

The Impact of Portfolios and Journals on Iranian Pre-university Students' Vocabulary Learning

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Abstract—This study was conducted to investigate the impact of portfolios and journals on Iranian Pre-university students' vocabulary learning. Fifty female pre-university students who were studying General English as a part of their course syllabus at Tooba Pre-university Center of Tang Eram, Bushehr, Iran comprised the participants in the main phase of the study. This study adopted a convenience sampling procedure, since the real act of randomization was not feasible. The participants of the study were divided into two groups. The experimental group (N=25) received the treatment i.e. portfolios and journals, while the control group (N=25) underwent the traditional assessment. The results of data analyses indicated that the students in experimental group outperformed the students in control group in terms of their lexical knowledge. Moreover, the results of correlational analyses revealed that there was a strong positive correlation between the students' lexical scores and their scores on motivation to alternative assessment in the experimental group. The results have some implications for EFL teachers, learners, and parents as well as for curriculum developers and syllabus designers.

Index Terms—assessment, alternative assessment, portfolios, journals, self-assessment, vocabulary

I. INTRODUCTION

Traditionally viewed, little priority was given to vocabulary instruction and learning in second language programs (Hedge, 2008). It was considered a neglected subskill in the past (French, 1983) and received only incidental consideration in educational textbooks and language programs. Nevertheless, it has recently received a considerable amount of attention and a renewed interest regarding both its nature and its role in learning and teaching English in a sense that Chastain (1988) aptly argued it "...plays a greater role in communication than the other components of language" (p. 327).

Vocabulary is considered central to English language learning, since it furnishes much of the basis for how well learners listen, speak, read, and write. In other words, the learners need to have sufficient lexical knowledge to understand others or express their own ideas. As it turned out, *The Lexical Syllabus* (Willis, 1990), *Lexical Phrases and Language Teaching* (Nattinger & De Carrico, 1992) and *The Lexical Approach* (Lewis, 1993) tellingly characterized the assumption that "the building blocks of language learning and communication are not grammar, functions, notions, or some other units of planning and teaching but lexis, that is, words and words combinations" (Richards & Rodgers, 2002, p. 132). While grammar and vocabulary are often viewed as complementary, Wilkins (1972), in his carefully worded and frequently cited quotation, asserted that "...while without grammar very little can be conveyed, without vocabulary nothing can be conveyed" (p. 111). This shows how important the lexical knowledge is for language proficiency as well as for communication.

As far as vocabulary assessment is concerned, there are two major opposing forces at work in educational evaluation today. On the one hand are the traditional standardized tests like multiple-choice and other selected-response tests. On the other hand stand alternative assessment techniques. In the traditional standardized type of testing, teachers test their students' performance at the end of each educational semester or year. As a result, those who are successful in the final exam will pass the course. Being single-shot examinations, traditional forms of assessment do not adequately evaluate student's performance in real life situations. Regarding Iranian educational system, there are at least two reasons why traditional assessment is undesirable. One is educational, the other is psychological. By the educational aspect, it is meant that the single-shot final examinations merely strengthen students' memorization abilities and lead to rote rather than meaningful learning. By the psychological aspect, it is meant that these single-shot final examinations are stress-inducing. From the very beginning of the course, the students know that their failure or success in the course is solely determined based on their performance on that one single-shot final examination. All of this makes the learning process as stressful as possible; thus negatively affecting students' performance.

Alternative assessment techniques including portfolios and journals are expected to reduce these educational and psychological shortcomings to a considerable extent, since they assess students' performance during and throughout a semester or even during an educational year. Moreover, since alternative assessment techniques are more student-centered and their emphasis is on process rather than product, it is expected to remove stress on the part of learners and

lead to better learning in comparison to old traditional forms of assessment. Considering the significance and importance vocabulary, as an essential microskill, has in developing language macroskills, the current study carefully scrutinized the potential weight and impact of portfolios and journals as two kinds of alternative assessment tools on Iranian pre-university students' vocabulary learning. It also attempted to investigate students' perceptions, through the utilization of a motivation questionnaire (Deci, Eghrari, Patrick, & Leone, 1994), about portfolios and journals in order to see to what extent they made students motivated when they were implemented in the classroom. In response to this need, the current study aimed to probe the following research questions:

1. Do alternative assessment techniques (portfolios and journals) have any significant impact on Iranian pre-university students' vocabulary learning?
2. Is there any significant relationship between the students' motivation and their scores on the vocabulary posttest?

