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Exploring Textbook Authors' Awareness: A Study on Vocabulary Learning Strategies

in a Chilean Textbook from the Ministry of Education

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ABSTRACT

Over the years, language acquisition research has predominantly concentrated on grammar and semantics, neglecting the important role of vocabulary in Second Language Acquisition (SLA). In the last 25 years the field of vocabulary has encountered a growing interest. One of the research topics in this area is Vocabulary learning strategies (VLS). For this reason, the purpose of this investigation was, firstly, to identify the presence, types, and variety of VLS employed in one school textbook endorsed by the Ministry of Education. Secondly, to evaluate if the VLS included are focused on the acquisition of productive and receptive knowledge. Lastly, to identify if the authors of the textbooks are aware of the presence and relevance of these VLS. Drawing on the analysis of an English textbook provided by the Ministry of Education for students from two high school levels, this qualitative, cross-sectional research was complemented by employing a semi-structured interview and questionnaire directed towards the textbook authors. The findings revealed a lack of explicit mention of VLS in the textbook, a prevalence of consolidation strategies upon discovery strategies, and the absence of metacognitive strategies. Additionally, the authors seemed unfamiliar with VLS. This research aims to contribute to the existing body of literature concerning the inclusion of the author's awareness of the presence and relevance of vocabulary learning strategies in textbooks, which remains mostly unexplored. The relevance of this study, therefore, lies within filling this gap in research.

Keywords: English as a second language, vocabulary acquisition, receptive and productive knowledge, textbooks, vocabulary learning strategies.

RESUMEN

A lo largo de los años, la investigación en adquisición de lenguaje se ha centrado predominantemente en la gramática y la semántica, descuidando el importante papel del vocabulario en la Adquisición de Segundas Lenguas (SLA, por sus siglas en inglés). En los últimos 25 años, el campo del vocabulario ha experimentado un creciente interés. Uno de los temas de investigación en esta área son las Estrategias de Aprendizaje del Vocabulario (VLS, por sus siglas en inglés). Por esta razón, el propósito de esta investigación fue, en primer lugar, identificar la presencia, tipos y variedad de las VLS utilizadas en el libro de texto escolar respaldado por el Ministerio de Educación. En segundo lugar, evaluar si las VLS incluidas mejoran la adquisición de conocimientos productivos y receptivos. Por último, identificar si los autores del texto escolar son conscientes de la presencia y relevancia de estas VLS. Basándonos en el análisis de un libro de texto de inglés proporcionado por el Ministerio de Educación para estudiantes de dos niveles de educación media, esta investigación cualitativa y transversal se complementó mediante el uso de una entrevista semiestructurada y un cuestionario dirigido a los autores del libro. Los hallazgos revelaron una falta de mención explícita de las VLS en el libro de texto, una prevalencia de estrategias de consolidación sobre estrategias de descubrimiento y la ausencia de estrategias metacognitivas. Además, los autores parecían no estar familiarizados con las VLS. Esta investigación tiene como objetivo contribuir al cuerpo de literatura existente en relación con la inclusión de la conciencia del autor sobre la presencia y relevancia de las estrategias de aprendizaje de vocabulario en los libros de texto. La relevancia de este estudio, por lo tanto, yace en cubrir esta brecha.

Palabras clave: Inglés como segundo idioma, adquisición de vocabulario, conocimiento receptivo y productivo, libros de texto, estrategias de aprendizaje del vocabulario.

1. INTRODUCTION

Of the many areas of applied linguistics, vocabulary has been devoted less attention than other aspects of language learning (Chacón-Beltrán et al., 2010). This had been the case since linguistics established itself as a discipline, but nowadays, it is one of the most popular topics in applied linguistics research (Schmitt, 2019). According to previous research in the area, vocabulary is learned through vocabulary learning strategies (Gu & Johnson, 1996; Schmitt, 1997; Oxford, 1990, 2003, 2017), thus, it is a fundamental aspect of language learning. Murray (2019) and Alcaraz (2023) have investigated vocabulary learning strategies and the presence they have in textbooks. However, as Schmitt (2019) has suggested, there still remains a gap in research in regard to the inclusion of authors' awareness and whether authors update their knowledge about research in the area, and if so, how do they manage to include all that theory in the textbooks they design.

This research aims to achieve three primary objectives: firstly, to evaluate the presence and types of vocabulary learning strategies in a selected language textbook; secondly, to determine if instances of these strategies enhance productive or receptive vocabulary knowledge; and thirdly, to investigate the textbook authors' awareness of the presence and relevance of vocabulary learning strategies in their work. That being the case, this piece of research will use as corpus one English textbook distributed by the Ministry of Education in the year 2023 to identify vocabulary learning strategies and instances in which receptive and productive vocabulary knowledge is enhanced. Additionally, an interview and questionnaire were conducted to gather information about the authors' awareness of the presence and relevance of vocabulary learning strategies. This study is significant in the field of vocabulary acquisition, as it covers a gap in research that has not been properly addressed before.

This research presents five major sections, consisting of: introduction, literature review, methodology, results, and conclusion. The literature review consists of relevant literature regarding vocabulary learning strategies and their impact on second language acquisition, along with their presence on textbooks. In the methodology section there is a detailed explanation of the methods applied to conduct this research, the criteria used to select the materials and methods used to analyze the data. The results section presents the findings of this study with tables and graphs. Lastly, the conclusions section presents the key findings, their relevance and additionally, it presents the emerging problems and limitations of this research, and it provides suggestions for further research.

2. LITERATURE REVIEW

2.1. Introduction

Throughout the years, the focus of language acquisition research has been mostly on grammar, while vocabulary was unattended despite its crucial contribution to Second Language Acquisition (SLA) (González-Fernández and Schmitt, 2017). However, recent research has shown a rising interest in the field of vocabulary and the aspects that make it so important to SLA (Schmitt, 2010, 2019); one of them is Vocabulary Learning Strategies (VLS). In this matter, Goundar (2019) claims that learning strategies are crucial for language acquisition and that further investigation of VLS will be beneficial to researchers, teachers, and students. This is due to the influence it can have in the way in which teachers and learners face a Second Language (L2) classroom, since learners acquire more vocabulary through teaching materials (Goundar, 2019). For this reason, the focus of this investigation is on VLS in textbooks.

The objective of this literature review is to provide an overview of the available research conducted in the field of vocabulary acquisition in relation to learning strategies in

textbooks. Another objective is to identify the methodological procedures employed by authors in the analysis of textbooks. To achieve these objectives, we (a) found literature relevant to our topic and (b) critically chose studies in order to organize, synthesize, and evaluate the pertinence of the information presented in the studies.

The review begins by establishing a theoretical foundation that will guide the present study. First, the constructivist worldview related to sociocultural theory in SLA will be explained, as well as the search strategy used in this investigation. Then, three major sections corresponding to the field of vocabulary, Language Learning Strategies (LLS), and studies associated with key aspects of language teaching textbooks will be presented. The first section in reference to vocabulary delves into vocabulary knowledge; vocabulary acquisition and learning; vocabulary instruction and its principles. The second section in regard to LLS explores self-regulation; the importance of metacognition; the definition of language strategies; metacognitive strategies; and VLS, which includes a review of cognitive, metacognitive, memory, and activation strategies. Lastly, the third section focuses on research about textbooks and interesting findings.

2.2. Search Strategy

To identify relevant studies, we did a systematic search of the literature. The databases that were consulted were Biblioteca Digital UChile and JSTOR. The journals that were consulted were TESOL Quarterly, *Lenguas Modernas*, *Asia TEFL*, and *Studies in SLA*. All the databases and journals we searched on were either free or we had access granted through our institutional account provided by Universidad de Chile.

The search terms used were “Second Language Acquisition”; “EFL”; “ESL”; “Vocabulary”; “Vocabulary Acquisition”; “Learning Strategies”; “Vocabulary Learning Strategies”; “Textbook”, and “Coursebook”.

For our research, we established a set of exclusion criteria to guide our selection of relevant studies. These criteria were as follows: (a) the study had to be a recent publication, not older than 15 years; (b) it had to be written in English; and (c) the study needed to be published in a peer-reviewed journal.

The limitations of the literature compilation process, and more precisely, of our search strategy, were that we only accessed databases and journals that did not have a paywall. This stopped our search process multiple times. Another limitation is that we did not include studies that we thought were interesting in order to respect the exclusion criteria of only selecting studies that were recently published, nevertheless, we still included classic studies in the area. Language was also a limitation since we only included papers that were written in English, leaving aside the possibility of using papers written in Spanish, since that is our first language, but not the focus of this study.

2.3. Constructivist Worldview

The research paradigm of constructivism proposes that the nature of social reality tackles multiple perspectives and is dependent on the individuals involved, the subject studied, and the context of the place where the research is conducted (Paltridge & Phakiti, 2015). Thus, constructivism enables the interaction with the environment of the subjects being studied, which relies on the approach of this research by focusing on textbooks and their influence on learners when acquiring an L2. Notably, the significance of the context, as viewed from a constructivist perspective, is closely related to Vygotsky's (1978) socio-cultural theory, in which the learner's social context plays a central role in the regulation of their learning as will be elaborated upon.

2.4. Sociocultural Theory in Second Language Acquisition

Vygotsky (1981) presents a proposal that explains the process of learning. This sociocultural theory advocates for the idea that learning should be mediated and self-regulated, as the student can learn through social interaction and with guidance from linguistic materials. The concepts of mediation, self-regulation, the zone of proximal development, and activity theory are all part of this theory.

Furthermore, according to Vygotsky (1978), self-regulatory abilities are classified as higher or complex mental functions. They are based on social interactions and are taught in social contexts. Lower mental functions are those that are not developed in relation to our environment or context because they are inherent and involuntary, and thus unmediated (Vygotsky, 1978). Additionally, a key tenet of the sociocultural theory according to Vygotsky as cited in Oxford (2017) is that cognition is distributed, that is, cognition is a social phenomenon in which people and tools participate together; the processing of information is dependent not only on one person, but also on peers that work on the same task, as well as, for instance, the instruments used to store information.

This theory underscores the significance of social and cultural elements in the process of learning, emphasizing social interaction, collaborative activities, and the influence of cultural context. Vygotsky's (1981) Socio-cultural theory of self-regulated learning (SRL) relates learning to the social scenario of learners, for instance, a bad learning environment can deter the learning process of students who are not agentic. An agentic learner, on the other hand, is understood to be influenced by the learning environment, but not completely determined by it (Oxford 2017).

Moreover, the role of the teacher is fundamental to develop mediation since as a person of a higher level of knowledge, as Oxford (2017) states, they have the possibility to

provide feedback and correct the learner during the learning process. In addition, other linguistic materials related to culture, such as books, can be beneficial to enhance autonomous mediation. The design and implementation of activities present in school textbooks can apply various strategies to optimize vocabulary acquisition and knowledge development across different proficiency levels. One important consideration is the inclusion of a variety of learning strategies, including metacognitive strategies, which have been found to be effective depending on factors such as task, background knowledge, context of learning, target language, and learner characteristics (Mizumoto & Takeuchi, 2009; Schmitt, 1997; Gu, 2002; O'Malley & Chamot, 1990 as cited in Murray, 2019). Therefore, it is important to have a variety of VLS in textbooks to improve the student's learning process.

After the dynamic relationship among these elements (task, background knowledge, context of learning, target language, and learner characteristics) has been understood, educators can create effective language learning experiences that align with the principles of socio-cultural theory, fostering meaningful SLA experiences.

Within Sociocultural theory, language is widely regarded as a higher mental process, which is internalized by means of social interactions with other people, usually a more competent other (Vygotsky, 1978, as cited in Oxford, 2017). As stated before, SLA, from the point of view of sociocultural theory, is understood as a process that needs interaction with different cultures and the use of a variety of materials (Lantolf, 2000). In that sense, it is possible to understand SLA as the process in which a person acquires a language different from the native one in interaction with the sociocultural environment where the target language is used. Furthermore, as noted by Folse (2004) in Goundar (2019), learning a language involves learning numerous aspects about that language, including its pronunciation, pragmatics, writing system, syntax, spelling, and most importantly, vocabulary.

The concept of the Zone of Proximal Development (ZPD), a part of sociocultural theory proposed by Vygotsky (1978), lies at the core of socio-cultural theory. It denotes the gap between a learner's current level of development and their potential level of development with guidance. In SLA, the ZPD represents an optimal learning zone where learners participate in activities slightly beyond their current capabilities but within reach with the assistance of more knowledgeable individuals. Textbooks can be part of the guidance provided by more knowledgeable individuals, since they highly influence the structure and content of the L2 classroom (Murray, 2019).

2.5. Vocabulary

Vocabulary is one of the key aspects in SLA, and it is regarded as an essential component of any language (Schmitt, 2019). Vocabulary is essential for effective communication and it encompasses words, phrases, idioms, and semantic associations. Focused on the works of Schmitt (2017, 2019) and González-Fernández and Schmitt (2017), among others, the aim is to examine the importance of vocabulary in SLA. This section explores the multidimensional nature of vocabulary, its impact on language proficiency, and the role of the mental lexicon in vocabulary knowledge.

Schmitt (2019) and Nation (2022) highlight the fundamental role that vocabulary plays for language proficiency. Vocabulary is considered one of the most important aspects of SLA (Schmitt, 2019) and it is crucial for achieving fluency and successful communication in an L2 (Schmitt, 2017). González-Fernández and Schmitt (2017) emphasize core concepts associated with the multidimensional nature of vocabulary, such as breadth and depth of knowledge, high/low frequency, and productive and receptive skills, and different types of vocabulary knowledge.

In the field of teaching and acquisition of second languages, the role that vocabulary plays has valuable significance as it enables learners and teachers to engage in various communicative scenarios. A key characteristic of vocabulary is the size and quality of words, often referred to as the breadth and depth of word knowledge (González-Fernández & Schmitt, 2017). Another important aspect is the mental lexicon, as it serves as a semantic network where vocabulary is stored (González-Fernández & Schmitt, 2017). This network comprises established connections, including word families that aid word associations and retrieval. Vocabulary is also incremental in nature, with different types of knowledge acquired at different stages (Schmitt, 2017) and it extends beyond mere form-meaning connections, involving the acquisition of lexical items and words.

The significance of vocabulary in SLA has been widely acknowledged by scholars like Nation (2013), Schmitt (2019), and González-Fernández and Schmitt (2017), among others. It plays a central role in language proficiency and effective communication. Vocabulary is a multidimensional aspect of language, stored within the mental lexicon, and it is characterized by factors such as breadth and depth of word knowledge. The development of effective strategies in L2 learning is crucial for vocabulary acquisition (Goundar, 2019). To enhance our understanding of this critical aspect of language learning, future research should continue to explore vocabulary acquisition and its implications, as it has received relatively limited research attention within the field of linguistics.

2.5.1. Vocabulary Knowledge

Vocabulary knowledge contains several dimensions in its composition, as Schmitt (2010, 2017, 2019) and Nation (2001, 2013, 2017), among others, have suggested.

Vocabulary knowledge can be divided into two different types: receptive vocabulary knowledge, which is associated with reading and listening, and productive vocabulary

knowledge, which is associated with speaking and writing. Nation (2013) presented a framework of the dimensions involved in knowing a word that included three categories: form, meaning and use. Form is constituted by spoken, written, and word parts. Meaning is constituted by form and meaning, concepts and referents, and associations. Use is constituted by grammatical functions, collocations, and constraints on use. Each category listed involves the two types of vocabulary knowledge: receptive and productive.

As the form-meaning aspect is easier to acquire compared to the contextual aspect, it is possible to say that productive knowledge of a word is harder to master than receptive knowledge, thus, productive knowledge is more advanced (Schmitt, 2019). Even though productive knowledge is considered to be more advanced, it is not more useful than receptive knowledge. They are both as important. It has been stated by González-Fernandez and Schmitt (2017), there should be a progressive development from receptive to productive mastery since the latter is considered more advanced because of the aspects of word knowledge that need to be acquired to achieve productive usage of a word. Since receptive knowledge is easier to obtain, there is a necessity to push learners to move into productive knowledge (González-Fernández & Schmitt, 2017).

Furthermore, Schmitt (2019) pointed out that receptive mastery is, most of the time, stronger than productive mastery, since learning receptive mastery is relatively easy compared to productive mastery.

Other dimensions of vocabulary knowledge, according to González-Fernández and Schmitt (2017) and Qian (2002) as cited in Lu and Zhang (2015) are vocabulary breadth and depth.

Vocabulary breadth is defined as “the number of words the meaning of which one has at least some superficial knowledge” (Qian, 2002, as cited in Lu & Zhang, 2015; Anderson &

Freebody, 1981, as cited in González-Fernández & Schmitt, 2017). So, vocabulary breadth refers to the number of words an L2 learner has knowledge of, independently of the quality of said knowledge.

Vocabulary depth can be defined as to how profound the knowledge of a lexical item is (Lu & Zhang, 2015), in other words, the quality of the knowledge a learner has of a specific word (González-Fernández & Schmitt, 2017). For example, a learner that shows awareness of the grammatical function of a word and its collocations has good quality knowledge of a specific word (Lu & Zhang, 2015).

Schmitt (2019) also suggested fluency as a component of vocabulary knowledge, since it refers to the ability of a learner to employ vocabulary in real-life situations. Fluency, according to Schmitt (2019), involves more than knowing lexical terms as it also requires the ability to listen and speak in real time, or read at a sufficient rate, which requires the quick and accurate recognition of words. To develop fluency, learners must immerse themselves in authentic language use and interactive activities, while educators play a pivotal role in providing opportunities for meaningful communication (Vygotsky, 1978; González-Fernández & Schmitt, 2017).

2.5.2. Vocabulary Acquisition and Learning

Schmitt (2019) emphasized the significance of vocabulary acquisition and identified it as one of the key aspects of SLA, while González-Fernández and Schmitt (2017) pointed out that vocabulary encompasses various dimensions. For example, breadth and depth of vocabulary knowledge, and productive and receptive skills required for achieving proficiency in the target language, as we have previously mentioned. In their definition of vocabulary acquisition, González-Fernández and Schmitt (2017) described vocabulary acquisition as:

All the processes involved in learning lexical items (i.e., single words and formulaic language) in sufficient depth to be able to use them both productively and receptively, by means of multiple incidental and intentional encounters with these items in varied contexts (p. 280).

Hence, the concept of vocabulary acquisition refers to all the process of learning lexical items that take part in mastering both single words and formulaic language phrases. The objective of learning is to gain a deep understanding of these elements, to facilitate their effective use in both production (speaking or writing) and comprehension (listening or reading). To achieve this level of knowledge, it would require repeated interactions with the vocabulary items (Schmitt, 2010), which can occur through both unplanned and planned encounters. These interactions may take place in an array of circumstances, ensuring an extensive and varied knowledge and application of the vocabulary items, for example, extensive reading (González-Fernández & Schmitt, 2017).

To complement this understanding of vocabulary acquisition, Graves (2006) and Nation (2007) as cited in González-Fernández and Schmitt (2017), proposed four strands and dimensions, respectively, that serve as a comprehensive framework for effective vocabulary instruction. These strands provide diverse approaches to support learners in their vocabulary acquisition process, enhancing their overall language proficiency. Graves' (2006) four strands emphasize that learners need exposure to a diverse context of language learning, explicit instruction of new words, strategies to enhance their vocabulary learning, and active engagement to expand their vocabulary knowledge. Similarly, Nation's strands highlight the significance of meaningful exposure, active production, understanding the form-meaning connection, and achieving fluency in using new words. If educators combine the principles proposed by Nation (1990) with the four strands from Graves (2006) and Nation (2007), they can create a comprehensive approach to vocabulary instruction and acquisition that considers

both the importance of fostering autonomous vocabulary learning and the various dimensions involved in effective vocabulary acquisition (González-Fernández & Schmitt, 2017). These elements would work together to support learners in becoming proficient and independent vocabulary learners.

However, challenges persist in the realm of vocabulary acquisition, as highlighted by Schmitt (2017), who points out the persistent hurdle of vocabulary deficiency among language learners. This concern raises the need for further research and investigation into vocabulary teaching methodologies as well as materials to support the acquisition and assessment of vocabulary learning. As vocabulary forms the foundation of language mastery, addressing this hurdle becomes crucial in enhancing learners' overall language competence and fluency.

Vocabulary learning can be achieved through the implicit and explicit vocabulary learning hypothesis, and through the incidental and intentional vocabulary learning approach (Chacón Beltrán et al., 2010). On the subject of implicit and explicit vocabulary learning, there have been different positions through the years. Ellis (1994) as cited in Chacón Beltrán et al. (2010) explained that with the implicit vocabulary learning hypothesis, learners acquire vocabulary by implicit and incidental exposure to words. This means that learners learn new words as a by-product of other activities without focused attention on vocabulary and with no explicit instruction (Huckin & Coady, 1999). In contrast, the explicit vocabulary learning hypothesis states that conscious attention to new vocabulary in combination to explicit instruction is beneficial for the retention and retrieval of new linguistic items (Chacón Beltrán et al., 2010).

In terms of incidental and intentional vocabulary learning, González-Fernández and Schmitt (2017) refer to incidental and intentional vocabulary learning as two different ways

in which the learner can acquire vocabulary. Moreover, they define incidental learning as the activity of learning new lexical items without direct instruction. The learner acquires vocabulary incidentally as they read and listen to different pieces of discourse and are exposed to a word in different contexts. Nevertheless, findings indicate that incidental acquisition through listening requires more exposure to a word than incidental acquisition through reading (González-Fernández & Schmitt, 2017). On the other hand, intentional vocabulary learning involves explicit efforts to learn and remember new words. This can be achieved through techniques like flashcards, vocabulary exercises, mnemonic devices, and word association strategies.

Research on this topic suggests that vocabulary learning is not just about relating new vocabulary to the L1 lexicon, but it is essential to make connections between the different aspects of word knowledge, mainly through exposure (González-Fernández & Schmitt, 2017). Exposure allows learners to be in touch with words in a frequent way (González-Fernández & Schmitt, 2017). To add on, Nation (2017) suggests that in order to acquire new vocabulary the learner needs different encounters and good quality meetings with the word, which means that the learner should read or listen to a word in different contexts. This is useful to understand their possible collocations and their different forms, so the learner can start constructing the relationship between word families in his mental lexicon.

