language use). Choosing such group would give the author the best insight on how effective the chosen method of using interactive flashcards would prove in enhancing Grade 5 student English vocabulary.

Another aspect which was taken into consideration was the level of collaboration that the students showed during the first term of the school year. Some groups proved to be very easily agitated by some of the interactive tools introduced in the classroom (some students could not contain their emotions during lessons where Quizizz or Baamboozle was used, and some students were reluctant to participate in the gamified activities offered). Therefore, the student self-control played in the choosing of the research sample was of importance.

Even though only one of the 5th Grades were chosen for the study, the author implemented the principles of the case study in all four groups. The only difference is that the rest of the groups did not have their written works analysed using the Oxford Learners Dictionary's offered Text Checker tool.

To carry out the case study, the interactive tools were incorporated into English lessons. The way the author of the Bachelor's Thesis incorporated these tools in the lessons can be seen in the lesson plans which the author created (*see Attachment 1.A*). The lesson plans were created for the lessons where the interactive tools were used intentionally, but there were also opportunities for the interactive flashcards and tools to be used spontaneously in lessons when students were ahead of the schedule and there was free time to use them.

To collect data from the participants of the case study, the author of the Bachelor's Thesis assigned two creative writing assignments (*see Attachment 2 and 4*) for the students and sent out a questionnaire (*see Attachment 6*) which the students were asked to complete at the end of the case study.

The author of the Bachelor's Thesis created the following list (*see Table 3.1*) of criteria after conducting theoretical research on different age group specifics as well as investigating different interactive and digital tools. This table of criteria was used to determine which interactive tools to implement in the EFL classroom.

Table 3.1. Criteria for choosing interactive tools to use in the case study

Criteria	Yes / No
The tool is interactive	
The tool can be used in the classroom	
The tool can be used individually	
The tool can be used in groups	
The tool is easy to understand	
The tool is easy to use	
The tool is age appropriate	
The tool allows the student to learn at their own pace	
The tool trains receptive skills	
The tool trains perceptive tools	
The tool is free to use	
The tool has more than one way of using it	

After completing the theoretical research of vocabulary acquisition and also the available interactive flashcard tools online, the author of the Bachelor's Thesis completed the created table of criteria for each investigated tool and came to the conclusion that the best tools to include in carrying out the case study would be *quizlet* and *baamboozle*. This choice was made because of the number of criteria each of these interactive flashcard tools applied to (*see Table 3.2. and 3.3.*)

Table 3.2. Completed list of applicable criteria for quizlet.com

Criteria	Yes / No
The tool is interactive	Yes
The tool can be used in the classroom	Yes
The tool can be used individually	Yes
The tool can be used in groups	Yes
The tool is easy to understand	Yes
The tool is easy to use	Yes
The tool is age appropriate	Yes
The tool allows the student to learn at their own pace	Yes
The tool trains receptive skills	Yes
The tool trains perceptive tools	No
The tool is free to use	Yes
The tool has more than one way of using it	Yes

Table 3.3. Completed list of applicable criteria for baamboozle.com

Criteria	Yes / No
The tool is interactive	Yes
The tool can be used in the classroom	Yes
The tool can be used individually	Yes
The tool can be used in groups	Yes
The tool is easy to understand	No
The tool is easy to use	Yes
The tool is age appropriate	Yes
The tool allows the student to learn at their own pace	No
The tool trains receptive skills	Yes
The tool trains perceptive tools	Yes
The tool is free to use	Yes
The tool has more than one way of using it	Yes

The chosen interactive tools were integrated into English lessons for Grade 5. The author of the Bachelor's Thesis created lesson plans (*see Attachment 1.A*) for English lessons where interactive flashcards were used intentionally and purposefully. Some of the ways the interactive flashcards were used included introducing new vocabulary items to students via the flashcard function on *quizlet*, practising using the newly acquired vocabulary items on *baamboozle*, revising the acquired vocabulary in a group using the test function on *quizlet*, individual revision using the match function on *quizlet* or individual revision using *quizizz*. In lessons where the author of the Bachelor's Thesis had not planned using interactive tools, but the students were ahead of the work schedule and an opportunity presented itself, the author included the interactive tools spontaneously into the lessons (*see Attachment 1.B*), mainly during the reflection part of the lesson.

To sum up, the author of the Bachelor's Thesis researched how interactive tools could be used to enhance Grade 5 student vocabulary, created an interactive tool database and implemented interactive flashcards in English lessons and created written assignments for students to analyse if and how their English vocabulary is enhanced in the case study. At the end of the case study the author of the Bachelor's Thesis also asked for the students' opinion of the interactive flashcards used, to determine if student opinion of the used tools influence their effectiveness. The following subchapter analysed the data gathered during the case study.

3.1. Creative writing assignment analysis

During the case study 14 students were asked to write two short pieces of creative writing – one at the beginning of the case study, before the interactive flashcards were introduced to the classroom, and one at the end of the case study, after interactive flashcards had been used in class for the span of two months. The written student work was analysed by using the Oxford Learners Dictionaries' tool "Oxford Text Checker" which analyses the words used in text and sorts them into CEFR levels.

Since the case study aimed to see how the use of interactive flashcards could enhance the English vocabulary of Grade 5 students, the written assignments were first corrected and only then put in the "Oxford Text Checker" tool. This was done because the author of the Bachelor's Thesis wanted to see if the students could use the newly acquired vocabulary items correctly in a specific context, not if they learned the correct spelling of the acquired words.

Unfortunately, with this case study being conducted as part of class work, some students were absent for either the first or second writing task, so those students who only participated in one of the writing tasks will not be compared with the class average, but their answers in the questionnaire will be considered because they did attend the lessons where interactive tools were being used as a part of the classwork.

To summarise, the students who participated in the case study were given two assignments which were to write a short text about a given situation. The text was then analysed and the results between the first and second written assignment were compared. The following subchapters further explain the results of both written assignments.

3.1.1. First written assignment of the case study

Before implementing the interactive flashcards and interactive tools in Grade 5 English classroom 12 students took part in the first written assignment. This assignment was the first written assignment the students had in Grade 5, and before that they had not had separate writing assignments given to them. Since this was a new type of task for them, they were allowed to write a rough copy at home and use it as a guideline when writing the assignment in class. In reflection, the author of the Bachelor's Thesis would not give them the permission to use the rough draft when writing the task in class, because some of the students tried to copy the text they had written at home, which defeats the purpose of the assignment. Although 12 students participated in the first written assignment, only 11 of those students will be considered when looking at the class average, because they participated in both written assignments.

The average scores of the first written assignment for the class were an overwhelming dominance of A1 level words. The class average between the 11 students who participated in both written assignments was 88% A1 level words out of all words used in the written assignment. A2 level words and unclassified words were used equally often in the first written assignment – 5%. And the same can be seen about B1 and B2 level words, whose frequency of use was 1% (*see Figure 3.1.1.1*).

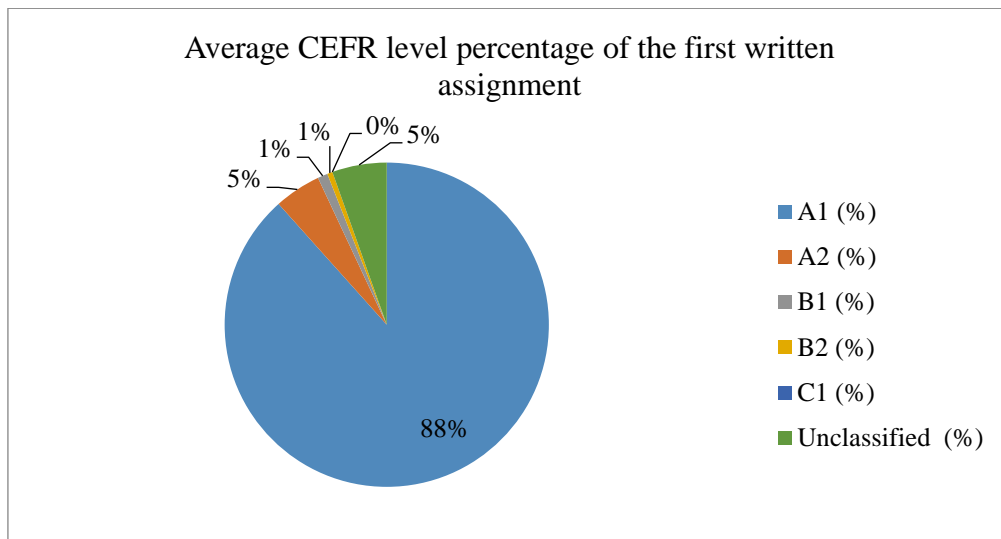


Figure 3.1.1.1. Average CEFR level of the first written assignment

The results of the first written assignment were overall similar with the frequency of A1 level words between students ranging from 81% to 96%, A2 level words in the range of 0% to 11%, B1 level words from 0% to 3%, B2 level words from 0% to 2%, and unclassified words from 0% to 18%.

One of the students the author of the Bachelor's Thesis would like to highlight is *Student I* whose first written assignment contained 89% A1 level words, which is 57 of 64 words, 2% B1 level words, which is 1 out of 64 words, and 9% or six out of 64 words were unclassified (see Figure 3.1.1.2). The student showed low results all through the first term of the school year and was struggling with vocabulary acquisition. This shows that the student has a very limited vocabulary that has not been enriched as the material which is being studied has gotten more complex.