II. REVIEW OF LITERATURE

Few studies have investigated the impact of alternative assessment techniques on Iranian EFL learners' vocabulary knowledge. It was Nassirdoost and Mall-Amiri (2015) who investigated the impact of portfolio assessment on EFL learners' vocabulary achievement and motivation for the first time. To carry out their study, they non-randomly selected 90 female learners of Marefat language school situated in Maragheh, Iran. Sixty students out of 90 whose ages mainly ranged from 15 to 20 were selected as the participants of the study by taking a Preliminary English Test (PET). They were randomly labeled as experimental group (n=30) and control group (n=30). During the treatment which lasted 12 sessions, the experimental group received portfolio assessment, while the control group received traditional assessment. The results of their study indicated that, owing to the implementation of portfolio assessment, learners' achievements increased in terms of their lexical knowledge. But, as far as motivation is concerned, their study's findings substantiated that the use of portfolio assessment had no significant impact on EFL learners' motivation levels.

Reviewing the literature relevant to the discussion indicates that most researchers have tried to probe the potential impact of portfolios and/or journals on EFL/ESL learners' major skills achievement, mainly on writing and marginally on reading, listening and speaking skills. Ghorchaei, Tavakoli, and Nejad Ansari (2010), in their quasi-experimental study, probed the effect of portfolio assessment on Iranian EFL students' writing ability. The participants of the study consisted of 61 undergraduate EFL students at the University of Isfahan. The researchers used a convenience sampling process. As a result, the subjects were divided into two classes: one as control group (n=31), and another as experimental group (n=30). The experimental group was exposed to portfolio assessment, while the control group received the traditional assessment. Each group received a writing test both as the pre-test and post-test. The results of the study indicated that the subjects in experimental group outperformed the subjects in the control group not only in their overall writing ability but also in the sub-skills of focus, elaboration, organization, and vocabulary; implying that portfolio assessment is influential in enhancing EFL learners' sub-skills like vocabulary which is per se a key component for developing English writing ability.

Another study dealing with the impact of portfolio assessment on learning was that of Yurdabakan and Erdogan (2009). They aimed to investigate the effects of portfolio assessment on reading, listening, and writing skills as well as to probe the students' perceptions regarding portfolio assessment. The participants of the study were randomly assigned into the experimental group (n=22) who received activities dealing with portfolio assessment and the control group (n=22) who followed the traditional ordinary course program. To collect data, they made use of a reading test, a listening test, a writing essay test, and six open-ended items. After analyzing the data and comparing the mean scores of both groups in pre-test and post-test, they found that the implementation of portfolio assessment had significant impact on students' writing skill, but similar findings were not found and reported for other two skills under study, namely, reading and listening. In order to probe into students' perceptions toward portfolio assessment, the researchers also analyzed the students' answers to the open-ended questions. The findings showed that on the positive side the students were more motivated to work with and take responsibility in portfolio assessment in comparison to traditional approaches of assessment. Regarding the effect of portfolio assessment on writing ability, similar findings have been reported (Khodashenas, Kishani Farahani, & Amouzegar, 2013; Moradan & Hedayati, 2011; Rouhani & Taheri, 2015; Tabatabaei & Assefi, 2012).