2.5.3. Vocabulary Instruction and Principles

In the field of applied linguistics, the importance of effective vocabulary instruction and acquisition is widely recognized (Chacón-Beltrán et al., 2010; González-Fernández & Schmitt, 2017; Goundar, 2019; López & Sánchez-Gutierrez, 2020; Nation, 2017; Schmitt, 2010, 2017, 2019). González-Fernández and Schmitt (2017) provided various suggestions for L2 instruction and learning. Firstly, it is important to understand that vocabulary acquisition

is incremental, and the different types of knowledge are not acquired simultaneously as stated by Schmitt (2017). Secondly, vocabulary can be learned through a variety of types of exposure and instruction, which will be elaborated further on.

Schmitt (2019) advocates for explicit vocabulary instruction -teaching- in L2 classrooms. He emphasizes the need for teachers to provide opportunities for learners to encounter and practice new words in authentic and meaningful contexts. Additionally, he suggests employing techniques such as word cards, vocabulary notebooks, and collaborative activities to enhance vocabulary learning. Furthermore, he suggests that learners should be exposed to words in various situations, such as reading texts, listening to conversations, and engaging in interactive communication to develop a deep understanding of word usage.

In relation to the explicit teaching approach, Schmitt (2017) emphasizes the advantages of explicitly teaching vocabulary items. Explicit teaching involves making the vocabulary items the focus of instruction and providing learners with clear explanations, examples, and practice activities. This approach ensures that learners are consciously aware of the target words and their meanings, facilitating retention and future application.

Nation (2019) addressed the quantity and quality of encounters in relation to vocabulary and how teachers and learners can increase vocabulary knowledge by considering them. This aspect of vocabulary instruction relates to what Graves (2006) in González-Fernández and Schmitt (2017) described as the four main strands that must be included in any comprehensive approach to vocabulary instruction, which includes: (a) providing rich and varied language experiences outside the classroom (where the learners encounter target vocabulary during listening, speaking, reading, and writing activities, in a variety of topics and genres but in a mediated manner); (b) the instruction of words (where new words need to be taught through direct instruction and explicit methods); (c) teaching strategies for

autonomous vocabulary learning (as inference, the use of dictionaries, and to connect the knowledge of new words with previously known words); and finally, (d) foster the active engagement of students in vocabulary learning to promote the interest and involvement of learners.

Likewise, as mentioned above, Nation (2007) as cited in González-Fernández and Schmitt (2017), proposed four strands: (a) learning from comprehensible, meaning-focused input by providing learners opportunities to encounter new words while reading or listening; (b) learning from meaning-focused output by providing learners with opportunities to use new words while speaking or writing; (c) learning from language-focused or form-focused instruction by teaching learners about form-meaning linkage, form and structure of a word (spelling, pronunciation and grammar); and (d) fluency development by giving learners the chance to practice new words in a variety of contexts to achieve fluency.

With the integration of the four strands introduced by Graves (2006) and Nation (2007), educators could develop a comprehensive approach to vocabulary instruction, since it would account for the significance of the multiple dimensions associated with successful vocabulary acquisition. Ultimately, these elements can be collaboratively integrated to empower learners, as it would enable them to develop into proficient and autonomous vocabulary learners.

Furthermore, Nation (2017) states that “a well-balanced language course should provide opportunities to learn across the four strands and roughly equal time should be given to each strand” (p. 11). This stresses the importance of dividing each session into four equal amounts of time in a well-designed language course to provide a balanced approach to vocabulary instruction that covers both receptive and productive skills.

This technique could promote increased vocabulary encounters and enhanced processing quality. By effectively integrating content and language aspects, learners can obtain the benefits of repeated exposure to vocabulary, leading to improved comprehension and language usage. This division of time allocation may contribute to optimize the learning experience, facilitating greater vocabulary retention, and enhancing overall language processing quality.

In relation to vocabulary principles, Schmitt (2017) applies a principled approach to teaching words that is based on research and sound pedagogical principles. He referred to six principles when teaching vocabulary, which are: (a) a wide range of vocabulary is necessary to function well in English. This idea emphasizes the importance of vocabulary in language learning and the need for students to know numerous words to effectively communicate in English, more specifically, high-frequency words; (b) vocabulary learning entails more than just learning the form and meaning of a word, as it involves knowledge of a word's grammatical characteristics (such as its part of speech), collocations (such as which words commonly occur together), and contextual constraints on use (such as appropriate connotations and tone); (c) vocabulary learning is incremental in nature, suggesting that it is a gradual process of accumulating knowledge; (d) recycling is crucial to vocabulary learning, highlighting the significance of repeated exposure to consolidate learning, prevent forgetting, and enhance mastery; (e) there is a role for both explicit instruction and incidental learning, with explicit instruction facilitating quick acquisition of new words and incidental learning occurring naturally through exposure to language; and finally (f) vocabulary is more than just individual words, encompassing word forms, collocations, grammar, and context, which enhances language proficiency by understanding the broader aspects of vocabulary knowledge.

Since learners need a relatively large vocabulary to function in a language and must have extensive knowledge about each word in order to use it well, teaching vocabulary has become a challenging task (Schmitt, 2017). This level of extensive vocabulary knowledge can only be obtained by long-term study in which learners are exposed to a wide range of words, and are exposed to those words multiple times (Schmitt, 2010). Therefore, it can be inferred that what Nation (1990) in Chacón-Beltrán et al. (2010) proposed is a viable method to achieve success. This entails that classroom time be devoted to the development of strategies for L2 learners to learn vocabulary on their own. This methodology highlights the significance of empowering learners to take control of their vocabulary learning process and utilize effective learning strategies.

In light of these principles, educators can develop effective vocabulary instruction strategies that promote comprehensive vocabulary development in learners (Schmitt, 2017). Principles (a) and (d) mentioned above are important in textbook design (Lipinski, 2010; López & Sánchez-Gutiérrez, 2021) since key vocabulary needs to be high-frequency and should be constantly recycled during the early stages of the L2 learning process. Each principle highlights a specific aspect of vocabulary instruction and learning, it emphasizes the importance of vocabulary learning, and provides guidance for instructional practices. Through the comprehension of the significance of the nature of vocabulary acquisition which involves a focus on quantity, incremental learning, recycling, explicit instruction, and incidental learning, educators' perspectives could expand on how to approach vocabulary instruction. Furthermore, recognizing vocabulary as more than just individual words and incorporating formulaic language into instruction acknowledges the complexity and richness of vocabulary knowledge. These principles collectively may contribute to fostering learners' vocabulary acquisition and usage, supporting their overall language proficiency in English (Schmitt, 2017).

2.6. Self-Regulation

Self-regulation is a component of sociocultural theory. This theory presents the concept of situated cognition, which establishes that all learning takes place in a context that may encourage or restrain learning (Oxford, 2017). Self-regulated behavior helps learners to understand the process of SLA and overcome difficulties by means of a metacognitive approach to learning (Oxford, 2017).

Oxford (2017) states that learners who use learning strategies in their SLA process are self-regulated and consequently, agentic, autonomous, resilient, and hopeful. These are considered strength factors that could explain why some learners are successful and others are not.

Self-regulation is concerned with the abilities of: (a) setting goals, focusing on instruction, time management, and the learning environment; (b) self-monitoring; and (c) knowing when to seek assistance from a more capable other. Self-regulated learning is also social in nature, as it involves interactions with peers and teachers. In other words, self-regulation is the control a student has over their cognition, behavior, emotions, and motivation through conscious awareness of their own mental processes (Oxford, 2017). This means that self-regulation plays a role in SLA, especially since it implies a deliberate choice of each learner based on their goal.

According to Oxford (2017), an agentic learner is someone who understands the meaning of their actions and activities; they are able to make sense of their actions. Agentic learners can control their actions independently of their environment and outcomes, meaning that agency is a central factor in self-regulation. Furthermore, it is a starting point in the decision of using learning strategies (Oxford, 2017). For instance, a bad learning environment can deter the learning process of students who are not agentic. An agentic learner, on the

other hand, is understood to be influenced by the learning environment, but not completely determined by it (Oxford 2017).

Autonomous learners are responsible for their own learning, since they are in charge of every aspect of it. Someone who is willing to be autonomous is not guaranteed to reach that level of independence as it requires learners to be capable of doing it. Autonomy has a strong relationship with learning strategies since by learning how to learn is when learners become autonomous (Oxford, 2017).

Resilient learners can adapt to adversities in the learning process (Oxford, 2017). Stressful life events, adverse situations, and difficulties in the learning process might slow down learners that are not resilient.

Hopeful learners hold a reasonable desire to fulfill their goals. It is important not to mistake it with delusion, as goals set by a learner have to exist within the margin of the achievable. The more hopeful a learner is, the more autonomous and agentic they will try to be (Oxford, 2017).

Textbooks should teach students how to be agentic, autonomous, resilient, and hopeful because as Oxford (2017) has stated, they can help to teach learning strategies and, by doing so, contribute to successful L2 learning.

2.6.1. Importance of Metacognition

Metacognition is a component of self-regulation, which can be understood as the ability to control one's own behavior, emotions, and motivation as aforementioned. Additionally, metacognition is a term used to refer to planning, organizing, monitoring, and evaluating our own cognition (Oxford, 2017). Another key concept associated with metacognition is autonomy, defined as the capacity to control one's learning (Oxford, 2017).

In the context of SLA, metacognition plays a crucial role in enhancing language learning and performance.

Metacognition allows learners to become more conscious of their own learning processes. By reflecting on their strengths and weaknesses, learners can make informed decisions about the most effective learning strategies and techniques, leading to a more efficient and successful language acquisition.

As stated above, metacognition promotes learner autonomy because it fosters responsibility for one's own learning. Through the development of metacognitive strategies, learners become independent language learners who can identify their needs, set goals, and actively seek out resources and opportunities for language learning outside the normal SLA instruction (Oxford, 2017). Overall, metacognition plays a vital role in SLA as it encourages learners to take an active role in their own learning, employ effective strategies, and continuously monitor and regulate their learning processes. Therefore, by means of the use of metacognitive skills, such as metacognitive strategies, learners can become more successful and autonomous language learners, leading to an improved outcome in SLA.

2.7. Language Learning Strategies

Language learning strategies can also be known as “self-regulatory mechanisms” as they are described by Oxford (2017). They were originally defined as deliberate methods that learners employ to enhance their own learning (Oxford, 2017). Oxford (2017) said methods are complex, composed of dynamic thoughts and actions that are executed and selected by learners with a degree of consciousness with the purpose of accomplishing language tasks, improving their performance or use of the L2, and lastly, enhancing long-term proficiency (Oxford, 2017). In order to use LLS, learners must regulate different aspects of themselves such as cognitive, emotional, and social aspects (Oxford, 2017). As stated by Goundar

(2019), language learning strategies are methods that students can use to improve their learning process. It has been stated by the literature that learners that know how to learn are more successful L2 users in terms of proficiency (Lu & Zhang, 2015). Furthermore, Goundar (2019) and Oxford (2017) claim that learning strategies are crucial for language acquisition and that further investigation of VLS will not only be beneficial to researchers, but also to students and teachers and the way in which they confront an L2 classroom.

2.7.1. Metacognitive Strategies

As stated above, LLSs need to be executed with a degree of consciousness (Oxford, 2017). For this reason, metacognitive strategies play a pivotal role in the acquisition of an L2. They are defined as cognitive processes that learners use to monitor, plan, regulate, and evaluate their own learning (Oxford, 2017). More specifically, metacognitive strategies include planning through setting goals, organizing one's learning, monitoring one's progress, evaluating one's performance, and reflecting on what has been learned (Oxford, 2017). Further examples of metacognitive strategies are selective attention, which refers to the ability of a learner to select the important content that he or she needs to learn in order to improve their knowledge; and self-initiation, which is related to the learner's own proactivity in the sense of being able to learn independently (Gu & Johnson, 1996; Goundar, 2019). Learners who use appropriate language learning strategies, as stated by Oxford (1990) in Murray (2019), yield greater proficiency and self-confidence. In a similar fashion, Lu and Zhang (2015) propose that metacognitive strategies in SLA are said to be great predictors of learners' proficiency. In other words, learners will be able to enhance their language learning process and achieve better outcomes if they see that these strategies are effective and beneficial for their learning process.

Conversely, avoidance has the purpose of hindering the learning process, e.g. to avoid completing a task in order to learn the least possible, which is a form of self-handicapping (Oxford, 2017). Additionally, avoidance should engage learners to seek suitable strategies for effective learning, a productive environment, and perseverance (Oxford, 2017). Thus, the goals of a learner fit into the strategy of choice and use, which in turn, involves selecting appropriate strategies, such as following the ones mentioned previously (e.g., planning, monitoring, organizing, etc.).

The strategy of instruction allows the learners to be aware of the effectiveness of some strategies that they may select, facilitating a successful transfer of the benefits of the strategies. Moreover, focusing on the tasks helps students to consider the objectives they present and meet them, in this way, learners can organize and plan appropriately the dedication they give to the tasks according to their complexity. Thus, it is important to highlight that success in learning an L2 does not depend on the amount and the frequency of the strategies that learners use. Instead, it is a matter of how well these strategies fit into the demands of the tasks, so it is necessary to select them properly (Oxford, 2017).

Overall, metacognitive strategies empower learners to take ownership of their vocabulary learning process. By being aware of their learning goals, monitoring their progress, regulating their efforts, and reflecting on their learning experiences, learners can enhance their SLA and become more independent and effective language learners.

2.8. Vocabulary Learning Strategies

When it comes to vocabulary, Vocabulary Learning Strategies (VLS) have the benefit of encompassing various phases of vocabulary acquisition, such as the initial comprehension of word meaning and the subsequent reinforcement of learning, while also incorporating the use of metacognitive strategies throughout the entire vocabulary learning process (Murray,

2019). Consequently, VLS can be used to discover the meaning of new words and consolidate the meaning of encountered words. To effectively employ VLS, learners can utilize a combination of discovery, consolidation, and metacognitive strategies as suggested by Murray (2019).

The impact of VLS on L2 learners is significant. Goundar (2019) concluded that only 4% of the learners that participated in his study relied on their instructor to provide new vocabulary. This shows how learners need to be trained in proper learning strategies, as their vocabulary acquisition process may be largely independent. Learners should be exposed to different strategies, as every individual might have more affinity with a certain strategy (Goundar, 2019; Schmitt, 2010).

Several studies have shown that there are ways in which learners can apply methods to facilitate their learning process. In that matter, Goundar (2019) claims that learning strategies are crucial for language acquisition and that further investigation of VLS will not only be beneficial to researchers but also to students and teachers and the way in which they confront an L2 classroom.

2.8.1. Discovery, Consolidation, Metacognitive, Cognitive, Memory, and Activation Strategies

To effectively acquire new words, English as a Foreign Language (EFL) learners use different strategies. Goundar (2019) focuses on the strategies EFL learners use, including thinking about their learning (metacognitive), using their thinking skills (cognitive), remembering words (memory), and actively using words (activation). He also included a list of authors who have done key research in the field of VLS. He mentioned the distinction between those students who structured their vocabulary and the ones who did not, posed by Sanaoui (1995). Furthermore, he also highlighted the importance of the previous works of Gu

and Johnson (1996), Oxford (1990), and Schmitt (1997) in the creation of different taxonomies to classify VLS. These studies contribute valuable insights into how learners approach vocabulary acquisition and utilize various strategies to enhance their learning experience (Gu & Johnson, 1996; Bastanfar & Hashemi, 2010).

According to Goundar (2019), learners think about their learning process, set goals, and assess their progress using metacognitive strategies. In other words, metacognitive strategies involve regulating one's own learning process. Cognitive strategies always involve mental processes like visualizing, making connections, and organizing information. Memory strategies help learners remember words using techniques like repetition and creating associations. Activation strategies encourage learners to use new words actively in speaking and writing (Goundar, 2019).

Gu and Johnson (1996) as cited in Goundar's (2019) identified four distinct categories of VLS. The first category, metacognitive strategies, focuses on the discernment of words crucial for achieving a comprehensive understanding of the text, as well as the employed methodologies for interpreting vocabulary. For instance, the use of meaning-discovery techniques. The second category, cognitive strategies, centers around the proficient utilization of dictionaries to ascertain word meanings, accompanied by note-taking practices. The third category, memory strategies, pertains to the effective consolidation of acquired vocabulary through techniques such as word lists, repetition, and the establishment of associative connections to facilitate word acquisition. Lastly, the activation category, deemed as the most influential in fostering productive knowledge, involves the contextual utilization of newly acquired words through varied speaking engagements where oral production is required.

Furthermore, these VLS are different ways to help students understand and remember new words. Metacognitive strategies involve paying attention to the material, planning time

to study, and what material to review. This means knowing which words are important to learn and making a conscious effort to learn them depending on the learner's aim and how much students would benefit their learning and knowledge (Goundar, 2019; Gu & Johnson, 1996; Lu & Zhang, 2015; Oxford, 2017; Schmitt, 1997). Cognitive strategies aim at instructional objectives, they involve actions such as to make educated guesses within the learning process of the objective material, the material aimed to be learned by the student (Goundar, 2019). For example, learners can guess the meaning of a word by looking at how it is used in a sentence or by considering its grammar. This exercise facilitates a more complete understanding of language and vocabulary, adding versatility and flexibility to the student's knowledge. Memory strategies help learners remember words. A learner can repeat word lists or practice their pronunciation of words repeatedly, similarly to repetition, as it is effective for beginners of an L2 (Schmitt, 1997). Another way is to associate new words with things they already know or use mental pictures and processes to help remember them. Activation strategies involve using new words in different situations. This allows students to become familiar with these words and, at the same time, they can understand how they work in different contexts. With the use of these strategies, learners can improve their lexicon and become more confident in using new words (Goundar, 2019).

Likewise, Schmitt (1997) stated that strategies could be about discovery. That is, when a learner encounters a new word, he or she must use all the contextual clues to figure out the meaning. These strategies that make students gain more information about a word are called discovery strategies (Schmitt, 1997). Also, Schmitt (1997) and Gu and Johnson (1996) present consolidation strategies as strategies that help to practice and consolidate new vocabulary.

In sum, vocabulary acquisition involves and is aided by the implementation of discovery, consolidation, metacognitive, cognitive, memory, and activation strategies.

Metacognitive strategies facilitate intentional vocabulary selection and learning; cognitive strategies aid in word meaning inference; memory strategies improve retention through rehearsal, and encoding techniques; and activation strategies enhance word usage proficiency through contextual application (Goundar, 2019; Schmitt, 1997).

2.9. Findings in Relation to Vocabulary Learning Strategies

In Goundar's (2019) study, the focus was to explore the use of different VLS among adult EFL learners, and he investigated the benefits and drawbacks associated with each VLS employed by these learners. Additionally, the study aimed to identify the most and the least frequently used VLS by learners who had completed the language program and those who were still in the course.

The research applied a quantitative method approach with 53 EFL participants who were given a vocabulary learning questionnaire adapted from the Vocabulary Strategy questionnaire that was proposed by Gu and Johnson (1996) to gather data on the VLS.

The results showed that the most used strategies by EFL learners from most used to least used were guessing, reading, dictionary use, repetition, translation, and note-taking. As previously mentioned, only 4% of the learners that participated in the study relied on their instructor to provide new vocabulary. This shows how learners need to be trained to learn how to learn properly, as their vocabulary acquisition process may be largely independent. In contrast, 84% of the participants stated that they learn new vocabulary through reading materials such as newspapers, novels, and magazines. This implies that these are the materials necessary to include in EFL classrooms, as the students depend more on reading materials than on their teachers.

Goundar (2019) argues that even though there has been extensive research on finding the best ways for a learner to acquire new vocabulary, it is difficult to determine which VLS is the best for EFL learners to employ. Research implies that an orchestrated use of strategies, including metacognitive ones, will make a learner more proficient when acquiring vocabulary (Oxford, 2003).

2.10. Studies Related to Textbooks

2.10.1. Textbooks: Word Frequency, Recycling, and Selection

Lipinski (2010) did a study based on frequency analysis, in which he analyzed three university first-year textbooks for German learners. Lipinski (2010) used the word frequency dictionary of German to identify word frequency ranges for each lexical item, and divided word frequency in intervals of 1,000 words until the 4,000 most used words and above. The results indicated that the three most widely used textbooks only included 637, 605, and 530 out of the 1,000 most frequent words. The author classified these results as disheartening. Lipinski (2010) also introduced the problem of practicality in textbook creation as a possible reason for such results. Lipinski (2010) stated that this study had several limitations, most of them related to the amount of work it takes to analyze multiple textbooks at a time. Lipinski (2010) concluded that textbooks should prioritize high frequency words in the vocabulary selection process, since they are more useful for learners.

In 2020, López and Sánchez-Gutiérrez conducted an investigation regarding lexical frequency and vocabulary selection in beginner Spanish textbooks. Specifically, the study examined two chapters, namely the food chapter and the regular verbs chapter, and aimed to explore two issues: (1) whether vocabulary selection was based on frequency criteria in the two different textbook chapters, and (2) how many of the words included in the textbooks

which are among the first 3,000 most frequent words were repeated 10 times or more, thus providing more learning opportunities to students. The study found that lexical frequency was not a guiding principle in textbook vocabulary selection. In other words, the textbooks did not necessarily include the most frequent words in Spanish, and even highly frequent and relevant words were not always included. Furthermore, the results showed that even high-frequency words from the corpus were not recycled enough times to ensure learning, since only a few of them occurred 10 times or more.

Based on their findings, the authors recommended that textbooks should include highly frequent and relevant words, repeated exposure throughout different chapters and activities (López & Sánchez-Gutiérrez, 2020). Similarly, textbooks should integrate vocabulary learning with other language skills, such as reading, writing, listening, and speaking, to demonstrate the practical application of vocabulary in different language contexts and enhance overall language proficiency (López & Sánchez-Gutiérrez, 2020).

