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VOCABULARY JOURNALS AS AN INDEPENDENT LEARNING TOOL FOR L2 VOCABULARY IMPROVEMENT

Vocabulary learning is an incremental and ongoing process that has an indispensable value in language acquisition allowing foreign language learners to convey their thoughts and communicate. Receptive vocabulary fosters comprehension of reading and listening, whereas productive vocabulary promotes speaking and writing skills. The focus of this study is the productive vocabulary of learners. Particularly, it is shown that in incidental vocabulary learning, the involvement load is of great importance. The three factors that influence the involvement load are need, search, and evaluation. In the case study conducted within the framework of the present research, the relevance of these three factors is brought to light and highly emphasized. The study aims to present how vocabulary journals influence vocabulary enhancement and to show the participants' experience of implementing a vocabulary journal as a tool for intentional and autonomous learning. The research methods applied in the study include vocabulary size test, productive vocabulary test, implementing vocabulary journal technique, post-tests for measuring vocabulary knowledge of the participants, and an interview.

Key words: *receptive and productive vocabulary, incidental learning, involvement load, vocabulary tests, vocabulary journal*

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Introduction

One of the aims in the current study is to show how vocabulary journals can enhance vocabulary. Throughout language learning history, various methods and approaches were implemented for teaching a foreign language in which vocabulary learning had either a minor or insignificant place (Schmitt, 2000). Nowadays, the considerable value of vocabulary is noticeable virtually in all foreign language textbooks. Curriculum designers try to include high-frequency vocabulary in courses to meet learners' immediate needs (Schmitt, 2000). Vocabulary lists such as the General Service List of English Words (GSL) (West, 1953, as cited in Schmitt, 2000), the Academic Word List (AWL) (Coxhead, 2000, as cited in Nation, 2013), a 318-word family list (Coxhead & Hirsh, 2007, as cited in Nation, 2013) that includes words related to the sciences and various types of technical vocabulary are referred to when designing vocabulary syllabi.

In this case study **measuring the size of vocabulary pre and post tests** were required to gauge the progress of vocabulary enhancement of both of the participants after implementing the technique of vocabulary journal. Therefore, **receptive and productive vocabulary size tests** helped in assessing vocabulary improvement. These types of tests and assessment in general are essential tools for measuring vocabulary improvement and singling out the challenges. Language teachers need to measure learners' receptive and productive vocabulary knowledge to organize effective lessons. Many educational institutions give high importance to vocabulary tests for "diagnostic, placement and curriculum-design purposes" (Laufer & Nation, 1999, p. 33). Vocabulary Size Test (VST) (Nation & Beglar, 2007) is used for measuring receptive knowledge, whereas productive knowledge is measured with Productive Vocabulary Levels Test (PVLT) (Nation, 1983, 1990, as cited in Laufer & Nation, 1999). To pass the tests, learners need to score 80% and 83% respectively.

Vocabulary size, as opposed to vocabulary depth, is the number of words that the learner knows and refers to the breadth of vocabulary knowledge, whereas the depth of vocabulary shows how well the learner knows the words (Marzban & Hadipour, 2012). The Vocabulary Size Test combines words from the 1st 1000 to the 14th 1000 word families of the English language. Nation and Beglar (2007) suggest that there are at least three reasons for measuring learner's vocabulary: first, to see how close the learner is to having a vocabulary size of 8000-word families, as it is considered the threshold for being able to understand authentic texts: second, to track the learner's vocabulary progress, and third, to compare with native speakers' language acquisition rate.

The Productive Vocabulary Levels Test (Nation, 1983, 1990, as cited in Laufer & Nation, 1999) measures learners' ability to recall the forms of words relying on the context and first two to four letters of words that are provided. The test consists of five sections, 18 items from 2000, 3000, 5000, University Word List and 10000-word levels (Laufer & Nation, 1999). Researchers often utilize VST and PVLT as pre- and post-tests in their studies (e.g. Dodigovic, 2015; Calub & Calub, 2017; AbManan et al., 2016; Moir & Nation, 2008).

