

MASTERARBEIT | MASTER'S THESIS

Titel | Title

An investigation of the integration of vocabulary learning strategies in Austrian ELT schoolbooks for the first grade AHS

verfasst von | submitted by

Vanessa Désirée Fornezzi BEd

angestrebter akademischer Grad | in partial fulfilment of the requirements for the degree of
Master of Education (MEd)

Wien | Vienna, 2024

Studienkennzahl lt. Studienblatt | Degree programme code as it appears on the student record sheet:

UA 199 502 507 02

Studienrichtung lt. Studienblatt | Degree programme as it appears on the student record sheet:

Masterstudium Lehramt Sek (AB) Unterrichtsfach
Biologie und Umweltbildung Unterrichtsfach
Englisch

Betreut von | Supervisor:

Univ.-Prof. Mag. Dr. Christiane Dalton-Puffer

Abstract

This thesis investigates the inclusion of vocabulary learning strategies (VLS) in four sets of first grade AHS coursebooks published at different points in time: *English to Go 1* (2004), *Red Line 1* (2008), *More! 1* (2023), and *Cambridge Global English 1* (2023). The analysis produced a VLS inventory comprising 38 individual VLS as well as an activity type inventory encompassing 19 different types of coursebook elements. An overall large variety of VLS and types of inclusion were identified across the four coursebook pairs. It was found that the category of Memory strategies dominates across all series, followed by Determination- and Cognitive strategies, while Metacognitive- and Social strategies are only sparsely represented. As a large variety of individual VLS could be found, a categorisation into high-, medium-, and low-frequency strategies was made. The most frequently encountered VLS were found to be *Study word with a pictorial representation of its meaning*, followed by *Use the new word in a sentence*, *Use a Dictionary*, and *Sing songs and repeat poems*. While most VLS were included implicitly within various coursebook elements, two series, *English to Go 1* and *Red Line 1*, also introduced VLS explicitly. Although general trends could be found throughout all series, each series also showed a unique emphasis on certain VLS or activity types. A comparison between the two older generation coursebooks (*English to Go 1* and *Red Line 1*) and the newer generation coursebooks (*More! 1* and *Cambridge Global English 1*) showed that the older coursebooks include an overall greater variety of individual VLS and introduce several VLS explicitly, while the newer books incorporate VLS exclusively implicitly. Overall, the results indicate that while coursebooks incorporate various VLS, there are strategies that are clearly emphasised, with newer generation coursebooks showing a trend towards implicit integration and less variety compared to older series.

German Abstract

Diese Arbeit untersucht die Inklusion von Vokabellernstrategien (VLS) in vier Paaren von AHS-Lehrbüchern für den Englischunterricht der ersten Klasse, welche zu unterschiedlichen Zeitpunkten veröffentlicht wurden: *English to Go 1* (2004), *Red Line 1* (2008), *More! 1* (2023) und *Cambridge Global English 1* (2023). Im Rahmen der Analyse wurde ein VLS-Inventar mit 38 verschiedenen VLS sowie ein Aktivitätstypeninventar mit 19 verschiedenen Arten von Lehrbuchelementen erstellt. Insgesamt wurde in den vier Lehrbuchpaaren eine große Vielfalt an VLS und Arten derer Einbindung in verschiedene Schulbuchelemente festgestellt. Es zeigte sich, dass die Kategorie der *Gedächtnisstrategien* (*Memory strategies*) in allen der vier Serien dominiert, gefolgt von *Bestimmungs-* (*Determination-*) und *kognitiven Strategien* (*Cognitive strategies*), während *Metakognitive-* (*Metacognitive-*) und *soziale Strategien* (*Social strategies*) nur spärlich vertreten sind. Da eine große Vielfalt einzelner VLS gefunden werden konnte, wurde eine Kategorisierung in Strategien mit hoher, mittlerer und niedriger Häufigkeit vorgenommen. Die am häufigsten vorkommenden VLS waren „*Study word with a pictorial representation of its meaning*“, gefolgt von „*Use the new word in a sentence*“, „*Use a dictionary*“ und „*Sing songs and repeat poems*“. Während die meisten VLS implizit in verschiedenen Lehrbuchelementen enthalten waren, stellten zwei Serien, *English to Go 1* und *Red Line 1*, VLS auch explizit vor. Obwohl in allen Serien allgemeine Trends erkennbar waren, legte jede Serie auch einen einzigartigen Schwerpunkt auf bestimmte VLS oder Aktivitätstypen. Ein Vergleich zwischen den beiden Lehrbüchern der älteren Generation (*English to Go 1* und *Red Line 1*) und den Lehrbüchern der neueren Generation (*More! 1* und *Cambridge Global English 1*) zeigte, dass die älteren Lehrbücher insgesamt eine größere Vielfalt an VLS enthalten und mehrere VLS explizit vorstellen, während die neueren Bücher VLS ausschließlich implizit einbinden. Insgesamt deuten die Ergebnisse darauf hin, dass die Lehrbücher zwar verschiedene VLS integrieren, es aber Strategien gibt, die klar betont werden, wobei die Lehrbücher der neueren Generation im Vergleich zu den älteren Serien einen Trend zur impliziten Integration und weniger Vielfalt hinsichtlich VLS aufweisen.

List of abbreviations

ELT	English language teaching
EFL	English as a foreign language
ESL	English as a second language
L1	First language
L2	Second language
LS	Learning strategy / Learning strategies
LLS	Language learning strategy / Language learning strategies
VLS	Vocabulary learning strategy / Vocabulary learning strategies
SI	Strategy instruction
LLSI	Language learning strategy instruction
VLSI	Vocabulary learning strategy instruction
RL	Red Line 1
ETG	English to go 1
CGE	Cambridge global English 1
More	More! 1

Table of contents

1. Introduction.....	1
1.1 Aim of the study.....	2
1.2 Organisation of the thesis	2
2. Vocabulary in English language teaching.....	3
2.1 How can vocabulary knowledge be defined?	5
2.2 How is vocabulary knowledge acquired?	7
2.2.2 Memorisation	9
2.2.3 Learning burden & Individual learner differences	11
2.3 How can vocabulary learning be facilitated in ELT?	12
3. Language learning strategies.....	16
3.1 Defining (language) learning strategies	16
3.2 Benefits of learning strategies.....	18
3.3 LLS & VLS classification	20
3.3.1 VLS classification	22
3.3.2 Prominent VLS.....	26
3.4 Learning strategy instruction.....	28
3.4.1 Methods of LLS instruction	29
3.4.2 Coursebooks as material for strategy instruction	31
3.5 Previous investigations of coursebooks	32
4. Methodology	35
4.1 Description of the study	35
4.2 Coursebooks.....	36
4.2.1 Red Line 1	37
4.2.2 English to Go 1.....	37
4.2.3. More! 1	38
4.2.4 Cambridge global English 1	38
4.3 The analysis.....	39
4.3.1 VLS inventory	39
4.3.2 Activity types inventory	42
4.4 Process of analysis	43
4.4.1 Limitations	44
5. Results.....	45
5.1 Overview of results.....	46
5.2 Individual books	52
5.2.1 Red line 1	52
5.2.2 English to go 1.....	54
5.2.3 More! 1	56
5.2.4 Cambridge global English 1	57
6. Discussion.....	60
6.1 Holistic results.....	61
6.1.1 VLS categories	61
6.1.2 Individual VLS	64

6.1.3 Incorporation of VLS	68
6.2 Individual results	70
6.2.1 Red line 1	70
6.2.2 English to Go 1	72
6.2.3 More! 1	73
6.2.4 Cambridge Global English 1	74
6.3 Comparison	75
6.3.1 Comparison with previous studies	77
7. Conclusion	78
7.1 Summary	78
7.2 Implications for the classroom	80
7.3 Future investigations	81
7.4 Limitations	81
8. Bibliography	83

List of tables / figures

TABLE 1. A RANGE OF ACTIVITIES FOR VOCABULARY LEARNING (NATION 2022: 134)	13
TABLE 2. SCHMITT'S VLS TAXONOMY (SCHMITT 1997:207-208).....	23
TABLE 3. THE STEPS OF THE CALLA PROCEDURE (CHAMOT & HARRIS 2019: xxvi)	29
TABLE 4. OVERVIEW OF ANALYSED BOOK SERIES.....	36
TABLE 5. VLS INVENTORY OF THIS STUDY	41
TABLE 6. ACTIVITY TYPE INVENTORY.....	42
TABLE 7. OVERVIEW OF RESULTS FOR STRATEGY CATEGORIES	46
TABLE 8. OVERVIEW OF RESULTS FOR ALL IMPLICITLY INTEGRATED VLS	47
TABLE 9. OVERVIEW OF RESULTS FOR ALL EXPLICITLY INTEGRATED VLS.....	49
TABLE 10. SCHMITT'S (1997) STRATEGIES NOT INCLUDED IN THIS STUDY'S INVENTORY	50
TABLE 11. OVERVIEW OF ALL ACTIVITY TYPES FOR ALL SERIES	51
TABLE 12. SUMMARISED RESULTS FOR EACH BOOK SERIES INDIVIDUALLY	51
TABLE 13. IMPLICIT VLS IN THE RED LINE 1 SERIES	52
TABLE 14. ACTIVITY TYPES IN THE RED LINE 1 SERIES.....	53
TABLE 15. IMPLICIT VLS IN THE ENGLISH TO GO 1 SERIES	54
TABLE 16. ACTIVITY TYPES IN THE ENGLISH TO GO 1 SERIES	55
TABLE 17. IMPLICIT VLS IN THE MORE! 1 SERIES.....	56
TABLE 18. ACTIVITY TYPES IN THE MORE! 1 SERIES.....	57
TABLE 19. IMPLICIT VLS IN THE CAMBRIDGE GLOBAL ENGLISH 1 SERIES	58
TABLE 20. ACTIVITY TYPES IN THE CAMBRIDGE GLOBAL ENGLISH 1 SERIES.....	59

FIGURE 1. ASPECTS OF WORD KNOWLEDGE (NATION 2022:54).....	7
FIGURE 2. NATION'S TAXONOMY OF VLS (NATION 2022: 319).....	25

1. Introduction

Surely, most people know the proverb, "Give a man a fish, and you feed him for a day; teach a man to fish, and you feed him for a lifetime ". This saying encapsulates the idea that if you teach someone how to achieve something themselves, you facilitate their journey to becoming autonomous in this particular skill, ultimately providing better assistance than a preset solution. This mindset aptly depicts the aim of teaching learning strategies (LS) to ESL students.

With strategy instruction (SI) as a curricular goal, teachers do not only teach the language content as such but help learners understand 'how to learn', ultimately fostering strategic, life-long learners (Grenfell & Harris 2017: 3). The Austrian curriculum for secondary education designates the instruction of language learning strategies (LLS) as a crucial objective in the language classroom. Stating that foreign language teaching has, besides teaching language fundamentals, the objective to teach as well as train students in learning strategies and learning techniques, the ultimate goal is to further self-reliant language acquisition and enable independent and lifelong language learning (Bundesministerium für Bildung 2023: 55).

Teachers are the agents responsible for enacting the planned curriculum; however, "research on [their] involvement in language learning strategy instruction is extremely limited" (Goh 2019: 271). Goh (2019) speculates that many teachers shy away from language learning strategy instruction (LLSI) as they may "lack a clear understanding of how LLSI might be practically integrated into their classroom teaching" (Goh 2019: 271). Additionally, educators must have access to resources and materials that support this form of teaching. However, although there is an increase in language teaching materials that include elements of strategy instruction or awareness-raising activities, the lack of suitable material remains an issue in language learning strategy instruction (LLSI) (Goh 2019: 267-268).

Nevertheless, some approaches can aid teachers in SI. Psaltou-Joycey (2019) suggests that coursebook activities can be a valuable starting point for LLSI, as LLS can implicitly underlie the items. By "ensuring they are then made explicit to the learners, teachers help them become aware of their learning process and act more independently" (Psaltou-Joycey 2019: 174).

LLS exists for the different sub-disciplines of language learning, and especially the instruction of learning strategies for vocabulary acquisition has been shown to benefit learners' language proficiency (Plonsky 2019: 4,11). As vocabulary is considered the foundation of language and effective communication (Barcroft 2016:1), vocabulary learning strategies constitute a valuable base for strategic learning, especially for beginning language learners.

1.1 Aim of the study

The current study draws inspiration from Goh's (2019) statement highlighting the lack of teacher involvement in LSI research as well as Psaltou-Joycey's (2019) notion of implicit LLS incorporation in coursebook material. Consequently, the present project will investigate the Workbook and Student's book of four Austrian English schoolbook series for the first grade AHS, addressing the following research questions:

1. Which vocabulary learning strategies are present in different generations of Austrian ELT schoolbooks for the first-grade AHS?
2. How are these vocabulary learning strategies presented?
3. How does the older generation of coursebooks compare to recently published ELT coursebooks in terms of VLS inclusion and presentation?

1.2 Organisation of the thesis

This study proceeds from the introduction to two theory chapters, which will provide the theoretical background for the current project. Chapter 2 will focus on vocabulary in ELT, defining vocabulary, how it is learned, and how vocabulary acquisition can be facilitated in the English language classroom. Chapter 3 will delve into language learning strategies, defining the concept and approved approaches to strategy instruction. Additionally, this chapter presents two prominent taxonomies of VLS and surveys previous investigations of this research topic. Chapter 4 describes the methodology, including a description of the investigated coursebooks, the applied analysis process, and the study's inventory of both the discovered VLS and their associated activity types. Chapter 5 presents the results both in the form of collective results for all books, as well as for each book series individually, highlighting the most prominent strategies as well as activity types. Chapter 6 provides the discussion and interpretation of the results, interpreting the gathered results in the context

of their appearance in first-grade AHS coursebooks and addressing the thesis' research questions. Chapter 7 serves as a summary of the thesis findings. It provides implications for the language classroom, inspiration for potential future investigations, and addresses the study's limitations.

2. Vocabulary in English language teaching

Vocabulary lies at the heart of any language and is indispensable for successful communication. While grammar errors may produce unnatural sounding or potentially confusing utterances, unsuited or missing vocabulary can cause the breakdown of communication as a whole (Barcroft 2016: 1). In the realm of second language learning, the size of a learner's vocabulary is closely linked to their language proficiency in all four skills (Schmitt & Schmitt 2020: 21-22). Simply put, “a large vocabulary is (...) essential for mastery of a language” (Krashen 1989: 440).

While today the crucial role of vocabulary appears to be widely acknowledged and firmly established among language educators and learners alike (Barcroft 2016: 1), the treatment of vocabulary within language teaching methodologies has varied significantly throughout history (Schmitt & Schmitt 2020:22) with few of them seeming to recognise the central role of vocabulary in language learning (Zwier & Boers 2023:184). The *Grammar Translation Method* of the early 20th century, for instance, emphasised grammar and language accuracy. Proponents of this approach expected students to independently study de-contextualised vocabulary using bilingual word lists (Schmitt & Schmitt 2020: 19-20). In contrast, methods such as the *Natural approach* omitted vocabulary instruction entirely, asserting that vocabulary would be acquired incidentally as a by-product of comprehensible input (Krashen 1989). The *Lexical approach*, however, emphasised the importance of teaching and learning vocabulary, stressing that lexical items should be learned as phrases, along with their collocations or as language chunks, rather than isolated words (Lewis 1993). More recent methods such as *Communicative language teaching* (CLT) and *Task based language teaching* (TBLT), which emphasise communication, aim to expose students to vocabulary within meaningful contexts to foster lexical competence (Alagözlü & Kiyamazarslan 2020: 11). These approaches include minimal vocabulary teaching and depend on the learners inferencing meanings while engaged in reading and listening. (Zwier & Boers 2023:165). Overall, so Schmitt & Schmitt (2020: 21-22), CLT and TBLT offer

little guidance on the instruction of lexical knowledge (Schmitt & Schmitt 2020: 21-22). Furthermore, efforts to categorise vocabulary items based on their relevance to learners at different proficiency levels have been pursued. These assessments are initially based on the overall frequency of words in authentic texts, resulting in a classification of high-, medium-, and low-frequency vocabulary. Additionally, specialised vocabulary lists specific to different fields are available. Based on the principle that the most frequently occurring words are most beneficial for novice learners (Nation 2022: 8, 18-21), Nation (2022) proposes that high-frequency words should initially be prioritised in vocabulary teaching, with medium- or low-frequency words being incorporated as proficiency develops (Nation 2022: 96).

Despite these various methodological approaches and systematic efforts to identify the most useful vocabulary at a particular learning stage, Zwier & Boers (2023:162), summarising the current situation of vocabulary in ELT, assert that, although vocabulary has received growing attention in the language classroom “many teachers and curriculum developers seem unsure how to build in any vocabulary instruction”.

This situation is troublesome as research demonstrates that the deliberate instruction and learning of vocabulary can greatly benefit L2 vocabulary acquisition and, consequently, language learning as a whole (Schmitt 2008, Yousefi & Reza 2018, Hulstijn 2005). Recognising the value of vocabulary instruction, Alagözlü & Kiymazarslan (2020: 2), therefore, emphasise that “for successful second/foreign language (L2) development to occur, vocabulary learning and teaching activities in language classrooms are of crucial importance”. Yet this is where a challenge emerges. As Nation (2022:1-2) emphasises, a language course comprises various components, of which vocabulary studies represent just one facet alongside listening-, fluency-, writing-, and communication practice. This is why teaching methodologies have to enable students to engage in self-directed vocabulary learning, in order to facilitate sufficient vocabulary gains without having to devote substantial classroom time to teaching it (Nation 2022:326). Before delving further into how this can be achieved, some additional details about the nature of vocabulary and vocabulary knowledge need to be explored. The following subchapters will examine three interrelated topics to provide contextual knowledge on:

1. How vocabulary knowledge can be defined.
2. How vocabulary knowledge is acquired.
3. How vocabulary learning can be facilitated in English Language Teaching.

2.1 How can vocabulary knowledge be defined?

In order to describe vocabulary knowledge, it is essential to first determine the meaning of the term *vocabulary* itself. In its simplest form, the definition of this concept is *the collection of words which make up a particular language* (Durrant et al. 2022: 3). However, this description raises a challenge as several scholars (Kersten 2010, Read 2009, Nation 2022, Crystal 2019) have pointed out that the term *word* proves difficult to define. While, orthographically, one might describe a word as a series of characters, including letters, hyphens, and apostrophes, that are enclosed by spaces or punctuation on either end (Carter 2012: 20), this definition fails to account for the existence of multi-word units, such as phrasal verbs, compound nouns, or idioms, whose meaning cannot be defined by the knowledge or translation of their individual parts (Kersten 2010: 50). Additionally, while often meanings are not confined to a single lexical item, one word frequently conveys several meanings (Schmitt & Schmitt 2020: 1- 2). In short, depending on the applied criteria, the concept of *word* can embody a multitude of lexical items (Read 2009: 20). Consequentially, for the purpose of this study, the understanding of the term will go beyond its orthographic definition to also include multi-word items, formulaic sequences, or chunks.

Returning to the definition of *vocabulary*, it becomes clear that *the collection of words* proves insufficient to describe the various components that make up the vocabulary of a language (Kersten 2010:50). A more comprehensive definition of vocabulary then, would be the network including all words, word components (such as prefixes and suffixes), and lexical phrases of a specific language. In this network, each lexical item is linked to others through statistical properties that govern their use (Barcroft 2016:2). In light of this definition, it becomes evident that learning vocabulary, cannot be equated to merely memorising words, instead it includes several types of learning. In turn, *vocabulary knowledge* cannot be described as a singular type of knowledge but involves a multitude of different components (Barcroft 2016: 6). At the primary level, these components can be divided into three categories: *Form*, *Meaning*, and *Use*. Nation (2022:54) describes the *Form* component as the knowledge that learners require to understand the various aspects of a word's structure or form. This component encompasses the knowledge of the spelling, pronunciation, and morphology of a word. *Meaning* refers to a word's multiple meanings and uses as well as its associations or synonyms (Nation 2022: 54). This component denotes the semantic characteristics expressed by and linked to the lexical item (Barcroft 2016: 7).

Use encompasses the knowledge of the different aspects of a word's usage and appropriateness in different contexts. This entails comprehension of the word's connotations, cultural references, and associations, as well as its register and frequency of use (Nation 2022: 54). Within these three primary categories, Nation (2022: 49) defines nine aspects that comprise the different components that can be known about any given word (Fig. 1). What is important to consider, however, is that these categories are not clear cut and the different kinds of world knowledge are interrelated to various degrees (Schmitt & Schmitt 2020: 72). Additionally, not every aspect of word knowledge is acquired at the same time. As “there are many degrees of knowing a word” (Nation 2022: 49), vocabulary knowledge exists on a continuum. Over time, as learners develop their vocabulary knowledge and advance their L2 proficiency, they move from partial knowledge of individual lexical items, to knowing most, or all the aspects of a word (Pavičić Takač 2008: 10).

Besides the different elements that make up vocabulary knowledge, a learner's vocabulary is also defined through its: (1) *breadth* or *size*, (2) *depth*, (3) *strength*, and (4) *integration*. *Size* refers to the number of words known by the learner, whereas *depth* pertains to how well the various aspects of world knowledge are acquired. *Strength* denotes the fluency and systematic usage of the learner's word knowledge, and *integration* describes how well the learner's knowledge of different words is connected. Skill in language use results from the advancement in the four categories (Nation 2022: 86).

One last important distinction concerning vocabulary knowledge is between *receptive*- and *productive knowledge*. Receptive vocabulary knowledge describes the type of knowledge learners need for the comprehension of a word when it is encountered in its written or spoken form (Qian & Lin 2020: 67-69). Further examples of receptive knowledge encompass understanding the meaning of the word in the specific context where it has just been used, or being able to recognise whether the word has been used correctly in the sentence in which it has been encountered (Nation 2022:54). Productive vocabulary knowledge denotes the ability to independently produce a word in its spoken or written form (Nation 2020:16). This includes correct spelling, pronunciation, and word stress, using it in the correct context, as well as the ability to produce the word's collocations (Nation 2022:55). The distinction between the two types of knowledge extends through the nine aspects of word knowledge (Nation 2020:16) and much like the aspects of word knowledge themselves, these two categories are not rigid. During the language learning process,

receptive knowledge gradually develops into productive knowledge, “starting from a superficial familiarity with the word and ending with an ability to use the word correctly in free production” (Qian & Lin 2020: 67-69).

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 recognisable 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 (register, frequency ...)	R	Where, when, and how often would we expect to meet this word?
		P	Where, when, and how often can we use this word?

In column 3, R = receptive knowledge, P = productive knowledge.

