

## عنوان مقاله:

The Comparative Effect of Using Portfolios and Writing Journals on EFL Learners Vocabulary Retention

## محل انتشار:

سومین کنفرانس ملی بررسی مسائل جاری آموزش و یادگیری، ادبیات و مترجمی زبان انگلیسی و زبان شناسی (سال: 1395)

تعداد صفحات اصل مقاله: 11

## نویسندگان:

Sanaz Besharati - *English Language Department, Islamic Azad University of Central Tehran, Iran*

Kourosh Akef - *English Language Department, Islamic Azad University of Central Tehran, Iran*

## خلاصه مقاله:

This study aimed at comparing the effect of implementing alternative assessment techniques – using portfolios and writing journals – and a traditional assessment technique on the Iranian EFL learners vocabulary retention. 90 pre-intermediate learners between the ages of 20 to 35 who were studying at general English courses were selected based on their performance on the Preliminary English Test (PET) and the teacher-made vocabulary test. They were assigned randomly into two experimental groups and one control group. During 19 session of treatment the experimental groups used the lexical items in their portfolios and journals to retrieve vocabulary; however, the control group implemented a traditional assessment technique for vocabulary retrieval. To assess the learners' vocabulary retention within the framework of Nation (2001), a multiple choice vocabulary posttest was given to the three groups and their mean scores were compared through a one-way ANOVA. Findings revealed that both portfolio and journal groups outperformed the traditional group in vocabulary retrieval; however, portfolios were as effective as journals. This could have been due to the influence of interwoven instruction and assessment. The results have some main implications for language teachers, syllabus designers, and material developers

## کلمات کلیدی:

Terms-learner portfolio; learner journal; traditional assessment technique; vocabulary retention

## لینک ثابت مقاله در پایگاه سیویلیکا:

<https://civilica.com/doc/600215>