Eyckmans et al. (2007, as cited in Milton, 2009, p. 120) reported a result where "productive knowledge is only about half the size of receptive knowledge" and added that "it is not unusual." Similar results were reported by AbManan et al. (2016) where they conducted a study with Malaysian first-year undergraduates to measure their receptive and productive vocabulary knowledge. At 2000-word level for the receptive test, 14% of the students had failed, and for the productive test of the same level 46.3% students had failed. At the 3000-word level, the results were worse for the productive test with 97% failure compared to 46.3% for the receptive test. The following results confirm the assumption that receptive knowledge always exceeds productive knowledge.

Having discussed the assessment tools for measuring vocabulary, one should emphasize the value of high proficiency vocabulary level. Foreign language learners' success in all areas of language performance is directly connected to the high proficiency level of vocabulary knowledge (Dodigovic, 2014; Calub & Calub, 2017; Nassaji, 2006). The vocabulary learning process starts at the beginning of language acquisition. While learning a foreign language vocabulary, learners obtain receptive and productive knowledge. Schmitt (as cited in Nation, 2013, p. 47) termed receptive knowledge as "meaning recognition" and "meaning recall," whereas productive knowledge as "form recognition" and "form recall." Receptive knowledge helps cope with reading and listening, while productive knowledge applies to writing and speaking. Nation (2013) states that learning to speak and write is more demanding concerning time and effort than listening and reading.

In their studies, Webb (2009) and Jones and Waller (2017) suggest that types of vocabulary activities determine what types of vocabulary knowledge learners obtain. If activities are designed to enhance receptive vocabulary, mainly receptive knowledge benefits from them. Exercises for improving productive knowledge are beneficial not only for productive but also for receptive knowledge. In any case, receptive and productive knowledge are not

mutually exclusive. They are interdependent, and one assists the improvement of the other.

As mentioned above, vocabulary learning starts at the beginning of language acquisition. Some researchers argue that the first 2000 high-frequency words should be taught explicitly (Thornbury, 2002). **Explicit or intentional learning** are used interchangeably (Milton, 2009), which means deliberately drawing learners' attention to the form and meaning of the words.

Here comes into play two aspects in learning and acquiring vocabulary-incidental and intentional study of vocabulary. In the intentional study of vocabulary, a learner deliberately commits to memory a lot of words, including grammatical ones, whereas incidental learning means choosing structures or lexicon of the language with the emphasis on the meaning with the help of various activities: reading, listening or vocabulary journals which is the focus of the current study (Alemi & Tayebi, 2011).

Referring to incidental learning strategy it is relevant to highlight the importance of involvement load in vocabulary learning. This hypothesis claims that the retention of unfamiliar words is possible due to the amount of need, search and evaluation imposed. Need as one of the components of the hypothesis is the requirement for a language feature to achieve a task, a requirement to know a particular word to understand a text. Search is an attempt to search and find the needed information, for example searching for the meaning of a concrete word in a dictionary. And last but not least, evaluation refers to the comparison of the words within the context to determine whether a particular word fits in the context or not (Sarbazi, 2014).

Throughout the learning process, language teachers should help learners establish specific strategies to become efficient, independent and autonomous learners. Independent language learning presupposes an important complement to classroom learning and it is an essential means to foster learners' autonomy. A learner takes on the assignments of learning without pressure from external factors and the outside world. To help learners become independent and active learners, Dodigovic (2014) and Moir and Nation (2008) suggest **vocabulary journal** and **vocabulary notebook strategies**. Vocabulary journal and vocabulary notebook strategies are very similar. Both strategies imply making a constant entry of new words with their meaning, pronunciation, collocates, and sample sentences. Moir and Nation (2008) conducted a study to determine how effective self-selecting vocabulary learning and vocabulary notebooks are. Participants of the study were adult learners in an intensive language program. Their receptive vocabulary level was between 3000 and 5000 according to Nation's Vocabulary Levels Test. They were asked to choose 30-40 words per week, write the word

pronunciation, meaning, grammatical use, collocations, items from the same word family and sentences. After the vocabulary notebook experience, the participants were interviewed. Most of the participants were dissatisfied with their learning experience through vocabulary notebook. Moir and Nation (2008) stated that the main reason why this strategy did not work for the participants was that they were reluctant to take responsibility for their own learning.