Similarly, Bergstorm (2023) studied whether vocabulary exercises in three different textbooks used by intermediate learners facilitated vocabulary learning. The results showed that there were aspects of the textbooks that were likely to facilitate learning, as well as aspects that were unlikely to facilitate learning. The textbooks provided several retrieval opportunities, but did not adapt to the demands of the students in terms of word-frequency related to their L2 knowledge and the low proportion of exercises that required students to use vocabulary creatively. Bergstorm (2023) concluded that teaching materials offered limited support to the development of students' vocabulary.

The deficiencies in textbook design have been acknowledged and addressed (Lipinski, 2010; Sánchez-Gutiérrez, 2020; Bergstorm, 2023). Thus, improvements can be suggested in regard to the design and implementation of vocabulary instruction in mainstream L2

textbooks. Therefore, educators can optimize vocabulary acquisition and knowledge development across different proficiency levels to provide learners with a solid foundation for language learning and supporting their overall language learning journey.

2.10.2. Textbooks: Breadth and Depth of Vocabulary Knowledge

In recent years, researchers have explored the connection between VLS and breadth and depth of vocabulary knowledge in relation to vocabulary acquisition (González-Fernández & Schmitt, 2017). This connection plays a key role in language learning, and textbooks, our main focus concerning VLS, serve as valuable resources for learners to expand their vocabulary knowledge. Lu and Zhang's (2015) study extensively examines this relationship using structural equation modeling techniques.

Lu and Zhang (2015) investigate the effectiveness of VLS over vocabulary breadth and depth of knowledge. Unlike previous studies that focused on a single type of vocabulary knowledge, the researchers integrated VLS and both breadth and depth into a Structural Equation Model (SEM). This type of presentation allowed for a clear examination of the relationships between different strategies and vocabulary knowledge (Lu & Zhang, 2015). The results of the study indicate that different types of strategies used by students have varying impacts on vocabulary breadth and depth. Mnemonic strategies, which are strategies that center around memory, most importantly, retention and recall of vocabulary with the aid of audiovisual clues. These strategies that focused on form and association showed significant positive relations to both dimensions of vocabulary knowledge (Lu & Zhang, 2015). On the other hand, mnemonic strategies involving pictures/images and cognitive strategies like repetition and word lists exhibit either insignificant or negative relations to vocabulary breadth and depth.

The findings suggest that VLS, especially those emphasizing form and association, can improve both vocabulary breadth and depth. As textbooks serve as an important tool for vocabulary knowledge, textbook authors and curriculum developers should consider providing explicit guidance on the use of mnemonic strategies, as they effectively help the understanding and learning of vocabulary knowledge.

The implications of this study for vocabulary learning in textbooks are significant. The incorporation of strategies by textbook authors and educators encourages valuable engagement with vocabulary, facilitating the increase of breadth and depth of vocabulary knowledge. The help of explicit guidance and opportunities for learners to practice these strategies makes textbooks more effective as tools for enhancing learners' vocabulary acquisition (Lu & Zhang, 2015).

Additionally, Lu and Zhang (2015) suggest investigating the relationships between VLS and other important dimensions of vocabulary knowledge, such as automaticity and lexical organization. With better general comprehension of VLS, researchers can contribute to the advancement of language learning and inform pedagogical practices that foster effective vocabulary instruction.

2.10.3. Vocabulary Learning Strategies in Textbooks

In accordance with González-Fernández and Schmitt (2017), the majority of research on vocabulary in SLA has been conducted within the last 15 years as a consequence of the relevance grammar was given in language acquisition in the past. As a matter of fact, Schmitt (2019) claims that there is still a lack of research on both vocabulary acquisition assessment and how to facilitate the acquisition of vocabulary knowledge through textbooks and other linguistic resources. In this line, Murray (2019) conducted a study to investigate the inclusion

of VLS in three L2 coursebooks, to highlight their fundamental role in the consolidation of vocabulary knowledge.

VLS can be categorized into three types: discovery, consolidation, and metacognitive strategies (Murray, 2019). These strategies can be encountered in textbooks as different types of activities, but as Murray (2019) states there is not a correct number of strategies that should be included in a textbook, but there is evidence that a successful learner should use a wide range of VLS (Gu and Johnson, 1996). Research on the inclusion of VLS in coursebooks indicates that even though they have VLS they do not have a wide variety. This fact limits the learning opportunities of the students with different skills (Murray, 2019). Results also suggest that textbook authors and teachers have a shared responsibility on managing different types of VLS and that it is their responsibility to enhance that type of strategy on learners (Murray, 2019).

Additionally, a study conducted by Alcaraz (2023) aimed to investigate whether the VLS promoted in two B1(intermediate level) EFL textbooks are in line with the VLS used by B1 students of EFL. This study examined three questions: (1) Which VLS are encouraged by the two textbooks? (2) Which VLS are predominantly adopted by the students? and (3) Do the textbooks promote the VLS that align with their target student audience?

The findings revealed that out of the seven VLS analyzed, only codifying, practicing and activation, and inference were promoted by the coursebooks. Interestingly, the EFL learners did use inference. The learners also included dictionary use and note-taking, which were not emphasized in the coursebooks. This suggests a significant discrepancy between the strategies advocated by the teaching materials and those employed by the students in monitoring their vocabulary learning. However, Alcaraz (2023) mentioned that teaching

materials should be designed to promote a wider range of VLS, including those preferred by learners.

These findings have valuable implications for EFL teachers and curriculum designers, emphasizing the importance of incorporating a wide range of VLS in teaching materials and providing systematic and scheduled practice to enhance vocabulary acquisition.

2.11. Gap in Research

Schmitt (2019) discovered a gap in the literature that has not been addressed yet, and we think it is relevant to investigate: authors are not included in the assessment of textbooks in regard to the inclusion of VLS. While Lipinski (2010) and López and Sánchez-Gutiérrez (2021) were rigorous in addressing vocabulary selection and word frequency in textbooks, they did not refer extensively to the author's role. Murray (2019) referred to the responsibility of authors in the process of textbook design but did not address factors such as theoretical ones as well as external factors such as editorial restrictions, time constraints, and editorial requests.

This is relevant to our research because we will analyze whether textbooks include learning strategies within their content. As previously mentioned, one essential component of learning strategies is being able to be self-regulated, and all the personality traits that come with it. We intend to begin to cover the gap of the absence of authors' opinion and awareness of VLS and its relevance in our textbook analysis through the incorporation of an interview with the authors of the English textbook of the Chilean Ministry of Education selected for this investigation.

2.12. Conclusion

This literature review has provided an account of the contributions of influential authors in the field of SLA and vocabulary instruction. The findings highlight the significance of vocabulary in language learning and the multidimensional nature of vocabulary knowledge. The review has highlighted valuable contributions to the existing body of knowledge, including Schmitt (2019), González-Fernández and Schmitt (2017), Vygotsky (1978), Lantolf and Thorne (2006), Wilkins (1972, as cited in Goundar, 2019), Huckin and Coady (1999 as cited in Chacón-Beltrán et al., 2010) and Nation (2017). These collective insights provide a major foundation to understand the field and complexity of vocabulary acquisition and its implications for language learners and educators.

Schmitt (2019) emphasizes the crucial role of vocabulary in SLA to affirm its status as one of the key aspects of language acquisition. This aligns with the findings from González-Fernández and Schmitt (2017) and Nation (2013), who assert that vocabulary encompasses various dimensions such as breadth and depth of knowledge, frequency, and the productive and receptive skills required to achieve proficiency in the target language.

With Vygotsky's (1978) sociocultural theory as a foundation for our investigation, this literature review underscores the significance of social interaction and mediation in vocabulary development. Vygotsky's (1978) theory views the learner as an active agent in constructing their own knowledge, with a strong emphasis on the role of social interaction in language learning. Learners actively seek conversation partners, engage in cultural learning, and solicit help to facilitate their language development.

The review highlights the crucial concepts of the Zone of Proximal Development and mediation proposed by Vygotsky (1978). The ZPD refers to the range of knowledge that a learner can acquire with the assistance of a more accomplished speaker of the target

language. Mediation denotes the guidance provided by the knowledgeable interlocutor to support the learner's progress within their ZPD. This mediated learning process leads to self-regulation, which includes conscious awareness and control over one's own mental processes.

Moreover, the review delves into the diverse dimensions of vocabulary knowledge that exert an influence on language instruction and learning. González-Fernández and Schmitt (2017) shed light on the significance of various facets of word knowledge, with the incorporation of meaning, written and spoken form, grammatical characteristics, collocation, register constraints, frequency, and associations. These multifaceted types of knowledge may contribute to the comprehension of the phenomenon of vocabulary acquisition.

The implications that emerge from the findings of this literature review are twofold. Firstly, they underscore the necessity for further exploration and investigation into effective methodologies and materials for vocabulary instruction that effectively address the challenges associated with vocabulary deficiency among language learners, as highlighted by Schmitt (2017).

The general objective of the present study is to identify the presence, types, and variety of VLS employed in one school textbook endorsed by the Ministry of Education. Our specific objectives are to evaluate if the VLS included enhance the acquisition of productive and receptive vocabulary knowledge, and to identify if the authors of the textbooks are aware of the presence and relevance of these VLS.

To do that, we have posed the following questions: (a) Are VLS present in the Ministry of Education Textbook? If so, what are the types of VLS that can be identified?; (b) What type of knowledge do these VLS focus on? (productive/receptive); and (c) To what extent are textbook authors' aware of the presence and relevance of VLS?

The following table constitutes a synthesis of the objectives chosen for this study and their corresponding research questions.

Table 1

Research objectives and questions.

Objectives	Questions
Identify the presence, types, and variety of VLS employed in school textbooks endorsed by the Ministry of Education.	Are VLS present in the Ministry of Education Textbook? What are the types of VLS that can be identified?
Evaluate if the VLS included enhance the acquisition of productive and receptive knowledge.	What type of knowledge do these VLS focus on? (productive/receptive)
Identify if the authors of the textbooks are aware of the presence and relevance of these VLS.	To what extent are textbook authors aware of the presence and relevance of VLS?

3. METHODOLOGY

This is a constructivist, qualitative, and cross-sectional study that uses content analysis along with interviews and questionnaires as its main method of data collection. This research had two participants, who were the two authors of the textbook that was analyzed. The instruments were the interview and questionnaire. The material analyzed was the English textbook selected as well as the answers of the participants to the interview and questionnaire. The textbook included had to fulfill the requirements that will be listed in the next sections. The data collected was analyzed and categorized following Murray's (2019) taxonomy. The data gathered was organized in an Excel document. The reliability and validity of this work were established through the participation of all members in the interpretation of the data collected, along with the meetings and discussions to ensure the correct categorization of the VLS found in the analysis. This is grounded in Dörnyei's (2007)

methodological framework, specifically the “validity/reliability checks” strategy, which involves a systematic review and double-checking of each other’s work throughout the study to ensure accuracy and transparency. Emphasis was placed on considering “peer checking” to assert validity. Additionally, every step of the methodology was supervised by the instructor who guided this research. All the data was interpreted following the taxonomy mentioned in accordance with the author’s answers.

3.1. Research Design

This qualitative research is framed within a constructivist worldview, which is characterized by the use of broad open-ended questions (Creswell, 2009), that will have answers which will have to be interpreted by researchers (Crotty, 1998, as cited in Creswell, 2009). This study also uses a cross-sectional design. Two sets of data were analyzed. The first was a textbook, and the other one corresponded to the responses to questions provided by the authors of this textbook. These data were later analyzed by the researchers in order to derive meaning from the collected information (Creswell, 2009).

As mentioned, this study is cross-sectional. This means that the data was collected within a limited timeframe at a single point in time.

As previously stated, this study follows a constructivist worldview. Constructivism is based on a non-experimental and non-manipulative approach to research, which includes the techniques to be employed to collect data (Paltridge & Phakiti, 2015). Furthermore, the process of research leads to constructing interpretations derived from a deep understanding of the collected data, such as interview recordings. Paltridge and Phakiti (2015) suggest that this process of creation allows the refinement of these constructions into new ones. The constructivist research paradigm supports the use of qualitative research due to the type of data collected (Mackey and Gass, 2011) and the analysis involved. In this case, qualitative

research allows an in-depth knowledge of the participants' experiences when employing interviews, given its interpretative nature.

Content analysis is an appropriate method as it allows for the systematic examination of textual material (Mackey and Gass, 2011), in the case of this research, to uncover patterns and themes related to VLS. Content analysis helps the process of investigation since it provides a structured approach to investigate how the authors present, discuss or approach the teaching of VLS within the textbook.

In order to answer the research questions presented in the literature review, this study analyzes two sources of data: an English as a foreign language textbook created and distributed in Chile and the responses to a series of questions asked to the authors of said textbook.

The following sections will describe the participants of the study, the instruments applied, the analysis of the interview and questionnaire, the textbook selection process, the textbook data analysis, the coding scheme development, the data interpretation and reporting process, and the conclusion.

3.2. Participants

This research featured two participants, who were the authors of the textbook analyzed. Initially, the recruitment process was done via regular mail, since it was impossible to contact them via email. In these letters, the researchers explained the nature of the study in broad terms and the researchers' email was provided in case the authors were interested in participating. After both participants accepted, all contact was made through email. Both participants had backgrounds in English as a foreign language, holding degrees from universities in Chile, and had professional experience as teachers. Both authors had also

created textbooks before. They expressed their agreement to participate by signing an informed consent form (see Appendix A) that explained the objectives of the research, the procedure of the interview and questionnaire, a confidentiality agreement, their rights over the data, and contact information for the researchers. The original intention was to interview both authors, however, one of them declined to do it and only accepted to answer a questionnaire. In this case, the opportunity to ask follow-up questions was not an option, but the team of researchers considered that this information would contribute to the research, nonetheless. The author that participated in the interview will be referred to as Author A and the author that participated in the questionnaire will be referred to as Author B. As a token of appreciation, they were given a small gift as a form of gratitude for their participation in this research.

3.3. Instruments

The instruments used were a semi-structured interview and a questionnaire.

The semi-structured interview was designed to elicit relevant information that could address the research questions presented in the study. It was conducted in just one session, and it contained sections focused on gathering information about the interviewees' professional career, ties with the publishing house and the Ministry of Education. The next section intended to learn about their opinion as to the relevance of grammar or vocabulary when teaching English as a foreign language. The following section intended to verify whether the presence of VLS was deliberated or not. The subsequent section was designed in order to know if the VLS included in the textbook planned to focus on a specific type of knowledge (receptive and productive) or skill (oral or written). The last section was designed to let the textbook's authors state the relevance of VLS and if they were aware of the literature associated with it.

The questionnaire was designed based on the interview since one of the authors was not available for an in-person interview, and it was created in Google Forms format. The participant that answered the questionnaire did not have any time limit or deadline as a requirement to send it, and it was sent back by the author within 5 days. The questionnaire was divided into three different sections. The first section was designed to know the responder's professional career, ties with the publishing house and the Ministry of Education, and their opinion on the prioritization of different areas such as grammar or vocabulary when teaching English. The second section intended to identify whether VLS were present in the textbook, either deliberately included or not. This section also contained pictures of some of the specific sections that the research focused on. The third section was designed to let the textbook's authors state the relevance of VLSs and the literature connected to it.

3.4. Interview and Questionnaire Analysis

The interview lasted approximately two hours, was conducted by two members of the group, and was recorded through a voice note in order to assure the investigation's trustworthiness. Subsequently, the interview was divided into sections and each member of the research team transcribed a section that was assigned to them individually. Once the interview was transcribed, all members of the research team revised it in order to ensure it was accurate. The interview protocol is presented in Appendix C, as well as the questionnaire in Appendix D.

The first stage of the analysis of the responses to the interview and the questionnaire intended to find explicit mentions of VLS, such as consolidation, discovery, and metacognitive strategies.

The second stage of the analysis consisted in the creation of general categories to group the author's statements to facilitate further analysis. The categories were: Mineduc's

requirements; Mineduc's guidelines; economic scope; socioeconomic scope; author's stance, textbook elaboration procedure; textbook's focus; textbook's exercises; learning strategies; teacher's experience, and author's experience as textbook creators.

The third analysis aimed to find concepts related to VLS in case they were not explicitly mentioned. To do this, we looked for keywords such as: *vocabulario, léxico, técnicas, estrategia y metacognición*.

We also identified and analyzed emerging themes such as the editors' influence over the design and structure of the textbook in its final stages of production, in which the authors' work was sometimes replaced because of the requests posed by the publishing house or the Mineduc.

The main objective of the interview and questionnaire's analysis was to address the research questions that focus on VLS, as well as to identify if the authors were aware of the relevance of VLS. These interviews help with the triangulation of the information gathered in the analysis of the textbook content, as well as to enrich the textbook analysis. The triangulation of the information is an important step because it helps to avoid systematic bias in qualitative research (Dörnyei, 2007).

3.5. Textbook Selection

The textbook selected for this study was one used in two levels in high school. The textbook was chosen based on the following criteria: (a) it had to be available in Chile; (b) it had to be used by public schools in Chile; (c) it had to be authored by a Chilean English teacher or someone with an English linguistics degree; (d) be used by the Ministry of Education; (e) teach general English with a focus on the four skills; and finally, (f) be specifically aimed at teenagers.

The study concentrated on the students' book and the student's activity book, the latter, however, was only consulted when the students' book exercises requested its use. Though commonly regarded as secondary components, the workbooks and supplementary materials found their place in our analysis due to their inclusion of vocabulary sections (Murray, 2019). Designed to prompt students with self-guided learning, these materials are intended for students' independent use, detached from the teacher and classroom settings (Murray, 2019).

The selected textbook, published in 2020 was co-authored by a certified English teacher with a bachelor's degree in English education, and a graduate in English language and literature, who also holds a postgraduate degree in English language. Author A was in charge of units one, two, three, and four, which corresponded to one level in high school. Author B was in charge of units five, six, seven, and eight, which corresponded to the following level. The textbook was published by a small Chilean publishing house and it comprises 220 pages.

Each unit of the textbook for both levels of high school students starts with the "*Objectives of the unit*" to present the objectives of the unit and a "*Do you remember?*" section serving to recall previous knowledge. Each unit is divided into four lessons, each one subdivided into: Before reading/listening; While listening/reading; After listening/reading; and Speaking/Writing. Additionally, in the middle of each unit, there is a section called "*Check your progress*", where a formative evaluation assesses language skills and contents seen up to that point. At the end of each unit, three other sections are included. Firstly, "*Subject connections*", whose objective is to complement the student reading practice. Then, a "*Project*" section is presented, which gives the opportunity for students to apply what they have learned to integrate these pieces of knowledge and assess what the students have learned by means of creating a presentation on the topics covered in the unit. Lastly, the "*Final*

check” section consists of a formative evaluation in which students can assess their language skills and the contents presented throughout the whole unit.

3.6. Textbook Data Analysis

3.6.1. Textbook Data Analysis of VLS

This research was carried out by analyzing the aforementioned textbooks that are official documents distributed by the Ministry of Education, and published by a small Chilean publishing house. The analysis relied on the methodology associated with Ritchie and Lewis’ (2003) Thematic Framework. This thematic framework is used to classify and organize data according to key themes, concepts, and emergent categories (Ritchie & Lewis, 2003).

In accordance with Ritchie and Lewis (2003), a viable method for dissecting a textbook's specific linguistic features is through content analysis. This process entails a systematic categorization and coding of the text's content or a set of texts, which aims to pinpoint patterns, themes, or other noteworthy aspects. In the context of a textbook, the researcher can construct a coding system encompassing categories like sentence structure, vocabulary, and utilization of rhetorical devices. Subsequently, the researcher reviews the text, allocating each instance of the linguistic feature to its corresponding category. In this case, a coding scheme was created based on a previously existing taxonomy established by Murray (2019), which will be explained in the following paragraphs. After all the data was coded, the researchers then analyzed the outcomes to unveil prevalent patterns or trends within the textbook.

The first step was procuring both digital and physical copies of the required textbook and activity book. The second step involved becoming acquainted with the contents and sections of the textbook in order to understand fully the information presented. Afterward,

meticulous attention was devoted to identifying the learning strategies overtly presented in each unit, lesson, and exercise. Unfortunately, there were not any VLS that were explicitly taught to students in the textbook, so we decided to identify those activities that were not openly labeled as VLS, but that corresponded to the definitions presented in the literature review. After that, the fourth step was to select those lessons and exercises that focused on VLS, but since there were not any lessons or exercises that focused on the explicit teaching or learning of VLS, we selected those that indirectly addressed learning vocabulary. This discerning step served as a first analysis of the concepts presented in the materials, which later allowed the researchers to pinpoint what particular section of the material was pertinent and relevant to this investigation.

After the process described above was set, the team held group meetings to conduct a second review of the first unit, which was analyzed by each researcher separately in order to reach coder reliability by means of comparing and adjusting the criteria used to identify the different types of strategies. After corroborating findings, the data were tabulated and organized in an Excel document. This document allowed the research team to display the entire analysis of the text in an organized manner. This spreadsheet consisted of five columns that featured: the units of the textbook; the activity description; the type of strategy involved in each activity; and the page number where it appeared.