Figure 1. Aspects of word knowledge (Nation 2022:54)

2.2 How is vocabulary knowledge acquired?

Having defined the different aspects that define vocabulary knowledge, the next subchapter will focus on how vocabulary knowledge is created. As has been outlined previously, knowledge of a particular lexical item can be partial, and the different aspects of knowledge will develop at varying paces over a period of time. Vocabulary acquisition is, therefore, best described as an accumulative process, with higher degrees of expertise developing over time through exposure to and engagement with the target language (Schmitt & Schmitt 2020: 64). Even though significant research has been conducted on the processes involved in L2 vocabulary acquisition in recent years, a unified theory of L2 vocabulary acquisition

has yet to be developed (González-Fernández & Schmitt 2020: 481). Nevertheless, several important key principles of vocabulary acquisition have been identified. Those with particular relevance to the present study will be discussed in the following subchapters.

2.2.1 Deliberate and incidental learning

Vocabulary knowledge grows through both *deliberate-* (or *explicit-*) as well as *incidental* learning which involve both language input as well as language production (Nation 2022: 88-89). Deliberate learning is characterised as the "focused study of words" (Schmitt & Schmitt 2020: 138) and can encompass both seeking out rules and utilising given rules. Incidental learning denotes the acquisition that occurs without the explicit intention of learning, when the use of language is put to the foreground (Schmitt & Schmitt 2020: 138) while reading, listening, speaking, or watching television or movies (Schmitt & Schmitt 2020: 140, 150-151). The effect of implicit learning is dependent on repetition, whereas the effect of explicit learning depends on the quality of mental processing (Nation 2022: 64). Overall, explicit learning is associated with more immediate learning outcomes, as "it leads to greater and faster gains, with a better chance of retention" (Schmitt & Schmitt 2020:161).

Classifying learning situations as purely implicit or explicit frequently proves difficult, instead they are best imagined as situated along a continuum (Carter 2012: 196). This spectrum ranges from picking up random words while reading for enjoyment, to intentionally studying predefined words for a vocabulary test (Stratton 2022: 838). As the acquisition of lexical knowledge in first language acquisition mainly occurs through learning words incidentally from ones surrounding, it was believed that this should also be the case for second language learners. Consequentially, L2 instructors prioritised incidental learning over deliberate learning for a long time. Research has shown, however, that for L2 instruction over-reliance on incidental learning can prove problematic. Learning incidentally from reading, listening, or watching video media is only possible if a learner already has a good knowledge of the L2, otherwise overall understanding is so low, that guessing and ultimately learning new vocabulary from context will not be possible (Kersten 2010: 67-68). Words which are used most often are those most pertinent to beginning learners as they will contribute majorly to overall language acquisition. This is why the focus of deliberately learning is best put on high-frequency words, which are those words that appear most frequently in a given language (Zwiers & Boers 2023:8). Devoting substantial attention to low-frequency words, on the other hand, only adds limited coverage in terms of understanding and should not be a primary focus (Vilkaitė-Lozdienė & Schmitt

2020: 90). Although, “(l)earners may choose to deliberately learn low-frequency words, (...) it is probably best to learn them largely incidentally through reading and listening” (Nation 2022:3). Additionally, some aspects of word knowledge are best learned deliberately, whereas others are mostly learned implicitly. While knowledge about word form is most effectively learned explicitly, knowledge about word usage or collocations will most likely be accrued incidentally over time (Nation 2022: 64). Ultimately, instead of regarding intentional and incidental vocabulary learning as competing, we should view them as complementary to one another (Webb 2020:6).

2.2.2 Memorisation

An integral element of L2 vocabulary acquisition is memory. In fact, as Thornbury (2002: 23) puts it bluntly, “learning is remembering”. In general, in order to study and retain information about a given subject matter, learners need to transfer knowledge from their short- to their working- and, eventually, to their long-term memory (Thornbury 2002: 23). This, however, is not a linear process, as most of the information that initially enters the working memory, is forgotten very soon and only through repeated practice integrates into the long-term memory (Pavičić Takač 2008: 10).

Thornbury (2002) and Nation (2015) provide two complementary descriptions of the fundamental principles involved in the memorisation of new words. Thornbury (2002) outlines three processes, *Repetition*, *(Spaced) Retrieval*, and *Use*, which are crucial for facilitating the assimilation of new information into long-term memory (Thornbury 2002: 23). Expanding on these principles, Thornbury describes that information has to be repeated and re-encountered several times to create lasting connections. To enable memorisation the item has to be actively retrieved from memory and the more it has been recalled, the easier it will be to recall again thereafter. This recall needs to be distributed over a period of time and as the knowledge of the item grows stronger, the intervals between recalls should progressively lengthen. Thornbury refers to this principle as *Spaced retrieval*. The third process *Use*, advocates for using the lexical items in a way that engages the learner in order to solidify the items in memory (Thornbury 2002: 24-25).

The second description of the principles that govern memorisation comes from Nation (2022), he outlines four cognitive processes or, as he terms them, *levels of vocabulary learning*: *Noticing*, *Retrieval*, *Varied meetings* and *Varied use*, and *Elaboration*. These levels represent consecutive steps which build upon one another with each subsequent one

including the previous levels (Nation 2022: 105). While Thornbury (2002) began his description with the repetition process, Nation describes *Noticing* as the first step in the learning endeavour. This process entails becoming aware of the word and recognising it as a useful language item. In essence, it can be described as “giving attention to an item” (Nation 2022: 105). His description of *Retrieval*, emphasising that the memory of a word will become stronger if its retrieval occurs repeatedly either through receptive or productive repetition (Nation 2022: 109), aligns with Thornbury’s (2002) description. Similarly, Nation’s next step, *Varied meetings and Varied use*, corresponds to Thornbury’s description of *Use*. Nation, however, highlights variation in the encounter and application of the words as he outlines that rethinking and re-applying words in different contexts will ensure the memorisation of the word. Variation in this sense, can apply to differences in meanings of a singular word, metaphors, collocations, and distinctions in grammatical context (Nation 2022: 112-123). Lastly, Nation defines *Elaboration* as the fourth process necessary for memorisation. This level of learning entails comprehending both the visual as well as linguistic components of words together, as well as analysing vocabulary by separating complex words into individual parts (Nation 2022: 115-116).

In addition to the processes involved in memory formation Thornbury (2002: 24-25) highlights eight additional factors which influence the processes of memorisation: (1) *Spacing*, (2) *Pacing*, (3) *Personal organising*, (4) *Cognitive depth*, (5) *Imaging*, (6) *Mnemonics*, (7) *Motivation*, and (8) *Attention*. While these principles may overlap to some extent, they will be briefly outlined separately to explain the distinct elements involved. (1) *Spacing* refers to the fact that vocabulary learning will be more successful if it is distributed over a span of time as opposed to studying a large amount in one sitting (Thornbury 2002: 24). The principle of (2) *Pacing* acknowledges that students learn differently and at separate paces. Consequently, they learn best if they are granted the opportunity to pace their own learning activities (Thornbury 2002: 24). Similarly, (3) *Personal organising*, refers to the circumstance that words correlated with personal judgements, such as coming up with one’s own example sentences, are more likely to be remembered (Thornbury 2002: 25). (4) *Cognitive depth* refers to the intensity of engagement or interaction with a word. Research has demonstrated that the way a learner interacts with a given lexical item greatly influences the likelihood of it being learned. Thornbury (2002: 25) notes that the more a learner negotiates the uses and meaning(s) of a lexical item, the more cognitive demand is placed on learning it, and the better it will be remembered. Nation (2022) describes this

interaction similarly, illustrating that through using images, and engaging in elaboration and deliberate inferencing learning will be enhanced (Nation 2022: 65) as this will lead to a greater *depth of processing* (Nation 2022: 65). Denoting essentially the same concept while using different terminology, this principle relates to Hulstijn and Laufer's (2001) *Involvement load hypothesis*. In short, this hypothesis denotes the concept that the more the learner experiences the three elements of *need* (i.e. the incentive to engage with an item), *search* (i.e. the engagement in finding meaning), and *evaluation* (i.e. the comparison with other information) "when processing a word in a natural or artificially designed task" (Hulstijn & Laufer 2001: 543-544), the greater the involvement load and the better the information will be retained. (Hulstijn & Laufer 2001: 544).

Coming back to the principles of memorisation, Thornbury's description continues with Memory aids or (5) *Mnemonics*, emphasising their utility for retrieving items or rules from memory that may not yet be accessible automatically (Thornbury 2002: 25). Another principle, (6) *Imagining* refers to the circumstance that, generally, learners remember words more effectively when they associate imagery with them (Thornbury 2002: 25). Additionally, a learner's (7) *Motivation* influences their learning success, as motivated learners tend to dedicate more time to the learning process (Thornbury 2002: 25). Lastly, (8) *Attention* refers to the observation that increased attention correlates with better learning; words that evoke "a strong emotional response (...) are more easily recalled than ones that don't" (Thornbury 2002: 25).

Upon examining the components that constitute memorisation, it becomes evident that vocabulary learning is a multifaceted and intricate process. Having explored the shared principles for memorisation, the next chapter will delve into factors that may impact learners individually.

2.2.3 Learning burden & Individual learner differences

The effort required to learn a new lexical item varies between individual learners. One reason for this is the influence of the *learning burden*. This concept encompasses the amount of effort a learner needs to exert in order to learn a new lexical item. Words with a higher learning burden are more demanding to learn than those with a lighter one. This demand hinges on factors such as the complexity of the particular word, the degree of similarity between the learner's L1 and the L2, the learner's previous L2 knowledge, or the learner's knowledge of further languages. Notably, a substantial part of this difficulty

depends on the learner's previous language knowledge. Consequentially, learners with a particular L1 will find some words easier or more challenging to learn than learners with another L1 (Nation 2022: 49-50). Cognates or loan words which are shared by the learner's L1 and L2 are examples of items presenting a light learning burden (Nation 2022: 75). Conversely, words that share no relation to the L1 or pertain to a different orthographic or alphabetic system from the learners L1, are associated with a heavy learning burden (Nation 2022: 50). Additionally, aspects such as pronounceability, regularity of spelling, word length and imageability influence the difficulty learners may experience when learning a word (He & Godfroid 2019: 352).

In addition to the learning burden of a lexical item, each learner's success in learning a word is also influenced by his / her individual characteristics. In SLA research, these traits are termed *individual learner differences* and refer to the unique characteristics of a learner that shape their learning approach and affect the ease of their learning (Wen et al. 2023: 2023: 5-6). In their work "The Psychology of the Language Learner Revisited", Dörnyei and Ryan (2015) discuss five primary differences among language learners: *Personality, Language aptitude, Motivation, Learning styles and cognitive styles*, as well as *Learning Strategies and Self-Regulation*. Further factors not as often discussed in SLA research are *Creativity, Anxiety, Willingness to communicate, Self-esteem*, and *Learner beliefs* (Dörnyei & Ryan 2015: 170-171). A critical aspect regarding individual learner differences in the context of ELT is that while personality traits are unlikely to change, most other factors can be influenced by educational intervention (Wen et al. 2023: 73). It is, therefore, essential to consider these factors when discussing vocabulary learning and vocabulary instruction.

2.3 How can vocabulary learning be facilitated in ELT?

Knowing now the different processes and principles that constitute and influence the acquisition of vocabulary, which conclusion can be drawn for teachers and students to facilitate vocabulary learning in the English language classroom?

Starting with the nature of vocabulary knowledge, it has been discussed that knowledge of words is made up of different aspects. Not all these aspects will be treated equally in the language classroom, as some are of greater and more immediate importance for beginning language learners than others. When learning a new lexical item, spoken word form and the form-meaning connection will be the primary elements as they allow "the

beginnings of comprehension". For more advanced learners, other aspects will come into focus as they progress in their learning (Nation 2020: 25).

In the first part of this chapter, it has been emphasised that “for successful second/foreign language (L2) development to occur, vocabulary learning and teaching activities in ‘language classrooms’ are of crucial importance” (Alagözlü & Kiymazarslan 2020: 2). Yet not only are activities important, but students will need a variety of different tasks to develop the different elements of word knowledge (Nation 2022: 98-99). This is because only some aspects will be practiced in a given activity (Kersten 2010: 52) and focusing on one part of vocabulary knowledge inevitably means that others will receive less attention. Figure 2. shows a range of activities for practicing and learning vocabulary together with the aspects of word knowledge they support. Notably, the classification of activities is flexible, and the same activity may support more than one aspect of word knowledge (Nation 2022: 134).

Table 1. A range of activities for vocabulary learning (Nation 2022: 134)

Aspects of word knowledge		Activity
Form	Spoken form	Pronouncing the words
	Written form	Finding spelling rules
	Word parts	Cutting up complex words
	Form meaning connection	Using word cards
Meaning	Concept and referents	Semantic feature analysis
	Associations	Classifying words
Use	Grammar	Matching sentence halves
	Collocates	Finding collocates
	Constraints on use	Identifying constraints

According to Brown (2010) language teaching “textbooks should include activities that focus on all nine aspects of vocabulary knowledge” (Brown 2010: 85). However, Brown’s (2010) study revealed that although activities for all aspects could be found in ELT textbooks, over half of the activities focused on the form and meaning aspect, followed by grammatical functions and spoken form, whereas the remaining six aspects received only minimal attention (Brown 2010: 94). Additionally, it has been found that different types of activities will lead to different rates of vocabulary retention (Zou 2017, Webb 2020). Depending on the induced involvement load as described by Hulstijn & Laufer (2001),

activities that generate deeper levels of processing will lead to better word learning. An example would be ‘fill in the blank’ exercises showing a significantly lower load than ‘creative composition writing’ (Zou 2017: 54).

As a next aspect it has been described that vocabulary learning is contingent on memorisation and “involves creative and personalised use” (Thornbury 2002: 30). Memorisation consists of several processes that can be influenced by various factors such as the level of engagement with the words or the motivation of the learner (Thornbury 2002: 24-25). This means that for successful vocabulary learning to occur these processes need to be facilitated in the language classroom. Consequently, teachers will need to provide their learners with appropriate tasks and strategies that will support the memorisation process and facilitate the incorporation of words into their mental lexicon (Thornbury 2002: 30).

The learning burden as well as individual learner differences are factors that may complicate or negatively influence learning. While not every element can be influenced, the teacher can affect several of these factors. However, learners will need different types of support and different methods of studying depending on their specific needs. By promoting diverse vocabulary teaching methods, the curriculum can increase the likelihood of each student encountering numerous positive vocabulary-learning experiences. This will encourage the student's learning strengths while simultaneously reducing discomfort or anxiety (Zwier & Boers 2023: 175).

Lastly, it has been discussed that vocabulary learning can be deliberate (explicit) or implicit depending on whether the intention of the language activity lies on acquiring language knowledge or the attention lies on using the language for other means such as entertainment or communication (Nation 2022: 88-89). Conversely, teaching vocabulary necessarily implies a certain degree of deliberate intention to convey vocabulary to students. Depending on the needs of the learner and the situation at hand, a teacher may teach a word through a simple and quick definition (Nation 2022: 119) or invest more (classroom) time to provide *rich instruction* of the word. This more extensive type of instruction “involves (1) spending time on the word, (2) explicitly exploring several aspects of what is involved in knowing a word, and (3) involving the learners in thoughtfully and actively processing the word” (Nation 2022: 120). Naturally, providing rich instruction will result in more extensive learning gains than giving a simple definition (Nation 2022: 120). However, given the vast size of the English lexicon and the limited time available in the language classroom, it is unfeasible to expect that every word of the language could be taught explicitly, let alone

via rich instruction (Nation 2022: 94). For this reason, teachers need to decide which vocabulary items they should spend time on. Generally, the choice to teach a specific vocabulary item and how much time should be invested in it will be based on its usefulness to the learners. This decision is often based on frequency for beginning language learners as it is most likely that they will come across high-frequency words. Therefore, vocabulary teaching should focus on high-frequency words (Read 2004: 148). For high-frequency vocabulary, so Nation (2022:28), the time spent on teaching is worthwhile, and the teacher should enable their acquisition through teaching, deliberate learning, and incidental learning. However, for mid- and low-frequency vocabulary, the goal of the teacher will be different. Especially for low-frequency words, the gains in coverage are limited. Since they are the largest group of vocabulary items, the amount of time which would have to be dedicated to them will not be warranted by their utility (Vilkaitė-Lozdiene & Schmitt 2020:90). Nevertheless, the learners will need to continue studying vocabulary as they advance in their language proficiency. Ultimately, while vocabulary learning is integral for studying a language, Nation highlights that “vocabulary teaching has only a limited role to play in the learning of vocabulary” (Nation 2022:93) and reminds that teaching is only one of many roles of a teacher (Nation 2022:93).

As a result of these considerations, a question arises: how can learners acquire vocabulary if teaching plays only a minor part in this endeavour? (Nation 2021: 4). Nation (2021) addresses this by recommending a shift in priority; rather than focusing on teaching vocabulary, teachers should emphasise the methods through which vocabulary can be acquired (Nation 2021:1). This means that while the learners must further develop their lexical inventory, the teacher should focus on enhancing and improving their strategies to learn and manage vocabulary (Nation 2022: 32). Therefore, so Nation emphasises: “an essential part of all courses involves training learners in the principles of learning and their application” (Nation 2022: 406). These principles will be explored in more detail in the following chapters.

3. Language learning strategies

Having explored the most important theoretical concepts behind L2 vocabulary acquisition, the focus will now turn to vocabulary learning strategies (VLS). Prior to this, the role of general language learning strategies (LLS) within L2 learning will be discussed. Then, the attention will turn to the classification of VLS and a selection of prevalent strategies for vocabulary learning will be outlined. Furthermore, essential aspects of learning strategy instruction (LSI) will be highlighted, along with the role of instructional material in strategy training. Lastly, a brief review of studies with similar research foci to the current project will be provided.

3.1 Defining (language) learning strategies

Presenting a definition of LS that is both concise and universally accepted proves challenging, as scholars have yet to agree upon what exactly constitutes this concept (Weinstein et al. 2011:45). At a fundamental level, however, most researchers concur that LS denote "the learners' conscious efforts to make their learning efficient and manageable" (Pavičić Takač 2008: 2). These efforts include using cognitive-, metacognitive-, as well as affective processes and behaviours to facilitate learning and carry out cognitive tasks (Weinstein et al. 2011:45). In practice, LS encompass a range of actions both within and outside the classroom. Examples range from physical actions, such as highlighting material in a text or reciting a definition repeatedly, to cognitive processes, such as creating analogies or summarising content. Furthermore, metacognitive- and affective techniques, such as monitoring learning success and managing anxiety are also prominent elements of LS (Weinstein et al. 2011: 47-48).

While some learning strategies can be applied holistically across various fields and for general problem-solving, others are tied to specific subjects or their sub-disciplines (Oxford 2017: 14). Language learning strategies (LLS) constitute a subcategory of LS, which denote the actions learners take to study a new language. The first descriptions of LS in the field of language acquisition were provided by Stern (1975) and Rubin (1975), who defined the "characteristic of good language learners" (Griffiths 2018: 6). The aim of both Stern's and Rubin's enquiries was to aid teachers in supporting weaker students improve their performance by relating the "kinds of habits a learner will need to develop" (Rubin 1975: 41-42). Traits described by Rubin, for instance, include the constitution of 'willingness to

try by guessing' (Rubin 1975: 41) or the habit of 'trying out newly acquired knowledge by coming up with example sentences' (Rubin 1975: 43). While Stern and Rubin described a mixture of both learner characteristics and actions, later publications such as O'Malley & Chamot (1990), Oxford (1990), and Schmitt (1997) focused specifically on actions that support language acquisition.

Vocabulary learning strategies (VLS) are a subdivision of general LLS. They comprise strategies to facilitate the acquisition of lexical items. These strategies encompass a range of activities, including consulting a dictionary to determine the meaning of a word, using word cards to memorise new vocabulary, or using extensive reading to obtain large amounts of new language input (Nation 2022: 321, 324). Overall, VLS aim to improve "the efficiency and effectiveness of vocabulary learning and vocabulary use" (Nation 2022: 317) and facilitate learners to become autonomous in their learning (Nation 2022: 316). Oxford (2017) emphasises two reasons for the usefulness of VLS: "(a) the complexity of knowing a word and (b) the necessity for learning many words and doing so in a rapid fashion" (Oxford 2017: 254)

Like the disagreement pertaining to defining LS, the precise definition of LLS varies among authors. Griffiths (2018: 19) specifies that: "LLS are actions (...) chosen by the learners (as distinct from being imposed by someone else, e.g. the teacher), for the purpose of (...) learning a language (in contrast to e.g. communicating)". Oxford's (2017) definition states:

L2 learning strategies are complex, dynamic thoughts and actions, selected and used by learners with some degree of consciousness in specific contexts in order to regulate multiple aspects of themselves (such as cognitive, emotional, and social) for the purpose of (a) accomplishing language tasks; (b) improving language performance or use; and/or (c) enhancing long-term proficiency (Oxford 2017: 48).

Notably, besides being an overall more concise definition, Griffiths excludes the factor of language use from her definition, whereas Oxford includes language usage in her description, explaining that "language learning can only occur with the help of some amount of language use" (Oxford 2017: 245).

Nevertheless, there are also commonalities among the different definitions as Oxford (2017:69) points out that the condition of choice stands out as a shared theme among LLS definitions. As Cohen (2014) emphasises "the element of *choice* is important (...) because this is what gives a strategy its special character" (Cohen 2014: 7). According to Nation

(2022), LLS need to “involve choice, that is, there are several strategies to choose from and one choice could be not to use the strategy” (Nation 2022: 326). Griffiths (2018:14) surmises that choice may be the defining factor in differentiating an “ordinary” learning activity from a strategic one. Additionally, as learners differ in factors such as preferred learning style, personality, and overall language learning disposition (Dörnyei & Ryan 2015: 170-171), they may find some strategies more helpful for a specific learning task or subject area than others. Choosing from a repertoire of strategies depending on the learning situation is a vital part of strategic learning (Weinstein et al. 2011: 49).

3.2 Benefits of learning strategies

In 1975, Stern described the habits and characteristics of successful language learners and proposed that these could be adopted by weaker students to improve their learning (Stern 1975: 49). Among other aspects, he included the actions of *guessing* and *creative use of language* as one of the essential strategies for successful language acquisition (Stern 1975: 43). Since then, research has further strengthened Stern’s initial notion that successful language learners apply specific strategies that facilitate the understanding-, learning-, and retrieval processes in language acquisition, whereas less successful learners either do not use strategies, or fail to apply them effectively (Griffiths 2018: 7). Addressing the benefits of learning strategies for learning languages Gu (2021) writes:

“Strategic learning makes language learning more efficient, more effective, and more pleasant than non-strategic learning. Moreover, strategic language learning encourages sustainable, lifelong learning in that it aims to empower learners to become autonomous. The benefits of strategic language learning go beyond the successful learning of language.” (Gu 2021: xxi)

In essence, learning strategies support the different processes involved in language learning. They aid in repetition and rehearsal as well as provide techniques for elaboration in order to deepen understanding and enhance memorisation. Furthermore, they assist students in organising and managing their learning process (Weinstein et al. 2011: 48).