Another reason why the results of the study mentioned above were not satisfactory could be the decontextualized nature of learning. 'Decontextualisation occurs when learners give attention to a language item as a part of the language rather than as a part of a message (Nation, 2013, p. 103). Other factors are more fundamental in language learning. Aptitude, motivation, and opportunity are crucial for learners to become successful in language learning. The results of the interview, mentioned in Moir and Nation (2008) study, are different from the current case study. The empirical evidence from the interview shows the opposite outcome, which will be discussed later in this research.

Some of the techniques of vocabulary journal or notebookinclude implementing **monolingual or bilingual dictionaries** to check the meaning of words and **concordance**, which is the occurrence of a particular word or phrase in different types of electronic texts. Dictionaries are essential in vocabulary learning and according to Thornbury (2002), applying and using dictionaries can enhance learners' autonomy (Thornbury, 2002, cited in Ahangari & Dogolsara, 2015). The distinction should be made between monolingual and bilingual and bilingualized dictionaries as some studies try to evaluate the effectiveness of both dictionaries as far as vocabulary learning is considered. One of the studies conducted on EFL Iranian learners reveals that the impact of monolingual and bilingual dictionaries is great on vocabulary learning (Ahangari & Dogolsara,2015). It is estimated that less proficient EFL learners tend to prefer bilingual dictionaries, whereas more proficient learners are likely to choose monolingual dictionaries (Hunt, 2009; Holi Ali, 2012). Based on the evidence, monolingual dictionaries are beneficial regarding the enhancement of the learners' fluency, as the learner checks for new expressions and words in context. However, the benefit of using either monolingual or bilingual dictionaries depends on the proficiency level of the learner. Bilingual dictionaries are effective for beginners or intermediate level, whereas monolingual one is good for advanced-level learners (Holi Ali, 2012).

The learners should also realize how important it is to know the strategies of the usage of dictionaries. One of the studies suggests that bilingualized dictionaries, which are combinations of bilingual dictionaries and monolingual

ones are useful as they provide the equivalents in the first language (L1) and the examples/sentences in the second language (L2) (Hunt, 2009). Nonetheless, the learners should be taught or pre-taught how to use dictionaries and on what aspects of the words a learner should focus most of all. Awareness should be raised about the usage of bilingualized dictionaries. One of the critical elements to pay attention to while checking the word definition in any type of dictionaries (bilingualized, monolingual, bilingual) is the part of speech and the surrounding context of the word (Hunt, 2009).

As far as dictionaries are concerned, many studies have been conducted on the implicationof **electronic dictionaries** for vocabulary knowledge enhancement (Amirian & Heshmatifar 2013; Peters & Leuven, 2007; Razaei & Davoudi, 2016). Nowadays researchers start to focus more on the usage of electronic dictionaries and the correlation between electronic dictionaries and vocabulary acquisition, word knowledge retention. Electronic dictionaries differ greatly from ordinary paper ones. There are various types of electronic dictionaries. The major forms are dictionaries on concordances and CD-ROMs or disks, online internet dictionaries and hand-held electronic dictionaries, otherwise called pocket electronic dictionaries (PEDs) (Amirian & Heshmatifar, 2013; Razaei & Davoudi, 2016). The benefits of electronic dictionaries cannot be neglected as it is easy and time-saving to use them in comparison with paper dictionaries, they provide more diverse and vast lexical information and also database encompasses additional useful information (Amirian & Heshmatifar, 2013).