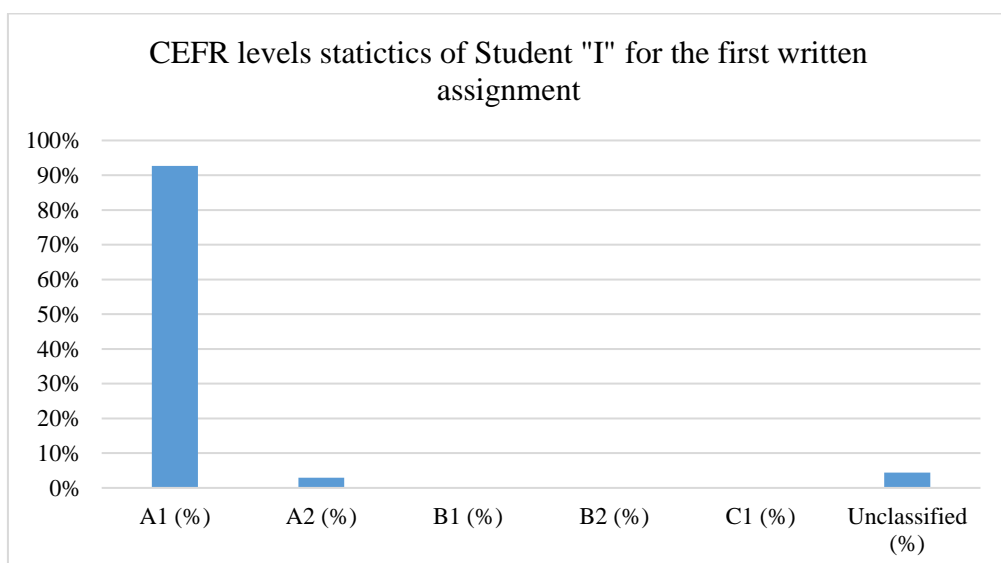


Figure 3.1.1.2. Student I's CEFR level of the first written assignment

Another student that the author of the Bachelor's Thesis wants to highlighted *Student F* whose first written assignment contained 92% A1 level words, which is 96 out of the 104

words, 5% A2 level words, which is five out of the 204 words, 1% B1 level words, which is one word in the entire assignment, and 2% or two out of the 104 words were unclassified (*see Figure 3.1.1.3*). This student showed high levels of English language use all throughout the first term of the school year and demonstrated broad vocabulary in the lessons, which is why the author of the Bachelor's Thesis found it interesting that in the written assignment the student used A1 level words almost exclusively.

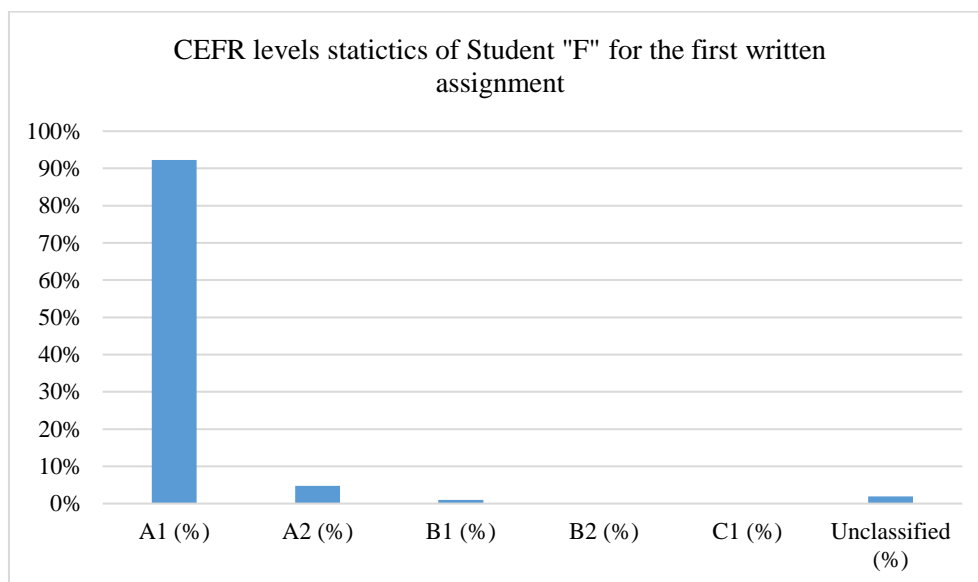


Figure 3.1.1.3. Student F's CEFR level of the first written assignment

The first written assignment confirmed what the author of the Bachelor's Thesis had suspected from their experience of working with Grade 5 students which is that their vocabulary is very simple and lacks in word and word difficulty level variety. The results showed that most students use A1 level words almost exclusively when asked to write a short piece of creative writing.

In conclusion, the first written task confirmed the suspicions that the author of the Bachelor's Thesis had already developed, which is that Grade 5 students use vary basic vocabulary, which is in need of enhancement. The following subchapter will explore the results of repeated written assignment after interactive flashcards had been incorporated into English lessons.

3.1.2. Second written assignment of the case study

After the interactive flashcards had been introduced into Grade 5 English language classes, the students were given the second creative written assignment. 13 students

participated in this written assignment, but only 11 of those students will be taken into consideration when analysing the data from the written assignment because only 11 of the students participated in both written assignments. The students were not previously warned about the upcoming written assignment, unlike the first time, and the students used only the vocabulary they had acquired in class and during their at home study sessions. The topic for the assignment was chosen considering the theme of their current English study unit theme, which was “music”.

The average scores of the second written still show the dominance of A1 level words, but the frequency of their use has decreased. The class average between the 11 students who participated in both written assignments for the second assignment was 79% A1 level words out of all words used in the written assignment. A2 level words made up 5% of the written text for the class average. B1 level words for the class average were 1% of the words used in the assignment, but B2 level words – 2%. The class average for amount of C1 level words used was 0%. Unclassified words for the class average made up 13% of the words which were used in the second written assignment (*see Figure 3.1.2.1*). It is important to note that seeing as the second written assignment asked the students to imagine and write about their dream concert, a lot of artist’s names were mentioned in the text, which count as unclassified words in the “Oxford Text Checker” tool, so that explains why the percentage of unclassified words is so high.

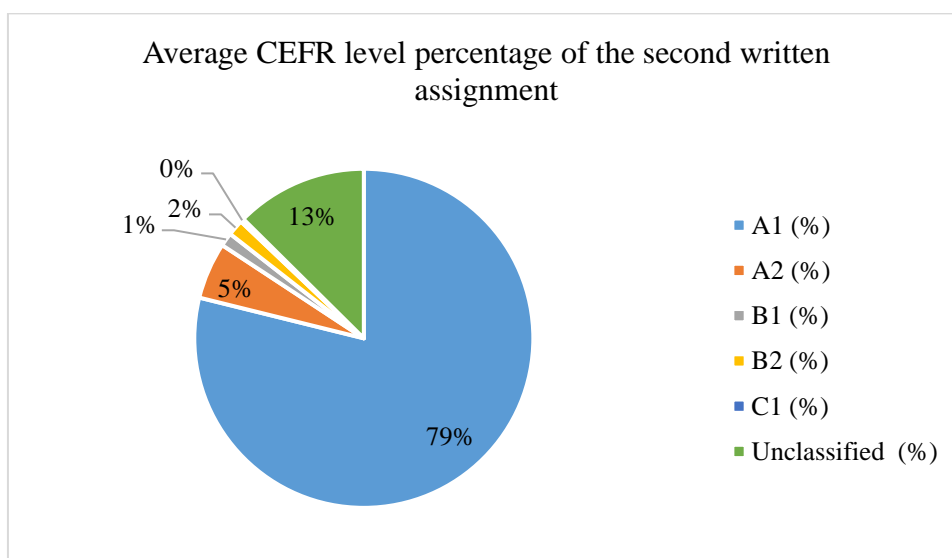


Figure 3.1.2.1. Average CEFR level percentage of the second written assignment

The results of the second written assignment were showed a bigger division with the frequency of A1 level words between students ranging from 65% to 88%, A2 level words in the range of 1% to 10%, B1 level words from 0% to 6%, B2 level words from 0% to 3%, C1 level words from 0% to 2%, and unclassified words from 4% to 21%.

The author of the Bachelor’s Thesis will once more look at the results of the students whose results were discussed in the previous sub-section. Student “I” whose first written assignment was mainly composed of A1 level words showed improvement in the second written assignment. In the second written assignment student “I”’s text composition was 65% or 40 out of 62 words in A1 level, 10% or six out of 62 words were A2 level, 3% or two words in the text were B2 level words, 2% or one word in the text was C1 level word, and 21% or 13 out of the 62 words were unclassified (*see Figure 3.1.2.2*). Out of those 13 unclassified words nine were names of music artists and song titles.