In addition to increasing overall learning success, LS also play an important role in helping students become self-regulated and more autonomous in their learning (Weinstein et al. 2011: 45). Nation (2022) advocates for language courses to introduce to the principles of learning and teach the skills needed for autonomous learning (Nation 2022: 316). Learning strategies can enable students to assume responsibility for their own learning

(Weinstein et al. 2011: 45) and enable them to progress their learning both within as well as outside of school (Nation 2022: 316).

Empirical investigations on the benefits of learning strategies were conducted by several scholars throughout the last 40 years (Cohen & Aphek 1981, Gu & Johnson 1996, Rao 2016, Plonsky 2019). A recent meta study investigating the impact of LLS on L2 learning was conducted by Zhang and Zou (2022). Reviewing 58 articles published between 2010 and 2020, the authors surmised that LLS were beneficial in several aspects of language acquisition. Among the 58 studies 50 reported positive results on students' learning outcomes and student performance, while the remaining few concluded that LLS either had a neutral effect or reported a mixture of both positive and neutral influences on learning outcomes (Zhang and Zou 2022: 13-14). Overall, Plonsky (2019) asserts, it can be confirmed that "there is a direct causal relationship between strategy use and L2 performance" (Plonsky 2019: 11).

Nevertheless, while investigations have confirmed the beneficial nature of learning strategies for the acquisition of knowledge, it is important to note that their effectiveness can vary depending on the individual strategy and learning context. The influence of the previously discussed involvement load hypothesis (Chapter 2.2) can be found here again as Weinstein et al. (2011) remark that, among the various strategies, those facilitating a deeper level of processing (i.e. cognitive involvement) will lead to more meaningful and longer-lasting learning (Weinstein et al 2011: 47-48). Emphasising this variability Schmitt & Schmitt (1993: 31) describe that "(s)ome strategies on the list seem likely candidates for one end of the [cognitive involvement] continuum or the other". Consequently, while verbal repetition of facts or words (i.e. rote learning) is, by definition, considered a LS, it is unlikely to generate long-lasting and rich knowledge acquisition (Weinstein et al 2011: 47-48). As this strategy entails minimal processing and only shallow engagement with the items, it is situated among the lower end of the continuum. Likewise, written repetition methods prove similarly superficial. In contrast, strategies involving associating new information with previous knowledge, utilising mental imagery, or manipulating meaning, prompt heightened mental activity, leading to deeper levels of processing and more sustainable learning (Schmitt & Schmitt 1993:7).

3.3 LLS & VLS classification

While this thesis focuses on VLS, it is beneficial to first explore the general classification of LLS. VLS, as a subcategory of LLS, are derived from this broader framework. The classifications of LLS outlined below are not exhaustive since various strategy classification systems and taxonomies have been proposed over the years (Goh 2019: 263). Depending on the author, the taxonomies propose 2 to 6 umbrella categories consisting of several subcategories. These subcategories, in turn, include the different strategies which comprise the actions the students employ when using the respective strategy.

O'Malley & Chamot (1990) applied one of the earliest and simultaneously one of the most concise classifications. In their publication, LLS were grouped into the three domains of (1) *cognitive*-, (2) *metacognitive*- and (3) *social-affective* strategies. Most subsequent publications on LLS continued to uphold and expand upon these broad categories.

Metacognition is best described as "thought about thought" and includes *planning*, *monitoring*, and *evaluating* the learning process (Grenfell & Harris 2017:23). Consequently, the strategies included in this category are *planning*, *monitoring*, and *evaluating strategies*. *Planning* involves organising and preparing the learning effort, while *monitoring* refers to observing comprehension during a learning task. *Evaluating* denotes the assessment of one's performance after completing a task (O'Malley & Chamot 1990: 44). Utilising metacognitive strategies enhances students' learning experience as they encourage reflection on the learning process and their learning success. Consequently, these strategies help learners identify and address areas of difficulty as they make conscious decisions aimed at improving their learning (Anderson 2008: 99-100). O'Malley & Chamot (1990: 8) highlight the importance of metacognitive strategies, stating that "students without metacognitive approaches are essentially learners without direction and ability to review their progress, accomplishment, and future learning directions".

Cognitive strategies, as the second main category of LLS, refer to actions that support information processing, namely the encoding, storage, and retrieval thereof. Cognitive strategies benefit the construction, consolidation and transference of knowledge and skills (Di Carlo 2017: 115). Cognitive learning strategies "operate directly on incoming information" (O'Malley & Chamot 1990: 44-45). These strategies, among others, include actions that facilitate memorisation, such as *using word cards*, *coming up with keywords* (Nation 2022: 75) or simply *repeating new language to oneself* (Griffiths 2018:18). Cognitive strategies, therefore, enhance memorisation and retention capacity

through interconnecting new information with previous knowledge and make new information more memorable (Idris et al. 2022:71).

Lastly, *Social-affective strategies* denote processes and actions that include engagement with others, such as *eliciting*, *asking for clarification*, or *cooperating* to solve a problem or involve managing one's own emotions and attitude while learning through, for example, *self-talk* or other anxiety-reducing actions (O'Malley & Chamot 1990: 45). Affective factors such as anxiety or a lack of self-confidence or self-efficacy can negatively impact the language learning process. Strategies that help students regulate and improve these factors can significantly benefit the learning process (Stander 2022: 393, 405).

The classification into three categories is, however, only one of several taxonomies found in the literature on LLS. For Instance, Oxford's (1990:14) highly influential classification proposes a higher number of initial categories: (1) *Memory strategies*, (2) *Cognitive strategies*, (3) *Compensation strategies*, (4) *Metacognitive strategies*, (5) *Affective strategies*, and (6) *Social strategies*. Compared to O'Malley & Chamot's (1990) classification, Oxford separated strategies for memorisation from *Cognitive strategies* and split *Affective strategies* from *Social strategies*. For Oxford *Memory strategies* denote mnemonics such as using keywords or linking words to imagery (Oxford 1990:42), whereas *Cognitive strategies* involve "manipulation or transformation of the target language" (Oxford 1990:43). Examples of *Cognitive strategies* as defined by Oxford (1990) include *translating*, *summarising*, and *recombining elements to create longer or different sequences* (Oxford 1990 44-45). The new category of *Compensation strategies*, so Oxford (1990), refers to those actions used to enable language comprehension and language usage despite limitations in language proficiency (Oxford 1990: 47). They include strategies for guessing meaning as well as overcoming challenges in spoken or written production for example by using a synonym or miming (Oxford 1990: 19).

In contrast to Oxford's five categories, Griffiths (2018) proposes a reduction to only the two categories - *Cognitive* and *Metacognitive*. She incorporates *Social-* and *Affective strategies* into *Metacognitive strategies*, suggesting that "social and affective strategies are themselves used metacognitively to manage social interaction and affective states" (Griffiths 2018: 61). For Griffiths, *Cognitive strategies* are used in direct interaction with the learning material and *Metacognitive strategies* are used to oversee and manage this process (Griffiths 2018: 62).

In summary, some recent literature applies the three categories of *Cognitive*, *Metacognitive*, and *Social-affective strategies* as proposed by O'Malley & Chamot (1990), however, most split up *Social-* and *Affective strategies*, resulting in 4 overall categories (Cohen and Dörnyei 2002, Cohen 2014, Psaltou-Joycey 2019). As Macaro (2001) writes: "(w)hether it is very important to come up with a definitive and clear classification is debatable, whether it be for learners or for teachers" (Macaro 2001: 23). Additionally, he also brings to attention that strategy categories cannot be regarded as fixed, as often the exact classification depends on the circumstance in which the strategy is utilised. He thus proposes the view of a strategy continuum ranging from purely cognitive on one end, to strictly metacognitive on the other, with several nuances in between the two extremes (Macaro 2001: 24). Ultimately, it can be surmised that the use of the classification system will depend on the specific research interest and scientific field of the respective author.

3.3.1 VLS classification

Considering the diverse classification schemes that exist for LLS, it is unsurprising that the classification of vocabulary learning strategies also varies among authors. For the present research project, two systems, one proposed by Schmitt (1997) and another by Nation (2011, 2022), will be introduced and compared in the following subchapter.

The first scheme was constructed by Schmitt (1997). He suggests a comprehensive classification in which he identifies 58 vocabulary learning strategies organised into five groups (Table 1.). Proposing five categories - *Social* -, *Memory* -, *Metacognitive* -, *Cognitive*-, and *Determination* strategies, Schmitt describes Oxford's (1990) categorisation as "(a)lthough generally suitable, (...) unsatisfactory in categorising vocabulary specific strategies in several respects" (Schmitt 1997:205). Consequently, he adds the new category of *Determination strategies* as a type of VLS to denote the actions learners may take to discern the meaning of a new word independently and without assistance from others (Schmitt 1997: 205). Additionally, he criticises that there often remains uncertainty when attempting to classify an action as a Memory,- or Cognitive strategy, since "in the case of vocabulary, the goal of both is to assist recall of words through some form of language manipulation" (Schmitt 1997: 205). Consequently, Schmitt defines Cognitive strategies for vocabulary learning as actions that involve "repetition and using mechanical means to study vocabulary" (Schmitt 1997: 215) rather than manipulative mental processing (Schmitt 1997: 215). Memory strategies aid in integrating new

information with previous knowledge and involve the mental processing necessary for long-term retention (Schmitt 1997:212).

Schmitt compiled his inventory by surveying vocabulary reference books and textbooks. Furthermore, he also consulted 600 students of English as well as several English teachers to add any additional strategies (Schmitt 1997: 204, 218). Although the resulting collection is quite extensive, Schmitt notes that his taxonomy "should not be viewed as exhaustive but rather a dynamic working inventory which suggests the major strategies" (Schmitt 1997: 204), encouraging new elements to be added where suitable. Regarding the classification of the individual strategies, he remarks that they "are affected by a number of factors, and different intended purposes for a strategy in different situations can affect its classification" (Schmitt 1997: 205).

Table 2. Schmitt's VLS taxonomy (Schmitt 1997:207-208)

Strategy category	VLS
<i>Strategies for the discovery of a new word's meaning</i>	
Determination	Analyse part of speech
	Analyse affixes and roots
	Check for L1 cognate
	Analyse any available pictures or gestures
	Guess from textual context
	Bilingual dictionary
	Monolingual dictionary
	Word lists
	Flash cards
Social	Ask teacher for L1 translation
	Ask teacher for paraphrase or synonym of new word
	Ask teacher for sentence including the new word
	Ask classmates for meaning
	Discover new meaning through group work activity
<i>Strategies for consolidating a word once it has been encountered</i>	
Social	Study and practice meaning in a group
	Teacher checks student's flash cards or word lists for accuracy
	Interact with native speakers
Memory	Study word with a pictorial representation of its meaning
	Image word's meaning
	Connect word to a personal experience
	Associate the word with its coordinates
	Connect the word to its synonyms and antonyms
	Use semantic maps
	Use 'scales' for gradable adjectives
	Peg Method

	Loci Method
	Group words together to study them
	Group words together spatially on a page
	Use new word in sentences
	Group words together within a storyline
	Study the spelling of a word
	Study the sound of a word
	Say new word aloud when studying
	Image word form
	Underline initial letter of the word
	Configuration
	Use keyword method
	Affixes and roots (remembering)
	Part of speech (remembering)
	Paraphrase the word's meaning
	Use cognates in study
	Learn the words of an idiom together
	Use physical action when learning a word
	Use semantic feature grids
Cognitive	Verbal repetition
	Written repetition
	Word lists
	Flash cards
	Take notes in class
	Use vocabulary section in your textbook
	Listen to tape of word lists
	Put English label on physical objects
	Keep vocabulary notebook
Metacognitive	Use English media (songs, movies, newscasts etc.)
	Testing oneself with word tests
	Use spaced word practice
	Skip or pass new word
	Continue to study word over time

The second classification was proposed by Nation (2001, 2022) (Fig. 2.). His classification scheme does not refer to O'Malley & Chamot's (1990) or Oxford's (1990) categories. Instead, his version, so he states, "tries to separate (1) aspects of vocabulary knowledge (what is involved in knowing a word) from (2) sources of vocabulary knowledge, and (3) learning processes" (Nation 2022: 318). Nation describes four general classes of strategies that resemble the steps learners progress through in vocabulary learning: *Planning*, *Sources*, *Processes*, and *Skill in use*. The planning stage includes selecting elements to give attention to and organising a learning schedule. It involves selecting aspects of word knowledge to focus on, which, in turn, entails awareness of the different kinds of knowledge and being aware that they require different forms of practice (Nation 2022: 320). This category

resembles what Oxford and Schmitt would term *Metacognitive strategies*. The category *Sources* involves strategies which allow learners to handle unfamiliar vocabulary items through, for example, guessing word meanings from their context, using a reference source, or drawing from previous language knowledge (Nation 2022: 321). *Processing strategies* are the strategies used for remembering and retrieving vocabulary. Such as noting down words in a vocabulary log or attaching mental images to word forms to better remember them (Nation 2022: 322-324). Nation's fourth category, *Skill in use*, refers to strategies for incidental vocabulary learning through large amounts of input (e.g. watching movies, reading literature) as well as learning through production (i.e. speaking and writing) (Nation 2022: 324).

General class of strategies	Types of strategies
Planning: Choosing what to focus on and when to focus on it	Choosing words Choosing the aspects of word knowledge Choosing strategies Planning repetition and spending time
Sources: Finding information about words	Analysing the word Using context Consulting a reference source in L1 or L2 Using parallels in L1 and L2
Processes: Establishing knowledge	Noticing Retrieving Varied meetings and varied use Elaboration
Skill in use: Enriching knowledge	Gaining and coping with input through listening and reading Gaining and coping with output through speaking and writing Developing fluency across the four skills

Figure 2. Nation's taxonomy of VLS (Nation 2022: 319)

Upon comparing the two classifications, it becomes evident that Schmitt's inventory is notably more detailed as it lists specific actions as VLS, whereas Nation's examples of strategies resemble very broad descriptions of general categories. In principle, however, the overall categories are quite similar, with Nation's *Planning* relating to Schmitt's *Metacognitive* category, Nation's *Sources* to Schmitt's *Determination strategies*, and Nation's *Processing*-resembling Schmitt's *Memory*- and *Cognitive strategies*. Solely Nation's *Skill in use* lacks a definite equivalent in Schmitt's system, which did not include extensive language input or -output.

3.3.2 Prominent VLS

Research on vocabulary learning strategies in EFL learning has been conducted in various countries and academic settings. Areas of investigation span from the early years of second language education (Logojan 2021; Pavičić Takač 2008) to the university level (Ghalebi et al. 2020; Fu 2021). Additionally, there are also studies which simultaneously explore multiple academic levels (Schmitt & Schmitt 1993). The most recent meta-study on the use of VLS by EFL learners was conducted by Behjat and Kargar (2017). Surveying 30 research projects, their results showed that, overall, determination strategies are the most frequently employed VLS among students, followed by Cognitive-, Memory- and Metacognitive strategies. Social strategies were identified as the least utilised types of strategies. In terms of individual strategies, they reported that two Determination strategies - *guessing from context* and *using a dictionary*, were the most favoured strategies overall (Behjat & Kargar 2017: 7). Examining some of the prominent VLS offers insight into their utility for language students.

The use of dictionaries serves multiple purposes, including aiding in the comprehension of new words, facilitating language production, and supporting the acquisition of language knowledge (Nation 2013: 414). The determination strategy *Using a dictionary* denotes learners resorting to dictionaries to decipher unfamiliar words when they are encountered in a text (Nation 2022: 363). This learning strategy involves a series of steps that learners must navigate. To successfully look up a word in a dictionary, they need to (1) Notice the unknown word, (2) Locate the entry within the dictionary, (3) Decide on the most suitable sub-entry, and (4) Compare the meaning to the context and decide if it is suitable (Nation 2013: 419).

The strategy *Guessing from context* involves using clues in the surrounding text to guess the meaning of unknown words. Although learning new vocabulary by guessing from context is a, predominantly, incidental learning activity, the principle of this strategy itself can be practiced deliberately through context clue instruction by the teacher or practicing and receiving feedback through 'fill in the gap' exercises (Nation 2022: 337, 360). However, in order to use this strategy successfully, learners will need to be familiar with around 95% of the remaining words in the text (Nation 2022: 341) making this strategy more relevant for advanced learners (Gu 2003:6)

Shifting focus to Memory strategies, the strategy *Use new words in sentences* embodies another form of contextual learning as it involves encoding the new vocabulary item within a meaningful context (Gu 2003: 15). This will not only help in memorising the

word through deeper engagement but also help learners understand that word meanings can vary depending on the context of their appearance (Nation 2022: 350).

Semantic mapping, another Memory strategy involves creating a visual representation of the connections and associations between different words. The benefits of this strategy involve a deeper understanding as well as the “creation of an associative network for words” (Zahedi & Abdi 2012a: 2274).

The strategy of *Imagery* or, as it is termed in Schmitt’s 1997 taxonomy, *Study word with a pictorial representation of its meaning* has also been investigated by Zahedi and Abdi (2012b). It entails the creation of a mental image of a specific word. This can be achieved either independently, where students conjure their own mental images, or with the aid of provided images designed to facilitate the process of creating a mental picture (Zahedi & Abdi 2012b: 2268). They concluded that the “obtained findings indicate that this Memory strategy engages learners in more cognitive activity, deeper processing, and higher retention in vocabulary learning” (Zahedi & Abdi 2012b: 2270). This VLS directly relates to Thornbury’s (2002) description, of *Imagining*, a principle of memorisation, suggesting that associated imagery helps learners remember words more easily (Thornbury 2002: 25). An extension of this strategy is drawing or otherwise creating the imagery for even further engagement with the item (Holden 1999:45).

Among Cognitive strategies, the strategy *Use word cards* is one of the most well-known and frequently utilised VLS. This strategy involves forming associations between a written L2 word and its meaning, either through a L1 translation or a picture. The learner can either use hard-copy word cards on which they write the L2 word on one side and its translation on the other or use digital flash card programs (Nation 2022: 397-398). Using word cards facilitates the retrieval process as only one side of the card is visible to the learner at a time and learners can enhance their learning engagement through guessing (Nation 2022: 411). Furthermore, students can put deliberate focus on difficult words by learning them separately or changing the order of the cards to give more repetition to words with a higher learning burden. Switching the order of the cards will also avoid serial learning – a condition in which one word aids the recall of the following word in the list solely on the basis of its order in the reoccurring set (Nation 2022: 420).

3.4 Learning strategy instruction

Having outlined the benefits of LLS / VLS as well as some prominent strategies for vocabulary learning, the next subchapter will investigate how teachers can help learners acquire and use these strategies. As Nation (2022: 326) points out: "(l)earners not only need to know about the strategies but need to have skill in using them". While learners do instinctively develop methods for processing new information, remembering facts and acquiring new knowledge, it cannot be expected that all (language) learners will be able to come up with the necessary or suitable strategies for language learning, let alone apply them without any help or previous training (Gu 2019: 22). This is where strategy instruction comes into play.

Examining 77 reports, Plonsky (2019) demonstrated the positive impact of strategy instruction on learners' language proficiency. His meta-study revealed that up to three-fourths of students who received language strategy instruction performed above average compared to those who did not (Plonsky 2019: 8). While this does provide support for the classroom integration of strategy instruction, it is important to note that this correlation is not equally strong across all skill areas. Whereas a high correlation between strategy instruction and the performance in reading-, vocabulary- and writing tasks could be observed, the impact of strategy instruction on listening tasks showed only slight improvement (Plonsky 2019: 4, 11).

The ability to apply LS consciously and effectively is termed *strategic competence*. This capacity involves *declarative*-, *procedural*- and *conditional strategy knowledge*. *Declarative knowledge* refers to being aware of the repertoire of strategies already available at one's disposal. *Procedural knowledge* denotes the ability to use a particular strategy to complete a specific task. Lastly, *conditional strategy knowledge* involves being aware of the "strengths and limitations of a particular strategy" and knowing when and why to apply a strategy (Gu 2019: 24). Consequently, merely presenting strategies to students will not suffice for instructing LS, instead it needs to be aimed at fostering strategic competence. Notably, Plonsky (2019) highlights a "widespread idiosyncrasy across studies in terms of different approaches to selecting strategies and implementing programs of LLSI" and the "lack of detail provided in terms of the instructional procedures" (Plonsky 2019: 5). Like the differing opinions on defining learning strategies, this highlights the diverse opinions on how to effectively cultivate strategic competence in language learners (Plonsky 2019: 5).

3.4.1 Methods of LLS instruction

In general, strategy instruction (SI) can be implemented either explicitly or implicitly within the language classroom. Explicit instruction entails teachers providing explanations of the individual strategies and guiding the students in their application. In implicit instruction, strategies are not explicitly discussed by the teacher or within the coursebook. Instead, learners engage in the respective activities without direct explanation or demonstration of the LLS (Psaltou-Joycey 2015: 33).

As has been described previously, strategic competence involves different aspects of strategy knowledge: being aware of one's strategy repertoire (declarative knowledge), knowing how to apply a specific strategy (procedural knowledge), and judging when and why a strategy can be useful (conditional knowledge) (Gu 2019:23). While each of these aspects can be fostered through instruction, different types of SI are required to address them effectively. Declarative knowledge is best developed by direct and explicit instruction, whereas procedural knowledge is best acquired gradually through diverse and individual practice opportunities. The development of conditional knowledge requires contextualised instruction and practice under varying conditions (Gu 2019: 24, 25).

Various models of SI exist, beginning from stand-alone “learning to learn” courses, designated learner guidebooks and self-access materials to complete instruction approaches such as the SCL or CALLA strategy instruction model (Gu 2019: 26). The *Cognitive Academic Language Learning Approach* (CALLA) originally developed by Chamot and O'Malley (1994), is a top-down instructional approach which consists of the five steps of (1) preparation, (2) presentation, (3) practice, (4) self-evaluation and (5) expansion/transfer (Gu 2019: 26). Table 3. provides a short description of the individual CALLA phases.

Table 3. The steps of the CALLA procedure (Chamot & Harris 2019: xxvi)

Phase	Description
Preparation	Teacher presents a task, and students brainstorm existing strategies (raising metacognitive awareness).
Presentation	Teacher models strategies often by ‘thinking aloud’ how to tackle the task.
Practice	Students engage in activities to practise new strategies. Teacher may to scaffolds initial activities, gradually withdrawing support as students gain confidence and competence.
Self-evaluation	Teacher helps students to evaluate performance and usefulness of particular strategy for specific task.
Expansion/transfer	Students are encouraged to reflect on other tasks where they could use their newly acquired strategies.