In one of the studies conducted by Peters and Leuven (2007), it was revealed that the students' look-up behavior of online dictionaries, irrespective of test results, can significantly foster word retention. In the mentioned study the researcher suggested that the retention of more relevant words, content words needed for the students to answer comprehension questions, were remembered better than individual minus-relevant words in long and short terms (Peters & Leuven, 2007).

Other salient factors worth mentioning are the findings of researchers Amirian and Heshmatifar (2013) and Rezaei and Davoudi (2016). In both experimental studies, the results and statistical analysis of the immediate post-test and delayed post-test indicate that the Electronic Dictionary (ED) groups outperformed Paper Dictionary (PD) groups. The findings of both studies demonstrate that using electronic dictionariesis beneficial and can impact and increase word retention and vocabulary knowledge extension. In these studies, the usage of electronic dictionariesis effective in terms of looking up and finding a contextual meaning of a word when the learners are assigned to read a text and answer comprehension questions. In the study by Amirian and

Heshmatifar (2013), the students report the effectiveness of electronic dictionaries for finding contextual meaning as it is much easier and faster to find the meaning of a necessary word than flipping the pages of a paper dictionary.

Last but not least, **concordance** was applied in this study and it is relevant to shed the light on this technique and specify its main aspects. As mentioned above, concordance is the occurrence of any type of word or phrase in electronic texts (O'Keeffe et al., 2007, as cited in Yilmaz & Soruç, 2015). These electronic texts are also called "corpus". It can also be defined as a compilation of texts or parts of texts and researchers can conduct linguistic analysis on these texts (Meyer, 2004, p. 12). Regarding corpus analysis and corpus-based language teaching, using concordance is one of the prominent tools in corpus analysis and for analysis of any type of texts. The words are accompanied by context on either side and the learner can see in which context words or phrases can occur. For seeing a full text in which a particular phrase or word is used, learners can click on the word and the complete text will be shown for a better understanding of the usage of the chosen word in a context. Using concordance as a tool for vocabulary teaching and learning has been a debatable and controversial topic for discussion, although some studies show how applying concordance in vocabulary teaching can generate a positive outcome. The implementation of concordance in EFL classrooms may become effective in seeking and analyzing the patterns in the use of words and phrases, learners can find the link between grammatical constructions and sentences (Jalilifar et al., 2014; Yilmaz & Soruç, 2015). Moreover, concordance can trigger autonomy in learners, as they may experiment with authentic data and investigate various linguistic structures. It can also serve as a tool for designing and creating activities in the classroom.

The study conducted by Yilmaz and Soruç (2015) was a data-driven learning approach and concordance was applied in vocabulary teaching. The outcome of the experiment of data-driven approach learning, where students received instructions from the teacher to use a concordance for checking and analyzing the words, indicated that concordance can be of benefit for both students and teachers in vocabulary teaching and learning. Both groups, the group that used a concordance program and the group that was given traditional vocabulary instructions, increased their vocabulary knowledge based on the test results.

Methodology

The participants of our study were two students from AUA (American University of Armenia) who took vocabulary size tests and they had around

9500 - 10000 vocabulary size. They also took productive vocabulary tests from lextutor.ca Version A, which measures the "depth" of vocabulary knowledge, indicating how well the participants knew words (Nassaji, 2006). The results showed that there was room for growth in terms of vocabulary enhancement. The problem was that the results of the vocabulary size test that measures receptive knowledge were quite representative which is common in vocabulary knowledge and according to Thornbury, usually receptive knowledge exceeds productive one (Thornbury, 2002). The results of the tests that measure productive vocabulary indicatedthat the students need to expand and enhance their productive vocabulary.

For further improvement of both the complexity and density of academic writing (Schmitt, 2000) and productive vocabulary, it was planned to implement "Vocabulary Journal" technique suggested by Dodigovic (2014). According to 'Vocabulary Journal' technique, the participants wrote down 10 words from course readings that they did during the week (total 20 words) and wrote down words in their journals and it lasted 5 weeks. The chosen words were unknown to the participants. Each word with its form, pronunciation, definitions and one or two examples of use were written down in their vocabulary journals.