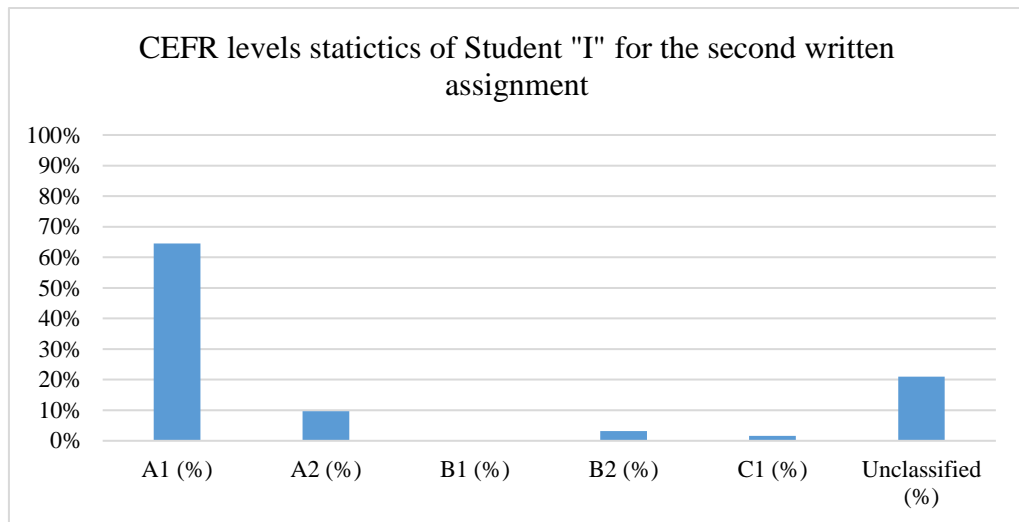


Figure 3.1.2.2. Student I’s CEFR level of the second written assignment

Overall, Student “I” showed most improvement out of all the participants. Their use of A1 level words dropped from 89% to 65% and they upped A2 level word use by 10%, B2 level word use by 3%, and even used a C1 level word (*see Figure 3.1.2.3*). The author of the Bachelor’s Thesis would also like to note that the student became more open and willing to read out loud in class as well as share their answers with the class. Their scores in tests also improved during the case study.

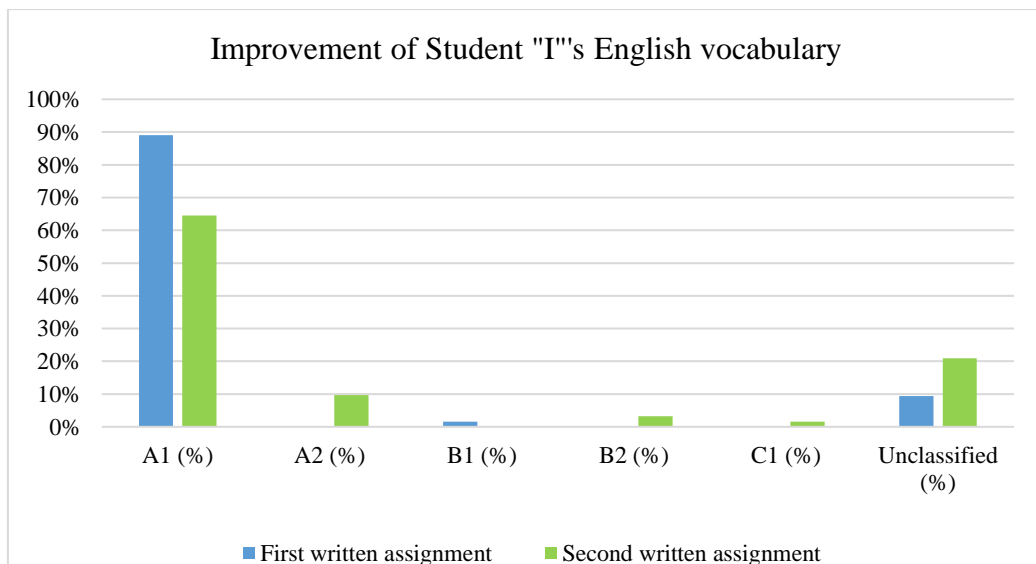


Figure 3.1.2.3. Student I's CEFR level improvement over the course of the case study

The other student who the author of the Bachelor's Thesis highlighted previously will also be looked at when analysing the results of the second written assignment. Student "F", who, as stated previously, shows great language skills in class but during the first written assignment used A1 level words almost exclusively, also showed progress in vocabulary enhancement in the second written assignment. In the second written text Student "F" 75 out of the 102 words or 74% were A1 level words, A2 level words made up 8% or eight out of the 102 words in the text, B1 level words made up 6% or six words in the entire text, B2 level words made up 3% or three words in the text, there was one C1 level word in the text, and unclassified words accounted for 9% or nine words of the entire text (see Figure 3.1.2.4). Out of those nine unclassified words, seven were names of artists or places.

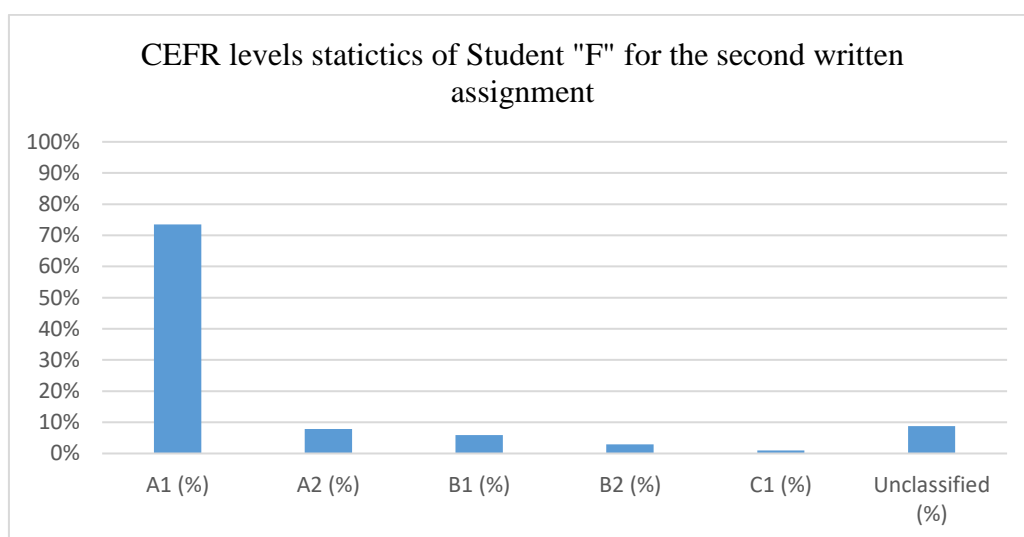


Figure 3.1.2.4. Student F's CEFR level of the second written assignment

All in all, Student "F" enhanced their English vocabulary over the course of the case study, which can be seen in the decrease of A1 level words and increase of A2, B1, B2 and C1 level words from the first to the second written assignment. The amount of A1 level words dropped from 92% to 74%, A2 level word amount increased from 5% to 8%, B1 level words from 1% to 6%, B2 level words from 0% to 3%, and C1 level words from 0% to 1% (see Figure 3.1.2.5).

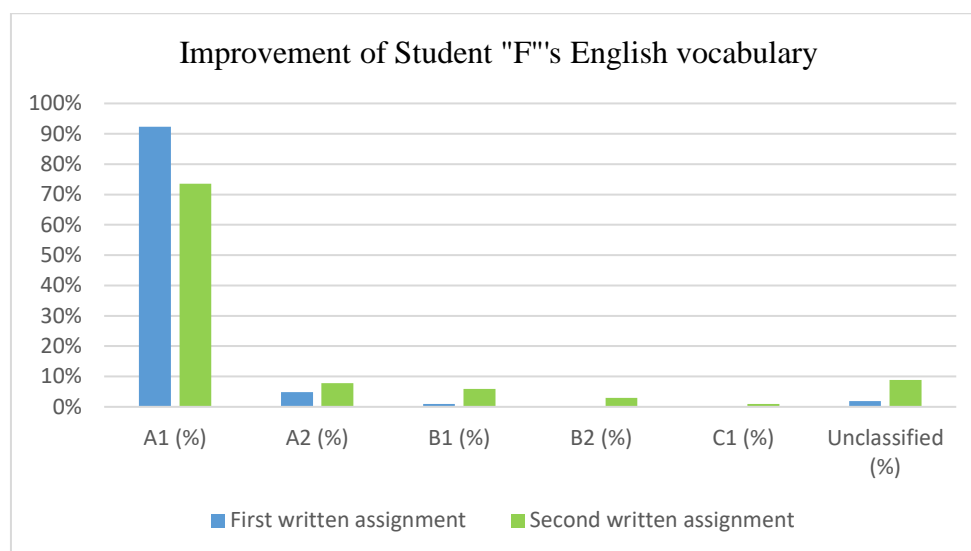


Figure 3.1.2.5. Student F's CEFR level improvement over the course of the case study

In summary, this subchapter proves that there has been improvement in the overall level of English use and the students' English vocabularies had been enhanced. This can be observed in the decrease of A1 level words and increase of A2 and B2 level words the students used in their written creative texts. The author of the Bachelor's Thesis believes that the improved student results are proof that this method of vocabulary enhancement is effective, but it is also important to find out the students' view on this. In the next subchapter, the author of the Bachelor's Thesis analyses student questionnaire answers and their opinions on the use of interactive flashcards in English lessons.

3.2. Analysis of student questionnaire

The aim of the student questionnaire was to find out the students' opinion of the interactive tools used in class and offered for at-home studies. As well as finding out the students' own opinions of the tools, the questionnaire also will provide an insight of how students' self-lead studies using the interactive flashcards and tools provided by the author of the Bachelor's Thesis, help in enhancing their English vocabulary.