In this approach the teacher generally chooses the strategies to be taught and directs the instruction starting from theory, moving on to individual practice, until arriving at independent use and reflection. *Strategic Content Learning* (SCL) on the other hand, is a 'bottom up' approach, starting with a particular task and having teacher and students working together to construct the suitable strategy for a particular task (Gu 2019: 29). In comparison, whereas the CALLA suggests more explicit and deductive strategy teaching, SCL favours inductive strategy discovery (Gu 2019: 29). Generally, most strategy instruction in language teaching has followed the CALLA approach (Gu 2019: 29). or, at the least, adheres to similar common principles, namely (1) raising student's awareness, (2) presenting and modelling, (3) (multiple) practice opportunities, and (4) self-evaluation (Rubin et al. 2007: 143).

As a further issue, Psaltou-Joycey (2019) highlights, that "(a)ge-related concerns are especially relevant to the design of the instruction, the types of strategies (...) and the content of selected materials" (Psaltou-Joycey 2019:172). The implementation of strategies may be restricted by the learners' language knowledge and overall cognitive maturity (Schmitt 1997: 226) and strategy use is likely to change during their development (Schmitt 1997: 226). Generally, so Schmitt (1990), students will gradually apply more complex strategies that demand greater cognitive effort as they mature. Beginning learners are most often restricted to written or verbal repetition and only later move on to interactive- and metacognitive strategies (Schmitt 1997: 224). Consequently, the question arises, whether some strategies should be taught at a specific language proficiency level. Whereas Schmitt (1997) merely suggests that beginning learners should best be introduced to a variety of strategies even though they might use some of them only later on (Schmitt 1997: 226). Psaltou-Joycey (2019:174) suggests that different language proficiency levels may require different strategies to be taught. However, little guidance is offered in the literature regarding which strategies are most beneficial at which learner level. Psaltou-Joycey's (2015) teacher guidebook is a notable exception. In this publication she suggests several LLSI activities for learner levels A1 - B1. Those pertaining to beginners are: *Asking for clarification*, *Grouping / Classifying words*, *Using cognates*, *Using a dictionary*, *Making inferences and predictions*, and *Associating*. Apart from her description, no attempts at providing guidelines for specific learner levels or constructing an SI curriculum have been undertaken thus far.

The instruction of learning strategies specific to vocabulary learning has received attention from scholars such as Kameenui & Baumann (2012), Nation (2022), and Psaltou-Joycey (2015). The overarching methodology of instructing VLS aligns with the approaches for general LLS described above. The focus of the authors lies in providing descriptions of different strategies and offering guidance on teaching applications. For instance, Psaltou-Joycey (2015) describes the instruction of the VLS *Using a dictionary* by introducing the students to the principle of alphabetical organisation by categorising and alphabetically ordering nouns from handouts and having the students locate them in the dictionary. Mirroring the principles described before, the teacher first introduces the strategy and models the process, then learners engage in the hands-on activity using their dictionaries. Lastly, evaluation encourages reflection on the approach's effectiveness, preparing learners to expand and transfer their knowledge by bringing different dictionaries to class and exploring their functionalities (Psaltou-Joycey 2015: 194 -195).

3.4.2 Coursebooks as material for strategy instruction

According to Psaltou-Joycey (2019), the success of SI is predominantly dependent on the teacher's willingness to integrate this process into their daily classroom practice (Psaltou-Joycey 2019: 172). Still, in order to facilitate this integration, educators not only require the theoretical knowledge and pedagogical competence, but also the suitable resources to address this educational objective (Goh 2019: 267, 274). Reviewing several investigations of textbook use, Vitta (2023) concludes that "most English Language Teaching (ELT) contexts rely on textbooks and corresponding materials to drive the education process" (Vitta 2023: 1,3), and Littlejohn (2017: 204) describes the textbook as the main "tool of the trade" in language teaching. As ELT coursebooks significantly influence classroom practice, it would be practical to incorporate strategy training directly into the coursebook (Bastanfar & Hashemi 2010: 158). Unfortunately, there seems to be considerable room for improvement regarding the status of SI integration into ELT material. Pawlak (2021) criticises a gap between research and practical implementation of SI. Although aspects of strategy instruction are being incorporated into coursebooks, and national curricula have established SI as an educational objective, he affirms that the actual application of SI in L2 education proves, for the most part, negligible. According to the author, educational materials lack principled strategy instruction and educators often "are reluctant to devote time to strategies with so many other priorities on their agendas" (Pawlak 2021: 829).

Similarly, Goh (2019) asserts that the lack of suitable material remains an issue in language strategy instruction (Goh 2019: 267, 268) and Psaltou-Joycey (2019) remarks that “many teachers encounter difficulty in finding materials specifically designed for that purpose” (Psaltou-Joycey 2019: 172). Yet, despite their deficits in bridging LS theory and practice, Psaltou-Joycey (2019) asserts that coursebooks can be useful for introducing LLS (Psaltou-Joycey 2019: 174). According to the author, learning strategies often underlie coursebook activities implicitly. She suggests that identifying these underlying strategies, can already be valuable starting point for strategy instruction as by “ensuring they are then made explicit to the learners, teachers help them become aware of their learning process and act more independently” (Psaltou-Joycey 2019: 174). Where necessary, teachers should use or adapt these activities to use as a basis for explicit and integrated strategy instruction. In order to work with the material, she recommends the previously described CALLA procedure for SI (Psaltou-Joycey 2019: 174, 178). Additionally, Psaltou-Joycey (2015) published a teacher’s guide which offers SI activities to “complement the main coursebooks” (Psaltou-Joycey 2015: 11), some of her suggestions will be referred to at a later point of the investigation.

3.5 Previous investigations of coursebooks

In 1997 Schmitt wrote:

“Some of the insights gained from the research and scholarly discussion of vocabulary learning strategies are filtering down into vocabulary materials. Many of the newer vocabulary learning materials give prominence to introducing strategies (although not necessarily labelled as such) which the learner can use to independently improve their vocabulary” (Schmitt 1997: 203).

Although Schmitt’s quote highlights a positive trend of VLS incorporation into learning materials, it is important to note that the number of studies investigating this inclusion is relatively limited. Psaltou-Joycey’s (2014) study, in which she investigated the inclusion of LLS within Greek ELT coursebooks for primary grades 3–6 (ages 8-12) and secondary grades 1-3 (ages 13-15), is among the most insightful projects. Revisiting this study in a later publication, Psaltou-Joycey (2019) surmises that her previous findings could reveal that, whereas integration of LLS for other skills was minimal, VLS and strategies for reading comprehension were emphasised in the coursebooks (Psaltou-Joycey 2019: 174-175). Regarding VLS specifically, prominent strategies identified throughout the primary

grades were *Using resources* (dictionaries, internet), *Repeating*, *Rote memorisation*, *Guessing intelligently*, *Translating*, *Asking for help*, as well as *Cooperating with others*. VLS introduced from the 5th grade upwards (ages 11–12) were *Grouping vocabulary thematically* and *Semantic mapping* (Psaltou-Joycey 2019: 175). She also observed that the strategy of *Using resources* such as dictionaries was featured only in the first and second lower secondary grades. However, she explains that this is likely because it is considered an "ongoing procedure in FL learning and, therefore, after some practice, it may be considered as 'known'" (Psaltou-Joycey 2019: 177). She further notes that, except *Guessing*, minimal activities to foster compensation strategies were present in the coursebooks (Psaltou-Joycey 2019: 175), as well as a "lack of attention given to affective strategies" (Psaltou-Joycey 2019: 176). She rationalises the limited compensation strategies with the learners' low proficiency level and limited lexical knowledge, making it difficult to compensate as concepts such as synonymy, paraphrasing or circumlocution are unlikely to be available in lower proficiency levels. Regarding Memory strategies, she outlines that students generally transition from basic rote learning to more intricate strategies, progressing gradually as grade levels advance (Psaltou-Joycey 2019: 175).

Another study, conducted by Murray (2019), focused on examining VLS in three commercial ELT coursebooks available in Japan. In contrast to Psaltou-Joycey (2019), Murray's investigation delved into more advanced materials as she investigated material of the CEFR level B1. The study revealed an emphasis on Cognitive strategies, with *Study and practice meaning in groups* and *Complete sentences with new words* being among the most frequently included strategies (Murray 2019: 730). Notably, Affective- or Social strategies were either absent in the coursebooks or simply not analysed by the author. Additionally, Murray highlighted a substantial difference in strategy variety between the books, spanning from 16 to 30 different VLS within a series.

Lastly, another inquiry into VLS in coursebooks was conducted by Bastanfar and Hashemi (2010). Their study set out to investigate the degree to which VLS research informs local coursebooks from lower secondary to pre-university levels in Iran. Their findings revealed a combination of both explicit and implicit strategy integration. However, the overall range of VLS was found to be very limited, with the pre-university coursebook displaying the highest degree of strategy integration. Although no individual strategies are detailed in their publication, the authors describe an overall "lack of attention to metacognitive strategies including strategies providing both for self-direction and self-

assessment and monitoring” (Bastanfar & Hashemi 2010: 163). Notably, explicit instruction on Cognitive- and Metacognitive strategies was entirely absent (Bastanfar & Hashemi 2010: 163).

In conclusion, it can be gathered that although it could be confirmed that coursebooks have integrated VLS theory, there seems to be considerable diversity in how it is integrated and presented, as well as the actual strategies identified. Furthermore, the variations in L1 backgrounds across the conducted investigations add another layer of diversity. Overall, no common trends can be deduced from the previous studies and further investigations will need to be conducted to offer a more comprehensive picture of VLS integration into ELT coursebooks.

4. Methodology

4.1 Description of the study

This study investigates the integration of vocabulary learning strategies within English school books designed for the first grade of Austrian AHS. The aim is to provide an overview of the strategies included in the coursebooks, identify the most frequently included VLS, and examine how the strategies are introduced to students. The coursebooks selected for this project were published between 2004 and 2023, allowing a comparison of different generations of ELT coursebooks. The methodology employs a two-phase approach: a quantitative analysis of the textbooks, followed by a qualitative description and critical discussion of the gathered results.

The research questions are the following:

1. Which vocabulary learning strategies are present in current and former Austrian ELT schoolbooks for the first grade AHS?
2. How are these vocabulary learning strategies presented?
3. How do the former coursebooks compare to recently published ELT coursebooks in terms of VLS inclusion and presentation?

Four book series for the first-grade AHS were selected, and from each series, both the Workbook/ Activity book and the Coursebooks/Student's book were included. Thus, eight books in total were analysed. To answer the first research question, coursebook exercises and elements of vocabulary presentation within the books were assessed. If the actions taken in interacting with these elements corresponded to a vocabulary learning strategy, both the strategy and the associated activity type of the item were recorded. The differentiation between implicit or explicit integration and the documentation of activity types addresses the second research question. Furthermore, it was recorded whether the presentation of the strategy was implicit or explicit. The insights derived from this analysis, in conjunction with the findings from the literature review, then informed the discussion of the third question. The following subchapters introduce the coursebooks used in this study, outline the applied analysis process, and describe the compiled VLS- and activity inventory. As a last point, the limitations of the analysis are acknowledged.

4.2 Coursebooks

This study analysed four book series, all formally or presently used in Austrian first-grade AHS. The initial criterion for selection was that the respective books either currently are, or previously were, part of the Austrian *Schulbuchaktion*, an initiative which has been providing students in Austria with the necessary educational materials free of charge since 1972. Given the absence of available data indicating which schoolbooks are most frequently used in Austrian classrooms, the decision was made to prioritise books featured on this list. An additional criterion for selection was that each series consisted of two books: a *Coursebook*, in one case, also termed *Student's book*, *Learner's book*, or *Coursebook*, and a *Workbook*, also termed *Activity book* in one case. This choice was made to allow comparability between the different series. Generally, the Student's book constitutes the primary resource for in-class teaching and learning. It encompasses the core curriculum, split into several units and different practice- or learning exercises. It covers grammar explanation, includes vocabulary illustrations, and contains reading-, speaking-, listening-, and writing exercises. The Workbook is split into units corresponding to the Student's book and offers practice exercises aligned with the topics of the Student's book. It further contains the core vocabulary of each unit, which it provides in the form of bilingual word lists, semantic maps, and labelled illustrations, respectively. Table 4. provides an overview of the eight books, and the following subchapters will briefly describe each series' key features.

Table 4. Overview of analysed book series

Series Title	Red line 1	English to go 1	More! 1	Cambridge global English 1
Publisher	ÖBV	ÖBV	Helbling	Cambridge University Press
Year published	2008	2004	2023	2023
2023/2024 Schulbuchaktion	Not included	Included	Included	Included
Pages	Coursebook: 223 Workbook: 87	Coursebook: 160 Workbook: 112	Student's Book: 148 Workbook: 140	Learner's Book: 170 Activity Book: 128
Units	7	20	15	9

4.2.1 Red Line 1

The *Red Line 1* (RL) series was first published in 2003, although the analysed edition is from 2008. It last appeared on the list for the Schulbuchaktion in 2013/14. Despite its age, it was chosen for analysis as it is the only book series among the selected books that explicitly references the inclusion of language learning strategies (“Lernstrategien und Kommunikationsübungen”) in its content overview on the back cover text of the Coursebook. Although it may no longer be used in Austrian classrooms, an analysis of this book could serve as a valuable insight into how coursebooks pursue the aim of conveying VLS to students. Both RL books are highly structured as they consist of 7 units, each of which contains several thematic subchapters: *Check in* (introduces the unit), *Language* (practice of the language skills and grammar), *Story* (a written story as well as topically related exercises), *Wordwise* (vocabulary exercises) and *Checkout* (revision and summary of the unit). Most vocabulary-specific exercises can be found in the *Wordwise* subchapter. Each unit's vocabulary can be found at the end of the coursebook as an English-German word list. The series' description states that it was developed based on a goal-oriented curriculum (Baer-Engel et al. 2008: 2), however due to the series' age, this does no longer reference the Austrian curriculum currently in place.

4.2.2 English to Go 1

English to Go 1 (ETG) was published in 2004 and is, thus, the oldest schoolbook analysed in this study. Despite its age, the ETG series is still included in the current Schulbuchaktion of 2023 / 2024. This book series was selected due to its unique status as an older text that remains in potential use. The series comprises a *Coursebook* and a *Workbook* both consisting of 20 units. Each unit of the Workbook ends with the unit's vocabulary in the form of an English-German word list and a Vocabulary mapping of a particular topic. Additionally, each unit closes with a “*Self Check*”. Its description on the publisher's website states that this series "embodies a new approach" (ÖBV 2024), connecting the newest methodological innovations with approved approaches to learning and studying, and its centrepiece is a holistic approach and a constructivist disposition (ÖBV 2024). It does not explicitly mention the inclusion of learning strategies per se; however, it addresses that it offers *tips* in addition to *exciting tasks*, *discovery exercises* and *useful phrases for conversation* (Westfall & Weber 2004: 3).

4.2.3. More! 1

The *More!* series was first published in 2007 and has been included in the Schulbuchliste ever since. The analysed publication of More is the most recent edition, published in 2023. This series is known for its numerous supplementary resources, such as additional practice books and digital practice materials, and is, therefore, widely used throughout Austrian lower secondary classrooms. Only the Student's book and Workbook have been analysed for this study to allow comparability with the other works. Both books consist of 18 units, each unit of the Workbook ending with the unit's vocabulary in the form of an English-German word list and topical vocabulary illustrations. The description on the publisher's website states that the *More!* coursebooks adhere to the current 2023 curriculum and follow a competence-oriented approach. Among other features, they also highlight enjoyment in learning through the use of poems, chants, and songs (Helbling 2024).

4.2.4 Cambridge global English 1

CGE is a new book series first published in 2023. The school year 2023/2024 is, thus, the first year that this book series is included in the Schulbuchliste. It is the newest book series to be analysed in this study. The two books are termed *Learner's book* and *Activity book*, each consisting of nine units. Each Workbook unit ends with the unit's vocabulary in the form of an English-German word list. In its description text, the Activity book references the new competence-oriented curriculum. It describes that besides the language content on its own, this book encompasses the overarching, cross-curricula topics of *Media Education*, *Political education*, *Economic- and Consumer education*, *Educational-, Vocational-, and Life orientation*, as well as *Entrepreneurship education*. It references the CEFR levels A1-A2, and the material reflects the principle of: "an enquiry-based, language-rich approach to learning", as well as a focus on "English for educational success" (Dokalik-Jonak 2023: 3). Additionally, each exercise in the book references an included competency grid. As the book states, this feature lets students become acquainted with competence-oriented tasks and cultivate solution-oriented working skills (Dokalik- Jonak 2023: 3). Although the books themselves do not include any reference to learning strategies, the publisher's website, advertises that the *Cambridge global English series (1-4)* offers a new, research-based approach to learning. Among other features, the publisher claims that, with the help of their series, students will learn English vocabulary in a meaningful way and be able to implement strategies to master every language-situation with confidence (Bildungsverlag Lemberger 2024).

4.3 The analysis

This study adopts the definition of vocabulary exercise from Brown (2010) as: "as any activity that focuses on the form, meaning or use of an item or items" (Brown 2010:87). In the majority of cases, the vocabulary items were single words; however, for some activities, formulaic expressions or word chunks were included as well, if the focus was specifically on common phrases (i.e. expressions such as "good morning", or idioms such as "break a leg"). Much like in Brown's (2010) study, this definition of vocabulary activity often meant that elements designated as *Writing* or *Speaking* were also included, as well as methods of vocabulary presentation such as pictures with accompanying labels, word lists, or mind maps. Exercises focused on free writing were counted as long as they focused on the use of specific and predetermined vocabulary. Writing tasks with less focus on particular words and a heavier emphasis on the specific text type or exercises that presented or practised grammatical concepts were not counted. *Fill-in* activities were counted if particular or pre-given words needed to be inserted based on the surrounding context.

4.3.1 VLS inventory

Before the analysis of the books could be carried out, an inventory of VLS had to be selected as the foundational framework for investigation. Similar to previous publications in this field (Thiendathong & Sukying 2021; Ueno & Aliponga 2021), this thesis's inventory of VLS is based on foundational taxonomies. The complete inventory of this study is a combination and adaptation of previous taxonomies. It results from an iterative process, starting with an initial catalogue of strategies and was further developed throughout the analysis process. The initial inventory for the present study was Schmitt's 1997 inventory of VLS, which includes 58 concrete vocabulary learning strategies and is the most detailed inventory of VLS up to date (Chapter 3). The reasons this inventory was chosen as the basis for this study were twofold: its richness in strategies offered the potential for comprehensive coverage and the fact that it holds an established position in the field of VLS research, which ensures alignment with current research and allows for comparative analysis between other studies of this kind. However, Schmitt's taxonomy, although a suitable starting point for the analysis, was insufficient to describe all VLS in the analysed coursebooks. This limitation arose from the fact that Schmitt's inventory, albeit extensive, is also restrictive. Schmitt recorded concrete and distinct activities as individual VLS, thus making it possible for an activity to meet the formal criteria of a VLS but not be included in Schmitt's inventory. As

mentioned in Chapter 3, Schmitt notes that his taxonomy "should not be viewed as exhaustive but rather a dynamic working inventory which suggests the major strategies" (Schmitt 1997: 204), suggesting that new elements should be added where suitable. Ultimately, this meant that to describe all VLS appearing in the coursebooks, some strategies needed to be added during the analysis. The inventory that informed the additions to Schmitt's inventory was that of Nation (2001). As described in Chapter 3, Nation's taxonomy of VLS comprises broad categories and is, thus, less restrictive on the individual strategies included within its main classes of VLS. This fact allows for additional strategies to be placed within its framework. This circumstance can be more clearly explained through an example: The coursebook features an exercise in which the students must find rhyming words by matching several given words into pairs or coming up with a rhyming partner for a given word. The VLS, *Remember words through rhymes*, is not present in Schmitt's taxonomy, although this action could be qualified as a VLS. If this study exclusively referred to the VLS included in Schmitt's taxonomy, it would be difficult to record this action as a VLS. However, Nation's taxonomy lists *mnemonics* as a VLS, which, being a broad category, includes the particular action of *Remember words through rhymes*. Ultimately, the decision to include an activity as an additional strategy was made based on two main criteria. Firstly, it needed to align with the formal definition of VLS and fall into one of the primary VLS categories, such as Cognitive- or Metacognitive strategies. Secondly, the activity had to be distinctly different from the VLS already present in Schmitt's inventory. When an activity met both conditions, it was considered a distinct VLS and subsequently added as a new category to the analysis. In the previous example, *Remember words through rhymes* was added as an additional, separate VLS in the category of Memory strategies.

Ultimately, the final inventory of this study consists of all strategies found that occurred at least once in any of the eight books, which resulted in a total of 38 different strategies. Although the inventory is a product of the analysis and, therefore, a result, it is already presented here (Table 5.) to provide a comprehensive description of the methodology. The new strategies added to Schmitt's original inventory are marked with *. Furthermore, some of the names for VLS in Schmitt's inventory have been slightly altered to ensure uniformity in designation and to provide a more transparent description. For example, Schmitt's VLS *Word cards* is termed *Study with word cards*, and Schmitt's VLS *Dictionary* is referred to as *Use a dictionary* in this study. The respective strategies are marked with **

Table 5. VLS inventory of this study

Category	Strategy
DET	Analyse affixes and roots
DET	Analyse parts of speech
DET	Ask teacher / classmates for help*
DET	Check for L1 cognate
DET	Guess meaning from textual context
DET	Make guesses*
DET	Use a dictionary**
MEM	Connect word to a personal experience
MEM	Connect the word to its synonyms and antonyms
MEM	Group words together to study them
MEM	Learn vocabulary in its context*
MEM	Play a game with the vocabulary items*
MEM	Practice through freewriting**
MEM	Say new word aloud when studying
MEM	Study phrases / chunks*
MEM	Study collocations*
MEM	Study homophones*
MEM	Study spelling of a word
MEM	Study word parts (compound words)*
MEM	Study word with a pictorial representation of its meaning
MEM	Remember words through rhymes*
MEM	Translate sentences from English to German *
MEM	Use new word in a sentence
MEM	Use physical action when learning a word
MEM	Use real objects & say word out loud*
MEM	Use semantic feature grids
MEM	Use semantic maps
MEM	Use synonyms or paraphrase to study a word*
COG	Put English label on physical objects
COG	Sing songs & repeat poems*
COG	Study with word cards**
COG	Use English German word lists (rote repetition)**
COG	Written repetition
MET	Identify unknown words*
MET	Skip or pass new word
MET	Tipps to remember things better*
MET	Use spaced word practice
SOC	Study and practice meaning in a group

4.3.2 Activity types inventory

To determine how individual strategies are presented in the coursebooks, the activity type of each coursebook element containing a VLS was recorded. This, as described above, included both designated vocabulary exercises, methods of vocabulary presentation, as well as activities designated as speaking or writing if they included a VLS. The designation *activity type* was chosen for this description, as it constitutes a broad category that can include conventional exercises (i.e. cloze exercise, matching definitions), reading or looking at vocabulary presentations, as well as actions such as singing songs or playing games. To avoid too many categories, all elements which served as vocabulary presentation methods, such as word lists, labelled illustrations, or mind maps, received the activity type *Vocabulary presentation*. Like the VLS inventory, the inventory of activity types was a product of the analysis itself and the categories were added and combined were suitable during the process of analysis. Ultimately, 19 activity types were recorded in this study; they are listed in Table 6. alongside their definition.