Rokni and Seifi (2014) investigated the impact of dialogue journal writing on EFL learners' speaking accuracy and fluency. The participants of their study, 48 male intermediate level English learners whose ages ranged mainly from 14 to 27, were randomly selected from two classes at Simin language Institute in Qaemshahr, Iran. They were randomly labeled as one experimental group (n=24) and one control group (n=24). During the treatment which lasted for 20 sessions, the experimental group was asked to keep a journal writing entry for each session. Each student was given an opportunity to express (read and speak) to the students what he had written. At the same time the control group received the regular class instruction. After analyzing the mean scores obtained from both groups' oral interview pre-test and post-test, the researcher found that there was a significant difference between the two groups' performance in terms of speech accuracy and fluency. In other words, the findings showed that experimental group did better than control group on oral interview post-test, implying that dialogue journal keeping helped learners to speak more accurately and more fluently.

III. METHODOLOGY

A. Participants and Research Design

This study was conducted during a three-month term in a pre-university center in Tang Eram, Iran. Each term included 24 sessions and each session lasted for 90 minutes. The classes were held twice a week. Fifty female pre-university students who were studying General English as a part of their course syllabus at Tooba Pre-university Center of Tang Eram comprised the participants of this study. These students whose ages mostly ranged from 17 to 19 had just graduated from high school and had finished their 11 years of education. The students, all Iranian and native speakers of Persian, were designated into two groups: one experimental and the other control group, each including 25 students; and both receiving the same amount of instruction time. Due to the fact that the participants (both experimental and control groups) of the present study had been enrolled to their courses prior to the conducting of the research, the real act of randomization was not feasible. Accordingly, a quasi-experimental design was adopted during the treatment.

B. Instruments and Materials

The present study made use of the following data collection instruments:

Pretest: Prior to the onset of the treatment and based on the assumption that the participants might be acquainted with the meaning of some items, a Vocabulary Knowledge Scale (VKS) (Paribakht and Wesche, 1996) (appendix A) including 100 lexical items was administered as a pretest to make sure that the participants had no previous knowledge of the vocabulary items to be taught. It consisted of all the words to be taught during the intervention. The VKS utilizes a five-point Likert-type scale with the aim of assessing the learners' lexical knowledge on a continuum – from unknown to known, 'from vague to precise', from no knowledge (level 1) to vocabulary recognition (levels 2, 3, and 4) to vocabulary production (level 5). The participants were asked to provide their knowledge of each item by ticking from 1 to 5: just ticking (levels 1 and 2), ticking and providing synonyms or L1 equivalence (levels 3 and 4) or ticking and writing an example sentence for each item (level 5).

Post-test: At the end of the experiment, in order to assess learners' after-intervention knowledge of lexical items, the VKS, in which the order of words was reversed to make it different from pre-test, was administered again as a post-test so as to investigate the impact of alternative assessment techniques on subjects' vocabulary learning.

Motivation Questionnaire: Moreover, to address the second research question, a motivation questionnaire developed by Deci, Eghrari, Patrick, and Leone (1994) (Appendix B) was distributed, at the end of the treatment, among the subjects in experimental group. The reason behind this was to determine whether there was any relationship between the subjects' scores on motivation and their post-test VKS scores, i.e., the scores obtained from the VKS as a post-test for the experimental group and the scores gathered from their responses to the questionnaire regarding their motivation to alternative assessment techniques, namely, portfolios and journals.

The following materials were also used in the current study:

Collaborative Activity: Regarding portfolios, eight tasks were developed each assessing the subjects' lexical knowledge of the words they have learned in each instructional half of a session. They were labeled as collaborative activities since the learners had not only the opportunity to move and communicate with each other, but they also received feedback from their instructor as well as from their classmates so as to demonstrate and develop their understanding of words. In these collaborative activities, the subjects were asked to recognize and learn the meaning of the words they had previously learned at three levels: Word Level Recognition (WLR), Sentence Level Recognition (SLR), and Text Level Recognition (TLR). (The collaborative activity for the first session, *Task I*, is provided in Appendix C).

Write About: Having learned the new words in instructional time and reviewed them in assessment section at three levels mentioned above, the learners were asked to write a paragraph on the topic of lesson by making use of the recently learned words in their writing. Like collaborative activities which were saved as learners' portfolios, their *Write Abouts* were also collected and kept as their journals for further reference and future use. (*Write About* for the second session, *Task II*, is provided in Appendix D).