1	Chapter	Description	Type of Strategy	Specific Type	Receptive/Productive	Page
2	1	Key words	Discovery	Guess meaning through textual context	Receptive	10
3	1	What do these expressions refer to in the text?	Discovery	Guess meaning through textual context	Productive	11
4	1	Read the text again, identify the connectors in b	Discovery	Guess meaning through textual context	Receptive	12
5	1	What kind of disability do these icons represent?	Discovery	Analyse Pictures	Receptive	15
6	1	Key words	Discovery	Guess meaning through textual context	Receptive	16
7	1	Key words	Discovery	Guess meaning through textual context	Receptive	26
8	1	What sectors do these jobs belong to? Listen an	Consolidation	Use semantic categories	Receptive	8
9	1	Do you know what a part-time job is?	Consolidation	Paraphrase word's meaning	Receptive	9
10	1	Write some sentences, in your Activity book, usi	Consolidation	Use word lists from coursebook	Productive	11
11	1	Have a look at the phrases below. What is the p	Consolidation	Study and practice meaning in groups	Receptive	12
12	1	Do you know what "disability" means?	Consolidation	Focus on word's meaning	Receptive	14
13	1	Read and analyze the examples below	Consolidation	Focus on word's meaning	Receptive	23
14	1	Write four sentences related to the topic of the le	Consolidation	Study and practice meaning in groups	Productive	23
15	1	Listen and repeat.	Consolidation	Use silent repetition	Receptive	23

As mentioned above, content analysis involved a systematic process of identifying and categorizing VLS within the textbook, which were identified through manual analysis done by all members of the group simultaneously, with a focus on exercises with explicit and implicit mentions of strategies. Each identified VLS was coded and categorized by means of Murray's taxonomy (2019), which is based on Schmitt's (1997) and Gu & Johnson's (1996) taxonomies (see appendix B for the categorization and definitions used in this analysis).

The process of recognition of each VLS and their subcategories emerged through a collective process of iterative analysis and comparison of the results brought by each member of the research team. The theme identification considered general categories of VLS presented in table 2:

Table 2

Murray's (2019) Taxonomy

Type of strategy	Specific strategy
Discovery	Analyze part of speech; Analyze affixes and roots; Analyze pictures; Guess meaning from textual context; Use dictionary (Monolingual); Use dictionary (Bilingual); Use glossary; Guess meaning from spoken context; Discover new meaning through group activity; Ask classmates for meaning;
Consolidation	Study and practice meaning in groups; Study words with pictorial representations of their meaning; Connect words to personal experiences; Associate the word with its collocates;

Use semantic categories/semantic features grid;
 Connect the word to its synonyms and antonyms;
 Focus on word form;
 Focus on word meaning;
 Paraphrase word's meaning;
 Learn the words of an idiom/set phrase together;
 Study the spelling/sound of words;
 Focus on affixes and parts of speech;
 Use silent repetition;
 Use word cards;
 Use word lists from coursebook;
 Keep vocabulary notebook;
 Use International Phonetic Alphabet (IPA);
 Use configuration;
 Continue to study word over time;
 Complete sentence with new word;
 Use newly learned words mentally in imaginary situations;
 Name things mentally as you see them;

Metacognition

Awareness-raising activities;
 Test oneself with word tests;
 Skip over unknown words;
 Planned review (distributed practice);
 Planned exposure to L2;
 Interact with others in L2;
 Monitoring learning

These steps were replicated for each unit until the eight units that comprised the textbook had been comprehensively analyzed. As mentioned, the goal was to uncover prevalent patterns or trends within the textbook context, as mentioned in the research objectives.

For transparency purposes, the section of the textbook “Keywords” was categorized as “Guess meaning from textual context” because of the context in which it appeared. This section appeared before readings and had no explicit instructions, but its purpose was to provide vocabulary for students. The same logic applied to the “Keywords” section that appeared before listening activities, which also did not have any instructions, but its purpose was to provide students with vocabulary. Hence, it was classified as “Guess meaning from spoken context”. Similarly, there were exercises and activities that requested students to find definitions of a word, but did not specify how. Therefore, the exercises whose instruction was to look up words and their meaning were categorized as “Use dictionary (monolingual)”. This was done to provide a consistent analysis of the textbook and for transparency purposes as listed above.

3.6.2. Textbook Data Analysis of Receptive and Productive Vocabulary Knowledge

The identification of the type of vocabulary knowledge that the VLS categorized enhanced or focused on was based on Nation’s (2013) framework of the dimensions involved in knowing a word, which is presented in Table 3:

Table 3*Nation's (2013) framework of the dimensions involved in knowing a word*

FORM	Spoken	[R]	What does the word sound like?
		[P]	How is the word pronounced?
	Written	[R]	What does the word look like?
		[P]	How is the word written and spelled?
Word parts	[R]	What parts are recognizable in this word?	
	[P]	What word parts are needed to express the meaning?	
MEANING	Form and meaning	[R]	What meaning does this word form signal?
		[P]	What word form can be used to express this meaning?
	Concept and referents	[R]	What is included in the concept?
		[P]	What items can the concept refer to?
Associations	[R]	What other words does this make us think of?	
	[P]	What other words could we use instead of this one?	
USE	Grammatical functions	[R]	In what patterns does the word occur?
		[P]	In what patterns must we use this word?
	Collocations	[R]	What words or types of words occur with this one?
		[P]	What words or types of words must we use with this one?
Constraints on use	[R]	Where, when and how often would we expect to meet this word?	
	[P]	Where, when and how often can we use this word?	

Note: [R] = receptive; [P] = productive.

The process of recognition consisted in an analysis carried out by all members of the research team simultaneously on two separate occasions. After the results were shown to the

instructor, every possible mistake or difference of opinion was checked by all members of the group at the same time.

3.7. Coding Scheme Development

A coding scheme was developed to organize and categorize the Vocabulary Learning Strategies identified in the textbook. This coding scheme consisted of three columns. The first column corresponds to “Category”; the second column corresponds to “Strategy”, and the third column corresponds to “Quantity”. This format was directly inspired by the format created by Murray (2019) in her article “Inclusion of Vocabulary Learning Strategies in ELT Coursebooks”.

3.8. Validity and Trustworthiness

Qualitative research inherently involves subjectivity. That is, the results of the piece of research will always be, to a certain extent, influenced by the author’s interpretations (Holliday, 2007).

Intercoder reliability was established through regular meetings among the research team members to ensure consistent application of the coding scheme. As Dörnyei (2007) suggested, peer checking, as well as prolonged exposure to the analysis, can help to provide more credibility to the data. In this way, every coder analyzed every page of the book individually. Later, three different group reunions were held in order to discuss the results of each coder’s analysis and reach a consensus on each category identified. After a month, another analysis was conducted with guidance of this investigation’s professor in charge in order to have a more refined categorization of the strategies identified.

To ensure trustworthiness of this research, both parts of the investigation were given particular attention. Regarding the analysis of the VLS in the textbook, what ensured the

trustworthiness was the active participation of all researchers in the identification and categorization of the type of strategies and that every participant provided input and feedback. Each contribution provided by each researcher was considered in the process of analysis to make sure that the chosen strategy was correct and enhanced the credibility and validity of the findings. Additionally, to avoid researcher bias, interpretation of the data was done in three different opportunities throughout the data collection process by means of discussions (Dörnyei, 2007).

With regard to the interview and questionnaire analysis, the trustworthiness was reinforced by the fact that the authors did not know each other, so their answers came from their personal experiences, and they were unaware of the objectives of this investigation to minimize potential bias in their answers. Additionally, several meetings were held to identify the different themes found in the interview and questionnaire. This provided an opportunity to triangulate the information contributing to the reliability of the results (Dörnyei, 2007).

3.9. Data Interpretation and Reporting

The VLS identified from the textbook analysis were interpreted in accordance with the definitions presented in the literature review and appendix B, which provided detailed definitions of each strategy.

The information collected from the interview and questionnaire was reported through descriptive summaries and comparisons with the results of the analysis of the textbook, that is, we interpreted the author's answers in accordance to the VLS found in the textbook. The data collected from the textbook was organized in two separate groups of four units each, which correspond to the different high school grades for which the textbook was designed.

The following section will show the results obtained from the content analysis of the textbooks, which will be presented in tables for each group. In addition to the presentation of the data collected from the textbook, we will include the results from the interview and questionnaire analysis as a method to triangulate the disparities and agreements among the authors, the findings, and the literature. The implications of said results will be discussed in the conclusion section.

4. RESULTS

This section will present the findings of the investigation in relation to our research questions. The quantitative data will be presented with tables and graphs, whereas the qualitative analysis will be discussed thoroughly. All the procedures were previously specified in the methods section.

4.1. Presence, Types, and Variety of VLS Found in School Textbooks

4.1.1. Presence and Types of VLS in School Textbooks

The data, presented in Table 4, illustrates the frequency of each strategy type in each unit and the cumulative totals for Units 1 through 4.

Table 4
Types of VLS in units 1 through 4

Unit	Type of strategy			Total
	Discovery	Consolidation	Metacognitive	
Unit 1	6	13	0	19
Unit 2	8	18	0	26
Unit 3	11	17	0	28
Unit 4	9	15	0	24
Units 1–4	34	63	0	97

Graph 1 presents the data organized in table 4, which illustrates the frequency of each strategy type in each unit.

Graph 1

Types of VLS in units 1 through 4

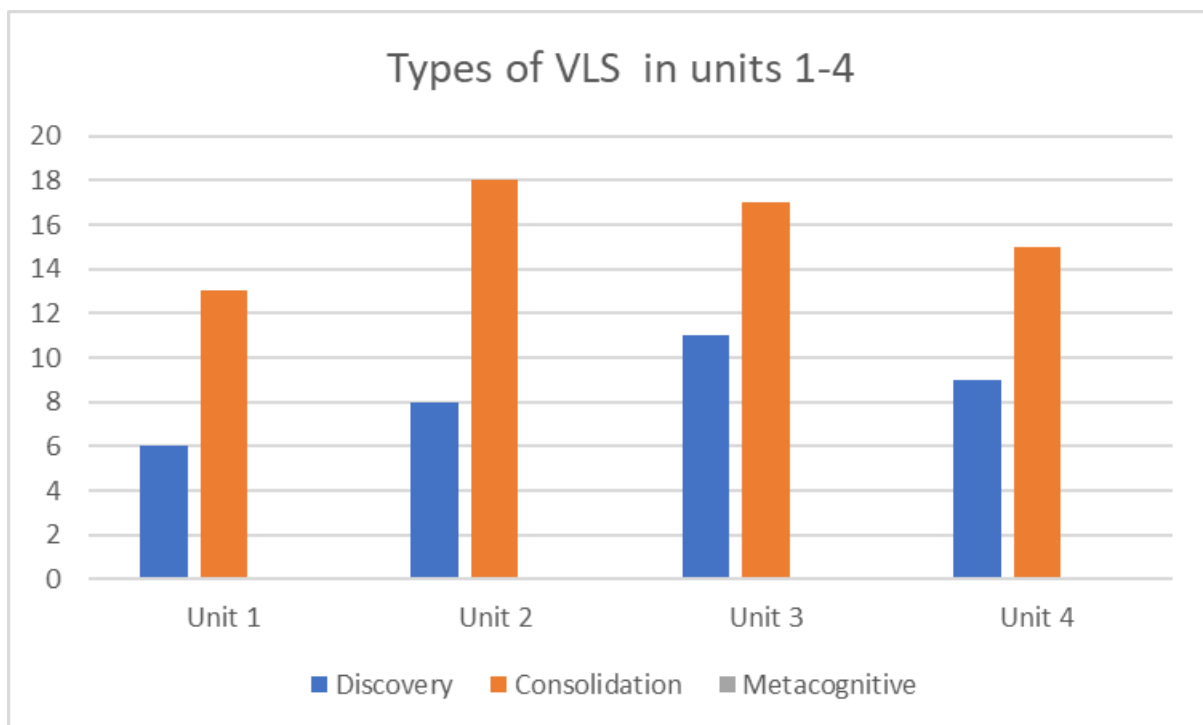


Table 4 presents the types of VLS found in the first four units which correspond to those associated with junior level of high school, and the total of all of them combined. Unit one had six discovery strategies, thirteen consolidation strategies, and zero metacognitive strategies, with a total of twenty VLS. Unit two had eight discovery strategies, eighteen consolidation strategies, and zero metacognitive strategies, with a total of twenty-six strategies. Unit three had eleven discovery strategies, seventeen consolidation strategies, and zero metacognitive with a total of twenty-eight VLS. Unit four had nine discovery strategies, fifteen consolidation strategies, and zero metacognitive strategies, with a total of twenty-five VLS. The group that corresponded to the junior level of high school, composed of units one, two, three, and four, had a total of thirty-four discovery strategies, sixty-three consolidation

strategies, and zero metacognitive strategies, with a total of ninety-seven VLS. The results reveal variations in the distribution of vocabulary learning strategies across units. In Unit 3, the highest number of Discovery strategies (11) was observed, contributing to the overall cumulative total of 34 Discovery instances in Units 1 through 4. Similarly, Consolidation strategies showed an increasing trend from Unit 1 to Unit 2, reaching a total of 63 instances for Units 1 through 4. Notably, metacognitive strategies were absent in all units examined. These findings shed light on the specific strategies employed in vocabulary learning within the textbook.

Graph 1 represents the data from table 3. It depicts the types of VLS found in units one to four, and it helps to provide a visual insight of the quantity of discovery, consolidation, and metacognitive strategies. Visually, it is worth noting that consolidation strategies correspond to 64.9% of the total of strategies presented, whereas discovery strategies correspond to 35.1% of the total. Most importantly, there is not any bar that represents metacognitive because there were no metacognitive strategies in this section of the textbook.

The data, presented in Table 5, illustrates the frequency of each strategy type in each unit and the cumulative totals for Units 5 through 8.

Table 5
Types of VLS in units 5 through 8

Unit	Type of strategy			Total
	Discovery	Consolidation	Metacognitive	
Unit 5	5	11	0	16
Unit 6	7	9	0	16
Unit 7	8	8	0	16
Unit 8	8	15	0	23
Units 5–8	28	43	0	71

Graph 2 presents the data organized in table 5, which illustrates the frequency of each strategy type in each unit.

Graph 2

Types of VLS in units 5 through 8

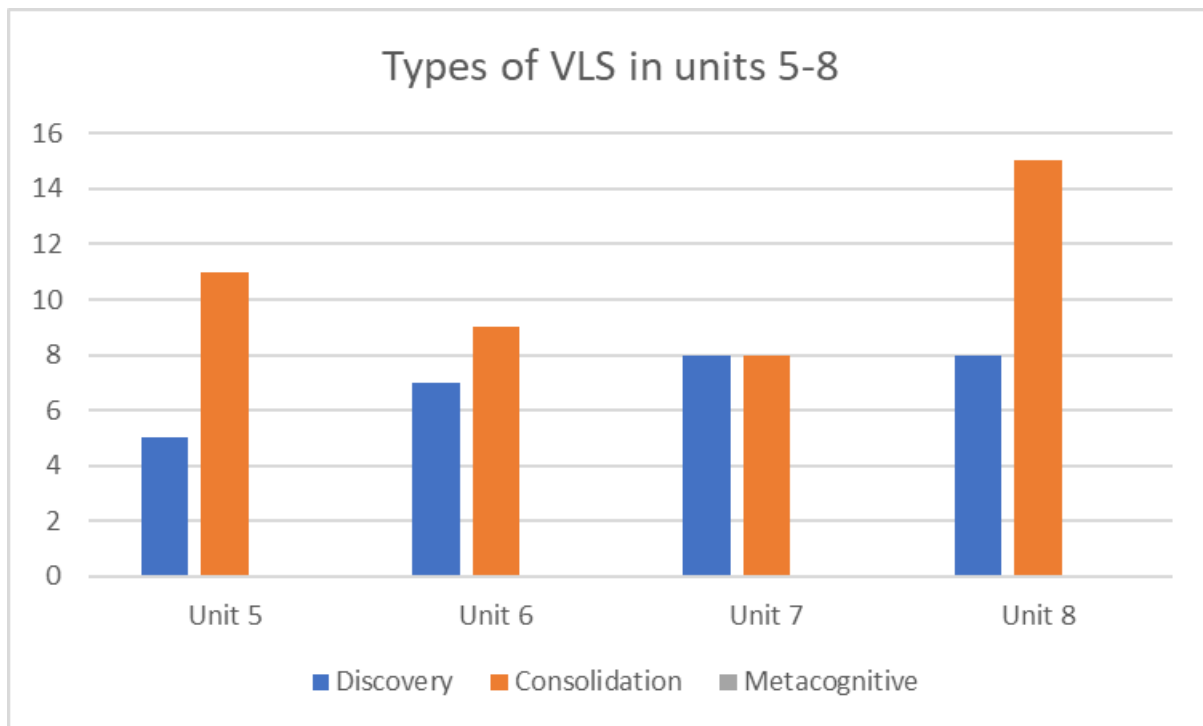


Table 5 presents the types of VLS found in units five, six, seven, eight, and the total of all of them combined. Unit five had five discovery strategies, eleven consolidation strategies, and zero metacognitive strategies, with a total of sixteen VLS. Unit six had seven discovery strategies, nine consolidation strategies, and zero metacognitive strategies, with a total of sixteen strategies. Unit seven had eight discovery strategies, eight consolidation strategies, and zero metacognitive with a total of sixteen VLS. Unit eight had eight discovery strategies, fifteen consolidation strategies, and zero metacognitive strategies, with a total of twenty-three VLS. The group that corresponded to the senior level of high school, composed by units five, six, seven, and eight, had a total of twenty-eight discovery strategies, forty-three consolidation strategies, and zero metacognitive strategies, with a total of seventy-one

VLS. The findings reveal variations in the distribution of vocabulary learning strategies in units 5 through 8. Unit 8 had the highest number of consolidation strategies (15), whereas units 7 and 8 had the most discovery vocabulary learning strategies, with eight each. Consolidation strategies slightly decreased from units 5 to 7, and in unit 8, they spiked again. There was a cumulative total of 43 consolidation strategies. Discovery strategies slightly increased from units 5 to 8. There was a cumulative total of 28 discovery strategies.

Graph 2 represents the data from table 4. It illustrates the types of VLS found from units 5 to 8. It provides a visual comparison and representation of the quantity of discovery, consolidation, and metacognitive strategies. Consolidation strategies corresponded to 60.56% of the strategies found, whereas 39.43% corresponded to discovery strategies. Furthermore, there are no bars that represent metacognitive strategies, as there was no presence of metacognitive strategies.

4.1.2. Comparison of the Presence and Types of VLS in School Textbooks

The data, presented in Table 6, illustrates the frequency of each strategy type in each unit and the cumulative totals for Units 1 through 4 and Units 5 through 8.

Table 6

Total number of VLS in units 1 through 4 and units 5 through 8

Unit	Type of strategy			Total
	Discovery	Consolidation	Metacognitive	
Units 1–4	34	63	0	97
Units 5–8	28	43	0	71

Graph 3 presents the data organized in table 6, which illustrates a comparison of the frequency of each strategy type in both groups of units.

Graph 3

Total number of VLS in units 1 through 4 and units 5 through 8

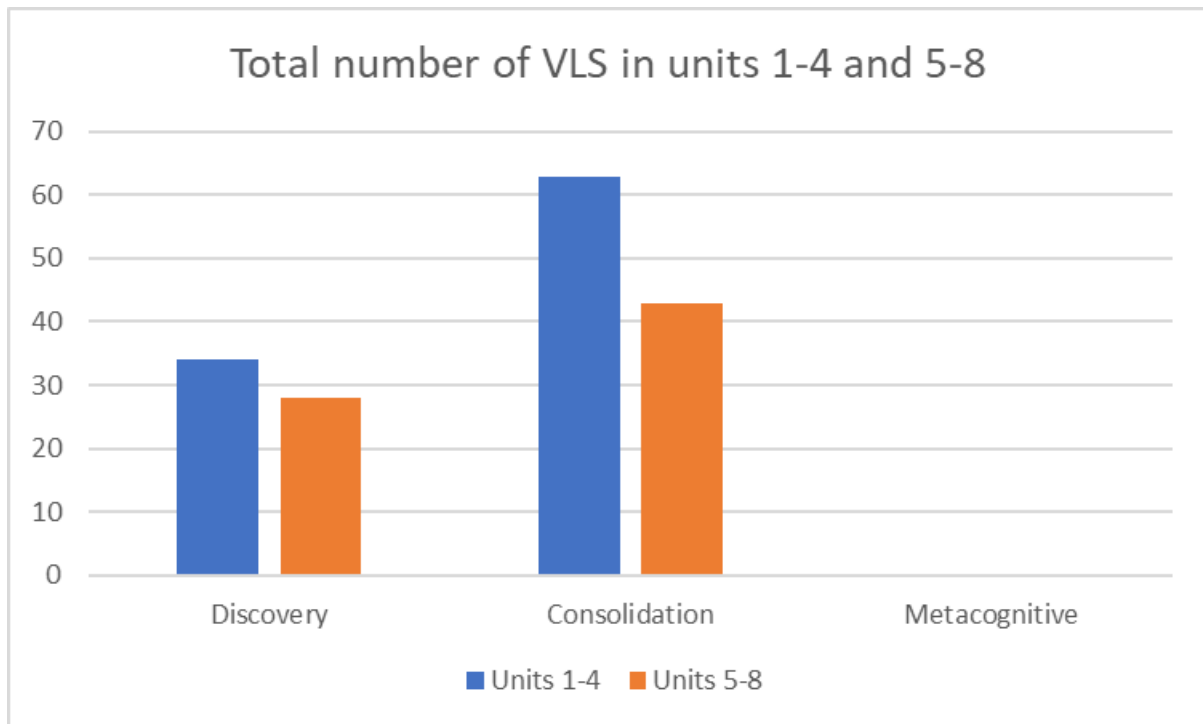


Table 6 provides a comparative breakdown of the number of discovery strategies, consolidation strategies, and metacognitive strategies found within units one to four and units five to eight, as well as the total number of them. The first group, encompassing units one to four corresponding to the junior level section, revealed a total of ninety-seven identified vocabulary learning strategies (VLS). In this set, consolidation strategies were approximately two times more prevalent (sixty-three) compared to discovery strategies (thirty-four), with no metacognitive strategies found. Similarly, the second group, that represents junior level, covers units five to eight, and a total of seventy-one strategies were identified. Here, consolidation strategies were notably more prevalent (forty-three) compared to discovery strategies (twenty-eight). These results provide a useful insight to carry out a comparative breakdown between the work of the different authors that participated in the textbook elaboration process. The units created by Author A presented more discovery and

consolidation vocabulary learning strategies compared to the units created by Author B. Neither author included metacognitive strategies.