The participants used Cambridge Dictionaries Online and Merriam Webster online resources for completing their vocabulary journals.Besides the above-mentioned resources, the participants also made use of an interactive concordance offered by the Compleat Lexical Tutor for additional examples of various possible contextual uses of the words.

The learning process of the participants was monitored through written answers of their course reading discussion questions and through making up sentence using unknown words. The written answers and sentences included the ten words that they learned for that day along with the vocabulary journal entries. The students' writings were checked by a native speaker and feedback was given to them. At the end of the study, the participants took the test from lextutor.ca that measures productive vocabulary Version C.

Results and Discussion

This case study focuses on the experience and impressions of the participants regarding the implementation of vocabulary journal technique, using a concordance and monolingual online dictionaries for checking and understanding the meaning of unknown words (Dodigovic, 2014; Moir & Nation, 2008). The following descriptive statistics shows the results of pre- and post- Vocabulary Size Tests of the two participants. Using vocabulary journal technique during five weeks, which is a short period of time, cannot

have a significant effect and have an influence on the increase of both receptive and productive vocabulary knowledge. Nevertheless, in the results of Student 2 pre- and post-tests, there is an improvement in 5000W up to 10%, in 10.000W there is an increase of 40 %. Student 1 has an increase of 10% in 5000 W and a decrease of 10% in 10.000W, hence no significant difference.

Table 1. Descriptive statistics for the Vocabulary Size Test

Pre-test	2000 W	3000 W	5000 W	10000 W	Total
Student 1	100%	100%	90%	100%	3900
Student 2	100%	100%	90%	40%	3300
Post-test	2000 W	3000 W	5000 W	10000 W	
Student 1	100%	100%	100%	90%	3900
Student 2	100%	100%	100%	80%	3800

Table 2. Descriptive statistics for the Productive Vocabulary Levels Test

Version A Pre-test	2000 W	3000 W	5000 W	10000 W	Total
Student 1	100%	72%	61%	50%	2830
Student 2	100%	94%	55%	27%	2760

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Version C Post-test	2000 W	3000 W	5000 W	10000 W	Total
Student 1	100%	83%	66%	50%	2990
Student 2	100%	94%	77%	55%	3260

Table 2 shows the results of Productive Levels Test. In pre- and post-tests Student 1 has a slight improvement in productive vocabulary. In 3000W there is 11% increase, in 5000W 5 % increase. Student 2 has stronger improvement and enhancement in 5000W, which is 22% and in 10.000W 28% increment.

Comparing VST and PVLT results

Table 3. Student 1

	Vocabulary Size Test	Productive Vocabulary Levels Test	The difference between VST and PVLT in percentage
Pre-test	3900	2830	26.8%
Post-test	3900	2990	22.8%

Table 4. Student 2

	Vocabulary Size Test	Productive Vocabulary Levels Test	The difference between VST and PVLT in percentage
Pre-test	3300	2760	13.5%
Post-test	3800	3260	13.5%

The results of pre- and post- tests of VST and PVLT of Student 1 and Student 2 are compared and demonstrated in Table 3 and Table 4. Analyzing VST of Student 1 in Table 3 there is no difference in pre- and post- tests and the total number of words is 3900, whereas in PVLT the results indicate that there is an improvement in productive vocabulary knowledge. The 4% difference between VST and PVLT pre- and post-tests indicates that Student 1 has marginally increased her productive vocabulary.

The results of Student 2 in Table 4 are different. There is a general growth in receptive and productive vocabulary knowledge in pre- and post-tests, however, there is no difference between VST and PVLT; hence the progress of both productive and receptive vocabulary is simultaneous.