Table 6. Activity type inventory

Activity type	Description
Analysing	Students analyse vocabulary items to identify a specific feature
Asking verbally	Students ask a question verbally
Controlled sentence writing	Students write sentences with the given words following a predefined scheme
Creating visual representation	Students create drawings or categorise information visually
Creative sentence writing	Students freely write sentences using the given word
Dictionary using	Students use a dictionary
Filling in	Students fill in the blank with given vocabulary items
Finding the odd one out	Students decide which vocabulary item does not fit within a group
Labelling	Students write down the suitable word or phrase onto or under its matching picture, description, or physical object.

Listing	Students list words (pre-given or thematic)
Matching	All vocabulary items are given and students connect the matching pairs
Multiple choice	All vocabulary items are given and students choose / tick the suitable one(s)
Oral repetition	Students repeat vocabulary aloud
Physical action	Students performing actions that convey meaning of vocabulary
Playing	Students play games involving vocabulary items
Vocabulary presentation	Different Methods to present and Illustrate vocabulary items (e.g. mind maps, labelled pictures, word lists)
Translating	Students translate English sentences to German or German sentences to English
Underlining	Students underline specific words or phrases
Writing	Students write down given vocabulary items

4.4 Process of analysis

With the help of the initial VLS inventory, each coursebook activity or method of vocabulary presentation was evaluated. If a particular strategy was conveyed through one of the coursebook elements, the item was recorded as one instance of the particular VLS. Two aspects were considered in determining whether a VLS was associated with the particular item: the instructions and the actions taken to complete the given task. Regarding the latter, the term action is defined as both the mental processes involved in understanding and completing a given task (such as memorisation or manipulation), as well as the actual physical effort during the activity (e.g. speaking out aloud or miming). Additionally, the activity type was recorded. If a particular VLS was introduced explicitly, meaning that the strategy was presented as such via its heading or an accompanying explanation, it was separately recorded as an additional item with the exercise type *Explicit instruction*. In the case of two VLS being present in one singular item or if an exercise could be classified as a mixture of two strategies, the strategy that featured predominantly was recorded. As described earlier, if an activity portrayed the characteristics of a VLS but was not part of Schmitt's taxonomy, Nation's broader categories were taken into account, and additional

VLS were added to the inventory where necessary. If items contained the same strategy but exhibited only minor differences in task execution, they were not recorded as separate VLS but merged into one VLS. After initial analysis, the recorded strategies were grouped into the respective strategy categories of *Cognitive-*, *Metacognitive-*, *Memory-* and *Social strategies* adhering to Schmitt's original classification (Chapter 3.3.1) to offer a comprehensive overview of the primary category of strategies incorporated in the books. In regard to the strategies that were added to Schmitt's (1997) inventory, the most appropriate category based on Schmitt's category descriptions (Chapter 3.3.1) was assigned. The initial step in the quantitative evaluation involved calculating the occurrences of each strategy within each individual book, each book series, and across all eight books collectively. This quantification was also done for the different activity types of the implicitly included VLS. It soon became evident that, although several strategies were included in the books, the differences in occurrence designate some VLS as more prominent than others. Furthermore, the high number of individual strategies meant that not each individual strategy could be discussed separately within this thesis. Therefore, as a next step, it had to be decided which strategies could be considered *main strategies* overall and for each book series individually. For this, the total number of occurrences was compared, and it was found that clear categories, *high-*, *medium-*, and *low-frequency strategies*, could be established. Notably, the allocation of a particular VLS into one of the frequency categories depended on its relative occurrence compared to the other strategies and, consequently, varies between each book series. Overall, however, three or fewer instances were regarded as low-frequency in all series. In terms of activity types, no categorisation into high- or mid-frequency was attempted. Instead, activity types that appeared five times and above for the individual series and 45 times and above for the summarised results will be regarded as main activity types. Ultimately, for the summarised results and the four book series individually, the main VLS and main activity types were identified. The discussion will focus on them, as discussing each individual element would go beyond the scope of this thesis.

4.4.1 Limitations

Naturally, this method of analysis is not without limitations. Although the definition and classification of VLS are theoretically well founded, the decision to record a particular coursebook exercise as including a specific VLS may not be straightforward in some cases. Ultimately, a certain degree of subjective judgment remains inevitable due to two aspects. Firstly, the specific intention of the exercise's creator is often not known, and secondly, the

degree of actual strategy use or instruction, i.e. the involvement load of the actual element of vocabulary learning (Chapters 2.2.2 & 3.2) may vary between individual exercises. Consequently, in some cases, the integration of the VLS was judged too minor compared to the whole task of the individual exercise. This meant that although an element of VLS was present in the exercise, other demands of the task (e.g. speaking) were judged to overshadow this aspect to such a degree that its role as VLS practice or - introduction was too minor, especially in comparison with other exercises present in the books. Furthermore, as described above, the designation of main strategies did depend on their relative frequency to the other VLS and was determined without the help of statistical tests. However, regarding the research objective of this thesis, this less precise approach suffices, as the primary goal is to provide an overview of VLS and highlight potential focus points. Rather than an exhaustive statistical analysis, the goal is a comprehensive understanding of VLS integration into ELT coursebooks. Nevertheless, these limitations should be taken into consideration in the interpretation of the results.

5. Results

This chapter presents the results gathered in the analysis. Starting with a general overview including all eight books, the total sum of strategies and their respective activity types is shown. The results in the tables are ordered according to frequency of appearance. Following this, the individual results for each book series are displayed separately, again ordered according to their frequency. As described in the previous chapter, for the individual VLS, the results will be sorted into high- mid- and low-frequency strategies. The high- and mid-frequency VLS will be highlighted in addition to the total results in the table. Concerning the activity types, primary activity types will be identified as those with five occurrences and up. These will also be presented separately in addition to the tables for better visibility. The instance count of strategy categories, activity types, or individual strategies is given in brackets, however, the designation ‘instance’ will not be included for easier readability.

5.1 Overview of results

The following section presents the summary of results for all eight books of the four different series. The full strategy inventory has already been presented in Table 5. (Chapter 4). Here, implicit and explicit strategy instruction are presented separately for a better overview. The first table (Table 7.) shows the overall frequency of the individual strategy categories. Table 8. shows the overall results for implicitly presented strategies gathered in the analysis of the four book series and Table 9. shows the overall results for explicitly presented strategies. The two books of each series have been joined together for a better overview. The abbreviations (MEM, DET, COG, SOC, MET) designate the strategy categories Memory, Determination, Cognitive, Social, and Metacognitive.

Table 7. Overview of results for strategy categories

Category	MEM	DET	COG	MET	SOC
Total frequency of VLS instances	356	69	59	4	1
Number of different individual VLS	21	7	4	4	1

Table 7. shows that the predominant category among the observed VLS is Memory strategies. Determination strategies, followed closely by Cognitive strategies, appear with medium frequency while Metacognitive and Social strategies rarely occur throughout the eight books. In terms of VLS variety of these categories, the previous order is mirrored with the exception that four different Cognitive strategies as well as four different Metacognitive strategies were identified, although the overall number of occurrences is much higher for Cognitive VLS.

Table 8. shows all implicitly included VLS within the eight books. Overall, 468 instances of coursebook items containing implicitly presented strategies have been recorded and 27 different VLS have been identified.

Table 8. Overview of results for all implicitly integrated VLS

Cat.	VLS	Activity type	RL	ETG	More	CGE	Sum
MEM	Study word with a pictorial representation of its meaning	Vocabulary presentation	3	3	26	21	144
		Matching	1	5	17	9	
		Labelling	5	4	29	15	
		Creating visual representation	/	1	1	4	
MEM	Use new word in a sentence	Creative writing	3	6	1	6	71
		Multiple choice	/	/	/	1	
		Controlled writing	1	8	6	3	
		Filling in	7	9	10	10	
DET	Use a dictionary	Vocabulary Presentation	1	21	16	11	53
		Dictionary using	2	/	1	1	
MEM	Group words together to study them	Finding the odd one out	3	2	/	/	52
		Listing	14	6	1	2	
		Vocabulary presentation	/	24	/	/	
COG	Sing songs & repeat poems	Oral repetition	12	18	14	7	51
MEM	Use semantic maps	Creating visual representation	2	3	/	2	15
		Vocabulary Presentation	/	8	/	/	
MEM	Remember words through rhymes	Writing	2	2	/	7	14
		Matching	/	1	/	2	
MEM	Say new word aloud when studying	Oral repetition	1	/	/	11	12
MEM	Study spelling of a word	Oral repetition	/	/	1	2	8
		Writing	2	1	1	/	
		Filling in	/	1	/	/	
MEM	Play a game with the vocabulary items	Playing	2	1	/	3	6
MEM	Connect words to its synonyms and antonyms	Matching	2	/	/	3	5
MEM	Use physical action when learning a word	Physical action	/	/	/	3	3
MEM	Use semantic feature grids	Filling in	/	/	/	3	3
MEM	Study homophones	Filling in	1	/	/	1	3
		Matching	/	/	/	1	
MEM	Study word parts (compound words)	Matching	1	/	/	1	3
		Analysing	/	/	/	1	
DET	Guess meaning from textual context	Filling in	/	2	/	/	3
		Matching	/	1	/	/	
DET	Analyse parts of speech	Analysing	2	/	/	1	3
MEM	Translate sentences from English to German	Translating	1	2	/	/	3
MEM	Connect word to a personal experience	Filling in	/	1	/	/	2
		Writing	1	/	/	/	
MEM	Study collocations	Matching	1	/	/	/	2
		Vocabulary presentation	/	1	/	/	
MEM	Use synonyms or paraphrase to explain the meaning of a word*	Matching	/	1	/	/	2
		Writing	/	1	/	/	
DET	(Analyse) Affixes and roots	Analysing	1	/	1	/	2
DET	Ask teacher / classmates for help	Asking verbally	/	/	/	2	2
DET	Check for L1 cognate	Analysing	1	1	/	/	2
COG	Put English label on physical objects	/	/	1	/	1	2
COG	Written repetition	Writing	/	/	/	1	1
MET	Identify unknown words	Underlining	/	/	/	1	1
	Sum of implicit strategy integration		72	135	125	136	468

Examining the individual frequencies of each VLS, a distinction can be made between high- mid- and low-frequency strategies. As evident in the table, five strategies were significantly more prominent throughout the book series than any of the remaining 35. Whereas these five strategies appeared at least 51 times or more throughout the eight books, all remaining strategies appeared only 15 times or less. The following VLS can, thus, be identified as the high-frequency strategies throughout the four coursebook series:

- Study word with a pictorial representation of its meaning
- Use new word in a sentence
- Use a dictionary
- Group words together to study them
- Sing songs and repeat poems

All of the high-frequency strategies appeared in each of the book series. Although this is not the case for the next group of strategies, their overall frequency in the summarised results designates them as mid-frequency strategies. These strategies appear more than 10 times in the eight books together, they are:

- Use semantic maps
- Remember words through rhymes
- Say new word aloud when studying

Lastly, among the low-frequency strategies, two groups can be established, whereas all remaining strategies appear three times or less, the following three strategies appear 8 to 5 times:

- Study spelling of a word
- Play a game with the vocabulary items
- Connect words to its synonyms and antonyms

Next, Table 9. presents the explicitly presented strategies which could be found in the four book series.

Table 9. Overview of results for all explicitly integrated VLS

Cat.	VLS	Activity type	RL	ETG	More	CGE	Sum total
MEM	Use semantic maps	Explicit instruction	1	1	/	/	2
COG	Study with word cards	Explicit instruction	2	1	/	/	3
MEM	Study phrases / chunks	Explicit instruction	/	2	/	/	2
MEM	Practice through freewriting	Explicit instruction	/	1	/	/	1
MEM	Use new word in a sentence	Explicit instruction	1	/	/	/	1
MEM	Learn vocabulary in its context	Explicit instruction	1	/	/	/	1
MEM	Use real objects (+ say word out loud)	Explicit instruction	1	/	/	/	1
DET	Make guesses	Explicit instruction	/	1	/	/	1
DET	Check for L1 cognate	Explicit instruction	1	/	/	/	1
DET	Guess meaning from textual context	Explicit instruction	1	/	/	/	1
DET	Use a dictionary	Explicit instruction	1	/	/	/	1
COG	Use English German - word lists (rote repetition)	Explicit instruction	1	/	/	/	1
COG	Put English label on physical objects	Explicit instruction	1	/	/	/	1
MET	Use spaced word practice	Explicit instruction	1	/	/	/	1
MET	Skip or pass new word	Explicit instruction	1	/	/	/	1
MET	Tipps to remember things better	Explicit instruction	/	1	/	/	1
SOC	Study and practice meaning in a group	Explicit instruction	1	/	/	/	1
	Sum of explicit strategy integration		14	7	0	0	21

As evident from the table, only two of the four series, RL (14) and ETG (21) contain explicitly presented VLS. Overall, 17 individual VLS were presented explicitly in both books. Within the two series, the most frequent strategy, with three instances, is *Study with word cards* followed by *Use semantic maps* and *Study phrases / chunks* with two instances respectively. The first two VLS appear in both books, whereas *Study Phrases / Chunks* only occurs in ETG. All other strategies appear only once and thus, in only one of the two series each. All explicitly integrated VLS within the RL series were found in the Coursebook, and in the ETG series all appeared in the Workbook.

As the final aspect in the investigation of individual VLS, Table 10. lists the 35 strategies of Schmitt's (1997) inventory, which did not appear in any of the analysed coursebooks. As Schmitt (1997) identified 58 vocabulary learning strategies, 23 strategies are shared between Schmitt's - and the present study's inventory, while 15 were added as new strategies during this study. These newly added VLS are indicated as such in Table 5.

Table 10. Schmitt's (1997) strategies not included in this study's inventory

Category	VLS
Determination	Analyse any available pictures or gestures
	Monolingual dictionary
	Word lists
	Flash cards
Social	Ask teacher for L1 translation
	Ask teacher for paraphrase or synonym of new word
	Ask teacher for sentence including the new word
	Ask classmates for meaning
	Discover new meaning through group work activity
	Teacher checks student's flash cards or word lists for accuracy
	Interact with native speakers
Memory	Image word's meaning
	Associate the word with its coordinates
	Use 'scales' for gradable adjectives
	Peg Method
	Loci Method
	Group words together spatially on a page
	Group words together within a storyline
	Study the sound of a word
	Image word form
	Underline initial letter of the word
	Configuration
	Use keyword method
	Affixes and roots (remembering)
	Part of speech (remembering)
	Use cognates in study
	Learn the words of an idiom together
Cognitive	Take notes in class
	Use vocabulary section in your textbook
	Listen to tape of word lists
	Keep vocabulary notebook
	Verbal repetition
Metacognitive	Testing oneself with word tests
	Skip or pass new word
	Continue to study word over time

Turning now to the manner of integration, Table 11. lists the activity types of the items which contained the different VLS throughout the books. The VLS throughout the four series were incorporated within 19 different types of coursebook activities. 11 activity types appeared in each book series at least once, namely: *Vocabulary presentation*, *Oral repetition*, *Labelling*, *Filling in*, *Matching*, *Listing*, *Controlled sentence writing*, *Writing*, *Creative sentence writing*, *Creating visual representation*, and *Analysing*. However, not all

activity types are included equally, and five primary strategies can be identified: *Vocabulary presentation*, *Oral repetition*, *Labelling*, *Filling in*, and *Matching*. CGE includes the most unique activity types, with *Asking verbally*, *Underlining*, and *Multiple choice* exclusively appearing within this series.

Table 11. Overview of all activity types for all series

Activity type	RL	ETG	More	CGE	Sum
Vocabulary presentation	4	57	42	32	135
Oral repetition	13	18	15	20	66
Labelling	5	5	29	16	55
Filling in	5	8	17	16	46
Matching	8	13	10	14	45
Listing	14	6	1	2	23
Controlled sentence writing	1	8	6	3	18
Writing	5	3	1	8	17
Creative sentence writing	3	7	1	6	17
Creating visual representation	2	4	1	6	13
Analysing	4	1	1	2	8
Playing	2	1	/	3	6
Finding the odd one out	3	2	/	/	5
Dictionary using	2	/	1	1	4
Physical action	/	/	/	3	3
Translating	1	2	/	/	3
Asking verbally	/	/	/	2	2
Underlining	/	/	/	1	1
Multiple choice	/	/	/	1	1

Lastly, Table 12. displays the summarised results for each book series individually. It presents the total sum of VLS instances as well as the share of explicitly and implicitly included strategies. It also shows the variety of different strategies, with RL containing the highest number of different VLS (28), followed by ETG (22) and CGE (20). The More series contains the least variety, with only 8 different VLS overall. The last column of the table depicts the variety of activity types. CGE has the highest number of different activities (17), followed by RL (15), then ETG (14), and More (12).

Table 12. Summarised results for each book series individually

Series	Sum all instances of VLS	Sum VLS instances implicit	Sum VLS explicit	Sum of diff. strategies	Sum of diff. activity types
RL	86	72	14	28	15
ETG	142	135	7	22	14
More	126	126	0	8	12
CGE	136	136	0	20	17

5.2 Individual books

In the following subchapters the results for the individual books in each series are presented. The lists are, again, sorted according to frequency of the individual VLS. Strategies which did not feature in the books have been left out of the respective tables.

5.2.1 Red line 1

Table 13. shows the results for implicit strategies within the book series RL, ordered by frequency. Overall, 72 instances of implicit VLS inclusion could be found, 39 of which were found in the Coursebook and 33 in the Workbook.

Table 13. Implicit VLS in the Red Line 1 series

Cat.	VLS	Activity type	CB	WB	Both	Total
MEM	Group words together to study them	Listing	9	5	14	17
		Finding the odd one out	/	3	3	
COG	Sing songs & repeat poems	Oral repetition	12	/	12	12
MEM	Use new word in a sentence	Filling in	2	5	7	11
		Creative writing	1	2	3	
		Controlled writing	/	1	1	
MEM	Study word with a pictorial representation of its meaning	Labelling	/	5	5	9
		Vocabulary presentation	3	/	3	
		Matching	1	/	1	
DET	Use a dictionary	Dictionary using	/	2	2	3
		Vocabulary presentation	1	/	1	
DET	Analyse part of speech	Analysing	/	2	2	2
MEM	Connect words to its synonyms and antonyms	Matching	1	1	2	2
MEM	Remember words through rhymes	Writing	1	1	2	2
MEM	Use semantic maps	Creating visual representation	1	1	2	2
MEM	Study spelling of a word	Writing	1	1	2	2
MEM	Play a game with the vocabulary items	Playing	2	/	2	2
DET	(Analyse) Affixes and roots	Analysing	/	1	1	1
DET	Check for L1 cognate	Analysing	/	1	1	1
MEM	Connect word to a personal experience	Writing	1	/	1	1
MEM	Study homophones	Filling in	/	1	1	1
MEM	Say new word aloud when studying	Oral repetition	1	/	1	1
MEM	Study collocations	Matching	1	/	1	1
MEM	Study word parts (compound words)	Matching	1	/	1	1
MEM	Translate sentences from English to German	Translating	/	1	1	1
	Total		39	33	72	72

Based on the results, four high-frequency strategies (17-11 instances), and one mid-frequency strategy (9 instances) can be identified for this series.

High-frequency:

- Group words together to study them
- Sing songs and repeat poems
- Use new word in a sentence

Mid-frequency:

- Study word with a pictorial representation of its meaning

Table 14. lists the activity types that appeared as elements of (implicit) VLS instruction throughout the RL series. Overall, 15 activity types were found in this series, with six of them standing out as main activity types based on their frequency: *Listing*, *Oral repetition*, *Filling in*, *Matching*, *Labelling*, and *Writing*

Table 14. Activity types in the Red Line 1 series

Activity type	Instances
Listing	14
Oral repetition	13
Filling in	8
Matching	5
Labelling	5
Writing	5
Analysing	4
Vocabulary presentation	4
Creative sentence writing	3
Finding the odd one out	3
Creating visual representation	2
Dictionary using	2
Playing	2
Controlled sentence writing	1
Translating	1
Asking verbally	/
Multiple choice	/
Physical action	/
Underlining	/
Sum of individual activity types	15

5.2.2 English to go 1

The results from the analysis of the ETG Student's and Workbook are presented in Table 15; again, ordered according to frequency. The explicitly integrated strategies for this book have already been listed in Table 9. and will not be repeated here to avoid redundancy. Within this series, the majority of VLS were integrated into the Workbook.

Table 15. Implicit VLS in the English to go 1 series

Cat.	VLS	Activity type	CB	WB	Both	Total
MEM	Group words together to study them	Finding the odd one out	/	2	2	32
		Listing	2	4	6	
		Vocabulary presentation	14	10	24	
MEM	Use new word in a sentence	Creative writing	2	4	6	23
		Controlled writing	/	8	8	
		Filling in	5	4	9	
DET	Use a dictionary	Vocabulary presentation	1	20	21	21
COG	Sing songs & repeat poems	Oral repetition	18	/	18	18
MEM	Study word with a pictorial representation of its meaning	Vocabulary presentation	1	2	3	13
		Matching	2	3	5	
		Labelling	2	2	4	
		Creating visual representation	/	1	1	
MEM	Use semantic maps	Creating visual representation	1	2	3	11
		Vocabulary presentation	1	7	8	
MEM	Remember words through rhymes	Writing	/	2	2	3
		Matching	/	1	1	
DET	Guess meaning from textual context	Filling in	1	1	2	3
		Matching	/	1	1	
MEM	Study spelling of a word	Writing	1	/	1	2
		Filling in	/	1	1	
MEM	Translate sentences from English to German	Translating	1	1	2	2
MEM	Use synonyms or paraphrase to explain the meaning of a word	Matching	/	1	1	2
		Writing	/	1	1	
DET	Check for L1 cognate	Analysing	/	1	1	1
MEM	Connect word to a personal experience	Filling in	1	/	1	1
MEM	Play a game with the vocabulary items	Playing	1	/	1	1
COG	Put English label on physical objects	/	1	/	1	1
MEM	Study collocations	Vocabulary presentation	/	1	1	1
	Total		55	80	135	135

Within this series, 142 instances of VLS could be identified. The categorisation into frequency categories provides one high-frequency (32 instances) and five mid-frequency strategies (23-11 instances):

High-frequency:

- Group words together to study them

Mid-frequency:

- Use new word in a sentence
- Sing songs and repeat poems
- Use a dictionary
- Study word with a pictorial representation of its meaning
- Use semantic maps

Table 16. depicts the frequency of the different activity types in the ETG series. For this series, eight main activity types included the different VLS: *Vocabulary presentation, Oral Repetition, Filling in, Controlled sentence writing, Matching, Creative sentence writing, Listing, and Labelling.*

Table 16. Activity types in the English to go 1 series

Activity type	Instances
Vocabulary presentation	57
Oral repetition	18
Filling in	13
Controlled sentence writing	8
Matching	8
Creative sentence writing	7
Listing	6
Labelling	5
Creating visual representation	4
Writing	3
Finding the odd one out	2
Translating	2
Analysing	1
Playing	1
Asking verbally	/
Dictionary using	/
Multiple choice	/
Physical action	/
Underlining	/
Sum of individual activity types	14

5.2.3 More! 1

The results for the More series can be found in Table 17. In this series 126 instances of VLS, which were made up of eight different strategies, have been recorded. The majority of VLS were integrated into the Workbook.