The questionnaire was created using Google Forms and the students were asked to complete it during an English lesson. All 14 students were present in class and completed the questionnaire. The questionnaire was not anonymous, but the students' identities will not be

revealed as they will be referred to as Student A – Student N correspondingly to their creative writing text assigned letters.

The questionnaire was conducted in Latvian, considering that not all students are proficient enough to understand the terms used in the questionnaire in English. The questionnaire contained of eight sections, but the students were not required to complete all of them. Each student had to answer nine to 10 questions, depending on their answers in some sections.

The first two sections of the questionnaire were mandatory for all participants. In these sections the students were asked to provide their name, so that the author of the Bachelor's Thesis could see if there are any correlations between the student's opinion on interactive flashcards and their use, and their English vocabulary enhancement. Also, in these sections the students were given three Likert's scale questions on their opinion on interactive flashcards and tools as well as a multiple-choice question which determined the next section the students had to answer.

After completing section two, the students had to complete section three of four of the questionnaire, depending on their previous answers. Afterwards all students were directed to section five, which contained one multiple-choice question and after its completion the students were directed to section six, seven or eight, depending on their answers.

The second question of the questionnaire was “How helpful were the interactive flashcards used in lessons in *quizlet.com* in acquiring new words and enhancing your vocabulary?” and it was a Likert's scale question. The scale was from “were not helpful at all” to “were very helpful” and the students had to choose a corresponding number from one to five to how helpful they found the interactive tool. Most students viewed *quizlet* in a positive way, with the majority of 42.9% which is six of the 14 students saying that it was at least somewhat helpful, and 21.4% or three students saying it was helpful, and another 21,4% or three students saying it was very helpful (*see Figure 3.2.1*). The author of the Bachelor's Thesis would like to point out the previously discussed students' (Student “I” and Student “F”) answers to this question. Student “T” who showed most progress out of all the students participating in the case study chose to rate the helpfulness of *quizlet.com* with a five, saying that they found it very helpful, whereas Student “F” rated the helpfulness of *quizlet.com* with a one, saying that they did not find it helpful at all.

14 responses

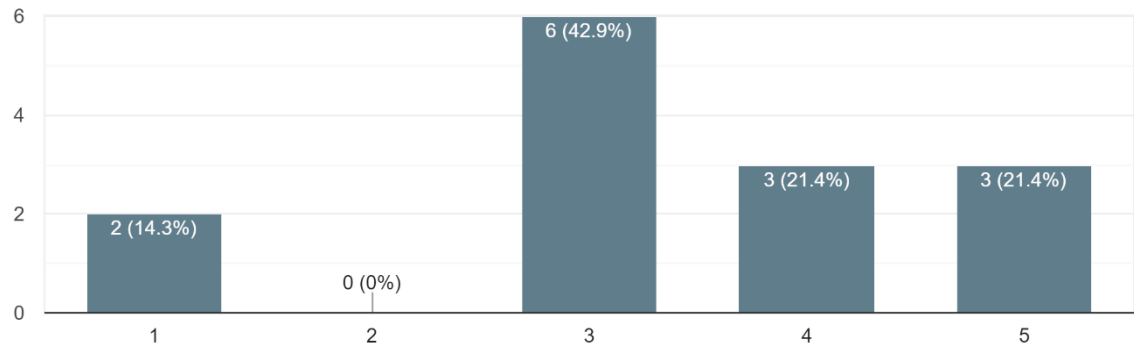


Figure 3.2.1. Students' answers to the second question of the questionnaire

The third question of the questionnaire was “How helpful were the interactive flashcards used in lessons in *baamboozle.com* in acquiring new words and enhancing your vocabulary?” and it was a Likert’s scale question. The scale was from “were not helpful at all” to “were very helpful” and the students had to choose a corresponding number from one to five to how helpful they found the interactive tool. According to the students’ answers *baamboozle* was not as effective as *quizlet*, seeing as the majority of students selected numbers one and two (42.9% of the students) which indicate that they did not find it very useful in vocabulary acquisition and enhancement (see Figure 3.2.2). Previously mentioned Student “P” rated *baamboozle* as a three on the helpfulness scale, which might be due to the team aspect of the tool – there is too much pressure from the student to give a correct answer, when playing it, seeing as an incorrect answer might make the team loose. Whereas Student “F” found this tool not at all helpful, same as the previous one.

14 responses

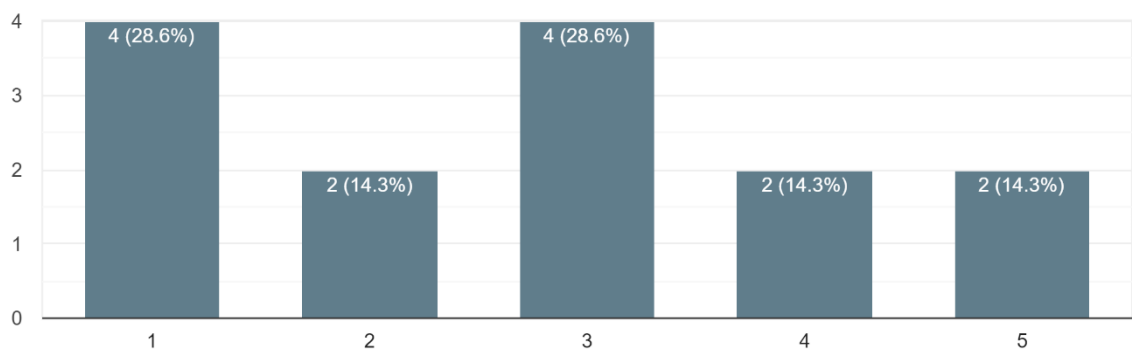


Figure 3.2.2. Students' answers to the third question of the questionnaire

The fourth question of the questionnaire was “In your opinion, how often were the interactive flashcards used in English lessons?” and it was a Likert’s scale question. The scale was from “not often enough” to “too often” and the students had to choose a corresponding number from one to five for how often the interactive flashcards were used in lessons. Six out of 14 students or 42.9% thought that the interactive flashcards were used often enough by

selecting the number three as the answer to this question. 35.7% or five out of 14 students thought that the interactive flashcards were used a bit more than enough. 21.4% or three out of 14 students thought that the interactive flashcards were not used often enough in English lessons by selecting the answer options below three (see Figure 3.2.3). Both students highlighted in this case study (Student “P” and Student “F”) thought that the interactive flashcards were used just enough in class by selecting three as their answer in the question.

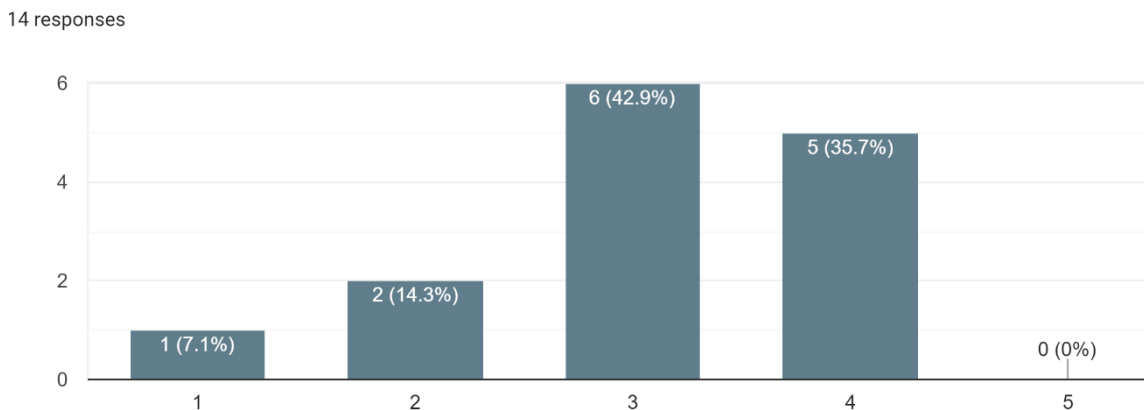


Figure 3.2.3. Students’ answers to the fourth question of the questionnaire

The fifth question in the questionnaire was a multiple-choice question asking students to choose which of the interactive flashcard tools they found the most useful. The students could choose from three possible answers: *baamboozle*; *quizlet*; *none of the tools were useful*. Seven students or half of the students in the class found *quizlet* as the most useful interactive tool used in English lessons, five students or 35.7% of the class found *baamboozle* to be the most useful interactive flashcard tool used in English lessons, and two students or 14.3% of the class thought that none of the interactive flashcard tools in class were useful (see Figure 3.2.4). Student “P” chose *quizlet* as the most useful tool, whereas Student “F” thought that none of the tools used in English lessons were useful.