Results of the Vocabulary Knowledge Scale

The Vocabulary Knowledge Scale (VKS) was conducted soon after the Vocabulary Size and Productive Vocabulary Levels tests. The VKS is based on word recognition and recall. For recognition, the participants had to write the explanation of words, and for recall use the same words in sentences. The aim of the VKS implementation was to reveal what percent of the hundred words the participants remember. For each participant, ten words from their vocabulary journals were randomly selected by a native speaker.

Table 5. Descriptive statistics for the Vocabulary Knowledge Scale.

	Number of correct explanations	Number of the correct use of words in sentences
Student 1	10	2
Student 2	10	1

The results of the VKS show that both participants could recognize the words and give correct explanations for all the words. Whereas, the use of words in sentences were not native-like. In Table 5 we can see that Student 1 had 2 correct use of words in sentences, and Student 2 only 1.

Feedback for sentences

The participants of the study were asked to create sentences using unknown words for developing their productive vocabulary knowledge. Both participants' created sentences were checked and feedback was given by a native speaker. Based on a given feedback, some words were wrongly chosen in written sentences. Besides, there were incomplete sentences and a few sentences were similar to explanations and definitions of the unknown words rather than complete sentences. After received feedback, the participants of the study corrected the sentences and made them accurate.

Interview Results

The feedback on the experience of using vocabulary journal strategy that participants gave was overall positive. Based on the answers received during the participants' interview, it is essential to shed light on the overall participants' positive experience of using vocabulary journal strategy. Despite the fact that the participants noted about time constraints, they found it to be a useful autonomous learning tool for developing productive vocabulary command. Also, both participants preferred to use monolingual online dictionaries, because the explanations and definitions are in the target language and compared to paper dictionaries, it is easy and time-saving to use online dictionaries. One of the participants mentioned and highlighted the benefit of monolingual dictionaries, as it provides several sample sentences and gives an opportunity to revise many more words while reading the definitions, whereas the other participant stated that monolingual dictionary is useful because new words can be learned while reading the definition of one particular word. Moreover, the participants emphasized the efficiency of concordance, as it gives an opportunity to find how words are used in different contexts. They found vocabulary journal technique helpful and stated that they probably would carry on keeping the journals. Participants also mentioned taht using a concordance and online monolingual Cambridge dictionary is beneficial for checking the definitions of unknown words and they were motivated to use these tools in the future for improving their vocabulary knowledge.

"Language ability is to quite a large extent a function of vocabulary size" (Alderson, 2005, p. 88, cited in Dodigovic, 2015). Intentional vocabulary learning by implementing various tools and strategies can be conducive to vocabulary size increase. Based on the results of the current study, it can be assumed that at any proficiency level the need for non-native English speakers vocabulary development is obvious.

Words should be carefully selected for intentional vocabulary development. If learners choose very low-frequency vocabulary, as was the case with the participants of our study, they may not be able to use them proficiently and those words may stay only as a part of the receptive vocabulary. Corson (1995, as cited in Nation, 2013, p. 47) stated that the receptive vocabulary encompasses "the productive vocabulary and three other kinds of vocabulary - words that are only partly known, low-frequency words not readily available for use, and words that are avoided in productive use." The analysis of VKS (see Table 5) shows that although the participants could recognize the words and give explanations of the words, the recall of the words, which means the ability to use the words in sentences, is not proficient.

Nation (2013) and Schmitt (2000) have contradicting explanations for intentional vocabulary learning. Nation describes intentional learning as a valuable strategy to implement for fast vocabulary learning and also emphasizes the importance of teaching learners how to select words independently (Nation, 2013, p. 343). Kramsch (1979, cited in Nation, 2013) suggests selecting words that can be immediately used in writing or speaking and can be applied to various contexts. Contradicting Nation's description of intentional learning as a shortcut approach, Schmitt categorizes as 'time-consuming and too laborious (Schmitt, 2000, p. 120). However, based on this research and as the results of our case study revealed, intentional vocabulary learning is useful.