C. Procedure

This study consisted of a pretest, an eight-week long treatment, and an immediate post-test. In order to assess the subjects' vocabulary knowledge prior to the experiment, the VKS scoring procedure developed by Paribakht and Wesche (1996) was utilized. Based on their scoring system, score 1 is given when the subject has not seen the word before. This level is not considered a level at all by some researchers (Waring, 2002), nevertheless it indicates that the subject does not know the word. In this scoring system, score 2 means the subject has seen the word before, but he doesn't know its meaning. Score 3 is given to the subject who has provided the synonym or L1 translation for an item but he is not completely sure of its correctness. Score 4 goes to the subject when he has provided the proper synonym or L1 translation of an item. And ultimately, score 5 is given to those words used in a sentence both syntactically and semantically correct. Based on the subjects' responses to pretests, 80 words which were unknown to the subjects were selected to be taught to both the experimental and control group.

Afterwards, the treatment commenced which lasted for eight weeks including 16 ninety-minute sessions. The researcher made two important decisions in this study. First, each ninety-minute session was divided into two equal forty-five minute parts: the first part for teaching vocabulary and the second part for its assessment – either alternative for

experimental group or traditional for control group. Second, the whole treatment period (16 sessions in eight weeks) was labeled either as odd (the first session in each week) or even (the second session in each week). In a nutshell, subjects in the experimental group were taught 10 words in the first half of each odd session and received ‘collaborative activities’ to do in the second half of that odd session which were kept as their portfolios, whereas in the instructional half of each even session they were taught other parts like grammar and in the assessment half of that session they wrote a paragraph (*Write Abouts*) by making use of the vocabulary learned in the odd sessions. The ‘Write Abouts’ were saved as their journals. Meanwhile, control group received the same odd and even instructional halves, but the techniques used for the odd and even assessment halves were traditional mainly including their textbook exercises like sentence completion or multiple choice completion. One day after the treatment, the subjects were post-tested on their lexical knowledge with the same VKS scale so as to obtain data on their progress in performance through the special treatment. The scoring system which was utilized in subjects’ post-tests was the same as that used in their pre-tests. Additionally, to address the second research question, a day after the treatment, the motivation questionnaire developed by Deci, Eghrari, Patrick, and Leone (1994) (Appendix B) was distributed among the subjects in experimental group to explore their perceptions about the tasks utilized during the intervention either as portfolios (*collaborative activities*) or journals (*Write Abouts*).

IV. RESULTS

A. Prior to the Treatment

Two days prior to the onset of the experiment, all participants were pre-tested on the VKS. Table I indicates both groups’ descriptive statistics on their pre-tests including mean value, number of cases, standard deviation, and standard error of means.

TABLE I.
GROUPS’ DESCRIPTIVE STATISTICS ON PRE-TEST

Group	Mean	N	Std. Deviation	Std. Error of Mean
Control	90.40	25	6.285	1.257
Experimental	89.80	25	5.867	1.173
Total	90.10	50	6.025	.852

Based on the results in table I, there is a slight difference in the performance of the two groups, that is, control group had a partially better performance on pre-test. To determine whether this difference of groups’ mean scores was statistically significant, an independent samples t-test was run. The generated output is presented in table II.

TABLE II.
INDEPENDENT SAMPLES T-TEST ON PRE-TEST

		Levene’s Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Pretest	Equal variances assumed	.161	.690	.349	48	.729	.600	1.719	-2.857	4.057
	Equal variances not assumed			.349	47.774	.729	.600	1.719	-2.858	4.058

The independent-samples t-test was run to compare the VKS scores of control and experimental groups on their pre-tests. There was no significant difference in scores for control group ($M = 90.4, SD = 6.29$) and experimental group [$M = 89.8, SD = 5.87; t(48) = .35, p = .73$].