Table 17. Implicit VLS in the More! 1 series

	VLS	Activity type	SB	WB	Both	Total
MEM	Study word with a pictorial representation of its meaning	Vocabulary presentation	5	21	26	73
		Matching	11	6	17	
		Labelling	9	20	29	
		Creating visual representation	/	1	1	
DET	Use a dictionary	Vocabulary presentation	1	15	16	17
		Vocabulary presentation	/	/	/	
		Dictionary Using	/	1	1	
MEM	Use new word in a sentence	Creative writing	/	1	1	17
		Multiple choice	/	/	/	
		Controlled writing	/	6	6	
		Filling in	4	6	10	
COG	Sing songs & repeat poems	Oral repetition	14	/	14	14
MEM	Study spelling of a word	Oral repetition	1	/	1	2
		Writing	/	1	1	
		Filling in	/	/	/	
DET	(Analyse) Affixes and roots	Analysing	/	1	1	1
MEM	Group words together to study them	Finding the odd one out	/	/	/	1
		Listing	/	1	1	
		Vocabulary presentation	/	/	/	
MEM	Say new word aloud when studying	Oral repetition	1	/	1	1
	Total		46	80	126	126

One high-frequency and three mid-frequency strategies can be identified:

High-frequency:

- Study word with a pictorial representation of its meaning

Mid-frequency:

- Use a dictionary
- Use new word in a sentence
- Sing songs and repeat poems

Table 18. shows the distribution of activity types within the series. Overall, 12 different types could be established, with 6 main activity types: *Vocabulary presentation*, *Labelling*, *Matching*, *Oral repetition*, *Filling in*, and *Controlled sentence writing*.

Table 18. Activity types in the More! 1 series

Activity type	Instances
Vocabulary presentation	42
Labelling	29
Matching	17
Oral repetition	15
Filling in	10
Controlled sentence writing	6
Analysing	1
Creating visual representation	1
Creative sentence writing	1
Dictionary using	1
Listing	1
Writing	1
Asking verbally	/
Finding the odd one out	/
Multiple choice	/
Physical action	/
Playing	/
Translating	/
Underlining	/
Sum of individual activity types	12

5.2.4 Cambridge global English 1

In Table 19. the results for the CGE series are presented. Overall, 136 instances of VLS integration could be found and 20 different strategies were identified. A slight majority of VLS were present in the Activity book. Within this series, one high-frequency and five mid-frequency strategies can be identified.

High-frequency:

- Study word with a pictorial representation of its meaning

Mid-frequency:

- Use new word in a sentence

- Use a dictionary
- Say new word aloud when studying
- Remember words through rhymes
- Sing songs and repeat poems

Table 19. Implicit VLS in the Cambridge global English 1 series

Cat.	VLS	Activity type	LB	AB	Both	Total
MEM	Study word with a pictorial representation of its meaning	Vocabulary presentation	12	9	21	49
		Matching	6	3	9	
		Labelling	2	13	15	
		Creating visual representation	1	3	4	
MEM	Use new word in a sentence	Creative writing	/	6	6	20
		Multiple choice	/	1	1	
		Controlled writing	1	2	3	
		Filling in	1	9	10	
DET	Use a dictionary	Presentation	1	10	11	12
		Dictionary using	/	1	1	
MEM	Say new word aloud when studying	Oral repetition	10	1	11	11
MEM	Remember words through rhymes	Writing	5	2	7	9
		Matching	/	2	2	
COG	Sing songs & repeat poems	Oral repetition	6	1	7	7
MEM	Use semantic maps	Creating visual representation	1	1	2	2
		Presentation	/	/	/	
MEM	Connect words to its synonyms and antonyms	Matching	1	2	3	3
MEM	Use physical action when learning a word	Doing the action	3	/	3	3
MEM	Group words together to study them	Finding the odd one out	/	/	/	2
		Listing	/	2	2	
		Vocabulary presentation	/	/	/	
MEM	Use semantic feature grids	Filling in	2	1	3	3
MEM	Study spelling of a word	Oral repetition	2	/	2	2
		Writing	/	/	/	
		Filling in	/	/	/	
MEM	Study word parts (compound words)	Matching	/	1	1	2
		Analysing	1	/	1	
MEM	Play a game with the vocabulary items	Playing	3	/	3	3
MEM	Study homophones	Filling in	1	/	1	2
		Matching	/	1	1	
DET	Ask teacher / classmates for help*	Asking verbally	1	1	2	2
DET	Analyse part of speech	Analysing	1	/	1	1
COG	Put English label on physical objects	/	1	/	1	1
COG	Written repetition	Writing	/	1	1	1
MET	Identify unknown words	Oral repetition	1	/	1	1
	Total		63	73	136	136

Table 20. depicts the instances of the individual activity types found within this series. 17 different activity types and eight primary activity types can be identified: *Vocabulary presentation, Oral repetition, Labelling, Matching, Filling in, Writing, Creating visual representation, and Creative sentence writing.*

Table 20. Activity types in the Cambridge global English 1 series

Activity type	Instances
Vocabulary presentation	32
Oral repetition	20
Labelling	16
Matching	16
Filling in	14
Writing	8
Creating visual representation	6
Creative sentence writing	6
Controlled sentence writing	3
Physical action	3
Playing	3
Analysing	2
Asking verbally	2
Listing	2
Dictionary using	1
Multiple choice	1
Underlining	1
Finding the odd one out	/
Translating	/
Sum of individual activity types	17

6. Discussion

The following chapter discusses the results gathered in the analysis and their implications for the research questions of this thesis. The first two research questions: *Which vocabulary learning strategies are present in current and former Austrian ELT schoolbooks for the first grade AHS?*, and *How are these vocabulary learning strategies presented?* will first be answered for all eight books summarised to provide a holistic perspective of the gathered results. The following subchapter will then discuss the two questions for each book series individually to highlight distinct features, or patterns within their approaches to VLS.

To address the first research question, exploration will begin with an examination of the overall strategy categories, to establish which types of strategies are emphasised in the coursebooks. Subsequently, the individual strategies will be discussed.

To identify how the strategies are integrated, the type of inclusion, whether implicit or explicit, as well as the activity types in which they appear will be discussed. Within the discussion of activity types, observations on the activities' complexity and associated involvement load will be offered to help characterise the types of activities associated with VLS.

The third research question: *How do older generations of ELT course books compare to newer generations in terms of VLS inclusion and presentation?* will then be answered through a comparison between the individual books.

Due to the large number of individual strategies and activity types across all series, a detailed discussion of each encountered VLS would exceed the scope of this thesis. Therefore, the focus of the discussion will lie on the most prominent strategies and activity types, which will be referred to as *main strategies* and *main activity types* (Chapter 4). Throughout this discussion individual low-frequency strategies will only be briefly addressed. The full list of strategies is presented in Table 8. for reference. Notably, certain aspects discussed for the overall results, such as added strategies or the overall distribution of the strategy categories, will not be repeated in the discussion of the individual series. This decision was taken due to the observed similarity across the series concerning these aspects. Where relevant to the discussion, the count of individual strategies or activity types will be given within brackets. However, for better readability the designation "instance" will not be repeated.

6.1 Holistic results

Throughout all 8 books 38 different strategies in a total of 489 individual coursebook activities could be identified (Table 8. & Table 9.). Considering Schmitt's (1997) inventory included 58 individual strategies this can be considered a noteworthy variety of strategies overall. As offering a variety of strategies can aid students with different learning preferences find the strategy that works best for them (Dörnyei & Ryan 2015: 170-171, Weinstein et al. 2011: 49), this suggests that the books can provide ample opportunities for strategy instruction. 15 strategies were added to Schmitt's collection, adhering to his notion of a "dynamic working inventory" (Schmitt 1997: 204). This suggests that coursebooks can provide a number of VLS which may not yet be collected in prominent strategy catalogues.

6.1.1 VLS categories

The results encompass each of Schmitt's (1997) strategy categories: Determination-, Memory-, Cognitive-, and Social strategies; however, a clear trend can be observed in regard to their frequency. First, it was found that considerable emphasis exists on Memory strategies in both quantity and variety across the four series. This strategy category includes actions that facilitate the integration of new information and generate the mental processing necessary for long-term retention (Schmitt 1997:212). The predominance of this strategy type could be explained through four possible factors. Firstly, the majority of Schmitt's collected VLS were Memory strategies as well (27 out of 58), suggesting that a large variety of actions that can aid learners in vocabulary learning fall under this category. Consequently, this strategy type will include the majority of possible VLS. Secondly, Memory strategies may most frequently underly schoolbook tasks, as typical coursebook (vocabulary) exercises commonly emphasize form and meaning of lexical items (Brown 2010: 83). Thirdly, an emphasis on vocabulary memorisation in course books for beginning ESL learners seems sensible, as in the beginning stages of language learning, the first threshold of words must be achieved in order to facilitate further, more implicit and self-directed learning (Kersten 2010: 67-68). Psaltou – Jocycey (2015) stresses the importance of Memory strategies stating that "(i)t is crucial to teach Memory strategies since learners are not aware of the various ways in which they can retain new information" (Psaltou - Joycey 2015: 187).

The next most frequent strategy category, Determination strategies, encompasses actions to aid learners in uncovering the meaning of unknown words (Schmitt 1997:208).

Their integration complements the primary focus on Memory strategies, helping students determine the meaning of unfamiliar words they may encounter during interaction with the target language. The relatively lower number of Determination strategies compared to Memory strategies could be explained by the inherent characteristics of Determination strategies (i.e. students experience a lack of information and take steps to discover the meaning of an item), which make implicit integration into coursebook exercises challenging. Furthermore, the meaning of yet unknown words needs to be discovered for practicing the use of Determination strategies. Confronting learners with many unfamiliar items that require deduction and discovery may overwhelm them and would likely prove very time-consuming, especially in beginner classes. For this reason, instead of a high number of activities to practice this VLS category, offering a variety of different Determination VLS might be more beneficial. This would introduce students to several alternative strategies to determine the meaning of unknown words if an already attempted one proved unsuccessful. In the analysis, 69 instances and 7 different individual determination strategies could be identified. Considering that Schmitt initially identified 9 strategies within this category, the variety of Determination strategies found in the analysed coursebooks can be regarded as high for the cumulative results despite the seemingly low number when compared to the predominant Memory strategies. This supports the idea that, although few practice opportunities are given, the coursebooks provide several alternative strategies.

The next most frequently observed category is Cognitive strategies. These strategies are closely related to Memory strategies; however, instead of "manipulative mental processing" (Schmitt 1997:215), they include manual and physical approaches to learning and reviewing vocabulary, such as using word cards or labelling real-life objects (Schmitt 1997: 215). Overall, 59 individual instances and 4 different VLS of this category were identified. The limited presence of Cognitive strategies compared to Memory strategies could be attributed to two factors. Firstly, a smaller number of Cognitive strategies overall have been collected by Schmitt. In his original inventory, only 9 of 58 different strategies belonged to this category, showing that fewer strategies of this category have been collected thus far overall. Secondly, it can be assumed that, much like Determination strategies, Cognitive strategies are less easily incorporated into coursebook activities due to their (mostly) explicit nature. This circumstance also makes repetition within the same book unlikely, as several explicit introductions would be unnecessary. Thus, like Determination strategies, the number of individual practice opportunities is less significant. Instead, the

variety of Cognitive VLS is of particular interest as students may prefer different methods of vocabulary study. However, only four different strategies were found throughout the books, showing that little emphasis is placed on integrating a variety of Cognitive VLS.

Lastly, Metacognitive- and Social strategies occur with a low frequency overall. With four Metacognitive- and only one Social strategy, both categories receive practically no attention in the coursebooks. Schmitt (1997: 224) mentions that beginning learners are less likely to use Metacognitive and Interactional- (i.e. Social-) strategies as cognitive maturity and language proficiency can be influential factors in their application. Therefore, the assumption that these strategy types are too advanced for beginning learners could be a reason for their limited inclusion in the coursebooks. A further factor contributing to the sparse incorporation of Metacognitive strategies could be that the same strategy will presumably appear only once in the same book, as they would most likely be presented explicitly. Social strategies for vocabulary learning involve interaction or collaborative work in pairs or groups (Schmitt 1997: 211). The Austrian AHS curriculum states that “communicative language competence is the overarching goal of foreign language instruction”, clearly emphasising the aspect of communication (Bundesministerium für Bildung 2023:174). Thus, the singular appearance of a Social strategy is somewhat surprising. However, although communicative competence may be generally emphasised in the books, the focus of these elements may lie more on language usage than vocabulary learning.

In summary, the analysis of VLS categories revealed a noteworthy emphasis on Memory strategies, which could be attributed to various factors, including the general prevalence of strategies for memorisation as suggested by Schmitt's (1997) original inventory and the practical focus on form and meaning in typical coursebook activities. Determination strategies complement Memory strategies but are fewer in number due to potential challenges in implicit integration and the need for more time-consuming practice. Despite the apparent scarcity, the coursebooks offer diverse Determination strategies. Cognitive strategies are limited in number, possibly due to their more explicit nature. Metacognitive and Social strategies receive minimal attention, which can potentially be attributed to their perceived advanced nature. While the curriculum emphasises communicative language competence, this social interaction is not applied to vocabulary learning.

6.1.2 Individual VLS

Looking at the individual strategies throughout the books, 38 different VLS could be found. Considering that Schmitt's (1997) inventory consisted of 58 different VLS, this can be regarded as a relatively good variety overall. 23 strategies are shared between this study's - and Schmitt's inventory, while the remaining 15 were added as new strategies during the analysis (Table 5). Thus, 35 VLS present in Schmitt's (1997) inventory could not be found in the analysed books of the current study (Table 10). Schmitt's inventory was created by surveying vocabulary reference books and English textbooks. Additionally, he consulted learners as well as teachers of English to record further strategies (Schmitt 1997: 204, 218). As Schmitt's resources were not limited to a particular learner level and his survey included 600 participants, it is unsurprising that he recorded a higher number of strategies than the present study. Nevertheless, the considerable number of additional strategies recorded in this study highlights that a wide variety of VLS exists and suggests that new strategies may emerge over time. As described before, this aligns with Schmitt's description of a "dynamic working inventory" (Schmitt 1997:204), in which strategies can change and new VLS can be added. Yet, the circumstance that several strategies deemed noteworthy by Schmitt are not integrated into the Austrian coursebooks also raises the question of why the authors of the schoolbooks chose not to include these VLS. Examining the respective strategies, several possible reasons emerge, depending on the nature of the individual VLS. For instance, actions such as *Take notes in class*, *Keep a vocabulary notebook*, *Ask teacher for L1 translation*, *paraphrase or synonym of new word*, or *Continue to study word over time* are undoubtedly valuable and common VLS; however, it is likely that they are considered fundamental lesson practices in the Austrian classroom and, consequentially, do not need to be instructed or prescribed through the coursebooks. Other VLS, such as *Group words together within a storyline* or the use of a *Monolingual Dictionary*, are presumably too advanced to be included in coursebooks for beginning learners, as they require additional language knowledge. Furthermore, some strategies, such as *Verbal repetition*, *Study the sound of a word*, or *Imagine Word form*, might be included to some degree in the Austrian books; however, since only the most prominent VLS of an activity was recorded they do not receive focused attention in the coursebooks. Lastly, VLS, such as the *Keyword Method*, the *Loci Method*, or the *Peg Method*, which are all different types of mnemonic techniques, could be suitable for beginning learners. However, they require comparably more practice than other VLS, and considering their need for explicit instruction, it is not surprising that

they do not appear in the investigated coursebooks. Overall, comparing the two inventories highlights the diversity of VLS and suggests possible considerations the authors of the Austrian schoolbooks may have had when deciding whether to include individual strategies.

Returning to the VLS which did appear in the investigated coursebooks, it could be seen that the overall instance count of the different strategies varies widely, ranging from 144 instances to a single occurrence, showing a clear emphasis on particular strategies. Examining the individual frequencies of each VLS, a distinction could be made between high- mid- and low-frequency strategies. In the following sections, the high- and mid-frequency strategies will be examined, and their implications for the learners will be discussed. Due to the limited scope of this thesis, only select low-frequency strategies will be briefly mentioned. The complete listing of low- frequency strategies can be derived from Table 8.

By a notably substantial margin, the most frequently encountered strategy was the Memory strategy *Study word with a pictorial representation of its meaning* (144). This VLS involves associating either provided or self-created imagery with newly learned words (Zahedi & Abdi 2012b: 2268). The prevalence of this strategy type suggests an emphasis on visual learning in line with appropriate learning material for younger learners. Thornbury (2002) also underscores the process of imagining as an important principle in memorisation (Thornbury 2002: 25), which highlights the value of incorporating this VLS into the coursebooks. Implicit integration of this strategy predominantly occurred through pre-labelled photos and illustrations. Occasionally, activities involving labelling or matching definitions to images included this VLS, and in a few instances, students were asked to create their own pictorial representations.

The second most frequently employed strategy, *Use new word in a sentence* (71), is, likewise, a Memory strategy. This strategy entails learning words in a contextualised manner rather than memorising isolated words and their translations (Gu 2003: 15). Depending on the activity type, varying degrees of freedom to use the words are given. Most often the strategy could be found in the form of *Filling in* activities, or the activity *Controlled sentenced* writing. On a few occasions fully *Creative sentence writing* was included as well. Compared to the predominant VLS *Study word with a pictorial representation of its meaning* this VLS not only practices the form-meaning connection of a vocabulary item, but also incorporates other aspects of word knowledge such as collocations and grammatical functions (Nation 2022: 54, 350).

The third strategy among the high-frequency VLS is *Use a dictionary* (53), a Determination strategy. The fact that this VLS occurs among the most frequently used strategies is not surprising yet crucial, as it is essential for beginning learners to be able to consult a digital or physical dictionary to determine the meaning of unknown words (Nation 2013: 414). This strategy was mainly included within the activity type *Vocabulary presentation*, meaning that the dictionary section within the books provided reference for the students. Very sparsely, actual dictionary use was the focus of the respective activities. This strategy is, by a large margin, the most frequently included Determination strategy as all other encountered strategies of this category - *Guess meaning from textual context*, *Analyse parts of speech*, *(Analyse) Affixes and roots*, *Ask teacher/classmates for help*, *Check for L1 Cognate*, and *Make guesses* – are all in the low-frequency range, appearing only 1-3 times in all books combined. This fact can be explained by the consideration that, apart from the strategy *Ask teacher/classmates for help*, all other Determination strategies require additional language knowledge which novice learners, most likely will not be familiar with yet. Consequentially, focusing on the straightforward strategy *Use a dictionary* seems suitable for beginner coursebooks.

Next, *Group words together to study them* (52) constitutes the fourth strategy in the high-frequency tier. Using this Memory strategy, students group words according to predefined or self-selected characteristics to aid recall (Schmitt 1997: 213). Considering that more advanced learners seem to favour grouping strategies rather than beginners (Schmitt 1997: 213), it is interesting that this strategy also frequently features in beginner coursebooks. Through several of the series, this strategy appeared most often within the activity type *Listing*, meaning that students were given vocabulary items, which they had to sort into fitting categories based on specific characteristics. In one book series, this strategy appeared in the activity type *Vocabulary presentation*, meaning that in this series, vocabulary was often introduced in the form of related groups such as “Food” or “Family”.

Sing songs and repeat poems (51) constitutes the only Cognitive strategy among the five high-frequency strategies. This strategy was added during this study and was not initially present in Schmitt’s original inventory. It was inspired by and adapted from Schmitt’s strategy *Use English-language media (songs, movies, newscast, etc.)*, which was initially a Metacognitive strategy. However, in the context of the books, the focus on repeating songs and poems to review and practice essential vocabulary items was foregrounded, which is why this strategy was added within the Cognitive category. The

frequent occurrence of this strategy type could be explained by the fact that younger learners are most likely to enjoy singing together in class and learning funny poems by heart (Psaltou-Joycey 2019: 174). Although primarily associated with practicing pronunciation, singing and reciting poems can also be an entertaining way to introduce, practice, and memorise vocabulary (Ratu 2014: 40).

Coming now to the mid-frequency strategies, three strategies appear more than 10 times in the summarised results: *Use semantic maps* (15), *Remember words through rhymes* (14), and *Say new word aloud when studying* (12).

Use semantic maps can be viewed as a progression of the strategy *Group words together to study them*, as it uses spatial arrangement and, often, several branches to visualise shared characteristics of vocabulary items and “indicates their relations including cause and effect or superordinate category/hyponym” (Psaltou-Joycey 2015: 171). In her “Teacher’s guide” Psaltou- Joycey (2015: 171) recommends this strategy for levels A2-B1, which suggest that this strategy is a moderately advanced VLS making it noteworthy for it to be included in beginner coursebooks. Another notable aspect is that within roughly half of the instances, this concept was used for *Vocabulary presentation* and in the other half the students were required to create the maps themselves, thus spanning from a very low, to quite high actual application of this strategy.

The appearance of the strategy *Remember words through rhymes* (14) is also interesting, as it was not part of Schmitt’s original inventory but has been suggested by Psaltou- Joycey (2015:53). This VLS is a subcategory of mnemonics and, considering the often humorous nature of rhymes, can be deemed a suitable strategy for younger learners (Ratu 2014: 40).

Lastly, the strategy *Say new word aloud when studying* (12) involves verbal practice. Together with *Sing songs and repeat poems* these VLS cater to a preference for verbal learning. Presumably, this strategy does not appear more frequently because it is straightforward, and the books will not repeatedly point out that learners can verbalise new words when studying. Furthermore, most speaking will likely be encouraged in designated speaking exercises without an additional focus on vocabulary learning.