Graph 3 portrays the data shown in table 5. This graph helps to provide a visual comparison between the total number of VLS found in units one to four and five to eight. In the case of the junior level of high school, consolidation strategies accounted for 64.1% of the total and discovery strategies accounted for 35.1%. In the case of the senior level of high school, consolidation strategies accounted for 60.56%, whereas discovery strategies accounted for 39.43%. The comparison of both groups of units shows a difference between the presence of strategies, as it has been displayed above, the section of the junior level of high school used more discovery and consolidation strategies than the section of the senior level of high school.

4.1.3. Specific VLS in School Textbooks

The data, presented in table 7, illustrates the frequency of each specific strategy for Units 1 through 4.

Table 7

Specific types of VLS in units 1 through 4

Type of strategy	Specific strategy	Units 1–4
Discovery	Analyze part of speech;	2
	Analyze affixes and roots;	0
	Analyze pictures;	2
	Guess meaning from textual context;	17
	Use dictionary (Monolingual);	2
	Use dictionary (Bilingual);	0
	Use glossary;	0
	Guess meaning from spoken context;	7

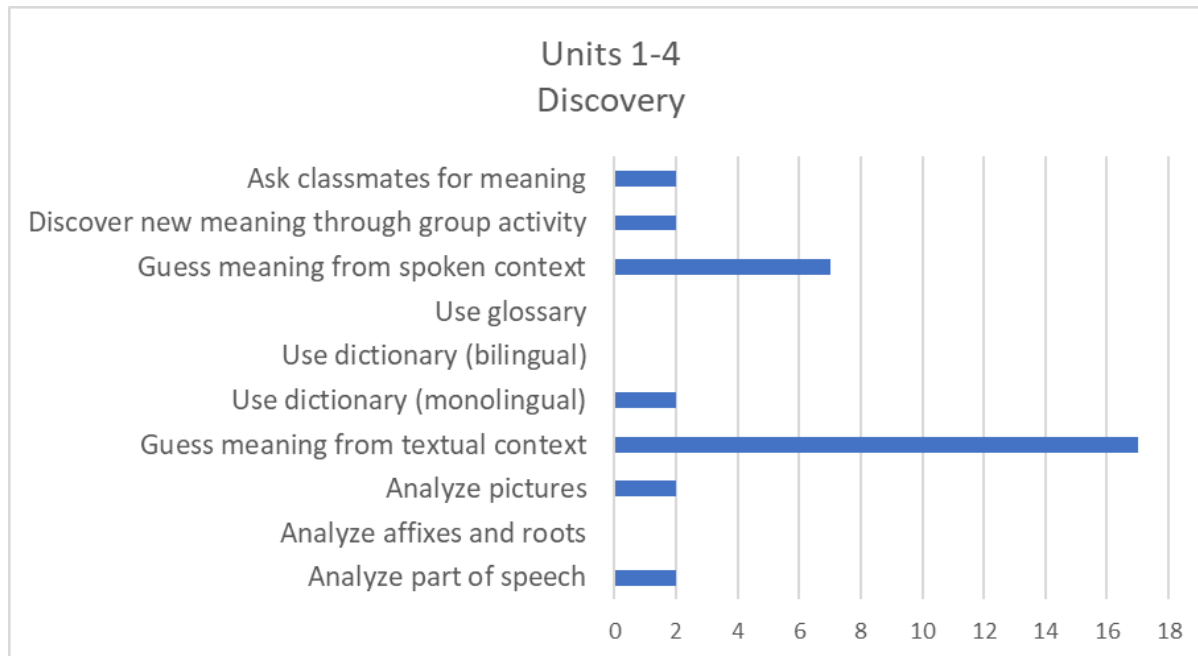
	Discover new meaning through group activity;	2
	Ask classmates for meaning;	2
<hr/>		
Consolidation	Study and practice meaning in groups;	3
	Study words with pictorial representations of their meaning;	3
	Connect words to personal experiences;	0
	Associate the word with its collocates;	1
	Use semantic categories/semantic features grid;	1
	Connect the word to its synonyms and antonyms;	2
	Focus on word form;	8
	Focus on word meaning;	6
	Paraphrase word's meaning;	10
	Learn the words of an idiom/set phrase together;	2
	Study the spelling/sound of words;	3
	Focus on affixes and parts of speech;	0
	Use silent repetition;	2
	Use word cards;	0
	Use word lists from coursebook;	8
	Keep vocabulary notebook;	1
	Use International Phonetic Alphabet (IPA);	0
	Use configuration;	0
	Continue to study word over time;	8
	Complete sentence with new word;	5
	Use newly learned words mentally in imaginary situations;	0
	Name things mentally as you see them;	0
<hr/>		

Metacognition	Awareness-raising activities;	0
	Test oneself with word tests;	0
	Skip over unknown words;	0
	Planned review (distributed practice);	0
	Planned exposure to L2;	0
	Interact with others in L2;	0
	Monitoring learning.	0

Graph 4 presents the data in Table 7 in regard to the frequency of specific discovery strategies in units 1 through 4.

Graph 4

Specific types of VLS in units 1 through 4; Discovery



Graph 5 presents the data in Table 7 concerning the frequency of specific consolidation strategies in units 1 through 4.

Graph 5

Specific types of VLS in units 1 through 4; Consolidation

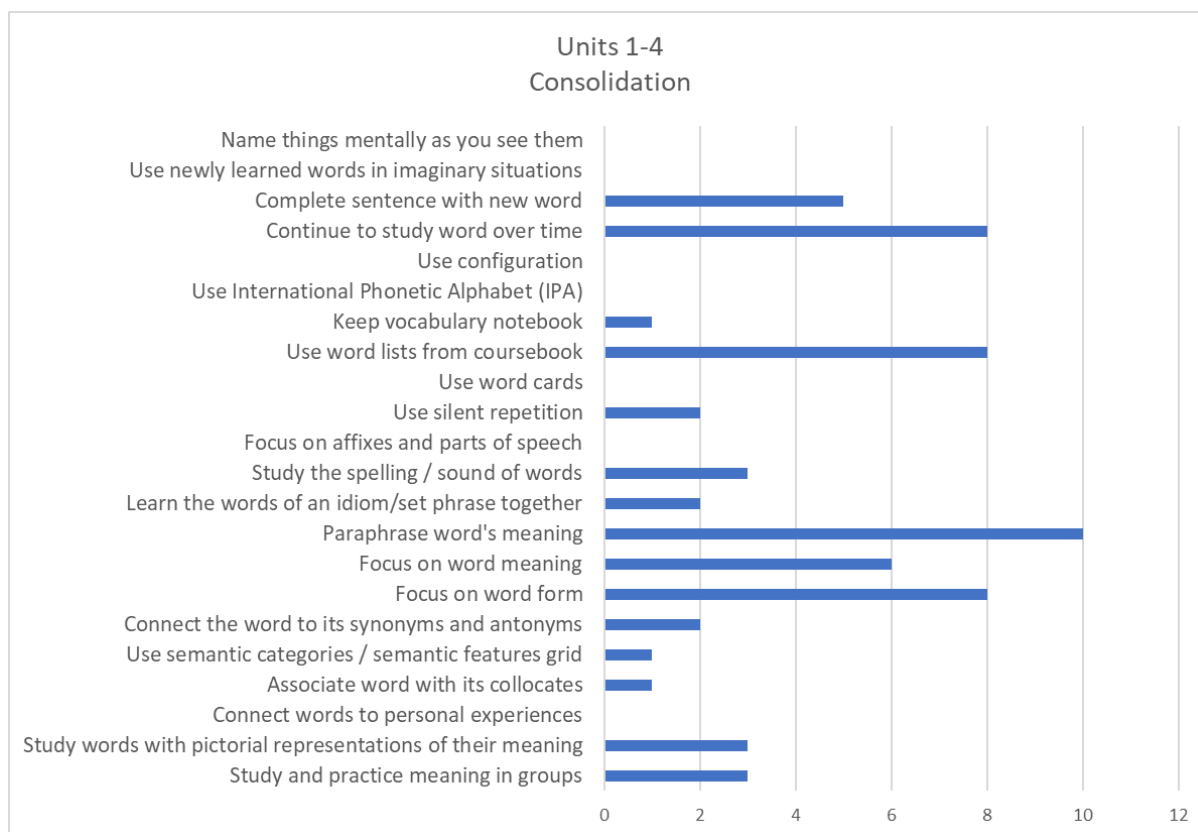


Table 7 presents the specific types of VLS found in the first four units, corresponding to the junior level of high school section of the textbook. In the category of Discovery VLS, the results underscore the predominance of certain strategies, such as *Guess meaning from textual context*, which appeared seventeen times and *Guess meaning from spoken context*, which appeared seven times. The types of VLS with less repetition were *Analyze part of speech*, *Analyze pictures*, *Use dictionary*, *Discover new meaning through group activity*, and *Ask classmates for meaning*, all of which appeared in two instances. Three types of VLS from the taxonomy were not found at all in the revision of the Textbook, these were: *Analyze affixes and roots*, *Use dictionary (Bilingual)*, and *Use glossary*.

In the category of Consolidation VLS there are a total of sixteen types of VLS. The most repeated was *Paraphrase word's meaning* which appeared ten times. The second most

repeated VLS was *Focus on word form*, *Use word lists from coursebook*, and *Continue to study word over time* which appeared eight times each. The third most repeated VLS was *Focus on word meaning* that appeared six times. The fourth most repeated VLS was *Complete sentence with new word* which appeared five times. The fifth most repeated VLS was *Study words with pictorial representations of their meaning*, *Study and practice meaning in groups*, and *Study the spelling/sound of words* which appeared three times each. The sixth most repeated VLS were *Connect the word to its synonyms and antonyms*, *Learn the word of an idiom/set phrase together*, and *Use silent repetition* which appeared twice each. The following VLS appeared only once each throughout the four units: *Associate the word with its collocates*, *Use semantic categories/semantic features grid*, and *Keep vocabulary notebook*. In summary, the results highlight the prevalence of certain strategies, such as *Guess meaning from textual context* in Discovery and *Paraphrase word's meaning* in Consolidation.

The category of Metacognitive did not have any VLS in the four units corresponding to the section of junior level of high school.

As Graph 4 shows, there were thirty-four discovery VLS. The results show that *Guess meaning from textual context* accounted for 50% of the discovery strategies, whereas *Guess meaning from spoken context* accounted for 20.58% of the discovery strategies found. The rest of the strategies found accounted for 5.88% each.

As depicted in Graph 5, there were a total of sixty-three consolidation VLS. The data indicates that *Paraphrase word's meaning* accounted for 15.87% of the consolidation strategies found. Similarly, *Continue to study word over time*, *Use word lists from coursebook*, and *Focus on word form*, each constitutes 12.7% of the total consolidations strategies. *Focus on word meaning* comprises 9.52% of the total found, whereas *Complete*

sentences with new word represents 7.94% of the total. Additionally, *Study the spelling/sound of words*, *Study words with pictorial representations of their meaning*, and *Study and practice meaning in groups* conveyed 4.76 % each of the total number of strategies identified.

Moreover, the consolidation strategies *Connect the word to its synonyms and antonyms*, *Learn the word of an idiom/set phrase together*, and *Use silent repetition* make up 3.17% each of the total found. Finally, *Keep vocabulary notebook*, *Use semantic categories/semantic features grid*, and *Associate words with its collocates*, each accounted for 1.59% of the strategies identified.

The following data presented in table 8 illustrates the frequency of each specific strategy for Units 5 through 8.

Table 8

Specific types of VLS in units 5 through 8

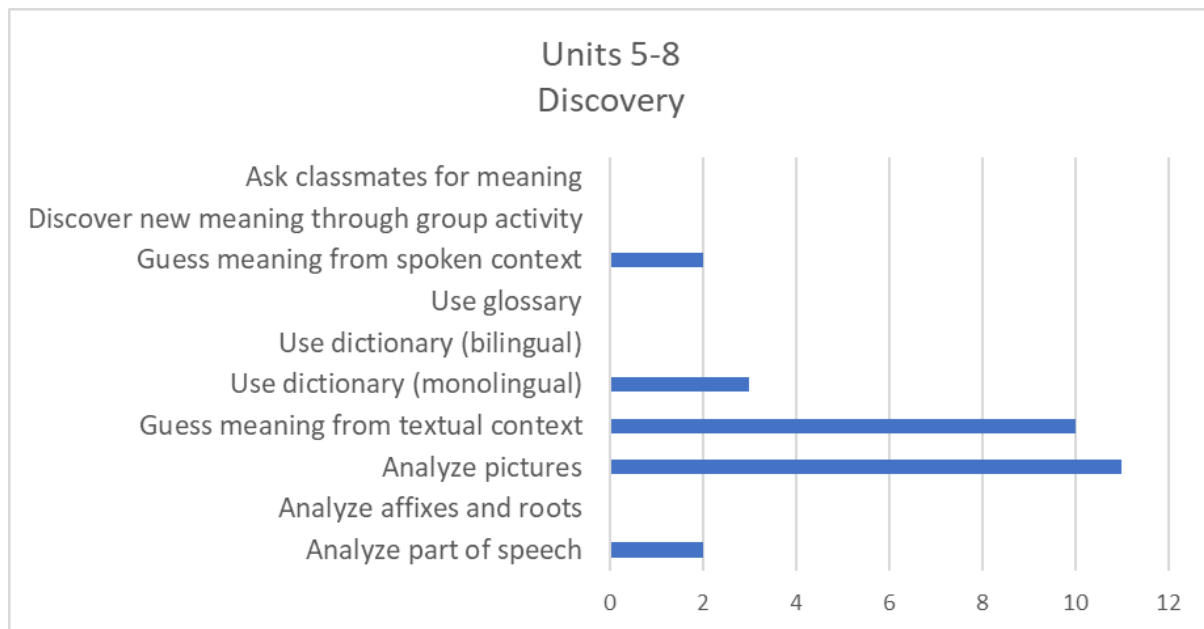
Type of strategy	Specific strategy	Units 5–8
Discovery	Analyze part of speech;	2
	Analyze affixes and roots;	0
	Analyze pictures;	11
	Guess meaning from textual context;	10
	Use dictionary (Monolingual);	3
	Use dictionary (Bilingual);	0
	Use glossary;	0
	Guess meaning from spoken context;	2
	Discover new meaning through group activity;	0
Ask classmates for meaning;	0	
Consolidation	Study and practice meaning in groups;	0
	Study words with pictorial representations of their meaning;	1

	Connect words to personal experiences;	0
	Associate the word with its collocates;	0
	Use semantic categories/semantic features grid;	2
	Connect the word to its synonyms and antonyms;	3
	Focus on word form;	7
	Focus on word meaning;	2
	Paraphrase word's meaning;	3
	Learn the words of an idiom/set phrase together;	0
	Study the spelling/sound of words;	5
	Focus on affixes and parts of speech;	0
	Use silent repetition;	5
	Use word cards;	0
	Use word lists from coursebook;	8
	Keep vocabulary notebook;	0
	Use International Phonetic Alphabet (IPA);	0
	Use configuration;	0
	Continue to study word over time;	5
	Complete sentence with new word;	2
	Use newly learned words mentally in imaginary situations;	0
	Name things mentally as you see them;	0
<hr/>		
Metacognition	Awareness-raising activities;	0
	Test oneself with word tests;	0
	Skip over unknown words;	0
	Planned review (distributed practice);	0
	Planned exposure to L2;	0
	Interact with others in L2;	0
	Monitoring learning.	0
		<hr/>

Graph 6 presents the data in Table 8 in regard to the frequency of specific discovery strategies in units 5 through 8.

Graph 6

Specific types of VLS in units 5 through 8; Discovery



Graph 7 presents the data in Table 8 in regard to the frequency of specific consolidation strategies in units 5 through 8.

Graph 7

Specific types of VLS in units 5 through 8; Consolidation

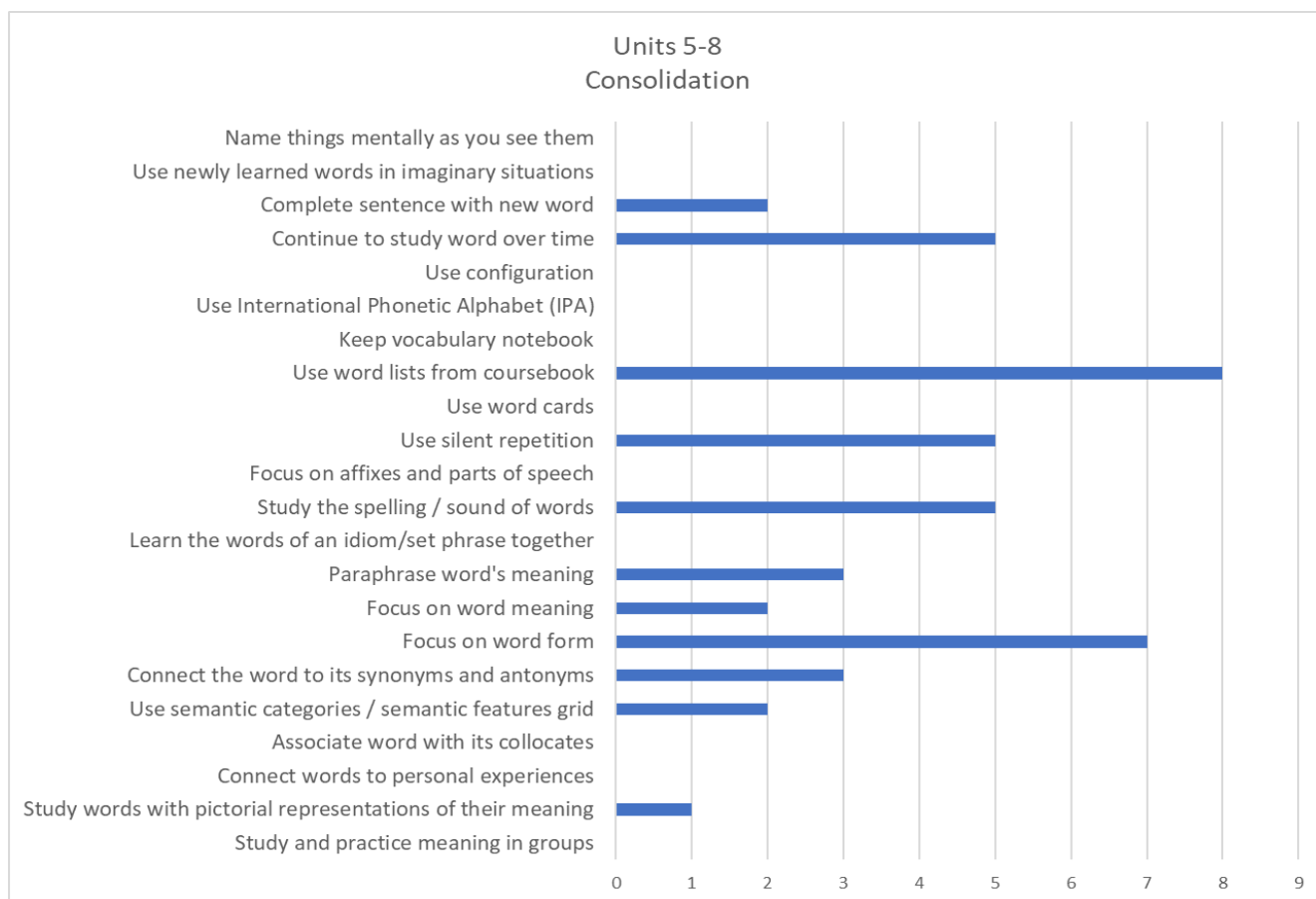


Table 8 presents the specific types of VLS found in units five, six, seven and eight in total. Within the category of discovery, five types of VLS were found. The most repeated type is *Analyze pictures*, which appeared eleven times, and the second most repeated type is *Guess meaning from textual context* which appeared ten times in total. The less repeated types are *Use dictionary (monolingual)* which appeared three times, and finally, *Analyze part of speech* and *Guess meaning from spoken context* appeared twice. There were five discovery VLS that were not found throughout the analysis of the textbook.

Within the category of consolidation, eleven types of VLS were found. The most repeated type is *Use word lists from coursebook*, which appeared eight times in total. The

second more repeated type is *Focus on word form*, which appeared seven times. The third type more repeated are *Study the spelling / sound of words*, *Use silent repetition*, and *Continue to study word overtime*, which appeared five times each. The less repeated types are *Connect the word to its synonyms and antonyms*, *Paraphrase word's meaning*, and *Complete sentence with new word*, which appeared two times each; *Focus on word meaning* and *Use semantic categories / semantic feature grid*, both of which appeared twice; and finally *Study words with pictorial representations of their meaning*, which appeared just one time. There were eleven VLS that were not found throughout the analysis of the textbook.

The data presented in graph 6 in regard to discovery VLS found in units 5-8 shows that there was a total of twenty-eight discovery strategies. *Analyze pictures* accounted for 39.28% of the discovery strategies found. *Guess meaning from textual context* represents 35.71% of the discovery strategies found. *Use dictionary (monolingual)* constitutes 10.71% of the total. Both *Guess meaning from spoken context* and *Analyze part of speech* make up 7.14% of the total each.

As Graph 7 shows, a total of forty-three consolidation VLS were identified within the units 5 to 8 corresponding to the senior level of high school section of the textbook. The most common consolidation strategy was *Use word lists from coursebook* that corresponds to 18.6% of the total. *Focus on word form* accounted for 16.27% of the total. *Continue to study word over time*, *Use silent repetition*, and *Study the spelling/sound of words* altogether represent 11.62% of the consolidation strategies found. Both *Paraphrase word meaning* and *Connect word to its synonym and antonym* each constitute 6.97% of the total. *Focus on word meaning*, *Complete sentence with new word*, and *Use semantic categories/semantic features grid* each represent 4.65% of the total. *Study words with pictorial representation of their meaning* accounted for 2.32% of the consolidation strategies found.

The results highlight the types of VLS included in the units corresponding to the senior level of high school, in which five types of discovery VLS and eleven types of VLS were found.

Within the category of metacognitive, zero VLS were found throughout the revision of the textbook.