B. The First Research Question

The first research question sought to investigate the potential impact of alternative assessment techniques, namely, portfolios and journals on the students’ vocabulary learning. To this end, the average scores of experimental group were compared against those of control group regarding their scores which were gathered from their post-tests on VKS. Table III indicates both groups’ descriptive statistics on their post-tests including mean value, number of cases, standard deviation, and standard error of means. A brief look at this table indicates that experimental group outperformed the control group because the value of their mean ($M=334.52$) was much higher than that of the control group ($M=293.04$).

TABLE III.
GROUPS’ DESCRIPTIVE STATISTICS ON POST-TEST

Group	Mean	N	Std. Deviation	Std. Error of Mean
Control	293.04	25	12.677	2.535
Experimental	334.52	25	8.776	1.755
Total	313.78	50	23.566	3.333

To determine whether this difference of groups' mean scores was statistically significant, it was made use of another independent samples t-test, the results of which are presented in table IV.

TABLE IV.
INDEPENDENT SAMPLES T-TEST ON POST-TEST

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
Post-test	Equal variances assumed	8.929	.004	-13.452	48	.000	-41.480	3.084	-47.680	-35.280
	Equal variances not assumed			-13.452	42.706	.000	-41.480	3.084	-47.700	-35.260

This independent-samples t-test was run to compare the VKS scores for control and experimental groups on their post-tests. The results indicated that there was a significant difference in scores for control group ($M=293.04, SD=12.68$) and experimental group [$M=334.52, SD=8.78; t(48) = -13.45, p<.0005$].

C. The Second Research Question

The second research question of the study sought to investigate whether there was any relationship between the subjects' motivation and their posttest VKS scores. Prior to performing a correlation analysis between two variables, a scatter plot was generated to check for the linearity and the equality of statistical variances, usually called, homoscedasticity. The output from the scatter plot is displayed in figure 1.

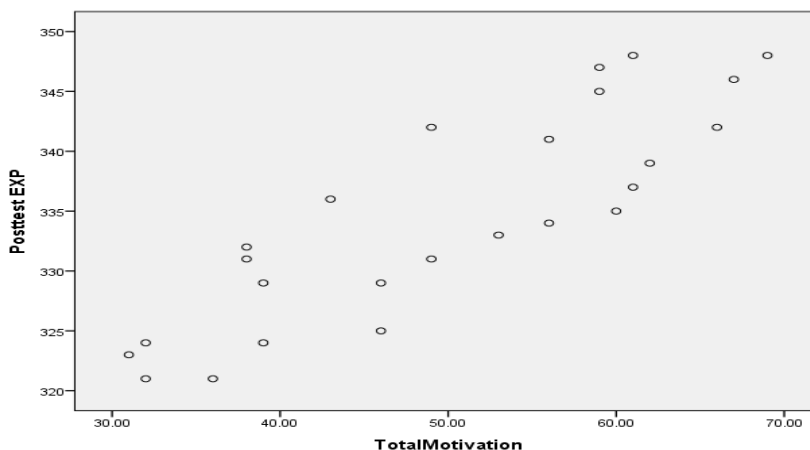


Figure 1. Scatter plot for the exploration of the relationship between VKS scores and motivation

Having investigated the distribution of data points, based on figure 1, it suggests quite a strong relationship between variables since data points are arranged in a roughly linear shape. And regarding the direction of the relationship, since the scatter plot shows an upward trend from left to right it can be construed that there is a positive relationship between variables. Therefore, Pearson Product-Moment Correlation Coefficient (PPMCC) can be calculated to exactly determine the strength of relationship between two variables, since a straight line can be drawn through the cluster of the data points. The results of PPMCC are presented in table V.