In summary, the analysis of individual VLS across the books revealed a large variety of strategies; however, due to their highly varying frequencies, a selection of 8 main strategies is notably more prominent than the remaining VLS: *Study word with a pictorial representation of its meaning*, *Use the new word in a sentence*, *Use a dictionary*, *Group*

words together to study them, *Sing songs and repeat poems*, *Use semantic maps*, *Remember words through rhymes*, and *Say new word aloud when studying*. The most frequently encountered strategy, *Study word with a pictorial representation of its meaning*, emphasizes visual learning, aligning with the needs of younger learners. The second most frequent, *Use the new word in a sentence*, incorporates aspects beyond form-meaning connections. *Use a dictionary*, the only Determination strategy among the main VLS, holds significance for beginning learners as it is essential for consulting unfamiliar words. *Group words together to study them* is a notable integration as it is generally considered a more advanced VLS. *Sing songs and repeat poems* is the only Cognitive strategy, albeit suitable for beginning language learners. Among the mid-frequency strategies, *Use semantic maps* appears as a progression of grouping words, demonstrating a moderately advanced VLS. The inclusion of *Remember words through rhymes*, and *Say new word aloud when studying*, both emphasising verbal practice, constitute VLS catering to different learning preferences.

6.1.3 Incorporation of VLS

This subchapter will address how the strategies are integrated into the books. To accomplish this, the amount of explicit and implicit strategy presentation will be contrasted, and the main different activity types discussed.

From the 38 different strategies identified, 27 were presented implicitly within exercises of various types, and 17 were presented explicitly in designated segments titled *learning tip*, or *study tip*. Six strategies were integrated both implicitly as well as explicitly throughout the books. Arguably, there is no need to explicitly introduce a VLS more than once in a book, which is why it is not surprising that the majority of explicit strategies appear only once as such. This first observation shows that the majority of included VLS are not introduced as such to the learners. Consequently, as suggested by Psaltou-Joycey (2019:172) it appears primarily the responsibility of the teacher to recognise, draw attention to, and introduce the students to the underlying strategy embedded in an activity to facilitate students' application of different VLS in their autonomous learning.

Focusing now on activity types, the VLS throughout the four series were incorporated within 19 kinds of coursebook elements (Table 11.). Each VLS was incorporated within one to a maximum of four different activity types. Notably, the strategies *Study word with a pictorial representation of its meaning* and *Use new word in a sentence* showed the most diversity, each being featured in four different activity types, suggesting a versatile approach to reinforcing these strategies.

The overall most frequent activity type was *Vocabulary presentation* (135). Although *Vocabulary presentation* may not be a coursebook feature, commonly regarded as an activity, it poses the initial step of vocabulary learning as students engage in reading and viewing the content. Nation (2022) refers to this primary interaction with the word as *Noticing* (Nation 2022:105). As these are beginner coursebooks whose primary aim is introducing the base vocabulary to young learners, it is unsurprising that this activity type occurs predominantly.

The second most frequent activity type was *Oral repetition* (66), which most often included the strategy *Sing songs and repeat poems* but was also associated with *Say new word aloud when studying*. This activity type will appeal more to learners who prefer oral production when studying.

Following this, the activity types, *Labelling* (55), *Filling in* (46), and *Matching* (45) also incorporated several VLS. These activity types are similar in nature, providing context, descriptions, or illustrations that the students have to associate with the vocabulary items.

Similar to the individual VLS the activity types which only occur with low frequency are fairly mixed in terms of difficulty and complexity. For example, the activity types *Analysing* (8) or *Finding the odd one out* (5) require prior knowledge and involve more intricate thinking, which may render them too advanced for beginning language learners. In contrast, activity types like *Playing* and *Physical action* can be considered more accessible and possibly more suitable for young students.

Lastly, the analysis of activity types shows varying levels of involvement, indicating differences in the extent of interaction during learning. As discussed in Chapter 2.2.2, activities characterised by a high degree of *need*, *search*, and *evaluation* correspond to a high involvement load and are associated with more effective learning outcomes (Hulstijn & Laufer 2001: 543-544). While the activity *Vocabulary presentation* facilitates noticing vocabulary items, it does not generate the same level of involvement as activities like *Creating visual representation* or *Creative Sentence Writing*. Examining the most frequent activity types - *Vocabulary presentation*, *Oral repetition*, *Labelling*, *Filling in*, and *Matching*, it becomes evident that the main activities generally entail low- to medium involvement loads. *Creative Sentence Writing* (17) and *Analysing* (8) exhibit the highest engagement levels among all recorded activity types. Despite the occasional occurrence of higher-involvement activities, the predominant trend suggests a prevalence of medium to low-involvement activities that incorporate VLS.

In summary, the inclusion of VLS across all books primarily leans towards implicit methods. Notably, the most frequently employed activity types for implicitly included VLS - *Vocabulary presentation, Oral repetition, Labelling, Filling in, and Matching*, tend to exhibit low complexity, aligning with the language level of the books. Moreover, these main activity types effectively cater to visual, oral, and written vocabulary practice preferences. The incorporation of the same strategies into different activity types accommodates students with diverse learning preferences.

6.2 Individual results

As mentioned above, the discussion of strategy categories will not be repeated for the individual books. Memory strategies constitute the predominant category in all series, followed by Determination as the second most frequent, and Cognitive strategies as the third, except in RL, where the positions of Determination and Cognitive strategies are switched. Notably, Metacognitive strategies are present in only three series, with More lacking any VLS of this category. The singular Social strategy that was found appears in RL. Again, only the high- and mid-frequency strategies will be discussed as main strategies. Regarding activity types, those appearing 5 times, or more are considered main activity types.

6.2.1 Red line 1

RL is the oldest book series in the analysis and no longer part of the Schulbuchaktion in 2023/2024. A notable feature of this series is the explicit mention of the inclusion of Language learning strategies, specifically “Lernstrategien und Kommunikationsübungen” (Baer-Engel et al. 2005) in its description. Altogether 86 instances of VLS were found in RL’s Coursebook and Workbook, making it the series with the fewest instances of VLS overall. However, what sets RL apart is its high diversity of VLS, including a total of 28 different strategies within 15 different activity types. Additionally, it is the only series in which all of Schmitt’s (1990) strategy categories were represented. This makes it the series with the most variety of strategies. Within RL, three main strategies were found: *Group words together to study them* (17), *Sing songs and repeat poems* (12), *Use new word in a sentence* (11), *Study word with a pictorial representation of its meaning* (9).

An interesting aspect of this series is the fact that instead of the VLS *Study word with a pictorial representation of its meaning*, is notably less pronounced than the results across

all series might suggest. Instead, the strategy *Group words together to study them*, is included most often, suggesting a focus on categorising vocabulary within this series. Together with *Sing songs and repeat poems* and *Use new word in a sentence* the main strategies depict an emphasis on contextual and practical application of vocabulary. Although the overall prominent strategy *Use a dictionary* (3) does not appear among the main strategies, it is included as an explicit strategy within this series. Together with the overall variety of strategies in the books, the RL series can thus be considered a very diverse book series in regard to VLS inclusion. However, considering that 40 different strategies are incorporated within only 86 instances of strategy inclusion, this series places more emphasis on a variety of different strategies rather than on a lot of repeated practice opportunities.

A look into how the strategies are integrated reveals 72 implicit, and 14 explicitly presented instances of VLS throughout the two books. With this, the book series stood out as having the most explicitly introduced VLS among the four series. This aligns with expectations, considering that this was also the only series that explicitly emphasised the inclusion of learning strategies. Interestingly, all explicitly introduced VLS all appeared in the Coursebook, suggesting an intended thematisation of these strategies within the classroom context, likely together with the teacher.

Overall, 6 main activity types could be identified for RL. This series possesses a heavy focus on the activity types *Listing* (14), and *Oral repetition* (13) and a smaller focus on *Filling in* (8). The focus on *Listing*, is linked to the series' emphasis of grouping words together. Other main activity types are *Matching* (5), *Labelling* (5), and *Writing* (5). Interestingly, the most frequent activity type of the summarised results, *Vocabulary presentation* (4), does not appear in the primary activity types of this series.

Furthermore, RL contained a very similar amount of VLS in Student's book & Workbook, meaning that students will encounter VLS in equal parts during independent work as well as in-class work.

In summary, the RL series places an emphasis on the VLS *Group words together to study them* and incorporates the majority of VLS inclusion into *Listing* and *Oral repetition* activities. Notably, the overall most frequent activity type *Vocabulary presentation*, is absent from RL's primary activity types. Additionally, it stands out as the series with the fewest instances, yet with the greatest variety of VLS and contains the most instances of explicit VLS integration among the selected series.

6.2.2 English to Go 1

The ETG series is the second oldest series and the oldest series still included in the Schulbuchaktion. With 142 instances, it has the highest overall count of VLS, including 22 different strategies within 14 different activity types. A total of 6 main VLS have been established for this series: *Group words together to study them* (32), *Use new word in a sentence* (23), *Study word with a pictorial representation of its meaning* (13), *Use a dictionary* (21) *Sing songs and repeat poems* (18), and *Use semantic maps* (11).

Like in the RL series, the most frequent strategy *Group words together to study them* indicates an emphasis on learning topically related words. The remaining strategies show a balanced distribution in their frequency, representing a balance between vocabulary contextualisation, -memorisation, -rehearsal, and -discovery. The strategy *Use semantic maps* is unique among the main strategies as ETG is the only series including this VLS within its most frequent strategies. As this VLS revolves around creating visual representations of topical relations among words (Zahedi & Abdi 2012a: 2274), it further emphasises the focus on categorising within this series presentation but adds an additional visual element.

In terms of integration, ETG introduces 7 VLS explicitly, all of which are found in the Workbook. Notably this marks the second coursebook pair in which explicit VLS are introduced. Regarding activity types, ETG encompasses 7 main activity types, with *Vocabulary presentation* (57) emerging as the most frequent type, aligning with the summarised results. The remaining main activity types are *Oral repetition* (18), *Filling in* (13), *Controlled sentence writing* (8), *Matching* (8), *Creative sentence writing* (7), *Listing* (6), and *Labelling* (5). The incorporation of *Controlled sentence writing* and *Creative sentence writing* elevates the overall involvement load of the main activity types in this series, beyond what the overall results would suggest.

The distribution of VLS within Student's Book, and the Workbook was fairly even with only a slight majority appearing in the Workbook suggesting a subtle emphasis on VLS integration in independent work.

In summary, ETG stands out as possessing the highest overall count of VLS among the four series and the second most explicitly integrated VLS. It emphasises the VLS *Group words together to study them*, in addition to a unique focus on the VLS *Use semantic maps*, both portraying an emphasis on topical vocabulary. ETG possesses a very diverse selection

of main VLS and its activity types including implicit VLS suggest a tendency toward a higher involvement load than could be seen in the summarised results.

6.2.3 More! 1

The More series is a widely used series throughout the lower secondary AHS and has appeared within the Schulbuchaktion since 2007. The analysed edition is the most recent and was published in 2023. This installment of the More series incorporates 126 instances of VLS consisting of 8 different strategies within 12 distinct activity types. More stands out as the series with the least diversity, both in terms of individual VLS as well as activity types. Additionally, it contains only three of the five strategy categories, including no Metacognitive- or Social VLS. Considering that the overall VLS instance count is similar to the other books, this suggests a recurring focus on a select few VLS rather than a high variety with fewer individual practice opportunities. This series features four main strategies: *Study word with a pictorial representation of its meaning* (73), *Use a dictionary* (17), *Use new word in a sentence* (17), and *Sing songs and repeat poems* (14).

The main strategies as well as their frequency closely highlight a pronounced emphasis on illustrating and visually contextualising vocabulary. Additionally, the series possesses a subtle emphasis on introducing the students to dictionary usage, using new words in context, and remembering words through songs and /or poems. Despite the overall limited variety of VLS, More is able to provide the students with different facets of VLS through the varied character of its main strategies.

Looking into how the strategies are integrated, reveals that all VLS are implicitly incorporated, requiring the teachers to introduce the concept of VLS for conscious application by the students. Regarding the activity types of the elements including VLS, 12 different types were established, marking More as the series with the least overall variety in activity types. Despite this comparably low variety, 6 main activity types emerged with the most frequent *Vocabulary presentation* (42), being mainly linked to the strategy *Study word with a pictorial representation of its meaning*. This suggests a focus on providing visual representation to students rather than encouraging them to create imagery themselves. Most other predominant activity types, namely *Labelling* (29) and *Matching* (17), *Oral repetition* (15) and *Filling in* (10) are in line with this observation as they offer little creative freedom and are associated with low levels of involvement overall. Solely, the activity type *Controlled sentence writing* (10) stands out as a more interactive activity. Concerning the distribution of VLS the two books showed a heavier emphasis on strategies

within the workbook, necessitating teacher intervention to guide students through independent exploration.

Overall, it can be summarised that the More series introduces students to a small selection of individual VLS suggesting a focus on select strategies as opposed to a large variety. However, despite its limited variety, it offers different facets of VLS through its main strategies, focusing on visual learning, dictionary use, incorporating new words in sentences, and memorising through songs and poems. More exclusively features implicit strategy integration and possesses the least variety of activity types among the four series. This series is also characterised by only minimally interactive activity types with a focus on *Vocabulary presentation* and *Labelling*.

6.2.4 Cambridge Global English 1

The analysed edition of CGE published in 2023 marks its debut within the Schulbuchaktion in the academic year 2023/2024. Across the two books of this series 136 VLS instances and 20 different individual strategies were identified. Among these, one high-frequency and 5 mid-frequency strategies were identified, totaling 6 main VLS: *Study word with a pictorial representation of its meaning* (49), *Use new word in a sentence* (20), *Use a dictionary* (12), *Say new word aloud when studying* (11), *Remember words through rhymes* (9), *Sing songs and repeat poems* (7).

Considering the frequency of the main VLS, *Study word with a pictorial representation of its meaning* and the first mid-frequency VLS *Use new word in a sentence* it becomes apparent that CGE possesses a focus on illustration as well as contextualisation of vocabulary. The two strategies *Say new word aloud when studying* and *Sing songs and repeat poems*, depict an additional emphasis on oral practice within this series. The minor focus on the strategy *Remember words through rhymes* is also interesting, as it was a new strategy added to Schmitt's original inventory and does not appear among the primary strategies for any of the other series. Likewise, the VLS *Say new word aloud when studying* also appears only in CGE's main VLS.

Regarding the method of strategy integration, all strategies in this series are included implicitly, meaning that the teacher plays the pivotal role in guiding students toward recognising and applying these strategies throughout the learning process. CGE included VLS within 17 different activity types which constitutes the highest variety among the four series. Within this, 9 main activity types can be found. Besides the clear predominance of

Vocabulary presentation (32) it is notable, that this series shows a fairly even distribution among the most frequent activity types offering students ample practice opportunities in which VLS can be acquired. *Filling in* (14), *Labelling* (16) and *Matching* (16) provide contextualised practice, whereas a focus on *Oral repetition* (20) relates to the aforementioned emphasis on using speech in vocabulary practice within this series. *Creative sentence writing* (6) *Creating visual representation* (6) stand out as activities with higher involvement loads. The inclusion of *Creating visual representation* is especially noteworthy as it appears only among the predominant activity types within this series.

Overall, in terms of main VLS types, CGE's main emphasis lies on the VLS *Study word with a pictorial representation of its meaning*, *Use new word in a sentence*, and *Use a dictionary*. Regarding integration, all VLS are included implicitly. The main activity types are characterised by low involvement. However, the activity type *Creating visual representation* as a more creative and interactive extension of the pre-given *Vocabulary representation* marks a notable exception. Further aspects that make this book series unique are a focus on the strategy *Remember words through rhymes* that did not occur in any of the other series and the focus on the VLS *Say new word aloud when studying*. Furthermore, this series includes an overall medium variety as well as the most equally distributed number of main VLS and main activity types, offering balanced practice opportunities.

6.3 Comparison

After examining both the summarised results and individual series, the individual books can be compared, and the third research question can be addressed. Upon examination of the individual series, it becomes evident that not all books are equally represented by the overall results. This discrepancy arises from the general difference in the overall amount of VLS inclusion in the individual series. The predominant strategy category across all series is Memory strategies, followed by Determination- and Cognitive strategies. However, a distinction between the two generations emerges concerning Metacognitive strategies, with the older generation featuring a notably larger quantity. Additionally, the singular Social strategy was included in one of the older series (RL). In regard to individual VLS, it was found that *Study word with a pictorial representation of its meaning* is the predominant VLS in the newer coursebooks, whereas in the older generation emphasises *Group words together to study them*. Notably, the latter strategy, which depicts a focus on learning vocabulary in topically related categories, did not appear among the most frequent strategies

in new generation coursebooks. On the other hand, *Study word with a pictorial representation of its meaning* was a frequent strategy in the older coursebooks as well, resulting in the overall predominance of the VLS. This shows that, while learning with categories is not a predominant feature in the newer books, both generations emphasise visual learning. Besides *Study word with a pictorial representation of its meaning* two more strategies appeared in all books among the primary strategies: *Use new word in a sentence* and *Sing songs and repeat poems*. Additionally, *Use a dictionary* appeared in both newer series among the main strategies, among the older series it was only among ETG's main strategies. However, it was included explicitly in RL showing that this strategy is considered important within the series as well. These common primary VLS highlight a shared emphasis on imagery, contextual usage, auditory- and verbal learning, as well as the use of reference tools for vocabulary learning in both generations.

In terms of overall variety of strategies, it could be seen that the two older series possess a greater variety of strategies, with More standing out as the series with far fewer individual strategies than all the others. Concerning how the strategies are incorporated into the books, it was found that only the two older generation textbooks explicitly introduce VLS, with RL containing twice as many explicit strategies as ETG. Consequently, students can be introduced to a selection of VLS without additional effort by the teacher in the older generation coursebooks, whereas in the newer generation the teacher will need to make their students aware of any underlying strategies. The lack of explicit integration can also explain why almost no Metacognitive strategies were found within the newer generation coursebooks.

The integration of implicitly integrated VLS across all books shows a fairly consistent diversity in activity types with *Vocabulary presentation* being the most frequent activity type in three out of the four series. Only the oldest coursebook series, RL, diverges from this, featuring remarkably infrequent *Vocabulary presentation*, and instead, *Listing*, takes precedence as the most frequent activity type. *Oral repetition* takes up second place in activity frequency in all book series except More, in which it appears frequently, nonetheless. *Filling in*, *Matching*, and *Labelling* also occur frequently throughout all books. Overall, no significant differences regarding activity type can be observed between the two generations.

Regarding activity complexity and involvement load, there is variability among the books within each generation. While the overall results suggest generally low complexity activities, the individual analysis revealed that CGE and ETG include notably more

instances of the comparably more challenging and interactive activity types *Creative sentence writing* and *Controlled sentence writing*, compared to RL and More. Consequently, no general differences in activity type complexity can be established between the two generations based on the results but they have been shown to differ between the individual books of both generations. Overall, activity types that occur seldom in all books are *Analysing* and other activity types, which can be considered more difficult for younger learners.

6.3.1 Comparison with previous studies

Although no previous studies of VLS integration in Austrian coursebooks exist, some comparisons can be made to studies conducted in other countries (Chapter 3.4). While the Austrian coursebooks showed an overall larger variety of strategies than identified in Iranian ELT publications through Bastanfar and Hashemi's (2010) study, the minimal inclusion of Metacognitive strategies is a shared characteristic in both countries. Revisiting Psaltou-Joycey's (2014) study reveals a shared emphasis on individual strategies among Austrian and Greek ELT coursebooks, namely *Using resources* (i.e. dictionaries or the internet), *Grouping vocabulary thematically* and *Semantic mapping*. Interestingly, besides *Using resources*, which was a prominent strategy throughout all four coursebook series of this study, these results resemble this study's older coursebook series. However, despite these similarities, other primary strategies in Greek coursebooks such as *Guessing intelligently*, *Translating*, *Asking for help*, as well as *Cooperating with others* (Psaltou-Joycey 2019: 175), are only marginally present in the Austrian books. Especially the emphasis on *Cooperating with others* and *Asking for help* (i.e. social strategies) stands out, as the Austrian publications barely feature this strategy category. A last comparison can be made with Murray's (2019) study of Japanese ELT books. Albeit this study focused on higher language proficiency levels than the current study, some similarities can be found in the emphasis on Cognitive strategies and the scarce inclusion of Metacognitive strategies. Prominent strategies throughout the analysed series were *Study and practice meaning in groups* and *Complete sentences with new words* (Murray 2019: 730), paralleling the focus of the older coursebook generation in this study. A further similarity to Murray's findings can be seen in the divergence of strategy variety among the different coursebook series. To be precise, Murray's findings range from a maximum of 30 to a minimum of 16 different VLS throughout the analysed book series, while the present study found 28 individual VLS

in the series with the most strategy variety (RL) and only 8 in the series with the least (More).

Overall, the comparison between ELT coursebooks of different L1 backgrounds reveals both shared characteristics as well as distinct differences. Interestingly, several of the prominent strategies in the discussed studies align with the main VLS of the older coursebooks of the present study, which could indicate that these strategies may have been a focus of ELT methodology in the previous coursebook generation internationally. Additionally, Metacognitive strategies emerge as the least included strategy type throughout the different L1 backgrounds, and the results of Murray (2019) suggest that there is a similarly large variety in VLS integration between different coursebook series in other countries as well. Conversely, distinct differences between countries seem to also exist, as indicated in the much larger emphasis on Social strategies in the Greek publications in comparison to the Austrian coursebook series.

7. Conclusion

7.1 Summary

The analysis of the four ELT coursebooks could identify 38 distinct VLS within 489 individual coursebook activities. Regarding the first research question, *Which vocabulary learning strategies are present in current and former Austrian ELT schoolbooks for the first grade AHS?*, it was found that Memory strategies are the predominant strategy type, followed by Determination- and Cognitive strategies and only a minimal amount of Social- and Metacognitive strategies were identified. While an extensive array of individual VLS could be identified, differences in the number of instances designated a smaller selection of strategies as more prominent, which were, consequently, termed *main strategies*. The most frequently included VLS among all four series are the VLS *Study word with a pictorial representation of its meaning*, *Use new word in a sentence*, and *Sing songs and repeat poems*. Other prominent strategies are *Use a dictionary* and *Group words together to study them*, which appeared among the main strategies in three and two of the series, respectively. Individual foci on specific VLS could also be found in two of the series with ETG including *Use semantic maps*, and CGE including *Say new word aloud when studying* and *Remember words through rhymes* as unique VLS among their main strategies. The main strategies overall represent a focus on memorisation which is in line with the objective of building up

a base vocabulary for beginning learners that can enable basic communication as well as facilitate further learning through reading and listening. The singular prominent Determination strategy *Use a dictionary* is also suitable and necessary for beginning learners (Psaltou- Joycey 2015: 58). Likewise, the singular prominent Cognitive strategy *Sing songs and repeat poems* suits the learning style of younger learners (Psaltou-Joycey 2019: 174).