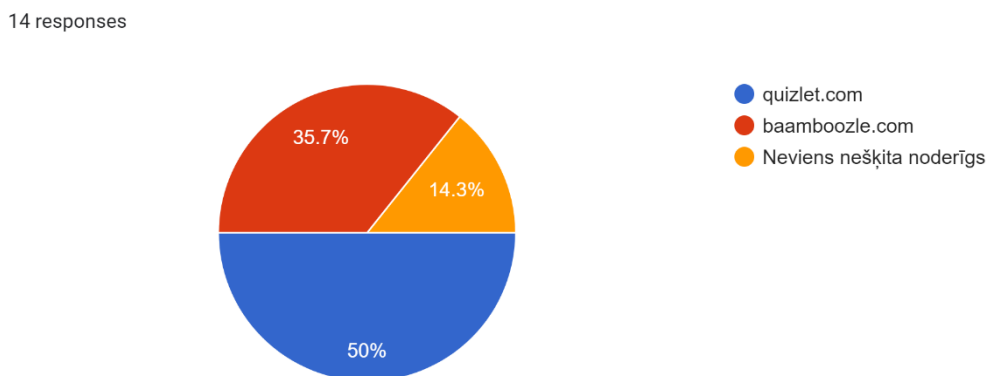


Figure 3.2.4. Students’ answers to the fifth question of the questionnaire

Students who chose *quizlet.com* as the most useful interactive flashcard tool cited the following reasons for it: “*Because everything was easy to understand, and you could easily*

see the translation of words.”, “Quizlet.com was the best because I can revise the words which I do not remember.”, “It helped me remember words better.”, “It made learning the words easier”. Although the author of the Bachelor’s Thesis already suspected that the visual clarity and easy use of the tool would be the things which made it appealing for students, what surprised them was one of the students answer, which is as follows: “I don’t really like team games, but if I work alone, then I do the thinking on my own without any help.”. This surprised the author of the Bachelor’s Thesis, because they had not thought about the fact that students would find the team games less enjoyable than individual work.

Students who chose *baamboozle.com* as the most useful interactive flashcard tool gave the following explanation for their choice: “Because learning from *baamboozle.com* is more interesting and fun.” And “It helped me more because you could learn more there and revise old and new words.”. The most surprising answers, in the author’s opinion, were from two students who chose this interactive tool as most useful because “We had to make up our own sentences and remember the learnt words, not just connect the words.”. The author of the Bachelor’s Thesis had not expected the students to appreciate the extra work they had to put in when giving the answers in *baamboozle*.

The eighth question in the questionnaire was a multiple-choice question asking students if they used any of the interactive flashcards the teacher provided for them at home in their own study time. The possible answers were “yes”, “no” or “I used other interactive flashcards”. The answers for this question were split into two equal parts, with 50% or seven students saying that they used the interactive flashcards the teacher provided, and the other 50% saying that they did not use them (see Figure 3.2.5). It can be also noted that none of the students used other interactive flashcards, which were not those that the teacher provided them with.

14 responses

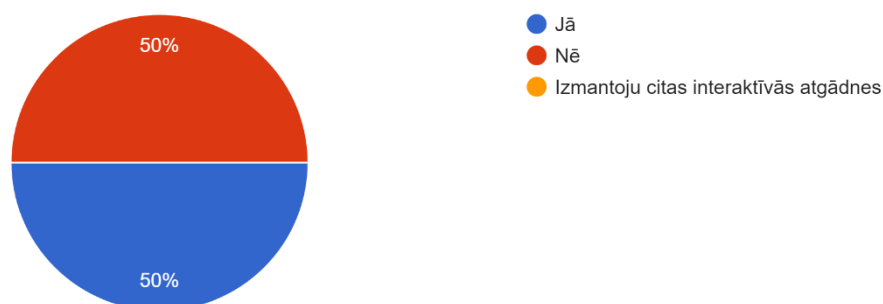


Figure 3.2.5. Students’ answers to the eighth question of the questionnaire

The seven students who used interactive flashcards at home were directed to the next question in which they had to tick which interactive flashcard tool they used at home to study. The students could choose *quizlet.com*, *baamboozle.com* or both tools. Out of those seven

students six students or 85.7% of students said they used *quizlet.com*, and two students or 28.6% of students said they used *baamboozle*. One student said to have used both interactive tools for studying at home. The author of the Bachelor's Thesis was not surprised by these results because as the students stated in previous questionnaire answers, *quizlet* is easier to use and offers more functions for individual studies.

When asked why the students used the interactive flashcard tools the teacher provided to study at home, they gave the following answers: *"To be more ready for the upcoming test."*, *"To learn the unit's lexis and learn new words."*, *"I used them because they help me learn."*, *"I used quizlet.com whenever I couldn't remember a word."* and *"Because I could revise all the new words and test myself."*. The author had expected the reasoning for the use of interactive flashcards at home to be the extra help they could get from the tools when it came to revision for tests, but the answer about student using the tools to test themselves surprised the author a bit.

When asked why they did not use the teacher's provided interactive flashcards at home for studying, the seven students who confessed to not using them, gave the following answers: *"Because I forgot about interactive flashcards."*, *"Because I learn English at home in online lessons, and I already know English well."*, *"Because I don't have the time to look everything over, but I do check the things I have written in my notebooks and worksheets."* and two students admitted that the reason for not using the tools provided for them was *"Because I am lazy."*. One student said that they do not use the interactive flashcards because *"I use paper flashcards."*. The author of the Bachelor's Thesis did expect laziness to be one of the main reasons why students do not use the interactive flashcards provided to them but did not expect students to be using paper flashcards at home.

Overall, the students responded positively to the implementation of interactive flashcard into English lessons. The author of the Bachelor's Thesis holds a view that if interactive tools such as interactive flashcards were used more deliberately in class, they could bring even more positive results to students' language acquisition process. Therefore, the next chapter concludes the findings of the case study and offers more insights in what could be done differently or explored further in a similar study.

CONCLUSION

The topic of this Bachelor's Thesis is "Interactive flashcards to Enrich Grade 5 students' English vocabulary" and the aim of the research was to examine how interactive flashcards can help to enhance Grade 5 student's English vocabulary. One research question was established, and five objectives were set to reveal the answer to the research question. The author of the Bachelor's Thesis believes that the research was successful and the results were of importance to their further professional development.

To sum up the theoretical literature review, it can be said that vocabulary acquisition is a complex process that involves multiple aspects of the language learner's life. Vocabulary is seen as the main base of all communication and without learning words in the target language, one would not be able to communicate with other language users. As well as that, living in our globally English dominated society, students who do not gain adequate English language skills and do not enhance their English vocabulary can fall behind and face adversities in life because of lack in this aspect of their language skills.

Apart from school, the teacher and the student's previous knowledge in the target language some other important factors which influence the language acquisition are the students' age peculiarities, such as their attention span, internal and external motivation, self-confidence, parental involvement, and digital literacy and skills. The students nowadays are growing up in an increasingly digital environment with high use of screens, but they sometimes lack digital skills for their academic growth. The teachers also need to keep up with the students increasing need for interactive tools and digital aspects of learning. If teachers do not get enough support to educate themselves on this new aspect of teaching, they sometimes avoid integrating technologies in their classroom at all.

Research, such as this, which highlight the ways technologies and interactive tools can be integrated in the educational process are a helpful tool for those who are not familiar with technologies or confident in their skills. The research explores and highlights four interactive online tools that can be used in English language lessons and at-home studies. Each of the interactive tools mentioned in the research is described in detail about the main use as well as specific functions available in the free version of the tool. The author of the Bachelor's Thesis believes that there are many more interactive tools available for teachers and students to use for different educational purposes, but the selection is so broad that it would require additional research to investigate them.

The case study involved lessons with integrated interactive tools for vocabulary enhancement, written assignments for finding out the overall and individual levels of students' English vocabulary, and a student questionnaire. The lessons in the case study could be divided into two groups – those which had the interactive flashcards used intentionally and in a planned manner, and those where an opportunity to use the interactive flashcards presented itself and was used. The planned lessons with the interactive tools were mainly with the purpose of either introducing new vocabulary items to the students or for active revision and use of the newly acquired vocabulary items. The students were given the opportunity to use the interactive flashcards in class with the interactive board. The author of the Bachelor's Thesis also provided the students with an opportunity to practise with the flashcards at home, by creating flashcard sets on *quizlet* and adding them to lessons on e-klase. The author of the Bachelor's Thesis also created and sent out interactive worksheet on *LiveWorksheets* for students at the end of each unit, so that they could practise the acquired skills at home in their own free time.

The written assignments took place before the implementation of interactive flashcards in English lessons and at the end of the case study after almost three months of interactive flashcards and tools had been a part of the English learning process. The first written assignment was the very first written assignments students were given in the school year, so the author of the Bachelor's Thesis allowed the students to create rough drafts at home which they could use and look at when writing the assignment, but in hindsight that was not helpful neither for the students who overly depended on the draft, nor for the case study itself, because it did not allow the students to showcase their true knowledge. The second written assignment was given to the students without forewarning, so that the results were more accurate. Both written assignments were kept in the same style, so that the students would use the language in a similar way.

The results of the case study confirmed the author's of the Bachelor's Thesis expectation, meaning that after interactive flashcards had been implemented in English lessons, the students' English vocabulary had been enhanced. Students started using more higher level words in their written text. Some students used A1 level word almost exclusively in the first written assignment, but in the second written assignment the students had used more A2 and even B1 or B2 level words. The biggest improvement came from students who used the author's of the Bachelor's Thesis provided interactive flashcards and tool at home, when studying independently.