TABLE V.
CORRELATIONS BETWEEN EXPERIMENTAL GROUP'S VKS SCORES AND THEIR MOTIVATION

		Posttest EXP	Total Motivation
Posttest EXP	Pearson Correlation	1	.862**
	Sig. (2-tailed)		.000
	N	25	25
Total Motivation	Pearson Correlation	.862**	1
	Sig. (2-tailed)	.000	
	N	25	25

**:. Correlation is significant at the 0.01 level (2-tailed).

As noted above, preliminary analyses were made to ensure no violation of the assumptions of normality, linearity and homoscedasticity. Based on the result of correlational analyses, it is evident that there was a very strong, positive correlation between the two variables [$r=.86, n=25, p<.0005$], with high levels of post-test VKS scores associated with high

levels of motivation scores. In other words, high scores on X axis (total motivation) are associated with high scores on Y axis (experimental group's post-test).

V. DISCUSSION

The results of the present study indicate that the implementation of portfolios and journals as two types of alternative assessment techniques in the classroom do have a significant impact on the students' lexical knowledge. This finding is in consonance with the research results existent in the literature. For instance, Nassirdoost and Mall-Amiri (2015) investigated the impact of portfolio assessment on EFL learners' vocabulary achievement and their motivation. The results of their study indicated that, owing to the implementation of portfolio assessment, learners' achievements increased in terms of their lexical knowledge. But, as far as motivation is concerned, their study's findings, in contradiction with the findings of this study, substantiated that the use of portfolio assessment had no significant impact on EFL learners' motivation levels. The results of this study are also in accordance with the findings of other studies done in Iran with their main focus on investigating the impact of portfolios and/or journals on Iranian EFL learners' writing skill (Ghorchaei, Tavakoli, & Nejad Ansari, 2010; Khodashenas, Kishani Farahani, & Amouzegar, 2013; Moradan & Hedayati, 2011; Rouhani & Taheri, 2015; Tabatabaei & Assefi, 2012) or on their reading comprehension ability (Rostami Charvade, Jahandar, & Khodabandelou, 2012), all confirming the positive impact of portfolios and/or journals on learners' writing or reading skills achievements.

In another study whose results parallel the findings of this study, Yurdabakan and Erdogan (2009) investigated the effects of portfolio assessment on reading, listening, and writing skills as well as the students' perceptions about portfolio assessment. They found that the implementation of portfolio assessment had significant impact on students' writing skills, though similar findings were not found and reported for other two skills under study, namely, reading and listening. Moreover, in their investigation of the students' perception, Yurdabakan and Erdogan (2009) found that the students were more motivated to work with and take responsibility in portfolio assessment in comparison to the employment of traditional assessment approaches.

Regarding the impact of journals (journal keeping) on language learning achievements, Trong Tuan (2010), in his investigation of journal keeping on EFL learners' writing skill, found that journal keeping, as an extensive activity, had a positive effect not only on EFL learners' writing fluency but also on their writing accuracy. Similar findings have been reported by Rokni and Seifi (2014) and Woodward (2006).

To address the second research question, it was concluded that there was a highly strong positive correlation between the experimental groups' motivation scores and their vocabulary scores on their VKS post-tests. It can be fairly construed that the proper implementation of portfolios and journals as alternatives to traditional testing approaches can enhance learners' motivation to language learning in general and vocabulary learning in particular. In examining the effects of alternative assessment on students' motivation and self-efficacy, Zimbicki (2007) argued that students' motivation levels decrease when the teachers utilize traditional assessment methods including objective and essay type tests for evaluating their progress. The results of data analyses indicated that the implementation of alternative assessment increased the students' motivation and self-efficacy to higher levels in comparison to the utilization of traditional methods of testing. The results are also consistent with those of Tiwari (2003) which corroborated that portfolio assessment had effective impacts on enhancing students' learning. In order to probe students' perceptions about this form of assessment, the researcher made use of individual semi-structured interviews. After the data analyses, the results showed that the students mostly favored the utilization of portfolio assessment. Additionally, portfolio preparation process proved fruitful for enhancing the interest in learning for those students who lacked motivation. Other researchers (Barootchi & Keshavarz, 2002; Calfee & Perfumo, 1993; as cited in Yurdabakan and Erdogan, 2009) have endorsed the potential impact of portfolio assessment on increasing learners' motivation for learning, sense of confidence, and taking responsibility toward learning. Moreover, after probing the participants' perceptions about portfolio assessment, they found that learners judged portfolio assessment as a much fairer approach in comparison to the traditional forms of assessment.