Conclusion

Vocabulary learning is a conglomerate of intentional and incidental learning, and the achievement of significant results in vocabulary size and depth is mostly doable if these two strategies are skillfully combined with enough time and dedication.

Productive vocabulary enhancement is not an easy task as it takes more time to increase productive vocabulary knowledge than receptive one. The strategies of using monolingual dictionaries and vocabulary journals for explicit vocabulary learning could be apt for developing autonomy in learners and fostering independent learning skills. Based on this study, applying a vocabulary journal as one of the strategies for vocabulary knowledge growth depends much on the students'motivation, it can cater in combination with monolingual online dictionaries and concordance as an efficient tool to increment productive vocabulary.

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Ա. ՉՈՒԲԱՐՅԱՆ, Մ. ՎԱՐԴԱՆՅԱՆ, Ռ. ՍՏԱԲԲՍ – *Բառատետրը՝ օտար լեզվի բառապաշարի բարելավման գործիք*. – Բառապաշարի ուսուցումը աստիճանական և շարունակական գործընթաց է, որը խիստ կարևոր և անհրաժեշտ է օտար լեզվի յուրացման և այդ լեզվով հաղորդակցվելու համար: Եթե պասիվ բառապաշարը նպաստում է ընթերցանության և լսելու հմտությունների զարգացմանը, ապա ակտիվ բառապաշարը խթանում է բանավոր և գրավոր խոսքը: Սույն ուսումնասիրության կիզակետում ակտիվ բառապաշարի ուսուցանումն է: Մասնավորապես, մատնանշվում է, որ բառապաշարի ուսուցման գործընթացում մեծ նշանակություն ունի սովորողի ներգրավվածության աստիճանը: Ինչպես ցույց են տալիս հետազոտությունները, ներգրավվածության աստիճանը պայմանավորող հիմնական գործոններն են՝ կարիքը, որոնումը և գնահատումը: Հոդվածի նպատակն է ներկայացնել, թե ինչպես է բառապաշարի նոթատետրը/բառատետրը նպաստում բառապաշարի ընդլայնմանը և նկարագրել բառատետրը որպես նպատակային և ինքնուրույն ուսուցման գործիք կիրառելու ձևը սովորողների կողմից: Հետազոտության մեջ կիրառված մեթոդներն են՝ բառապաշարի ծավալի որոշարկման թեստ, ակտիվ բառապաշարի թեստ, բառապաշարի նոթատետրի տեխնիկայի ներդրում, բառապաշարի մնացորդային գիտելիքի չափման թեստ և հարցազրույց:

Բանալի բառեր. ակտիվ և պասիվ բառապաշար, պատահական ուսուցում, ներգրավվածության աստիճան, բառապաշարի թեստեր, բառատետր

А. ЧУБАРЯН, М. ВАРДАНЯН, Р. СТАББС – *Словарная тетрадь как независимый инструмент обучения для расширения словарного запаса иностранного языка.* – Изучение словарного запаса - это постепенный и непрерывный процесс, который имеет незаменимое значение в овладении языком, позволяя изучающим иностранный язык выражать свои мысли и общаться. Существует рецептивное и продуктивное знание слов. Рецептивный словарный запас способствует пониманию чтения и аудирования, в то время как продуктивный словарный запас способствует развитию навыков устной и письменной речи. В центре внимания настоящего исследования – продуктивный словарный запас учащихся. Примечательно, что при непреднамеренном изучении слов степень вовлечения играет большую роль в эффективности данного процесса, на который влияют следующие три фактора - потребность, поиск и оценка. Цель исследования - представить, как словарная тетрадь влияет на расширение словарного запаса и показать опыт применения словарной тетради в качестве инструмента обучения. Методы проведения

этого исследования включают тест на объем словарного запаса, тест на продуктивный словарный запас, тест на ведение словарных тетрадей, а также посттесты для измерения словарного запаса участников эксперимента и интервью.