The last task of the case study was creating, sending out and analysing a student questionnaire. The questionnaire aimed to find out students' opinion on the use of interactive flashcards in English lessons and at-home independent English study time. The students were

asked their opinion on the frequency and usefulness of the provided and used interactive flashcards. The data from the student questionnaire revealed that the, in the student's opinion, the interactive flashcards were used often enough in lessons, and they were useful. Students expressed that *quizlet* was the most useful interactive tool which was used in the case study. The students also were asked to tell about their at-home interactive flashcard use and why they did or did not use them for independent studies. The students who admitted to using the flashcards at home stated that it was because they helped them to study, and it was a good way to revise for the test or to revise unknown words. The students who admitted to not have used the flashcards at home to study said it was because they either did not feel the need to study at home, since they felt confident in their English knowledge, or that they were just too lazy to do it.

Overall, the case study was a success, in the author's of the Bachelor's Thesis opinion, and both the author and the students who participated in the study gained positive experience from it. Nevertheless, there were some limitations in the study, which should be thought about, if the author decides to repeat the study once more. Firstly, the research sample was small and for a more accurate result it should be made bigger and more diverse. Secondly, more interactive flashcards and tools could be included in the study, because the tools which the author of the Bachelor's Thesis included in this study might be too similar and only offer certain possibilities for both in-class and at-home studies. Lastly, the case study could be carried out earlier in the year, as soon as the student start their studies in the Middle school building. This would help them adjust to the new learning pace more easily and yield better results, in the author's opinion.

This research has inspired the author of the Bachelor's Thesis to think about further studies on this topic. The main ideas that the author would like to explore further is how the use of interactive flashcards could help students improve their spelling skills, because this research only focused on the enhancement of vocabulary and not on the accuracy of writing form the students. Another possible direction of further research is exploring how these interactive tools and flashcards could improve student's grammar acquisition by creating sets of grammar rules and examples that the students could practise with.

THESES

1. Vocabulary acquisition is a complex process that is influenced by student's previous knowledge and their language knowledge in their mother tongue. If the student is too dependent on their native language in the learning process of the target language it may have a negative process on the language acquisition.
2. Language acquisition is influenced by many outside factors as well as the characteristics of each student and of the age group or the generation the student belongs to.
3. Receptive and productive language skills require different methods to be taught and the teacher should pick activities that match the desired outcome of the language skill the student needs to improve.
4. Providing students and teachers with the technologies which they can use in the educational process is not effective without teaching them how they can be used to achieve academical growth.
5. The difference between digital and interactive tools is the way in which the user can interact with the tool – interactive tools offer more functions and interaction options than digital tools.
6. Some useful interactive tools that teachers can integrate in their English language lessons are *quizlet.com*, *quizizz.com*, *baamboozle.com*, *liveworksheets.com*. These tools are free to use and make the educational process more enjoyable for students.
7. Interactive flashcards enhance Grade 5 student English vocabulary when used in lessons and are provided for students to use at home.
8. Interactive flashcard implementation in lessons can help students enhance their vocabulary and foster their self-improvement and self-confidence.
9. Students find interactive flashcards to be useful and helpful in acquiring new vocabulary items.

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TOOLS USED TO TEACH VOCABULARY TO GRADE 5 STUDENTS

1. *Baamboozle* (2024). <https://www.baamboozle.com>
2. *LiveWorksheets* (2024). <https://www.liveworksheets.com>
3. *Oxford Text Checker* (2024). <https://www.oxfordlearnersdictionaries.com/text-checker/>
4. *Quizlet* (2024). <https://www.quizlet.com>
5. *Quizizz* (2024). <https://www.quizizz.com>

APPENDICES

Appendix No.1.A

Lesson plans for incorporating interactive flashcards in English lessons

Date: 06.03.2024.

No	ASPECT	MODELLING
1.	GRADE AND LANGUAGE LEVEL	Grade 5 A1/A2
2.	THEME & TEACHING AND LEARNING AIDS (name them and in brief describe your purpose to use them)	“Jobs & Skills” Teaching aids for the lesson will be: Student book and workbook which will be used to practice with the acquired vocabulary. Interactive flashcards which will be used to learn the new words.
3.	AGE GROUP (describe in detail and relate the description to your lesson plan, e.g. which age group peculiarities will be addressed and why)	11–12-year-olds. Students in this age group have a bit short attention span, so the lesson has to be dynamic and a lot of the responsibility has to be given to the students. Students this age also have proved to listen passively – they don’t really attain the information they hear, do it is best to have them use at least two senses at the same time, so they are more present. In this case the students have to read the terms, give translations and also write them down in their notebooks. Students in this age group respond well to incentives, so there will be an offer of a game played, if the students manage to do all the planned work.
4.	LEARNING AIMS (learning outcomes): 1. LANGUAGE DEVELOPMENT 2. TRANSVERSAL SKILLS 3. HABITS (VIRTUES & VALUES)	<ol style="list-style-type: none"> 1. Student knows and can use different profession nouns and verbs related to achievements at work. Student can find answers to questions in a spoken text. 2. Creativity and digital competency. 3. Creativity, self-discipline.
5.	EVALUATION OF STUDENTS’ WORK DURING THE LESSON	The students will be praised for their good work during the lesson. The students will also get feedback on their work during the lesson, but there will be no assigned time for feedback.

	(e.g. praising, placement, diagnostic, summative, formative, self-assessment, feedback)	
6.	ANTICIPATED PROBLEMS (list them and state how you will address them)	<p>The main anticipated problem is that either the interactive board or the internet won't work, but in that case, the work would be done in a more traditional way with either taking the dictation road or using the blackboard.</p> <p>Another possible problem is that the students will either know all the terms already or will not know any of them at all and that will not allow the class to work with the text.</p> <p>Lastly, as always with this age group, there is the possibility of behavioural problems in class and in that case, the teacher should deal with those before continuing with the lesson, and in case it does not work out, the class teacher should be brought in.</p>

Stage, timing	Objective	Activities, instructions	Teaching aids, organisation form
Introduction 5 min	<p>Introduce the students with the learning objectives for the lesson.</p> <p>Introduce the theme of the lesson.</p>	<p>Asking a lead-in question for the students (<i>At what age could you talk? Walk? Count? spell your name? read? write?</i>).</p> <p>Hear out students' answers.</p> <p>Introduce the students with the learning objectives of the lesson.</p>	<p>No teaching aids needed.</p> <p>Organisation form – voluntary answers to questions.</p>
Main activity 7 min	<p>Acquire new vocabulary items about jobs and skills.</p> <p>Find information to questions in audio.</p>	<p>The teacher puts interactive flashcards (quizlet.com) about different jobs and skills on the interactive board. The students are shown terms in English and they are asked to give translations. If the students give a correct translation, the flashcard is turned over and the correct translation is shown on board. Students are encouraged to write down in their notebooks the terms for which they do not know the translation or the spelling.</p>	<p>Interactive board; Interactive flashcards (see attached link);</p> <p>Student book; Workbook.</p> <p>Students answer questions either when called upon or if they volunteer.</p>

<p>3 min</p>		<p>Once all terms have been covered, the students are asked to give the translations once more, but this time the term is shown in Latvian.</p> <p>Once that is done, the students do exercise 1 in their student book, where they have to read six short texts and choose the correct words from the two offered options to complete them. Volunteering students read the texts out loud to check the correct answers.</p>	<p>When writing on the board, everyone is welcome to come up and write down what they heard.</p> <p>Individual work in workbooks.</p>
<p>8 min</p>		<p>Students listen to an audio of a news programme about child prodigies. Students have to listen for and write down all the names of jobs and skills they hear in the text. The listening is repeated twice.</p> <p>During the second listening the students are also asked to write down a definition for “a prodigy”.</p> <p>After the listening is complete, the students come up to the board and write down the names of jobs and skills they heard.</p>	
<p>8 min</p>		<p>Students are asked to share their definition of “a prodigy”. The definitions are merged together to form one definition.</p>	
<p>7 min</p>		<p>Students are instructed to do tasks in their workbook, to practice with the newly acquired vocabulary items.</p> <p>Individual feedback during the individual work.</p>	

Reflection 2 min	Find out students' self-assessment on the topic.	Students are asked to say what they feel like they mastered in the lesson and what should be worked on some more. Voluntary answers from students.	No teaching aids needed. Students answer the question voluntarily. If no one answers, the teacher will call upon someone.
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Date: 18.03.2024.

I

	ASPECT	MODELLING
1.	GRADE AND LANGUAGE LEVEL	Grade 5 A1/A2
2.	THEME & TEACHING AND LEARNING AIDS (name them and in brief describe your purpose to use them)	“The human brain” Teaching aids for the lesson will be: Student book and workbook which will be used to practice with the acquired vocabulary. Interactive flashcards which will be used to learn the new words.
3.	AGE GROUP (describe in detail and relate the description to your lesson plan, e.g. which age group peculiarities will be addressed and why)	11–12-year-olds. Students in this age group have a bit short attention span, so the lesson has to be dynamic and a lot of the responsibility has to be given to the students. Students this age also have proved to listen passively – they don't really attain the information they hear, do it is best to have them use at least two senses at the same time, so they are more present. In this case the students have to read the terms, give translations and also write them down in their notebooks. Students in this age group respond well to incentives, so there will be an offer of a game played, if the students manage to do all the planned work.
4.	LEARNING AIMS (learning outcomes):	1. Student knows and can use different words about the human body and words related to healthy body and mind. Student can find answers to questions in a written text.