4.1.4. Comparison of the Specific Types of VLS in School Textbooks

The data, presented in Table 9, illustrates the frequency of each specific strategy for Units 1 through 4 and Units 5 through 8.

Table 9

Specific types of VLS in Units 1 through 4 and 5 through 8

Type of strategy	Specific strategy	Units 1–4	Units 5–8
Discovery	Analyze part of speech;	2	2
	Analyze affixes and roots;	0	0
	Analyze pictures;	2	11
	Guess meaning from textual context;	17	10
	Use dictionary (Monolingual);	2	3
	Use dictionary (Bilingual);	0	0
	Use glossary;	0	0
	Guess meaning from spoken context;	7	3
	Discover new meaning through group activity;	2	0
	Ask classmates for meaning;	2	0
Consolidation	Study and practice meaning in groups;	3	0
	Study words with pictorial representations of their meaning;	3	1

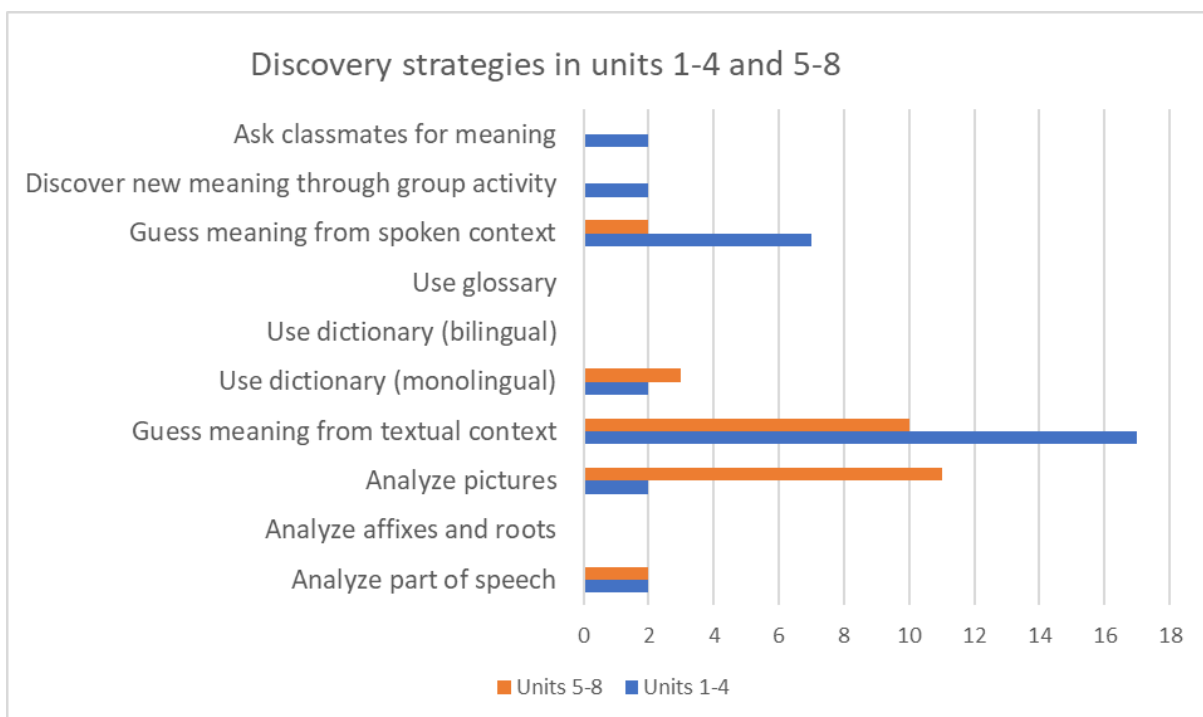
	Connect words to personal experiences;	0	0
	Associate the word with its collocates;	1	0
	Use semantic categories/semantic features grid;	1	2
	Connect the word to its synonyms and antonyms;	2	3
	Focus on word form;	8	7
	Focus on word meaning;	6	2
	Paraphrase word's meaning;	10	3
	Learn the words of an idiom/set phrase together;	2	0
	Study the spelling/sound of words;	3	5
	Focus on affixes and parts of speech;	0	0
	Use silent repetition;	2	5
	Use word cards;	0	0
	Use word lists from coursebook;	8	8
	Keep vocabulary notebook;	1	0
	Use International Phonetic Alphabet (IPA);	0	0
	Use configuration;	0	0
	Continue to study word over time;	8	5
	Complete sentence with new word;	5	2
	Use newly learned words mentally in imaginary situations;	0	0
	Name things mentally as you see them;	0	0
Metacognition	Awareness-raising activities;	0	0
	Test oneself with word tests;	0	0
	Skip over unknown words;	0	0
	Planned review (distributed practice);	0	0
	Planned exposure to L2;	0	0

Interact with others in L2;	0	0
Monitoring learning.	0	0

The data presented in graph 8 corresponds to the information presented in Table 9, in which a comparison between units 1-4 and 5-8 was made regarding the frequency of the vocabulary learning strategies found. Graph 8 presents discovery strategies only.

Graph 8

Specific types of VLS in Units 1 through 4 and 5 through 8; Discovery



The data portrayed in graph 9 presents the information presented in Table 9, in which a comparison between units 1-4 and 5-8 was made regarding the frequency of the vocabulary learning strategies found. Graph 9 presents consolidation strategies only.

Graph 9

Specific types of VLS in Units 1 through 4 and 5 through 8; Consolidation

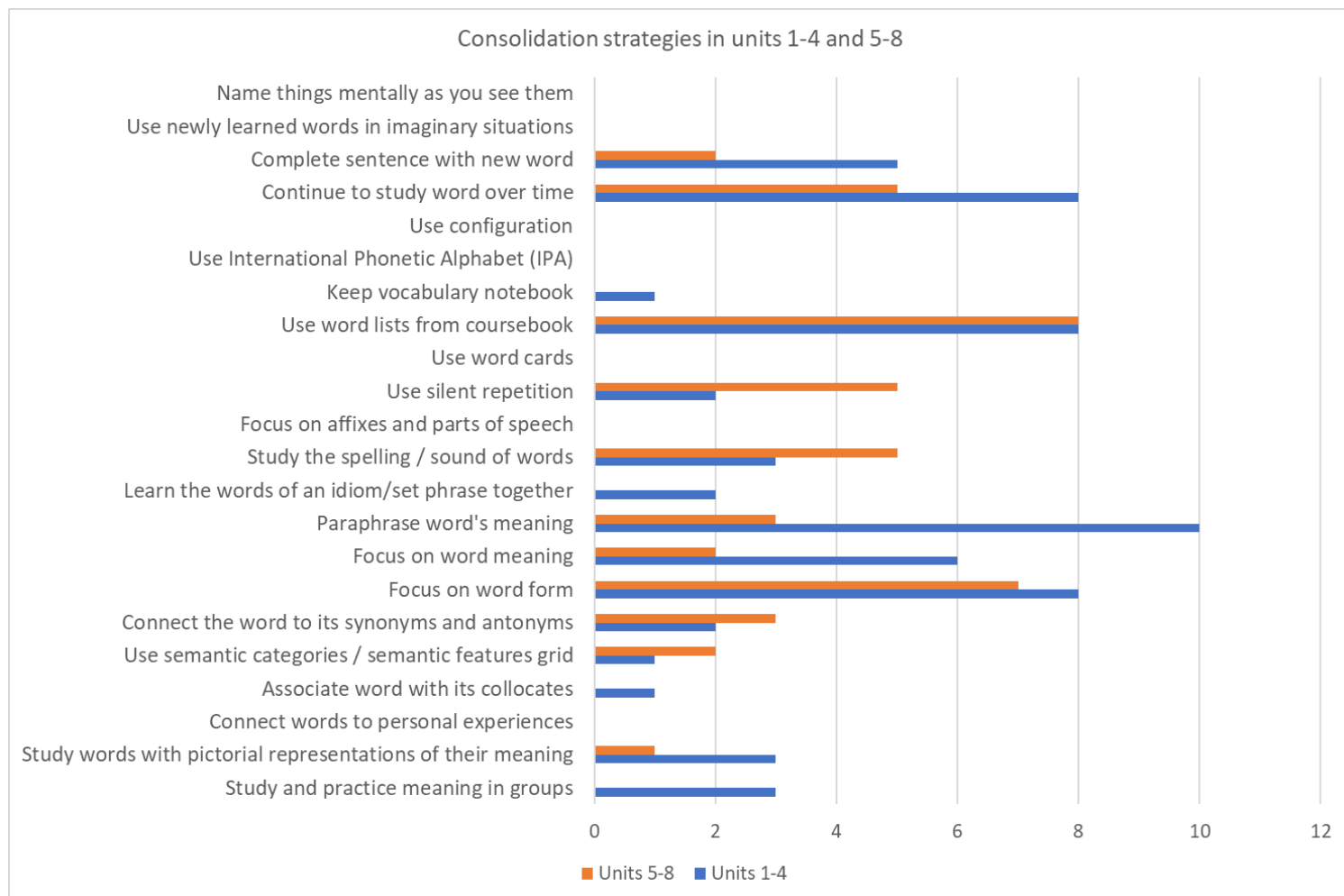


Table 9 presents the specific types of VLS found in each group of units in the textbook, corresponding to the junior level of high school and those corresponding to senior level of high school. Seven specific strategies corresponding to Discovery were found in the junior level of high school section, while five specific strategies corresponding to Discovery were found in the senior level of high school section. The VLS *Analyze part of speech* was found twice in each section. The VLS *Analyze pictures* appeared twice in the junior level of high school section, while the senior level of high school section had this VLS eleven times. The VLS *Guess meaning from textual context* appeared seventeen times in the junior level of

high school section and ten times in the senior level of high school section. The VLS *Use dictionary (Monolingual)* was found two and three times, in the junior and senior level of high school sections, respectively. The VLS *Guess meaning from spoken context* was found seven times in the junior level of high school section and only twice in the senior level of high school section. The VLS *Discover new meaning through group activity* and *Ask classmate for meaning* were only found in the junior level of high school section a total of two times each. The category of Consolidation VLS had sixteen specific strategies in the junior level of high school section and the senior level of high school section had eleven specific strategies. The VLS *Study and practice meaning in groups* was found only in the junior level of high school section a total of three times. The VLS *Study words with pictorial representation of their meaning* was found three times in the junior level of high school section and once in the senior level of high school section. The VLS *Associate the words with its collocates* was found once, only in the junior level of high school section. The VLS *Use semantic categories/semantic features grid* was found once in the junior level of high school section and twice in the senior level of high school section. The VLS *Connect the word to its synonyms and antonyms* was found two and three times in the junior level of high school and senior level of high school sections respectively. The VLS *Focus on word form* was found eight and seven times in the junior and senior level of high school sections respectively, while *Focus on word meaning* was found six and two times respectively as well. The VLS *Paraphrase word's meaning* was found ten times in the junior level of high school section and three times in the senior level of high school section. The VLS *Learn the words of an idiom/set phrase together* was only found in the junior level of high school section, two times. The VLS *Study the spelling/sound of words* was found three times in the junior level of high school section and five times in the senior level of high school section. The VLS *Use silent repetition* was found two and five times in the junior and senior level of high school

sections respectively. The VLS *Use word lists from coursebook* was found eight times in each section. The VLS *Keep vocabulary notebook* was found once in the junior level of high school section. The VLS *Continue to study word over time* was found eight and five times in the junior level of high school and senior level of high school sections respectively, while the *Complete sentence with new word* VLS was found five and two times in each section respectively as well. There were no Metacognition VLS found in either of the sections in the textbook.

Graph 8 presents a comparison between the discovery vocabulary learning strategies included in the two different unit groups, corresponding to junior and senior level of high school. At first glance, it is noticeable that units 1 through 4, corresponding to junior level of high school, were more varied in terms of vocabulary learning strategies compared to units 5 through 8, which correspond to senior level of high school. Similarly, the junior level of high school included more discovery strategies than the senior level of high school. Therefore, the percentages that will be presented in this section have to be interpreted in relation to the total number of discovery strategies found in each section. Regarding the strategies that were included in both groups, *Guess meaning from textual context* accounted for 50% of the discovery strategies in the junior level of high school, whereas in the senior level of high school it was 35.71% of the total. *Analyze Pictures* accounted for 5.88% in the junior level of high school, but in the senior level of high school it represented 39.28% of the total. *Guess meaning from spoken context* comprised 20.58% of the total sum in junior level of high school and in the senior level of high school it was only 7.14%. *Use dictionary (monolingual)* conveyed 5.88% of the total in the junior level of high school and 10.71% in the senior level of high school. *Ask classmates for meaning* and *Discover new meaning through group activity* were found only in junior level of high school.

Graph 9 shows a comparison between the consolidation vocabulary learning strategies included in the two groups, corresponding to junior and senior level of high school.

Consequently, the percentages presented in this section should be interpreted relative to the total number of consolidation strategies identified within each set of groups. Notably, the units from the junior level of high school included more varied vocabulary learning strategies than the senior level of high school. In the case of the junior level of high school, *Paraphrase word's meaning* constitutes 15.87% of the consolidation strategies, while in the senior level of high school it was 6.97% of the total. *Continue to study word over time*, *Use word lists from coursebook*, and *Focus on word form*, each conveyed 12.7% of the total consolidations strategies in the junior level of high school. However, in the senior level of high school *Continue to study word over time* accounted for 11.62%, *Use word lists from coursebook* corresponds to 18.6% and *Focus on word form* represent 16.27% of the total sum, respectively. *Focus on word meaning* comprises 9.52% of the total found in the junior level of high school, while it represents 4.65% of the total sum in the senior level of high school. *Complete sentence with new word* in the junior level of high school accounted for 7.94% of the total, while in the senior level of high school it comprised 4.65% of the total. *Use silent repetition* corresponds to 3.17% of the total in the junior level of high school, and *Study the spelling/sound of words* make up 4.76% of the consolidation strategies found in the same level, however in the senior level of high school, both contributed 11.62% each. *Connect the word to its synonyms and antonyms* in the junior level of high school make up 3.17% while in the senior level of high school constitutes 6.97% of the total. *Use semantic categories/features grid* conveyed 1.59% of the total consolidation strategies found in the junior level of high school, but in the senior level of high school represent 4.65% of the total. In the case of *Study words with pictorial representation of meaning*, it accounted for 4.76% in the junior level of high school, whereas in the senior level of high school it was 2.32% of the

consolidation strategies found. Consolidation strategies such as *Keep vocabulary notebook* represent 1.59% of the strategies identified, *Learn the word of an idiom/set phrase together* accounted for 3.17%, *Associate words to its collocates* conveyed 1.59% and *Study and practice meaning in groups* contributed 4.76 % but were only found in the group corresponding to the junior level of high school.

The results of this section show a comparison between the specific types of vocabulary learning strategies that Author A and Author B preferred. Author A included a higher quantity and variety of strategies compared to Author B. It is important to highlight that Authors A and B did not include metacognitive strategies whatsoever.

4.2. Type of Vocabulary Knowledge the VLS Enhance.

The data, presented in table 10, illustrates the frequency of the vocabulary knowledge types for Units 1 through 4.

Table 10

Type of vocabulary knowledge from units 1 through 4

Unit	Type of vocabulary knowledge	
	Receptive	Productive
Unit 1	12	7
Unit 2	11	15
Unit 3	12	16
Unit 4	9	15
Units 1-4	44	53

Graph 10 presents the data organized in table 10, which illustrates the frequency of the type of vocabulary knowledge in each unit.

Graph 10

Type of vocabulary knowledge from units 1 through 4

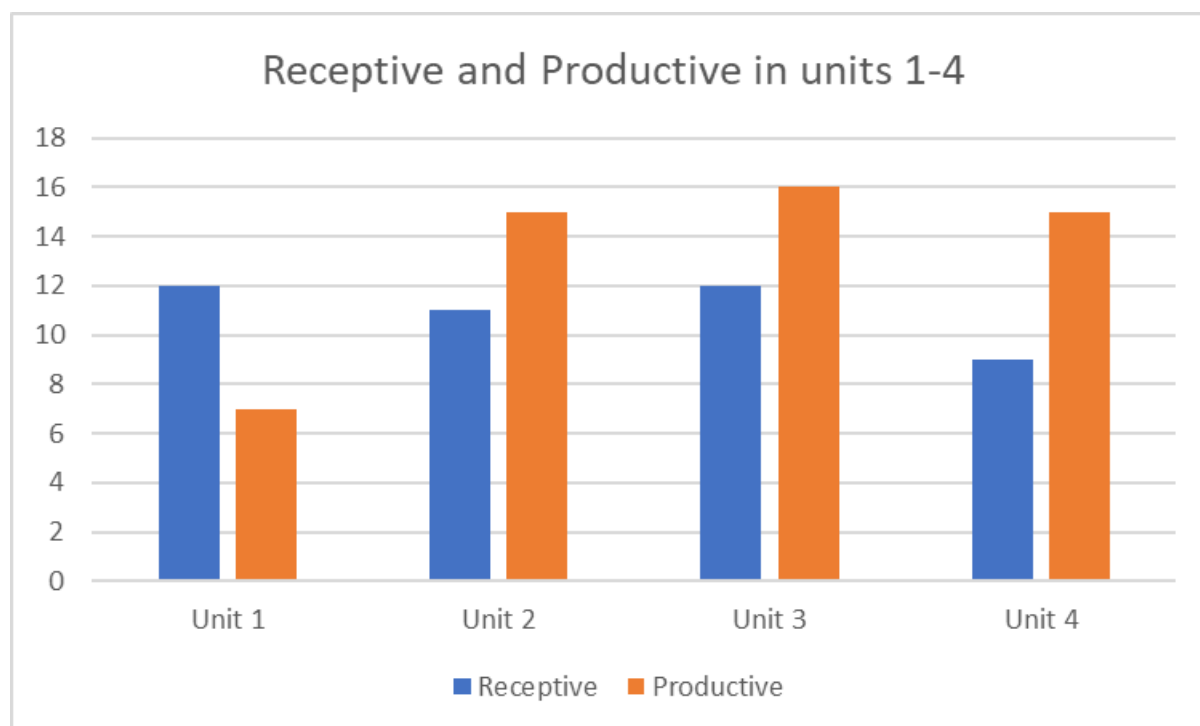


Table 10 presents the type of vocabulary knowledge enhanced by the VLS found in units one, two, three, and four (see Table 10). Unit one had twelve VLS that enhanced the acquisition of receptive knowledge and seven VLS that enhanced the acquisition of productive knowledge. Unit two had eleven VLS that enhanced the acquisition of receptive knowledge and fifteen VLS that enhanced the acquisition of productive knowledge. Unit three had twelve VLS that enhanced the acquisition of receptive knowledge and fifteen VLS that enhanced the acquisition of productive knowledge. Unit four had nine VLS that enhanced the acquisition of productive knowledge and fifteen VLS that enhanced the acquisition of productive knowledge. In total, units one to four had forty-four VLS that

enhanced the acquisition of receptive knowledge and fifty-three VLS that enhanced the acquisition of productive knowledge.

Graph 10 represents the data shown in table 10. It helps to illustrate the difference in quantity of the type of vocabulary knowledge enhanced by the VLS found in the textbook. In units two, three, and four, which were included in junior level, there were 44 instances that enhanced receptive vocabulary knowledge, which corresponds to 45.36% of the total. There were 53 instances that enhanced productive vocabulary knowledge, which corresponds to 54.64% of the total.

The data, presented in table 11, illustrates the frequency of the vocabulary knowledge types for Units 5 through 8.

Table 11

Type of vocabulary knowledge from units 5 through 8

Unit	Type of vocabulary knowledge	
	Receptive	Productive
Unit 5	10	6
Unit 6	9	7
Unit 7	8	8
Unit 8	15	8
Units 5–8	42	29

Graph 11 presents the data organized in table 11, which illustrates the frequency of type of vocabulary knowledge in each unit.

Graph 11

Type of vocabulary knowledge from units 5 through 8

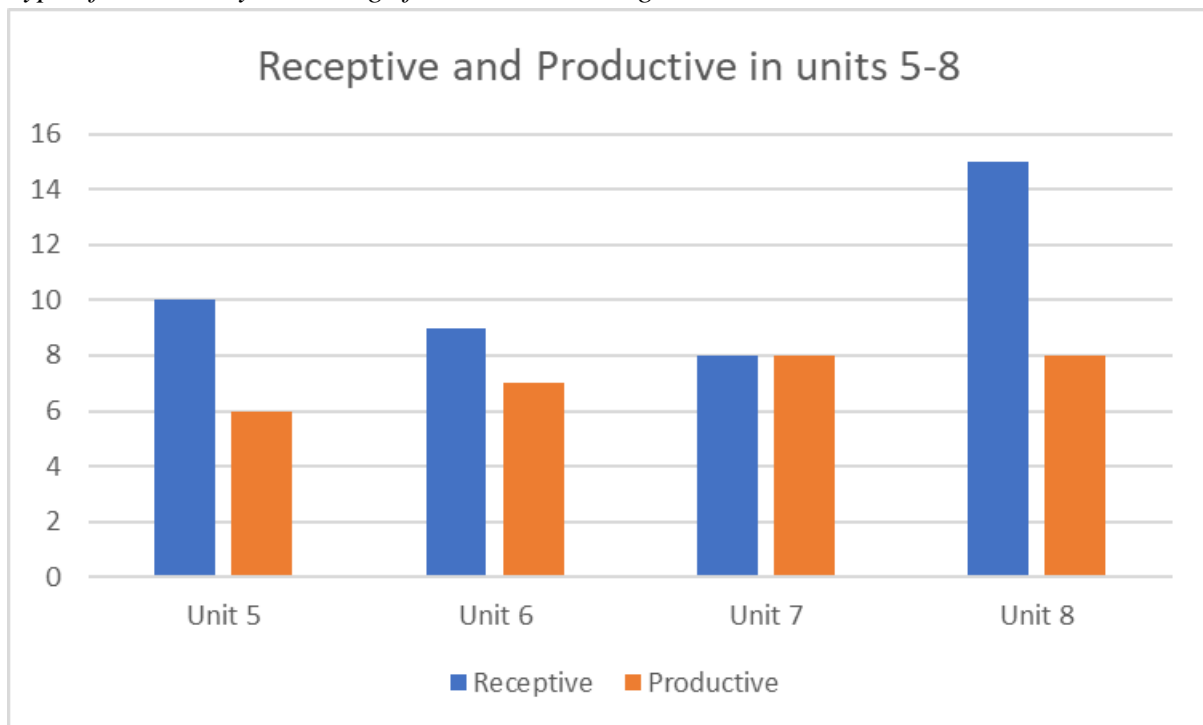


Table 11 presents the type of vocabulary knowledge enhanced by the VLS found in units, five, six, seven, and eight. Unit five had ten VLS that enhanced the acquisition of receptive knowledge, and six VLS that enhanced the acquisition of productive knowledge. Unit six had nine instances of VLS that enhanced the acquisition of receptive knowledge, and seven instances of VLS that enhanced the acquisition of productive knowledge. Unit seven had eight instances of VLS that enhanced the acquisition of receptive knowledge, and eight instances of VLS that enhanced the acquisition of productive knowledge. Unit eight had fifteen instances of VLS that enhanced the acquisition of receptive knowledge, and eight instances of VLS that enhanced the acquisition of productive knowledge. In total, units five through eight had forty-two appearances of VLS that enhanced the acquisition of receptive knowledge, and twenty-nine instances of VLS that enhanced the acquisition of productive knowledge.