In regard to the second research question *How are these vocabulary learning strategies presented?*, it was found that most VLS were incorporated implicitly with only 35 instances of explicit strategy integration. While it is unsurprising that explicit integration occurs less, as a given strategy is likely to be introduced explicitly only once, it is noteworthy that all instances of explicit integration were found exclusively in the RL and ETG series. Concerning the activity types of the implicitly integrated VLS it was found that the activity type *Vocabulary presentation* was the most frequent activity type for three of the four series with only RL emphasising *Oral repetition* instead. Other frequent activity types throughout all books were *Labelling*, *Filling in*, and *Matching*. Activity types that occurred frequently in some of the series were: *Controlled sentence writing* (ETG, More), *Writing* (CGE, RL), *Creative sentence writing* (ETG, CGE), *Creating visual representation* (CGE) which showed some minor variations between individual series.

In comparing the older generation (RL and ETG) with the newer generation (More and CGE) to answer the third research question *How do older generations of ELT coursebooks compare to newer generations in terms of VLS inclusion and presentation?*, it was found that there are differences in VLS variety and incorporation of explicit VLS presentation.

However, no variation in activity type of implicit integration could be found between the two generations. The analysis showed that the older generation possesses a larger variety of different VLS. While both generations emphasise the *VLS Study word with a pictorial representation of its meaning*, *Use new word in a sentence*, and *Sing songs and repeat poems* only the older generation emphasises *Group words together to study them*. In regard to VLS integration only the older generation featured explicitly introduced VLS. The activity types of implicitly integrated VLS slightly varied between the different books within the two generations, thus a difference between the two generations could not be found in this regard.

Lastly, the comparison between this study's - and Schmitt's (1997) inventory revealed that the analysed coursebooks include 15 additional strategies not recorded in Schmitt's original inventory, emphasising the high diversity of possible VLS. However, overall, only

23 of Schmitt's original 58 strategies could be found in the books. Examining which strategies did not appear in the ELT schoolbooks provides insight into possible reasons why certain strategies may be absent from the Austrian publications, such as the fact that they may already be considered common practice, their difficulty level being regarded as not suitable for beginning learners, or the strategies appearing as minor strategies integrated into more prominent VLS within the books.

7.2 Implications for the classroom

Through the analysis it could be seen that ELT coursebooks integrate various different VLS, offering ample material for strategy instruction. However, the fact that the strategies in the newer coursebooks are entirely incorporated implicitly emphasises the need for teachers to understand how to work with the provided material. Following the notion that explicit instruction is more beneficial (Schmitt & Schmitt 2020:161), this responsibility falls even more heavily on the teacher in the newer coursebooks. Psaltou-Joycey (2019: 174) suggested that identifying the LLS underlying coursebook activities can be a good starting point for strategy instruction. However, successful strategy instruction requires not only presentation and raising awareness, but also (multiple) practice opportunities, and (4) self-evaluation (Rubin et al. 2007: 143). Consequently, neither explicit integration nor identifying the underlying strategies will be sufficient for successful strategy instruction on their own.

The fact that several main strategies could be identified suggests several practice opportunities. For the teacher it is beneficial to know which VLS are emphasised, and which may be entirely lacking. The category analysis showed that Memory strategies are emphasised with a lack of Social and Metacognitive strategies. As acquiring a large variety of strategies is desirable to help students with different learning styles and in different learning situations use the most suitable strategy for them (Weinstein et al. 2011: 49), the teacher should be able to provide additional instruction for the strategies that may be neglected by the coursebooks. *Use a dictionary*, for example, was heavily emphasised and constituted almost the only Determination strategy. Although this is in line with what is expected in beginner coursebooks it might be valuable to introduce students to other strategies they will be able to grow into nonetheless (Schmitt 1997: 226). Notably, the More series showed an especially low variety of VLS. Considering this series is the most widely

used series in Austria, knowing its limitations in the realm of VLS can be valuable for the teacher, who can then provide additional material for strategy instruction if necessary.

7.3 Future investigations

The analysis and subsequent discussion have presented potential aspects for future investigations. Firstly, it was surmised that the overall most prominent strategies as well as the associated activity types were characterised by low- to medium complexity. This circumstance aligns with expectations as the strategies and activity types are deemed suitable for novice learners. Therefore, it would be interesting to investigate whether advanced coursebooks include more complex strategies and activity types. Secondly, the question of why the two newer generations do not include explicit VLS instruction is intriguing. It would be interesting to explore whether older editions of these series once included explicit VLS instruction. Furthermore, the discussion only briefly touched upon the involvement load of the activities, further investigations could delve more thoroughly into the type of integration and investigate whether the type of integration influences the effectiveness of SI. Lastly, it would be interesting to see whether an investigation of general LLS or LLS for a different skill would yield different results among the analysed series. This could reveal whether different ELT coursebooks emphasise a particular type of LLS.

7.4 Limitations

The limitations of the analysis process have already been addressed in Chapter 4.4.1. They include the inevitability of subjective judgment in the decision to categorise a coursebook element as including a specific VLS due to unknown intentions of the content developers and varying degrees of actual strategy use or instruction, as well as the designation of main strategies relying on relative frequency rather than statistical tests. Additional limitations of the study arise from the volume constraints of the study which only allowed a discussion of the most frequent VLS and activity types. Additionally, the limited number of coursebooks only offers a small glimpse into possible trends of VLS integration within Austrian ELT schoolbooks. To provide a more representative survey, more series would need to be analysed. Moreover, no additional accompanying material of the coursebooks was investigated. Especially the recently published series offer online resources which may change the results gathered from the physical coursebooks. However, the primary objective of the current project was not to conduct an exhaustive statistical analysis but rather to

achieve an initial overview of VLS integration into Austrian ELT coursebooks, and in this regard, it has been successful.

8. Bibliography

- Alagözlü, Nuray; Kiymazarslan, Vedat. 2020. *Current perspectives on vocabulary learning and teaching*. Newcastle upon Tyne: Cambridge Scholars Publishing.
- Anderson, Neil. 2008. "Metacognition and good language learners". In Griffiths, Carol (ed). *Lessons from Good Language Learners*. Cambridge: Cambridge University Press, 99–109.
- Baer-Engel, Jennifer; Horner, Marion; Wood, Jennifer. 2008. *Red Line 1 Workbook*. Vienna: Österreichischer Bundesverlag Schulbuch GmbH & Co KG.
- Baer-Engel, Jennifer; Horner, Marion; Wood, Jennifer. 2008. *Red Line 1 Coursebook*. Vienna: Österreichischer Bundesverlag Schulbuch GmbH & Co KG.
- Barcroft, Joe. 2016. *Vocabulary in Language Teaching*. New York: Routledge
- Bastanfar, Ali; Hashemi, Toktam. 2010. "Vocabulary learning strategies and ELT materials: A study of the extent to which VLS research informs local coursebooks in Iran". *International Education Studies* 3(3), 158-166.
- Behjat, Fatemeh; Kargar, Ali Asghar. 2017. "A meta-analysis of vocabulary learning strategies of EFL learners". *English Language Teaching* 10(5), 1-10.
- Bildungsverlag Lemberger. 2024. "Cambridge Global English: Schulbücher, Teacher's Resources, Lösungen". <https://bildungsverlag-leMBERger.at/shop/sek1/eng/cambridge-globalenglish/1217> (5 Jan. 2024)
- Brown, Dale. 2010. "What aspects of vocabulary knowledge do textbooks give attention to?". *Language Teaching Research* 15(1), 83–97.
- Bundesministerium für Bildung, Wissenschaft und Forschung. 2023. *Lehrplan der allgemeinbildenden höheren Schule (AHS)*. [https://www.ris.bka.gv.at/GeltendeFassung/Bundesnormen/10008568/Lehrpläne20 %20allgemeinbildende%20höhere%20Schulen%2c%20Fassung%20vom%2029.5.2024.pdf](https://www.ris.bka.gv.at/GeltendeFassung/Bundesnormen/10008568/Lehrpläne20%20allgemeinbildende%20höhere%20Schulen%2c%20Fassung%20vom%2029.5.2024.pdf) (29 May 2024)
- Carter, Ronald. 2012. *Vocabulary: applied linguistic perspectives*. London: Taylor & Francis Group.
- Chamot, Anna Uhl; O'Malley, Michael 1994. *The CALLA handbook: implementing the cognitive academic language learning approach*. MA: Addison Wesley.
- Chamot, Anna Uhl; Harris, Vee 2019." Introduction" In Chamot, Anna Uhl; Harris, Vee (eds.). *Learning strategy instruction in the language classroom: Issues and implementation*. Bristol: Multilingual Matters, xxi – xxvi.
- Cohen, Andrew D. 2014. *Strategies in learning and using a second language*. (2nd edition). Abingdon/New York: Routledge/Taylor & Francis Group.
- Cohen, Andrew; Aphek, Edna. 1981. "Easifying second language learning". *Studies in Second Language Acquisition* 3(2), 221–36.
- Cohen, Andrew; Dörnyei, Zoltan. 2002. "Focus on the language learner: motivation, styles and strategies". In Schmitt, Norbert (ed.). *An Introduction to Applied Linguistics*. London: Arnold Hodder, 170-192.
- Crystal, David. 2019. *The Cambridge encyclopedia of the English language*. Cambridge: Cambridge University Press.
- Di Carlo, Sergio. 2017. "Understanding cognitive language learning strategies". *International Journal of Applied Linguistics & English Literature* 6(2), 114-126.
- Dokalik-Jonak, Elisabeth. 2023. *Cambridge global English learner's book 1*. Vienna: Bildungsverlag Lemberger.
- Dokalik-Jonak, Elisabeth. 2023. *Cambridge global English activity book 1*. Vienna: Bildungsverlag Lemberger.
- Dörnyei, Zoltán; Ryan, Stephen. 2015. *The psychology of the language learner*

- revisited*. New York: Routledge.
- Durrant, Philip; Siyanova-Chanturia, Anna; Kremmel, Benjamin; Sonbul, Suhad. 2022. *Research methods in vocabulary studies*. Amsterdam: John Benjamins Publishing Company.
- Fu, Sijing. 2021. "Chinese EFL university students' self-reported use of vocabulary learning strategies." *English Language Teaching (Toronto)* 14(12), 117- 125.
- Ghalebi, Rezvan; Sadighi, Firooz; Bagheri, Mohammad Sadegh; Qian, Meihua. 2020. "Vocabulary learning strategies: A comparative study of EFL learners", *Cogent Psychology* 7(1), 1-20.
- Goh, Christine. 2019. "What we still need to learn about language learning strategies instruction: research directions and designs". In Chamot, Anna Uhl; Harris, Vee (eds.). *Learning Strategy Instruction in the Language Classroom Issues and Implementation*. Bristol: Multilingual Matters, 262–278.
- González-Fernández, Beatriz. Schmitt, Norbert. 2020. "Word knowledge: exploring the relationships and order of acquisition of vocabulary knowledge components". *Applied Linguistics* 41(4), 481–505.
- Grenfell, Michael; Harris, Vee. 2017. *Language learner strategies: contexts, issues and applications in second language learning and teaching*. London: Bloomsbury Publishing Plc.
- Griffiths, Carol. 2018. *The strategy factor in successful language learning*. Bristol: Multilingual Matters.
- Gu, Peter Yongqi. 2003. "Vocabulary learning in a second language: person, task, context and strategies". *TESL-EJ* 7(2), 1-25.
- Gu, Peter Yongqi. 2019. "Approaches to learning strategy instruction". In Chamot, Anna Uhl; Vee, Harris (eds.). *Learning strategy instruction in the language classroom issues and implementation*. Bristol: Multilingual Matters, 22-37.
- Gu, Peter Yongqi. 2021. "Foreword: Strategies for sustainable language learning". In Gavriilidou, Zoe; Mitits Lydia (eds.). *Situating language learning strategy use: present issues and future trends*. United Kingdom: Multilingual Matters Ltd., xxi-xxiii.
- Gu, Peter Yongqi; Johnson, Robert K. 1996. "Vocabulary learning strategies and language learning outcomes". *Language Learning* 46(4), 643–79.
- He, Xuehong; Aline Godfroid. 2019. "Choosing words to teach: a novel method for vocabulary selection and its practical application." *TESOL Quarterly* 53(2), 348–71.
- Helbling. 2024. "More! Lehrplan 2023". <https://www.helbling.com/at/de/more-english> (5 Jan. 2024)
- Holden, William. 1999. "Learning to learn: 15 vocabulary acquisition activities". *Modern English Teacher*, 8 (1), 42-47.
- Hulstijn, Jan. 2005. "Theoretical and empirical issues in the study of implicit and explicit second-language learning: introduction". *Studies in Second Language Acquisition* 27(2), 129–140.
- Hulstijn, Jan; Laufer, Batia. 2001. "Some empirical evidence for the involvement load hypothesis in vocabulary acquisition." *Language Learning* 51(3), 539–58.
- Idris, Norhayati; Haslinda, Isa M.; Zakaria, Nik Nur Nadhirah; Mohd, Taib Nor Azhar; Ismail, Saidah; Rahmat, Noor Hanim. 2022. "An investigation of the use of cognitive and metacognitive strategies in foreign language learning". *International journal of academic research in business and social sciences* 12(2), 70-89.
- Kameenui, Edward; Baumann, James. 2012. *Vocabulary instruction: research to*

- practice*. (2nd edition). New York: Guilford Press.
- Kersten, Saskia. 2010. *The Mental Lexicon and Vocabulary Learning: implications for the foreign language classroom*. Tübingen: Narr Francke Attempto Verlag.
- Krashen, Stephen. 1989. "We acquire vocabulary and spelling by reading: additional evidence for the input hypothesis". *Modern Language Journal* 73(4), 440-464.
- Lewis, Michael. 1993. *The lexical approach: the state of ELT and a way forward*. Michigan: Language Teaching Publications.
- Littlejohn Andrew. 2017. "The analysis of language teaching materials: inside the trojan horse". In Tomlinson, Brian (ed.). *Materials Development in Language Teaching*. Cambridge: Cambridge University Press, 179–211.
- Logojan, Anamaria A. 2021. "Vocabulary learning strategies used by elementary level Students of English". *MEXTESOL Journal* 45(2), 1-12.
- Macaro, Ernesto. 2001. *Learning strategies in foreign and second language classrooms*. London: Continuum.
- Murray, Clarie. 2019. "Inclusion of vocabulary learning strategies in ELT coursebooks". *The Journal of Asia TEFL*, 16(2), 727-734.
- Nation, Paul. 2021. "Is it worth teaching vocabulary?". *TESOL Journal* 12(4). <https://onlinelibrary-wiley-com.uaccess.univie.ac.at/doi/full/10.1002/tesj.564>
- Nation, Paul. 2022. *Learning vocabulary in another language*. (3rd edition). United Kingdom: Cambridge University Press.
- Nation, Paul. 2013. *Learning vocabulary in another language*. United Kingdom: Cambridge University Press.
- Nation Paul. 2020. "The different aspects of vocabulary knowledge". In Webb, Stuart (ed). 2020. *The Routledge Handbook of Vocabulary Studies*. New York: Routledge, 15-29.
- ÖBV. 2024. "Unsere Reihen: English to go Arbeitsheft". <https://www.oebv.at/produkte/english-go-1-workbook> (5 Jan. 2024)
- O'Malley, Michael; Chamot, Anna. 1990. *Learning strategies in second language acquisition*. New York: Cambridge University Press.
- Oxford, Rebecca. 1990. *Language learning strategies: what every teacher should know*. Boston: Heinle & Heinle.
- Oxford, Rebecca. 2017. *Teaching and researching language learning strategies: self-regulation in context*. (2nd edition). New York / London: Routledge.
- Pavičić Takač, Višnja. 2008. *Vocabulary learning strategies and foreign language acquisition*. Bristol: Multilingual Matters.
- Pawlak, Mirosław. 2021. "Investigating language learning strategies: prospects, pitfalls and challenges". *Language Teaching Research* 25(5), 817-835.
- Plonsky, Luke. 2019. "Language learning strategy instruction: recent research and future directions". In Chamot, Anna Uhl; Harris, Vee. (eds.). *Learning Strategy Instruction in the Language Classroom: Issues and Implementation*, 3-21.
- Psaltou-Joycey, Angeliki. 2014. "Language learning strategy instruction: The English language coursebooks in the Greek state schools". *Journal of Applied Linguistics* 29, 6-23.
- Psaltou-Joycey, Angeliki. 2015. *Foreign language learning strategy instruction: a teacher's guide*. Kavala: Saita Publications.
- Psaltou-Joycey, Angeliki. 2019. "Guidelines and materials for integrating language learning strategy instruction into the language lesson". In Chamot, Anna Uhl; Harris, Vee. *Learning strategy instruction in the language classroom*. Bristol: Multilingual Matters, 171-183.
- Puchta, Herbert; Holzmann, Christian; Lewis-Jones, Peter; Biggs, Gavin; Jory, Chris.

2023. *More! 1 Student's book*. Innsbruck: Helbling Languages.
- Puchta, Herbert. Holzmann, Christian. Lewis-Jones, Peter. Biggs, Gavin. Jory, Chris. 2023. *More! 1 Workbook*. Innsbruck: Helbling Languages.
- Qian, David D.; Lin, Linda H. F. 2020. "The relationship between vocabulary knowledge and language proficiency". In Webb, Stuart (ed). *The Routledge Handbook of Vocabulary Studies*. New York: Routledge, 66-80.
- Rao, Zhenhui. "Language learning strategies and English proficiency: Interpretations from information-processing theory". 2016. *Language Learning Journal* 44 (1), 90–106.
- Ratu, A. Wahyuni. 2014. "Songs, rhyme, games: getting children drawn in the language class through fun activities". *ELT-Lectura*, 1(2), 39-41.
- Read, John. 2004. "Research in teaching vocabulary". *Annual Review of Applied Linguistics* 24, 146–161.
- Read, John. 2009. *Assessing vocabulary*. Cambridge: Cambridge University Press
- Rubin, Joan. "What the 'good language learner' can teach us". 1975. *TESOL Quarterly* 9 (1), 41-51.
- Rubin, Joan; Chamot, A.U.; Harris, Vee; Anderson, Neil J. 2007. "Intervening in the use of strategies". In Cohen, Andrew; Macaro, Ernesto (eds). 2007. *Language learner strategies: thirty years of research and practice*. Oxford: Oxford University Press, 141–160.
- Schmitt, Norbert. 2008. "Review article: instructed second language vocabulary learning". *Language Teaching Research*. 12(3), 329–363.
- Schmitt, Norbert. Schmitt, Diane. 1993. "Identifying and assessing vocabulary learning strategies". *Thai TESOL Bulletin* 5(4), 27-33.
- Schmitt, Norbert 1997. "Vocabulary learning strategies". In Schmitt, Norbert; McCarthy Michael (eds.). 1997. *Vocabulary: description, acquisition and pedagogy*. Cambridge: Cambridge University Press, 199-227.
- Schmitt, Norbert; Schmitt, Diane. 2020. *Vocabulary in Language Teaching*. (2nd edition). Cambridge: Cambridge University Press.
- Stander, Marger. 2022. "The relationship between language learning strategies, affective factors and language proficiency". *Language Learning in Higher Education* 12(2), 391–408.
- Stern, Hans H. 1975. "What can we learn from the good language learners?". *Canadian Modern Language Review* 31(4), 304-318.
- Stratton, James M. 2022. "Intentional and incidental vocabulary learning: the role of historical linguistics in the second language classroom". *The Modern Language Journal* 106 (4), 837-857.
- Thiendathong, Panadda; Sukying, Apisak. 2021. "Vocabulary learning strategies used by Thai high school students in science, language, and English programs". *Arab World English Journal* 12(2), 306 -317.
- Thornbury, Scott. 2002. *How to teach vocabulary*. Essex: Pearson Education Ltd.
- Ueno, Shotaro; Aliponga, Jonathan. 2021. "Vocabulary learning strategies of Japanese university students". *Journal of NELTA*, 26(1-2), 83-94.
- Vilkaitė-Lozdienė, Laura; Schmitt, Norbert. 2020. "Frequency as a guide for vocabulary usefulness: high-, mid-, and low-frequency words". In Webb, Stuart (ed). *The Routledge handbook of vocabulary studies*. New York: Routledge, 81-96.
- Vitta, Joseph P. 2023. "The functions and features of ELT textbooks and textbook analysis: A concise review". *RELC Journal* 54(3), 856-863.
- Webb, Stuart. 2020. "Introduction." In Webb, Stuart (ed). *The Routledge handbook of vocabulary studies*. New York: Routledge, 1-12.

- Wen, Zisheng E.; Sparks, Richard; Biedroń, Adriana; Teng, Mark F. 2023. *Cognitive individual differences in second language acquisition: theories, assessment and pedagogy*. Boston: De Gruyter Mouton.
- Weinstein, Claire Ellen; Acee, Taylor; Jung, JaeHak. 2011. "Self-regulation and learning strategies". *New Directions for Teaching and Learning* 126, 45–53.
- Westfall, Tanja; Weber, Charlie. 2004. *English to go 1 Coursebook*. Vienna: Österreichischer Bundesverlag Schulbuch GmbH & Co KG.
- Westfall, Tanja; Weber, Charlie. 2004 *English to go 1 Workbook*. Vienna: Österreichischer Bundesverlag Schulbuch GmbH & Co KG.
- Yousefi, Mohammad Hossein; Reza, Biria. 2018. "The effectiveness of L2 vocabulary instruction: a meta-analysis". *Asian-Pacific Journal of Second and Foreign Language Education*. 3(1). <https://sfleducation.springeropen.com/counter/pdf/10.1186/s40862-018-0062-2.pdf> (29 May 2024)
- Zahedi, Yagoub; Mortaza Abdi. 2012a. "The effect of semantic mapping strategy on EFL learners' vocabulary learning". *Procedia, Social and Behavioral Sciences* 69, 2273–2280.
- Zahedi, Yagoub; Mortaza Abdi. 2012b. "The impact of imagery strategy on EFL learners' vocabulary learning". *Procedia, Social and Behavioral Sciences* 69, 2264 – 2272.
- Zhang, Ruofei; Zou, Di. 2022. "Self-regulated second language learning: a review of types and benefits of strategies, modes of teacher support, and pedagogical implications". *Computer Assisted Language Learning*. <https://www.tandfonline-com.uaccess.univie.ac.at/doi/full/10.1080/09588221.2022.2055081> (29 May 2024).
- Zou, Di. 2017. "Vocabulary acquisition through cloze exercises, sentence-writing and composition-writing: extending the evaluation component of the involvement load hypothesis". *Language Teaching Research* 21(1), 54-75.
- Zwier, Lawrence; Boers, Frank. 2023. *English L2 vocabulary learning and teaching: concepts, principles, and pedagogy*. New York: Routledge.