	<p>1. LANGUAGE DEVELOPMENT</p> <p>2. TRANSVERSAL SKILLS</p> <p>3. HABITS (VIRTUES & VALUES)</p>	<p>2. Creativity, digital competency and self-awareness.</p> <p>3. Creativity, self-discipline.</p>
<p>5.</p>	<p>EVALUATION OF STUDENTS' WORK DURING THE LESSON</p> <p>(e.g. praising, placement, diagnostic, summative, formative, self-assessment, feedback)</p>	<p>The students will be praised for their good work during the lesson.</p> <p>The students will also get feedback on their work during the lesson, but there will be no assigned time for feedback.</p>
<p>6.</p>	<p>ANTICIPATED PROBLEMS</p> <p>(list them and state how you will address them)</p>	<p>The main anticipated problem is that either the interactive board or the internet won't work, but in that case, the work would be done in a more traditional way with either taking the dictation road or using the blackboard.</p> <p>The topic might be too complicated for them, as they have not covered this topic in science yet. If they are confused by the topic, the teacher should take the time to explain how the brain works in Latvian so that the students can understand the text a bit better.</p> <p>Another possible problem is that the students will either know all the terms already or will not know any of them at all and that will not allow the class to work with the text.</p> <p>Lastly, as always with this age group, there is the possibility of behavioural problems in class and in that case, the teacher should deal with those before continuing with the lesson, and in case it does not work out, the class teacher should be brought in.</p>

Stage, timing	Objective	Activities, instructions	Teaching aids, organisation form
<p>Introduction</p> <p>5 min</p>	<p>Introduce the students with the learning objectives for the lesson.</p> <p>Introduce the theme of the lesson.</p>	<p>Asking a lead-in question for the students (<i>What do you know about the brain.</i>).</p> <p>Hear out students' answers.</p> <p>Introduce the students with the learning objectives of the lesson.</p>	<p>No teaching aids needed.</p> <p>Organisation form – voluntary answers to questions.</p>
<p>Main activity</p> <p>8 min</p> <p>5 min</p> <p>7 min</p>	<p>Acquire new vocabulary items about jobs and skills.</p> <p>Find information to questions in written text.</p> <p>Practice using the new vocabulary items.</p>	<p>Students are asked to read text “The Human Brain: A users guide” in their student books and to write down in their notebooks any words which they do not understand.</p> <p>After the students have had the chance to read the text and write down unknown words, the teacher shows interactive flashcards (quizlet) on the board. The terms are shown in English and the students are asked to give the translations. If the correct translation is given, the flashcard is flipped. Once the class has gone through the pre-made list of terms, the teacher asks the students if any of the word they had written down are still yet to be explained.</p> <p>Students come up to the board and write down the words which had not been explained yet. The</p>	<p>Interactive board;</p> <p>Interactive flashcards (see attached link);</p> <p>Student book;</p> <p>Workbook.</p> <p>Students answer questions either when called upon or if they volunteer.</p> <p>When writing on the board, everyone is welcome to come up and write down what they heard.</p> <p>Individual work in workbooks.</p>

Date: 16.04.2024.

I

	ASPECT	MODELLING
1.	GRADE AND LANGUAGE LEVEL	Grade 5 A1/A2
2.	THEME & TEACHING AND LEARNING AIDS (name them and in brief describe your purpose to use them)	“Survival” Teaching aids for the lesson will be: Workbook which will be used to revise the topics before the test. Interactive flashcards which will be used to revise the acquired words.
3.	AGE GROUP (describe in detail and relate the description to your lesson plan, e.g. which age group peculiarities will be addressed and why)	11–12-year-olds. Students in this age group have a bit short attention span, so the lesson has to be dynamic and a lot of the responsibility has to be given to the students. Students who are not highly motivated sometimes don’t do the individual independent revision and have to be motivated externally. Students in this age group respond well to incentives, so there will be an offer of a game played, if the students manage to do all the planned work.
4.	LEARNING AIMS (learning outcomes): 1. LANGUAGE DEVELOPMENT 2. TRANSVERSAL SKILLS 3. HABITS (VIRTUES & VALUES)	1. Student knows and can use different words about the human body and words related to healthy body and mind. Student can find answers to questions in a written text. 2. Reflective-thinking, digital competency and self-motivation. 3. Self-discipline, Commitment, purposefulness.

5.	EVALUATION OF STUDENTS' WORK DURING THE LESSON (e.g. praising, placement, diagnostic, summative, formative, self-assessment, feedback)	The students will be praised for their good work during the lesson. Feedback will be given concurrently.
6.	ANTICIPATED PROBLEMS (list them and state how you will address them)	The main anticipated problem is that either the interactive board or the internet won't work, but in that case, the work would be done in a more traditional way with either taking the dictation road or using the blackboard. There is the possibility of behavioural problems in class and in that case, the teacher should deal with those before continuing with the lesson, and in case it does not work out, the class teacher should be brought in.

II

Stage, timing	Objective	Activities, instructions	Teaching aids, organisation form
Introduction 2 min	Introduce the students with the learning objectives for the lesson.	Introduce the students with the learning objectives of the lesson (orally).	No teaching aids needed.
Main activity 35 min	Revise the covered topics for the test (Vocabulary – survival verbs, survival equipment.	Students are instructed to do the unit revision tasks in their workbooks. Simultaneously students, in the list order of the e-klase class journal, are called to the board in two rounds.	Interactive board; Interactive flashcards (see attached link); Workbook.

	<p>Grammar – first conditional, must and should.</p> <p>Language use – giving instructions, imperative).</p> <p>Practice using the new vocabulary items.</p>	<p>In the first-round students do the <i>match function</i> of quizlet.com. Students do this in a timed activity, so there is an extra incentive to do better.</p> <p>The second round is the <i>test mode</i> on quizlet.com. This function offers more diverse question types.</p> <p>Feedback and answer checking happens individually as students complete tasks and call the teacher over to check their answers.</p>	<p>Students work independently in their workbooks and can ask for the teachers assistance if needed.</p> <p>Students come up to the board in a previously defined order to work with the interactive flashcards.</p>
<p>Reflection</p> <p>3 min</p>	<p>Find out students understanding of the topic and use of the newly acquired vocabulary items.</p>	<p>Students are asked how they feel about the topic and on which lexical or grammatical topics the teacher should send out extra tasks for revision.</p>	<p>No teaching aids needed.</p>

Appendix No.1.B

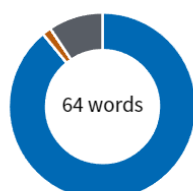
List of lessons in which interactive flashcards were used and links to the flashcards

Date of the lesson	Link to the interactive tool used
31.01.2024.	https://quizlet.com/875688528/unit-4-vocabulary-flash-cards/?funnelUUID=1aa63f59-e9bb-43d0-8782-302b211b2f9e ; https://quizlet.com/875687376/actions-and-movement-flash-cards/?funnelUUID=a5d76ef0-c79f-4794-a3e0-43258416c692
06.03.2024.	https://quizlet.com/882952803/jobs-and-skills-flash-cards/?i=4vpyog&x=1jqt
18.03.2024.	https://quizlet.com/882085992/the-human-body-flash-cards/?funnelUUID=08c7c8fd-e5a2-44f6-91e7-67b29df977b4 ; https://www.baamboozle.com/game/1913811
25.03.2024	https://quizlet.com/902351617/survival-flash-cards/?funnelUUID=37a289ec-387a-4c55-95a1-4b3bebcfea64
26.03.2024.	https://quizlet.com/902351617/survival-flash-cards/?funnelUUID=37a289ec-387a-4c55-95a1-4b3bebcfea64
02.04.2024.	https://quizlet.com/902351617/survival-flash-cards/?funnelUUID=37a289ec-387a-4c55-95a1-4b3bebcfea64
16.04.2024.	https://quizlet.com/902351617/survival-flash-cards/?funnelUUID=37a289ec-387a-4c55-95a1-4b3bebcfea64
22.04.2024.	https://quizlet.com/907271075/music-flash-cards/?funnelUUID=f366ca05-5477-4963-887b-513e494a8158
23.04.2024.	https://quizlet.com/907271075/music-flash-cards/?funnelUUID=f366ca05-5477-4963-887b-513e494a8158
24.05.2024.	https://www.baamboozle.com/game/2346739

Appendix No.3

Student I's first written assignment

Hi! I write about my picture. There I sitting to the sofa whit my family. I take this photo from a 2 year ago. This photo I take in my house. In photo was see my family and ballons because it was my birthday. In photo I was excited because I really like ballons. Ballons were flying. There photo new is my WhatsApp account picture.



CEFR level	Number of words	% of total
A1	57	89 %
A2	0	0 %
B1	1	2 %
B2	0	0 %
C1	0	0 %
Unclassified	6	9 %

Student F's first written assignment

I took this photo while I was on winter break. I was at a show where they would land many different planes. In the photo you can see a plane with a pigeon on it! It was very interesting because the plane landed with the pigeon on it! I don't really know how that happened, but I really like the photo, sadly when the plane landed the bird waited a few seconds and flew off into sky. It was a really cool event, and the show was great, too! I really like birds but it still confuses me how he got there and why.