Graph 11 represents the data shown in table 11. It helps to illustrate the type of vocabulary knowledge the VLS found in the textbook enhances. In this graph, there is a clear tendency to use more strategies that focus on receptive knowledge than those that focus on productive knowledge. The instances that enhanced receptive vocabulary knowledge were 42, which account for 59.15% of the total. The instances that enhanced productive vocabulary knowledge were 29, which account for 40.85% of the total.

The data, presented in Table 12, illustrates the frequency of the vocabulary knowledge types for Units 1 through 4 and Units 5 through 8.

Table 12

Type of vocabulary knowledge in units 1 through 4 and 5 through 8

Unit	Type of vocabulary knowledge	
	Receptive	Productive
Unit 1–4	44	53
Unit 5–8	42	29

Graph 12 presents the data organized in table 12, which illustrates a comparison of the frequency of type of vocabulary knowledge in both groups of units.

Graph 12

Type of vocabulary knowledge in units 1 through 4 and 5 through 8

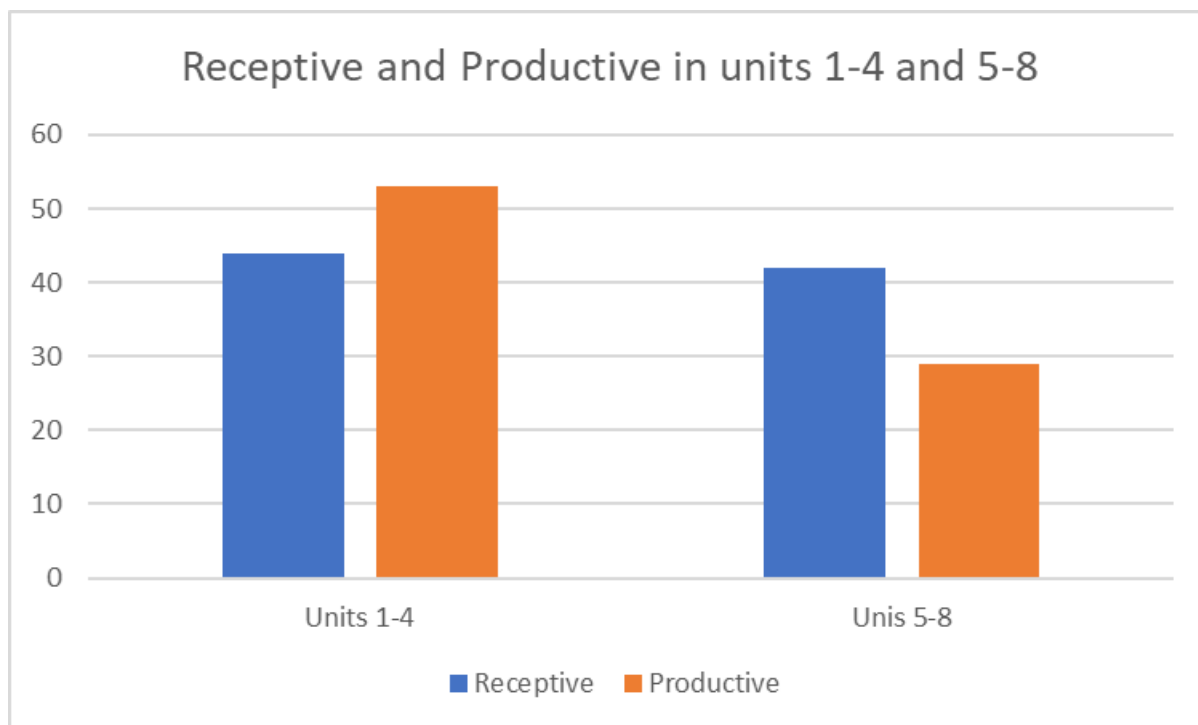


Table 12 displays a comparative analysis of the type of vocabulary knowledge identified from the VLS found within units one to four and units five to eight. In the first group, from units one to four, forty-four VLS were identified that enhanced the acquisition of receptive knowledge, whereas fifty-three VLS that enhanced the acquisition of productive knowledge were discovered. Conversely, the second group, encompassing units five to eight, exhibited a different pattern, with forty-two VLS that enhanced the acquisition of receptive knowledge, and twenty-nine VLS that enhanced the acquisition of productive knowledge.

Graph 12 represents the data shown in table 12. The graph provides a visual comparison between the total number of types of knowledge in units one to four and five to eight. In junior level the instances that enhanced receptive vocabulary knowledge accounted

for 44.36%, whereas it was 54.64% for productive knowledge. In the senior level, the instances that enhanced receptive vocabulary knowledge accounted for 59.15%, whereas productive knowledge accounted for 40.85% of the total. The results shed light on the instances in which receptive and productive vocabulary knowledge is enhanced, and the difference between the authors on the matter. The numbers point out that Author A, who was in charge of the junior level, included a similar number of instances that enhanced receptive vocabulary knowledge compared to Author B. When it comes to productive vocabulary knowledge, Author A included more instances than Author B.

4.3. Discussion of Author's Interview

This section presents the findings of the interview to Author A in relation to what was said about relevance and presence of VLS, vocabulary knowledge, and Mineduc requirements. As previously mentioned in the Methodology section, Author A was interviewed, had backgrounds in EFL, supported by a linguistics degree in a Chilean university and had experience as an educator.

4.3.1. Awareness of the Author in Relation to the Relevance of VLS in the Textbooks

During the interview, Author A did not explicitly refer to any type of VLS and their importance in the elaboration of textbooks. However, this person did have notions of the importance of learning strategies in general terms, as expressed in the following passage: “Es decirle: “Mira, queremos que hables de esto y puedes seguir estas estrategias, pa poder llegar a este... a esto final”. Here, the author refers to strategies as tools to achieve an outcome, but does not specify which kind of strategies, how to use them, or if they should be explicitly taught to students. Hence, a general notion of the relevance of strategies is shown, but nothing specific to VLS. Their notion of strategies is directed to learning in general.

Notwithstanding the fact that Author A did not refer to any type of VLS, this person does mention metacognitive strategies, but as a macro-concept concerning education, as the next section of the interview shows: “Sí. ¿Ustedes ubican las habilidades metacognitivas? Todo tiene que ir desarrollado a través de las habilidades. Yo no puedo pedirle a un niño que haga una operación matemática si no le he enseñado los números”. Here, the author mentions how important it is to develop metacognitive skills when teaching. Nevertheless, this person does not refer specifically to VLS. Later, the interviewed participant provided another example of what the author has said about metacognitive strategies: “Puedes comenzar con esto, puedes comenzar con esto otro, y después el cabro, cuando ya tiene tiene todas... ya cachó. No solamente leyó un ejemplo, sino que además de verdad analizó, vio: “Ah, sí. La primera parte dice que tengo que poner tal cosa.”. In this case, the author refers to an important concept included in metacognitive strategies, which is awareness when approaching a task. However, the author does not approach the concept technically, showing that this might be a notion this person has developed throughout her/his experience as a teacher and textbook creator and not through a systematic process of learning about the subject.

Overall, Author A did not address the relevance of VLS in any way. Only general notions of learning strategies and metacognitive strategies were found in her interview.

4.3.2. Awareness of the Author in Relation to the Presence of VLS in the Textbooks

Author A is not aware of the presence of VLS in the textbook, nor has notions of it. Nonetheless, the author did mention that metacognitive abilities are included in the textbook designed by Author A, as follows:

(...) a lo que me apego super, super, mucho, son... en las habilidades metacognitivas, eso. De tratar de pasar por todos los niveles, eso ahí lo tengo siempre, cosa de no

saltarme tanto porque no se puede pasar por todas en un par de ejercicios, pero sí tratar de ver que no se me escape ninguna en el fondo... dentro del libro. Ojalá estén ocupadas todas y no una vez, si no que varias veces. Eso es un poquito como mi biblia, eso trato de hacer con los textos.

In this quote, Author A states that metacognition has to be included several times throughout the textbook. However, metacognitive abilities are mentioned, again, as a general notion on learning rather than focused on VLS. Author A might be referring to the set of abilities involved in the development of metacognitive skills proposed by Brown (1987) as cited in Noël (1990), as cited in Allueva (2002). Author A's idea of metacognition might refer to a more general set of abilities as the one listed above, which includes a) knowing when one knows; b) knowing what one knows; c) knowing what one needs to know; and d) understanding the usefulness of intervention strategies. This might suggest that the metacognitive skills included in the textbook align with Author A's understanding of metacognition, which does not necessarily align with the definition employed in this research, as it is not focused on vocabulary learning.

In general terms, Author A did not address the presence of VLS in the textbook during the interview.

4.3.3 Awareness of the Author of Productive and Receptive Vocabulary Knowledge

Author A is aware of the concept of productive knowledge, however, Author A does not apply this knowledge into vocabulary, specifically, since her focus seems to be grammar in context, as follows:

Es que tienen que hablar. Da lo mismo si hablan bien o mal en inglés, la idea es que hablen. Que empiecen a conversar, no que se queden en la oración. A mí no me sirve eso, yo quiero que el niño pueda aplicar el presente simple en una discusión, en una

conversación, ya sea en pareja, con todo el curso o en grupos más pequeños, aunque se equivoque.

In this quote, Author A mentions the relevance of productive knowledge in learning, and provides an example of students who are able to use grammatical structures in context.

Likewise, Author A addressed the relevance of progressively teaching students how to produce English, rather than only teaching them the grammar of English, as it is stated in the next passage of the interview:

Así que estas, de verdad, siento yo, que está todo el paso a paso, sale todo, todo, todo para que los cabros puedan hacerlo por sí solos. Que no solamente, además, que el profe esté ahí enseñándoles la gramática, que es lo mucho que... se basan mucho en la gramática. Me encanta la gramática, la adoro, era en lo que mejor me iba, pero aquí no te están pidiendo eso, tu querí que produzcan.

In this case, Author A emphasizes the importance of forming students who are capable enough to develop their productive skills, and criticizes the grammatical focus that some teachers or textbooks have.

In sum, the author shows interest in developing productive skills over receptive skills. Author A did not address the latter during the interview.

4.3.4 Ministry of Education's Requirements

Author A adds that the Ministry of Education's strict guidelines of the public bid had a significant impact on her work as a textbook designer for this particular textbook. The author also mentions that they need to adhere to the Ministry's program, and the author considers that creativity is restricted by it, as follows:

En eso son super restrictivos, lo que dice el programa es lo que se hace, no puedes hacer lo que quieres. Si dice que tiene que poner la palabra “*always*” tienes que ponerla, si dicen que tiene que poner la palabra “*dog*” en este tema, tienes que ponerla, de verdad no hay...es una biblia.

In this quote, the author stated that the requirements of the Ministry of Education are so strict that they control which words are included in the textbook. Nevertheless, this also shows that the Ministry of Education does have policies in terms of vocabulary acquisition to each level. Author A continues to explain the restrictions of the Ministry of Education, and the author mentions that “Pero, claro, ellos hasta eso te dicen. Hasta qué tipo de imágenes tienes que poner. Tienes que poner personas con habilidades disminuidas (sic).”. In this case, the restriction can have influence over the design of the exercises and examples of the textbook. This might resemble the intention of the Ministry to dictate public policy by having a standard.

Author A goes deeper into the topic of format and how the Ministry of Education can influence the display and contents of the textbook, as follows: “Entonces de verdad tienes que manejar todo, y además de eso tienes las bases del ministerio que te dicen: “Esto tiene que tener tanto de margen con tal tipo de letra, tantas palabras”. The guidelines of the Ministry of Education can control even the type of image that is included in the textbook, the font of the letters, the word count, among others. This information sheds light into the influence that the Ministry of Education has on the creation process of textbooks in relation to the presence of VLS. Nonetheless, the author does not seem to notice that some of these format requirements are made to comply with basic principles associated with inclusion discussed in the previous paragraph.

Furthermore, Author A states that in some cases it is possible that the authors do not like the final result of the textbook, but as long as it fulfills the Ministry of Education's requirements, it will be accepted:

No quedó como yo quería, no era el tema, a lo mejor, que yo quería, podría haber sido mejor, ¿Podría haber sido distinto? Sí, pero está cumpliendo con los objetivos que te están... que te propusieron a ti, la gente del ministerio... No sé si te responde eso, pero como una teoría...

In this case, the author acknowledges that the textbook needs improvement in terms of content and design, however, it still met the guidelines set by the Ministry of Education.

Overall, the Ministry of Education sets guidelines that cannot be modified by the author.

4.4. Discussion of Author's Questionnaire

As it was mentioned in the Methodology section, Author B could not participate in the in-person interview. Instead of the interview, Author B completed a questionnaire with similar questions to the ones that Author A answered in the interview. Author B had a background in English as foreign language as an educator and in the field of Applied Linguistics.

4.4.1. Awareness of the Author in Relation to the Relevance of VLS in the Textbooks

Throughout the questionnaire, Author B does not mention VLS explicitly, but does recognize the importance of providing students with tools to enhance their learning process, as it is portrayed in the following passage: "Que se le den bases sólidas a los alumnos para que puedan ir construyendo luego su propio aprendizaje e ir avanzando en los niveles del

pensamiento.” Here, the author has general notions about the bases (strategies) in the learning process; however, the author does not specify any of them.

Overall, the author does recognize the relevance of having solid bases within the learning process in order to achieve the objectives.

4.4.2. Awareness of the Author in Relation to the Presence of VLS in the Textbooks

Author B does not specifically mention VLS in the questionnaire, but the author acknowledges the value of providing students with tools to enhance their learning process:

Bueno, esto también es un requerimiento del Mineduc. La idea es que los jóvenes, a través de las diversas estrategias activen, por ejemplo, sus conocimientos previos, discutan y deduzcan el significado de palabras en contexto, etc. En suma, que aprendan y practiquen diversas técnicas de aprendizaje.

In this quote, after referring to the requirements, the author talks about the notion of students utilizing diverse strategies to activate previous experiences and knowledge in order to connect and engage with peers to discuss and guess the meaning of words in context. Therefore, there is a mention of strategies that can lead to a more effective learning, and as a requirement of the Ministry of Education, which the author sees in a positive light. However, as mentioned before, there was no mention of any specific VLS by the author.

4.4.3. Awareness of the Author of Productive and Receptive Vocabulary Knowledge

Author B does not mention productive and receptive vocabulary knowledge explicitly. However, the author does refer to the inclusion of the four language skills, which are listening, speaking, writing, and reading, as portrayed in the next passage:

Todas las áreas. No podía faltar ninguna. Se incluyeron ejercicios y estrategias tanto en el libro del estudiante que va de la mano y se complementa con el libro de actividades. Lo que no se podía poner en el primero, se ubicaba en el segundo para poder ir completando y estimulando las cuatro áreas (comprensión auditiva, producción oral, producción escrita y comprensión lectora).

In this case, the author highlighted the relevance of the four language learning skills in the textbook. Although Author B did not focus on receptive or productive knowledge, the author suggests the inclusion of exercises to develop these skills. Unfortunately, her remarks do not focus on vocabulary.

4.4.4. Mineduc Requirements

Author B reveals that the work in the textbook has been mostly tailored according to the requirements of the Ministry of Education. The author mentions one section of the textbook as being added by editors as a requirement: “Estos fueron incluidos por los editores como parte de los requerimientos del Mineduc. Pedían que los alumnos realizaran una autoevaluación analítica crítica respecto de su propia experiencia de aprendizaje.” This statement highlights the prevalence of the guidelines to follow in the making of the textbook. In this case, it indicates that the self-evaluation exercises were a requisite imposed by the Ministry of Education and added by the editors later on. This author, unlike author A makes a point to the necessary presence of strategies in the textbook due to the ministry’s guidelines:

Bueno, esto también es un requerimiento del Mineduc. La idea es que los jóvenes, a través de las diversas estrategias activen, por ejemplo, sus conocimientos previos, discutan y deduzcan el significado de palabras en contexto, etc. En suma, que aprendan y practiquen diversas técnicas de aprendizaje.

This segment highlights the importance of following the guidelines of the Ministry of Education for the author, while also mentioning that the notion of strategies in the textbook is a requisite. In the end, the writers adhere to the directives issued by the Ministry of Education to guarantee that the textbooks meet the specifications. The strategies mentioned by the author are attributed to being a requisite.

To summarize the information presented in this section, it is evident from the textbook analysis that consolidation strategies were more prevalent compared to discovery strategies in both junior and senior levels of high school. The section that corresponded to the junior level had more vocabulary learning strategies compared to the senior level. There was a lack of metacognitive strategies in both sections, which correlates with what the authors stated in the interview.

In relation to receptive and productive vocabulary knowledge, the sections of junior and senior level had a similar number of instances that enhanced receptive vocabulary knowledge, but junior level had more instances that enhanced productive vocabulary knowledge.

Regarding the awareness of the authors of the presence and relevance of vocabulary learning strategies, we discovered that there might be a lack of familiarization with VLS and research in the area. Vocabulary learning strategies were not explicitly mentioned in the interview and questionnaire.

5. CONCLUSIONS

In the following section, the conclusions derived from the findings will be presented regarding the presence and types of VLS found in the textbook, the type of vocabulary knowledge these instances enhance, and the awareness of the authors in relation to the

presence and relevance of VLS. Through a comprehensive exploration and analysis, this section synthesizes the key discoveries from the results section, the limitations encountered during our research, and outlines recommendations for future studies.

5.1. Presence and Types of Vocabulary Learning Strategies (VLS) in the Ministry of Education Textbook

In relation to the presence and types of VLS that could be identified in the textbook, there were no VLS strategies explicitly mentioned or taught to students. This is contrary to what the literature mentions in the area, as one of the key features of VLS is that they need to be deliberately taught and learned (Nation, 2001; Oxford, 2017; Schmitt, 2017).

As mentioned in our methodology section, in order to continue this study, the different exercises presented in the book were analyzed considering that they could model certain strategies or focus on vocabulary teaching and learning (Bergstrom, 2023). These exercises were analyzed from the perspective of vocabulary learning strategies. Similarly, there were some exercises that did not explicitly teach vocabulary, even though, as Chacón-Beltrán et al. (2010) states, explicit vocabulary instruction is beneficial for students.

The types of VLS that were identified in the textbook were Discovery and Consolidation. Consolidation strategies were more prevalent throughout the text compared to discovery strategies. To be precise, there are ten discovery strategies and twenty-two types of consolidation strategies in the taxonomy, alongside seven metacognitive strategies. In this analysis, there were not any kind of metacognitive strategies whatsoever, but the big difference between the occurrence of discovery and consolidation strategies could be explained over the fact that the taxonomy used included more consolidation strategies.

The lack of metacognitive strategies does not adhere to what has been stated in the literature in relation to the relevance of the presence of metacognitive strategies. Even though the literature highlights the importance of metacognitive strategies (Oxford, 2017) since they provide resources to learners in order to be aware and independent throughout their L2 acquisition process (Goundar, 2019), they were not included in the textbook. The lack of metacognitive strategies deters students from, for example, actively seeking for resources and opportunities for L2 learning (Oxford, 2017). Hence, a discrepancy between our findings and the literature review sheds light upon an issue in the textbook creation process. In general, the variety of the specific kind of discovery and consolidation of VLS was limited, which showed a lack of knowledge and awareness of the vocabulary learning process. This is not precisely in accordance with the literature, in which a broad spectrum of strategies should be taught to students, so they can choose the most suitable for them (Nation, 2001; Oxford, 2017). If students are not given the right choices of VLS, they will not be able to choose the most suitable for them, thus hindering vocabulary learning (Oxford, 2017). Accordingly, learners should be exposed to varied strategies, as every individual might have more affinity with a specific strategy (Goundar, 2019; Schmitt, 2010).

The authors, as mentioned in the results section, believe that the learning process should occur in context. Following this line, one of the most repeated VLS was ‘Guess meaning through textual context’. However, it was not possible to link this choice to a deliberate decision made by the authors in accordance with their theoretical stance because they never showed awareness of the presence and relevance of VLS. Schmitt (2019) and Nation (2007, as cited in González-Fernandez & Schmitt, 2017) have suggested that students should practice vocabulary in meaningful and varied contexts, in order to achieve sufficient competence. In this case, what the authors did in terms of giving importance to context is a good first approach to the task, although not deliberately.