VI. CONCLUSION

Viewing assessment as a part of learning process, alternative assessment techniques can be regarded as one of the basic ingredients of instructional program. If used properly in the classroom, they would enable students to evaluate their own performance (self-assessment), their classmates' performance (peer assessment), as well as to take control of their own learning (autonomy). They can also be regarded by students as an effective tool for establishing meaningful learning through monitoring and assessing learning process as well as learning product (outcomes). Based on the above-mentioned merits of alternative techniques of assessment, they deserve to find their right place in educational curriculum and to be included properly in the instructional programs.

The present literature can take advantage of the findings of this study. First of all, the first finding accrued from the data analysis showed that the implementation of alternative assessment techniques were effective for and influential to students' lexical knowledge enhancement. Such effectiveness was confirmed by rejecting the first null hypothesis of the study. Thus, it can be fairly claimed that the employment of alternative assessment techniques (portfolios and journals) for the purpose of evaluating the vocabulary knowledge results in a significant difference in EFL learners' performanc-

es. Reviewing the relevant literature, there were some other studies whose results verified the effectiveness of alternative assessment techniques in general and portfolios and/or journals in particular on language main skills: reading, listening, and writing or on its subskills like vocabulary. In a similar vein, the findings of this study corroborate the usefulness of implementing such techniques for enhancing learners' lexical knowledge in EFL classes.

In exploring the second research question, the results of data analysis indicated that there was a highly strong positive correlation between the experimental groups' motivation scores and their scores on their VKS post-tests. As the second conclusion, it can be rightly claimed that the implementation of portfolios and journals as the right and proper alternatives to traditional testing approaches can increase learners' motivation to language learning in general and vocabulary learning in particular.

Noticing the results accrued from analyzing the data that were collected in this study, one can simply weigh the performance of experimental group against that of control group in order to see how effective portfolios and journals were in enhancing students' lexical knowledge. Since the implementation of portfolios and journals as a special treatment made the experimental group's lexical knowledge outperform that of control group on post-test, it can be rightly claimed that this study is consonant with the paradigmatic shift in language learning assessment, i.e., from traditional testing to alternative assessment techniques.

APPENDIX A.

Vocabulary Knowledge Scale (VKS)

(Used as Both Pre-test and Post-test)

Name:

Look at the following list of words and give each one a number rating 1-5 based on how well you know the words.

Look at the Vocabulary Knowledge Scale (VKS) below:

- 1. I have not seen this word before.
- 2. I have seen this word but I don't know the meaning.
- 3. I have seen this word and I think it means..... (synonym or translation)
- 4. I know this word: it means..... (synonym or translation)
- 5. I can use this word in a sentence, e.g.....

(ref: Wesche, M. & Paribakht, T. S. (1996). Assessing second language vocabulary knowledge: Depth versus breadth. *The Canadian Modern Language Review*, 53(1), 1-28.)

English Word	1	2	3	4	5	synonym; translation; example
1. aerobic						
2. anxious						
3. article						
4. audience						
5. aware						
6. bend						
7. compare						
8. concentrate						
9. concerned						
10. create						
11. crust						
12. damage						

.....

APPENDIX B.

Motivation Questionnaire

First name: Last name:

Gender: male female

Grade:

Dear student,

This test contains a number of statements about motivation. You will be asked what you yourself think about these statements. There is no right or wrong answers. Your opinion is what is wanted.

Please circle your response to the items. Rate aspects of the course on a 1 to 5 scale; from strongly disagree (1) to strongly agree (5). 1 represents the lowest and most negative impression on the scale, 3 an adequate impression, and 5 the highest and most positive impression.