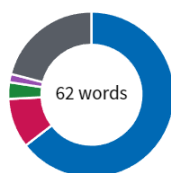
CEFR level	Number of words	% of total
A1	96	92 %
A2	5	5 %
B1	1	1 %
B2	0	0 %
C1	0	0 %
Unclassified	2	2 %

Appendix No.5

Student I's second written assignment

My dream concert is where singer Shakira and Lady Gaga perform in Latvian. They perform summer. Shakira sing the song "Waka Waka" and other but Lady Gaga sing the songs "Bad romance" and "Wednesday" song.

In the concert perform too children and concert ending band Imagin dragons sing the song "Bellives". Often there sound hip-hop and fantasy songs pie kurām vocal sing.



CEFR level	Number of words	% of total
A1	40	65 %
A2	6	10 %
B1	0	0 %
B2	2	3 %
C1	1	2 %
Unclassified	13	21 %

Student F's second written assignment

I would make a concert with reggae, soft rock and pop from the band "Bermundu Divstūris". There would also be "The fat rat" songs.

It would look like a small stadium, each seat row would be higher than the last, therefore making it visible and accessible from any age groups.

The seats and stadium wouldn't be weak and fragile, they would be strong and durable enough to resist an accident where everything breaks and people get hurt.

It would happen at around 3:00 pm, so it wouldn't be late nor early.

It would happen at "Mežaparks", which is located in Riga, Latvia.



CEFR level	Number of words	% of total
A1	75	74 %
A2	8	8 %
B1	6	6 %
B2	3	3 %
C1	1	1 %
Unclassified	9	9 %

Interaktīvo atgādņu izmantošana angļu valodas vārdu krājuma bagātināšanai

Labdien!

Esmu Latvijas Universitātes programmas "Skolotājs" 4. kursa studente Baiba Ķevere.

Bakalaura darba izstrādes ietvaros veicu pētījumu par to kā interaktīvo atgādņu izmantošana angļu valodas apgūvē bagātina skolēnu vārdu krājumu.

Lūgums aizpildīt anketu par interaktīvo atgādņu izmantošanu stundās un ārpus tām.

Paldies par atsaucību!

Ar cieņu

Baiba Ķevere

Jūsu vārds un uzvārds. *

Your answer

Atgādņu noderīgums vārdu krājuma bagātināšanai - darbs ar atgādnēm stundās

Kādā mērā stundās izmantotās interaktīvās atgādnēs vietnē *quizlet.com* palīdzēja tev apgūt jaunus vārdus un bagātināt vārdu krājumu? *

1 2 3 4 5

Nepalīdzēja vispār Ļoti palīdzēja

Kādā mērā stundās izmantotās interaktīvās atgādnēs vietnē *baamboozle.com* palīdzēja tev apgūt jaunus vārdus un bagātināt vārdu krājumu? *

1 2 3 4 5

Nepalīdzēja vispār Ļoti palīdzēja

Kāds, jūsuprāt, bija interaktīvo atgādņu lietošanas biežums stundās? *

1 2 3 4 5

Netika lietotas pietiekami bieži Tika lietotas pārāk bieži

Kurš no stundās izmantotajiem interaktīvo atgādņu rīkiem, jūsuprāt, bija noderīgāks? *

- quizlet.com
- baamboozle.com
- Neviens nešķita noderīgs

quizlet.com

Ja izvēlējāties quizlet.com, kā noderīgāko interaktīvo atgādņu rīku, lūdzu paskaidrojiet, kāpēc. *

Your answer

baamboozle.com

Ja izvēlējāties baamboozle.com, kā noderīgāko interaktīvo atgādņu rīku, lūdzu paskaidrojiet, kāpēc. *

Your answer

Atgādņu noderīgums vārdu krājuma bagātināšanai - darbs ar atgādnēm mājās

Vai mācoties mājās izmantoji skolotājas sagatavotās un pieejamās atgādnēs? *

- Jā
- Nē
- Izmantoju citas interaktīvās atgādnēs

Mājās tika izmantotas skolotājas piedāvātās atgādnēs

Ja mājās izmantoji kādas no skolotājas piedāvātajām vai stundās rādītajām atgādnēm, lūdzu atbildi uz sekojošajiem jautājumiem.

Atzīmē, kuras interaktīvās atgādnēs izmantoji, mācoties mājās. *

quizlet.com

baamboozle.com

Other: _____

Kāpēc izmantoji skolotājas piedāvātās un stundās rādītās interaktīvās atgādnēs, lai mācītos mājās? *

Your answer _____

Mājās netika izmantotas skolotājas piedāvātās interaktīvās atgādnēs

Ja mājās neizmantoji nevienu no skolotājas piedāvātajām vai stundās rādītajām atgādnēm, lūdzu atbildi uz sekojošo jautājumu.

Kāpēc neizmantoji skolotājas piedāvātās un stundās rādītās interaktīvās atgādnēs, lai mācītos mājās? *

Your answer _____

Mājās tika izmantotas citas (ne skolotājas piedāvātās un rādītās) interaktīvās atgādnēs.

Ja mājās izmantoji kādu citu, nevis skolotājas piedāvātās vai stundās rādītās atgādnēs, lūdzu atbildi uz sekojošo jautājumu.

Kādas interaktīvās atgādnēs izmantoji, mācoties mājās? Kāpēc tieši šīs atgādnēs? *

Your answer _____

Interaktīvo atgādņu izmantošana angļu valodas vārdu krājuma bagātināšanai

Labdien!

Esmu Latvijas Universitātes programmas "Skolotājs" 4. kursa studente Baiba Ķevere.

Bakalaura darba izstrādes ietvaros veicu pētījumu par to kā interaktīvo atgādņu izmantošana angļu valodas apgūvē bagātina skolēnu vārdu krājumu.

Lūgums aizpildīt anketu par interaktīvo atgādņu izmantošanu stundās un ārpus tām.

Paldies par atsaucību!

Ar cieņu

Baiba Ķevere

Jūsu vārds un uzvārds. *

.....

Atgādņu noderīgums vārdu krājuma bagātināšanai - darbs ar atgādnēm stundās

Kādā mērā stundās izmantotās interaktīvās atgādnēs vietnē *quizlet.com* palīdzēja tev apgūt jaunus vārdus un bagātināt vārdu krājumu? *

1 2 3 4 5

Nepalīdzēja vispār Ļoti palīdzēja

Kādā mērā stundās izmantotās interaktīvās atgādnēs vietnē *baamboozle.com* palīdzēja tev apgūt jaunus vārdus un bagātināt vārdu krājumu? *

1 2 3 4 5

Nepalīdzēja vispār Ļoti palīdzēja

Kāds, jūsuprāt, bija interaktīvo atgādņu lietošanas biežums stundās? *

1 2 3 4 5

Netika lietotas pietiekami bieži Tika lietotas pārāk bieži

Kurš no stundās izmantotajiem interaktīvo atgādņu rīkiem, jūsuprāt, bija noderīgāks? *

- quizlet.com
- baamboozle.com
- Neviens nešķīta noderīgs

quizlet.com

Ja izvēlējāties quizlet.com, kā noderīgāko interaktīvo atgādņu rīku, lūdzu paskaidrojiet, kāpēc. *

.....

baamboozle.com

Ja izvēlējāties baamboozle.com, kā noderīgāko interaktīvo atgādņu rīku, lūdzu paskaidrojiet, kāpēc. *

.....

Vai mācoties mājās izmantoji skolotājas sagatavotās un pieejamās atgādnēs? *

- Jā
- Nē
- Izmantoju citas interaktīvās atgādnēs

Mājās tika izmantotas skolotājas piedāvātās atgādnēs

Ja mājās izmantoji kādas no skolotājas piedāvātajām vai stundās rādītajām atgādnēm, lūdzu atbildi uz sekojošajiem jautājumiem.

Atzīmē, kuras interaktīvās atgādnēs izmantoji, mācoties mājās. *

quizlet.com

baamboozle.com

Other:

Kāpēc izmantoji skolotājas piedāvātās un stundās rādītās interaktīvās atgādnēs, lai mācītos mājās? *

Lai apgūtu nodaļas leksiku un uzzinātu jaunus vārdus .

Mājās netika izmantotas skolotājas piedāvātās interaktīvās atgādnēs

Ja mājās neizmantoji nevienu no skolotājas piedāvātajām vai stundās rādītajām atgādnēm, lūdzu atbildi uz sekojošo jautājumu.

Kāpēc neizmantoji skolotājas piedāvātās un stundās rādītās interaktīvās atgādnēs, lai mācītos mājās? *

.....

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Kādas interaktīvās atgādnēs izmantoji, mācoties mājās? Kāpēc tieši šīs atgādnēs? *

.....

Paldies par sniegtajām atbildēm!

Bakalaura darbs “Interaktīvās atgādnēs 5. klases skolēnu angļu valodas vārdu krājuma pilnveidei” izstrādāts Latvijas Universitātes Izglītības zinātņu un psiholoģijas fakultātē.

Ar savu parakstu apliecinu, ka pētījums veikts patstāvīgi un izmantoti tikai tajā norādītie informācijas avoti.

Autors: Baiba Kevere
(vārds, uzvārds)

Rekomendēju darbu aizstāvēšanai

Darba zinātniskais vadītājs/a: Dr. Paed. Evija Latkovska
(zinātniskais grāds, vārds, uzvārds)

ŠIS DARBS PARAKSTĪTS AR DROŠU ELEKTRONISKO PARAKSTU UN SATUR
LAIKA ZĪMOGU.