Noteworthy among our discoveries is that, even though one of the authors shows to have a notion about metacognition, Author A only referred to metacognitive skills at a macro level. There exists a diverse range of interpretations about metacognition, leading to a lack of clarity in its definition. This could be seen in the examples Author A provided when explaining what metacognitive abilities were according to their understanding, as previously mentioned in the results section:

(...) a lo que me apego super, super, mucho, son... en las habilidades metacognitivas, eso. De tratar de pasar por todos los niveles, eso ahí lo tengo siempre, cosa de no saltarme tanto porque no se puede pasar por todas en un par de ejercicios, pero sí tratar de ver que no se me escape ninguna en el fondo... dentro del libro. Ojalá estén ocupadas todas y no una vez, si no que varias veces. Eso es un poquito como mi biblia, eso trato de hacer con los textos.

This shows that textbook authors might not be theoretically updated in the area of VLS. It is important to underscore the significance of this finding, since teachers and textbook creators have a shared responsibility in managing the VLS students can have access to (Murray, 2019).

The central findings of this section can be summarized as follows: There was a lack of VLS present in the textbook and upon examining the exercises there is a prevalence of consolidation strategies over discovery strategies. Most importantly, the results show the absence of metacognitive strategies in the entirety of the textbook even though they are highly relevant. These results are aligned with the information provided by the authors which suggests that they are not conscious about the existence of vocabulary learning strategies.

5.2. Focus of VLS on Productive and Receptive Vocabulary Knowledge

This section will delve into the type of vocabulary knowledge which was enhanced by the type of VLS found in the textbook.

As previously indicated, Author A assumed responsibility for creating units 1 to 4, and Author B developed units 5 to 8. Our results indicated that Author A incorporated more VLS that enhanced productive vocabulary knowledge compared to Author B. Additionally, during the interview, Author A explicitly mentioned the relevance of productive competence whereas Author B did not, this could be associated with the disparities found in the VLS that enhanced productive knowledge between both groups. This means that these discrepancies in emphasis and integration of VLS between both authors could explain the observed differences in the instances intended to enhance productive knowledge within their respective units.

On the one hand, the observed patterns showed that authors A and B included a similar amount of VLS that enhanced receptive vocabulary knowledge. Specifically, the units corresponding to junior level of high school contained forty-four out of a total of ninety-seven VLS that enhanced receptive mastery and the units corresponding to senior level of high school had forty-two out of a total of seventy-one VLS that enhanced receptive vocabulary knowledge. The difference was minimal in this case.

On the other hand, Author A included almost twice the amount of VLS that enhanced productive vocabulary knowledge compared to Author B. Specifically, the units corresponding to junior level of high school contained fifty-three VLS that enhanced productive vocabulary knowledge, whereas the units that corresponded to the senior level of high school had twenty-nine VLS that enhanced productive knowledge. This can be attributed to the fact that Author A also included more VLS in general. The integration of

findings concerning both junior and senior levels of high school showed that productive and receptive vocabulary knowledge were equally addressed, although productive mastery is considered to be more advanced since learners progress from receptive mastery to productive mastery. Similarly, receptive mastery is aided by contextual elements, whereas productive mastery is mostly independent (Schmitt, 2019). Therefore, it is possible to say that productive mastery needs to be practiced in more depth (Schmitt, 2019). The findings from the textbook analysis can be related to what Author A stated, as one of the main goals, according to what was said in the interview, was to motivate students to acquire productive mastery. In this sense, we could argue that there is a will to push students to acquire productive knowledge (González-Fernández & Schmitt, 2017).

In conclusion, Author A included more instances that enhanced productive vocabulary knowledge, whereas Author B included more instances that enhanced receptive vocabulary knowledge. Author A mentioned in the interview that productive abilities were important, and that could be a possible explanation for the results. The literature indicates that productive mastery is more complex than receptive mastery, and students should be pushed to develop it (González-Fernández & Schmitt, 2017). Our results showed that they were equally addressed, therefore, productive mastery was not a focus in the textbook.

5.3. Awareness of Textbook Authors Regarding VLS

Several topics emerged from the analysis of the perspectives on VLS presented by the participants. They are metacognitive awareness, educational approach discrepancies, alignment with educational requirements, and the authors' lack of explicit mention of VLS in regard to the presence and relevance of VLS.

Overall, Author A and Author B are not aware of the relevance of VLS. The findings regarding Author A and Author B limited awareness of VLS stand in contrast to the

assertions within the existing literature. According to Murray, textbook authors and teachers share accountability for enhancing VLS on learners. Similarly, Goundar (2019) underscores the shared responsibility of textbook authors and educators in enhancing VLS to benefit not only to researchers and teachers but also learners.

A detailed analysis of the interview and questionnaire, revealed that although Author A mentioned metacognitive abilities, Author A is not aware of the presence of VLS. The examples provided by Author A referred to metacognition at surface level and, apparently, the concept is not clear to the author. Authors' awareness of metacognitive processes in vocabulary learning is key to the SLA process, since it enhances language learning and performance (Oxford, 2017). In this case, the lack of awareness can imply that the authors might not be theoretically up-to-date in the area of vocabulary acquisition and, precisely, VLS. The notions of metacognition that the author mentioned in the interview can be associated with an aim to learning in general as a step-by-step process which involves conscious analysis by students, but not to acquire metacognitive VLS.

As previously stated, upon examining the corresponding interview and questionnaire regarding Author A and Author B, the former does not specifically acknowledge the importance of VLS in textbook creation. Instead, Author A vaguely references strategies as means to achieve specific learning goals without specifying VLS or their explicit teaching to students.

Furthermore, Oxford's (2017) idea that cognition is distributed, that is, emphasizing its social nature, involving individuals, peers, and tools collectively participating and collaborating in cognitive processes, contradicts with the perspective given by Author A in the interview:

El profe monitorea. Esa es la palabra que se ocupaba, que era solamente un monitor, no era alguien que entregaba contenido, que enseñaba. No. Era solamente un monitor que se encargaba de decir: “Ojo, aquí está mal”, pero no te decía qué está mal, ni por qué está mal, ni cómo solucionarlo, y a mí eso no me gusta (Risas.) No.

In this extract, the interviewee illustrates a teaching approach where the educator has a passive role, merely identifying errors without actively guiding or instructing students. Conversely, Author A described a teaching approach where the educator assumes a passive role as a mere monitor, lacking the interactive and participatory elements highlighted by distributed cognition. In other words, it is arguable that Author A is not familiarized with the role of the teacher as a facilitator of their students’ learning process, or that it has been misinterpreted.

Contrastingly, Author B did not explicitly refer to VLS, yet acknowledged the significance of providing tools or strategies to students within the learning process. There cannot be any major implication related to VLS based on this statement, since it is broad and imprecise and does not follow the definitions of what VLS are (Gu & Johnson, 1996; Schmitt, 1997). However, we argue that the author presents general notions of the importance of having learning strategies in the L2 acquisition process, mainly because the author might be an experienced L2 learner and can relate that experience to the textbook creation process. Because of the nature of the instrument used to gather this data, it was not possible to ask her to elaborate on that answer and see if Author B presented more precise notions of learning strategies and VLS. This issue will be addressed in the limitations section in depth.

Thus, it is possible to answer Schmitt’s suggestion (2019) about including the opinion of textbook authors on the matter. In this case, the authors were not aware of the presence and

importance of VLS in the elaboration of textbooks. Given this fact, we could not report much information about their opinion in regard to the presence and relevance of VLS because the authors never mentioned them throughout the interview and questionnaire.

5.5. Implications

This study begins to shed light into the local field of textbook creation in the specific area of vocabulary learning strategies. It also shows that the experts who create the Ministry's bids for textbooks should be aware of these crucial aspects of vocabulary learning in order to ask for them in these instances. More precisely, there were many lost opportunities in which vocabulary learning strategies could have been taught to students, for example, in the Key Words section. As previously mentioned in the methodology section, this exercise did not include any instruction.

5.6. Limitations and Emerging Problems

Our research encountered limitations, these limitations were in the form of the unavailability of the teacher's textbook, which was not analyzed in this research. We were also unable to conduct an interview with Author B to inquire about specific questions that could have been answered if we had had the opportunity to interview the Author. In order to overcome this issue, a questionnaire was applied. Specific types of VLS which we could not find a definition for in the literature also made a constraint in our study, as we could not elaborate on them due to the unavailability of their definitions. These strategies, which were present in the taxonomy but we could not find a definition for them, were "Use glossary" for discovery strategies, "Focus on word meaning", "Use configuration", and "Name things mentally as you see them" for the consolidation strategies. Additionally, "Awareness-raising activities" for the metacognitive strategies was not located in the available literature as well.

The textbook did not have sections, exercises or specifications that were explicitly about vocabulary, the absence of these sections may have influenced the precision of our examination.

The absence of the teacher's textbook restricted our research and ability to delve deeper into the possibility of strategies and materials employed by educators, as these types of textbooks often contain valuable insights into lesson planning and pedagogical approaches, which may have contained material that could have been useful for our research. The lack of this material restricted our understanding of the broader context in which vocabulary learning strategies could have been implemented, potentially limiting the depth of our insights.

A constraint in our study results in the unavailability of Author B to conduct an interview. This interaction could have provided the opportunity to further examine the material and insights that may have improved our understanding of VLS and knowledge of textbook production. Nonetheless, the questionnaire did provide our research with valuable data that supported our study.

We also encountered the inability to locate comprehensive definitions for some of the specific VLS in the literature, which we listed above. This might have implications for the precision, validity or completeness of our interpretation and analysis. This limitation might point to further research or development of a shared framework for defining and categorizing VLS to improve the validity and reliability of future studies.

Moreover, the textbook did not have dedicated sections or exercises that explicitly focused on vocabulary acquisition, nor VLS. The lack of explicit teaching in this content may have contributed to the exploratory nature of the study, which deserves to be replicated with other materials with explicit VLS or vocabulary instruction.

Furthermore, we encountered difficulties during the course of our research, one of these challenges was the inability to establish contact with the publisher of the textbook that we analyzed and researched. Despite some efforts to seek additional information and clarification, this problem of direct communication with the publisher restricted our ability to obtain valuable background information momentarily. Nevertheless, this lack of information was somewhat compensated by the comments provided by the authors of the textbook.

An emerging issue was the consistent reference to guidelines given from the Ministry of Education by the authors of the textbook. This could raise a pertinent consideration in regard to the potential influence of external educational policies on the content and structure of instructional materials. The frequent mention of these guidelines by the authors might correlate with the lack of freedom both authors mentioned when it comes to creativity in textbooks, but most importantly it might point to a connection between the absence of explicit VLS in the textbook and standardized educational guidelines. This problem requires further discussion into the connection between institutional guidelines that were not part of this study from the curricula and the format and design of instructional material.

In addition to these challenges, we identified an obstacle in our research which pertains to the authors of the textbook, who did actually refer to the importance and implications of learning strategies, however, their responses did not correlate to our definition of VLS. The authors did have a notion of learning strategies, pointing to metacognition which they defined at surface level, but not as a VLS, but as a notion related to learning. This might point to the authors not being academically updated on the notion of VLS, as it is a notion that did not come to fruition until the late 90s. The limitation arises from the possibility that the authors may not have incorporated the theories and findings that have been published in the field of vocabulary acquisition. This gap in academic updating raises questions about the relevance of the strategies and exercises in the textbooks.

The lack of acknowledgement of both classic and recent literature may affect the effectiveness and proficiency of VLS, potentially overlooking modern methods or insights that have emerged in the field. This limitation prompts critical research of the instructional content in relation to the advancements made in the last 25 years.

5.6. Suggestions for Future Research

The limitations encountered in this study lead the path for further research in relation to the presence of VLS in different textbooks, teacher's awareness of VLS and how the vocabulary objectives from the Ministry of Education are being covered in textbooks. In this matter, we suggest analyzing and comparing the inclusion of VLS in textbooks from the Ministry of Education and some textbooks used in private schools to observe the differences or similarities that might appear.

Moreover, future investigations could employ the use of the teacher's textbooks to analyze the presence of VLS and what type of information or instruction they received in relation to VLS if there is any. Researching about the teachers' awareness in relation to VLS would also be beneficial to have an insight into what students are learning in relation to strategies besides what appears in the textbook, since what we found on the textbook was not enough for them to learn the three types of VLS. Lastly, further research could be done to study how textbooks are covering the objectives of the Ministry of Education in relation to vocabulary, and how textbook's authors use vocabulary exercises to achieve said objectives.

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7. APPENDICES

7.1. Appendix A. Informed Consent Form

Santiago, fecha: _____

CARTA DE CONSENTIMIENTO INFORMADO

Un grupo de alumnos de seminario de grado de último año de la carrera de Licenciatura en Lingüística y Literatura Inglesas de la Universidad de Chile le invita a participar en una investigación para su proyecto final de tesis.

El objetivo de esta carta es ayudarle a tomar la decisión de participar informando los propósitos, procedimientos, derechos, y contactos de la investigación.

Objetivos de la investigación

El propósito de esta investigación es conocer en mayor profundidad el proceso de creación de libros y diferentes ejercicios en los libros utilizados en enseñanza media en la actualidad. Para tal efecto, es fundamental entrevistar a profesoras considerando su importante rol en la elaboración del material por analizar.

Procedimientos

Su participación es plenamente voluntaria y consiste en dar una entrevista de 30-60 minutos, respondiendo preguntas que buscan recoger su experiencia y percepciones sobre la elaboración de material de uso pedagógico. Las entrevistas serán grabadas únicamente en audio y formarán parte del análisis de la investigación.

Confidencialidad

Su participación en esta investigación es completamente anónima, En ningún momento serán revelados sus datos personales ni su identidad como participante. Los resultados que surjan a raíz de esta investigación podrían ser usados para posibles publicaciones, congresos y otras instancias académicas o de difusión. La entrevista será utilizada exclusivamente para esta investigación y no para ningún otro propósito.

Derechos

Su participación en esta investigación es voluntaria y no será remunerada. Usted no tiene la obligación de responder ninguna pregunta con la que no se sienta completamente cómodo/a. Asimismo, usted tiene la libertad de terminar su participación en cualquier momento, sin deber dar explicaciones ni recibir sanción alguna. Usted podrá conocer los resultados de la investigación cuando estén disponibles.

Investigador responsable y contactos

Este proyecto de tesis está dirigido por la profesora guía Rosa Bahamondes Rivera, académica del Departamento de Lingüística de la Facultad de Filosofía y Humanidades de la Universidad de Chile. En caso de tener alguna duda o consulta, usted puede ponerse en contacto con la profesora a través de su correo electrónico, rbahamon@u.uchile.cl, o con cualquiera de los integrantes del presente seminario de grado, detallados a continuación.

Melany Tyare Argandoña Díaz
Javier Felipe Bustamante Marín
Yanira Paz Caico Albornoz
Javiera Andrea del Pilar Cornejo Andrades
Benjamín Nicolás Che Piñeiro
Sasha Valentina Peñaloza Escudero

Si usted ha leído esta carta y está dispuesta a participar, por favor escriba su nombre y firme abajo. Una vez firmado, se le hará entrega de una copia de este documento.

Nombre y firma participante

Nombre y firma investigador responsable

7.4. Appendix B. Definition of Strategies

Analyze part of speech: Learners recognize the part of speech of a new word, which helps in the guessing process. They also obtain hints about meaning from its root or affixes, although not always effectively (Schmitt, 1997).

Analyze affixes and roots: Learners can recognize the new affixes and roots of a word, which helps in the guessing process (Schmitt, 1997).

Analyze Pictures: New words can be acquired through the study of them through pictorial representation of their meaning instead of definitions (Schmitt, 1997).

Guess meaning from textual context: Guessing an unknown word's meaning from context most commonly refers to inferring a word's meaning from the surrounding words in a written text (Schmitt, 1997).

Use dictionary (monolingual): Finding the meaning of a word is done through reference materials, primarily monolingual dictionaries, which have extensive information about the target word (Schmitt, 1997).

Use dictionary (bilingual): Finding a word's meaning is through reference materials, primarily bilingual dictionaries, which have the characteristic of possessing the word in two languages, with the downside of not having an extensive definition of the word (Schmitt, 1997).

Use glossary: Not found in the revision of literature.

Guess meaning from spoken context: If the discourse is spoken, gestures or intonation can give clues to a word's meaning (Schmitt, 1997).

Discover new meaning through group activity: Learners can be introduced to new words and discover their meanings through group work (Schmitt, 1997).

Ask classmates for meaning: A way to discover the meaning of a new word employs the social strategy of asking a peer who knows. Classmates or friends can be asked for meaning in all of the above ways (Schmitt, 1997).

Study and practice meaning in groups: In addition to the initial word discovery, group work facilitates vocabulary learning and practice through active processing, cross modeling, and social motivation. It also prepares students for team activities outside the classroom and allows for more student-driven language use with reduced instructor intervention (Schmitt, 1997).

Study words with pictorial representation of their meaning: Instead of relying on definitions, new words can be acquired by associating them with visual representations, such as pictures illustrating their meanings. Alternatively, learners have the option to generate their own mental imagery to understand the meaning of a word (Schmitt, 1997).

Connect words to personal experience: New words can be linked to a highly memorable personal experience related to the underlying concept. For instance, a learner might mentally connect the word 'snow' to a vivid childhood memory of playing in the snow (Schmitt, 1997).

Associate the word with its collocates: If multiple words look the same, I employ different details such as part of speech, pronunciation, style, collocation, meaning, etc. To narrow them down by elimination. (Gu & Johnson, 1996).

Use semantic categories/ semantic features grid: These sense relationships such as hyponymy and meronymy can be depicted using semantic maps, a common tool to help consolidate vocabulary (Oxford, 1990, as cited in Schmitt, 1997).

Connect the word to its synonyms and antonyms: In a similar way, students can connect new words to those they already know in their L2. This often includes some type of sense relationship, like coordination (e.g., apple with other fruits like pears, cherries, or peaches), synonymy (e.g., irritated with annoyed), or antonymy (e.g., dead with alive). (Schmitt, 1997).

Focus on word form: A different mnemonic strategy entails focusing on the orthographical or phonological aspects of the target word to aid in remembering it. This can involve an explicit study of a word's spelling or pronunciation (Schmitt, 1997).

Focus on word meaning: Not found in the revision of literature.

Paraphrase word meaning: Paraphrasing can serve as a method to teach the meanings of new words (Scholfield, 1980, as cited in Schmitt, 1997). Additionally, it can be employed as a strategy to make up for a restricted range of productive vocabulary, particularly when a word is momentarily hard to retrieve (Baxter, 1980, as cited in Schmitt, 1997).

Learn the words of an idiom/set phrase together: A portion of the vocabulary individuals are familiar with is initially acquired in the form of multiword 'chunks,' frequently as phrases, idioms, or proverbs, which are subsequently analyzed into the component words (Nattinger and DeCarrico, 1992, as cited in Schmitt, 1997; Peters, 1983, as cited in Schmitt, 1997). One method of expanding one's vocabulary is to analyze and acquire the individual words within

these chunks and then employ the entire chunk (if clear enough) as a mnemonic aid for recalling the meanings of the individual words (Schmitt, 1997).

Study the spelling/Sound of words: Another mnemonic strategy entails paying attention to the orthographical or phonological form of the target word in order to facilitate remembering it. This can involve an explicit study of a word's spelling or pronunciation (Schmitt, 1997).

Focus on affixes and parts of speech: In the same way that analyzing the structure of words can assist in understanding their meanings, studying a word's affixes, root, and word class can be beneficial for consolidating its meaning (Schmitt, 1997).

Use silent repetition: Written and verbal repetition, the act of frequently writing or uttering a word multiple times, are common strategies in various regions around the world (Schmitt, 1997).

Use word lists from coursebook: Students have the option to use any dedicated vocabulary sections in their textbooks as a resource for studying target words (Schmitt, 1997).

Keep vocabulary notebook: Taking notes in class, according to Schmitt (1997) invites learners to structure their process of vocabulary learning as they prefer. This strategy stimulates progressive learning and rehearsal of different types of vocabulary (Schmitt, 1997).

Use IPA: This can be a useful strategy if there are homographic elements that are taught in the lesson (Gu & Johnson, 1996).

Use configuration: Not found in the revision of literature.

Continue to study words over time: Regular and structured review of the previously studied contents and new words that have been learned (Gu & Johnson, 1996).

Complete sentence with new word: In this case, there are two options considered in the analysis. First, to create a sentence in the target language with the newly acquired word (Gu & Johnson, 1996) or to fill up a space with the new word.

Use newly acquired words mentally in imaginary situations: This strategy is self-explanatory, as it means that the students use new words mentally in imaginary situations (Gu & Johnson, 1996), for example, hypothetical cases.

Name things mentally as you see them: definition not found in the review of literature.

Awareness-raising activities: definition not found in the review of literature.

Test oneself with word tests: This strategy is one of the most important ones, since it gives the opportunity for students to put into test the effectiveness of the strategies they have been using to learn vocabulary (Schmitt, 1997). It gives positive reinforcement if the test's results are good, and a signal to switch strategies if not (Schmitt, 1997).

Skip over unknown words: L2 learners need to be conscious that it is impossible for them to learn all the words of a language, so they need to put their efforts in learning the most useful ones (Schmitt, 1997). This strategy consists in knowing when to skip a word, especially low frequency words (Schmitt, 1997). Learners need to be able to ask themselves if the word is technically necessary in their field, if it contains morphosyntactic elements that can help them boost their learning, and if it will be repeated at least twice in the text (Schmitt, 1997).

Planned review (distributed practice): This strategy consists in learners reviewing material in an organized, planned way. The reviews should happen five minutes before the class, a day after, a week after, a month after, and finally six months after (Schmitt, 1997).

Planned exposure to L2: It is important to maximize exposure to L2, for example, by means of newspapers, magazines, and movies (Schmitt, 1997). We argue that in order to be considered a metacognitive strategy, the purpose of the exposure should be to learn vocabulary, thus, have a conscious approach to the task.

Interact with others in L2: As Schmitt (1997) states, this can be considered a metacognitive strategy if it is used as a way to control and assess one's language skills.

Monitoring learning: This strategy provides the ability to check one's success or failure in learning vocabulary (Schmitt, 1997) and set new goals for the future.

**Appendices C and D are available upon request with the instructor of this research:
rbahamon@u.uchile.cl**