<i>statements</i>	<i>strongly disagree</i>			<i>strongly agree</i>	
1. After working at this activity for a while, I felt pretty competent.	1	2	3	4	5
2. I am satisfied with my performance at this task.	1	2	3	4	5
3. I didn't pay much energy into this.	1	2	3	4	5
4. I didn't try very hard to do well at this activity.	1	2	3	4	5
5. I enjoyed doing this activity very much.	1	2	3	4	5
6. I think I am pretty good at this activity.	1	2	3	4	5
7. I think this was a boring activity.	1	2	3	4	5
8. It was important to me to do well at this activity.	1	2	3	4	5
9. This activity did not hold my attention at all.	1	2	3	4	5
10. While I was doing this activity, I was thinking about how much I enjoyed it.	1	2	3	4	5
11. I thought this activity was quite enjoyable.	1	2	3	4	5
12. I tried very hard at this activity.	1	2	3	4	5
13. I would describe this activity as very interesting.	1	2	3	4	5
14. I think I did pretty well at this activity, compared to other students.	1	2	3	4	5

Reference:

Deci, E. L., Eghrari, H., Patrick, B. C., & Leone, D. (1994). Facilitating internalization: The self-determination theory perspective. *Journal of Personality*, 62, 119-142.

APPENDIX C.

Collaborative Activity

TASK I

1st Session

Name ----- Date -----

I. Word Level

<i>Match the items in A with those in B. There is one extra item in B.</i>	
A	B
1. pump ()	a. keep safe
2. lift ()	b. better
3. rely ()	c. needing oxygen
4. more efficiently ()	d. depend
5. increase ()	e. physical harms to the body
6. aerobic ()	f. an activity or role
7. function ()	g. raise something; pick up
8. protect ()	h. force a liquid or gas to flow
9. injuries ()	i. parts of the body where two bones meet
10. joints ()	j. run quickly
	k. become larger or greater

Compare your answers with a partner's.

II. Sentence Level

<p><i>Fill in the blanks with the words in Part A. Make any changes if necessary. (There is one extra word.)</i></p> <p>11. It is important to.....your skin from the harmful effects of the sun.</p> <p>12. She survived the accident without</p> <p>13. The <i>function</i> of the heart is to blood through the body.</p> <p>14. He believes that the trueof art is to tell the truth.</p> <p>15. exercise is a type of activity highly requiring the presence of oxygen.</p> <p>16. After the accident, she's been having pain in her muscles and</p> <p>17. He stopped writing by..... his pen from the paper.</p> <p>18. It on you to do exercises regularly in order to keep your body and mind healthy.</p> <p>19. The costs of lifein our country each year.</p>
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Compare your answers with a partner's.

III. Text Level

<p>Fill in each blank in the following paragraph with one of the new words you learned this week.</p> <p>Everybody knows what the..... (20) of heart is. It is to..... (21) the blood throughout your body. Since it cannot.....(22) weights, it would.....(23) on you to do.....(24) exercise. When you do this kind of exercise, it can.....(25) the speed of blood movement in your blood vessels. As a result, your heart works.....(26). Exercising is also useful for other parts of your body. For example, strong.....(27) and muscles can..... (28) you against..... (29).</p>
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Compare your answers with a partner's.

IV. This week's idiom 'bag of bones'	To say that someone is a <i>bag of bones</i> means that they are extremely thin. (30). Example: When he came home from the war he was a bag of bones .
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APPENDIX D.

Write About

TASK II

2nd Session

Name ----- Date -----

Topic -----

<p>Draw a picture or write symbols in this box to illustrate the topic.</p>	<p>List of recently learnt words.</p> <p><input type="checkbox"/> -----</p> <p><input type="checkbox"/> -----</p> <p><input type="checkbox"/> -----</p> <p><input type="checkbox"/> -----</p> <p><input type="checkbox"/> -----</p> <p><input type="checkbox"/> -----</p> <p><input type="checkbox"/> -----</p> <p><input type="checkbox"/> -----</p> <p><input type="checkbox"/> -----</p> <p><input type="checkbox"/> -----</p>
<p>Paragraph: Write a paragraph about the topic by using the words above. Check off the terms as you use them. Then circle them in your paragraph.</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	

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