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Investigating the Aspects of Vocabulary Knowledge in English Textbooks: A Case Study

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ABSTRACT

The understanding of vocabulary knowledge as a process rather than a product has long been emphasized, requiring attention to various aspects like *form, meaning,* and *use* (Nation, 2000). Though several researchers have identified the factors that enhance vocabulary acquisition, the number of repetitions required to learn a word, and so on, there is dearth of research on how aspects of vocabulary knowledge are addressed in English textbooks prescribed for study in government schools in India. This study aimed at investigating the aspects of vocabulary knowledge that five textbooks of English—classes VI to X—have paid attention to. The findings of the study indicated that there is an inconsistency, not to say a desultory approach, in how vocabulary is approached in different classes. *Meaning* received maximum attention in the textbooks while *form* and *use* received least attention leading to a patchy, partial and unhelpful approach.

1. Introduction

The fundamental importance of vocabulary in language learning is underscored by several prominent scholars and experts. Vygotsky (1986) posited that a single word encapsulates a microcosm of human consciousness, while David Wilkins (1972, p. 111) famously stated that without grammar, very little can be conveyed, but without vocabulary, nothing can be conveyed. This perspective establishes vocabulary as a core issue in foreign or second language acquisition.

Nation (2003) expands on Vygotsky's concept, arguing that words are not isolated units but rather interconnected elements within complex linguistic systems. This interconnectedness necessitates that learners understand not only individual words but also the relationships between words and broader knowledge systems. Thornbury (2002) further elucidates the multifaceted nature of vocabulary acquisition, emphasizing the need for learners to amass a critical volume of words, reaching

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a threshold, for both comprehension and production, develop long-term retention and recall abilities, and cultivate strategies for navigating gaps in word knowledge.

Vocabulary input can be derived from various sources, with textual input such as reading or listening materials which, because of their very nature, act as a primary conduit. Research has explored vocabulary acquisition through diverse input types, including extensive reading and audiovisual content. Thornbury notes that learners typically encounter new vocabulary through lists, coursebooks, dedicated vocabulary texts, instructors, and peer interactions.

Despite the recognized significance of vocabulary, there remains a gap in understanding how systematically English textbooks address its various aspects, particularly in government schools in India. Textbooks, which serve as structured guides for language acquisition, play a pivotal role in providing learners exposure to vocabulary. However, empirical studies reveal that textbooks often lack comprehensive approaches to vocabulary teaching, focusing disproportionately on *form* and *meaning* at the expense of other critical aspects, such as *use* (Brown, 2011; Neary-Sundquist, (2015). Answers to issues such as how vocabulary knowledge has been addressed in textbooks prescribed for study is relatively under-researched. By analyzing activities that focus on developing various aspects of vocabulary knowledge in the five textbooks, this research seeks to offer insights for curriculum developers and educators to enhance vocabulary instruction effectively.

2. Review of relevant literature

Scholars have long recognized the critical role of vocabulary in language proficiency. Lee (2014) posits that encountering words through text is a primary method for expanding one's lexicon. This view is supported by empirical evidence from Nagy et al. (1985), who demonstrated that students in middle school typically augment their vocabulary by 3,000 to 4,000 words annually through reading alone. The significance of textual exposure in vocabulary growth is further emphasized by Nagy and Herman (1987), who argue that the sheer volume of words acquired by high school graduates - approximately 40,000 - is too vast to be attributed solely to direct instruction or dictionary consultation.

In the realm of second language acquisition, Pigada and Schmitt (2006) highlight the potency of written material, showing that learners can assimilate up to 65% of unfamiliar words through reading. This method of vocabulary enhancement offers several advantages, as noted by Lee (2014), including contextual learning and a relaxed, enjoyable approach to word acquisition. Pellicer-Sanchez and Schmitt (2010) along with Pigada and Schmitt (2006) underscore the added benefit of reinforcing word knowledge through repeated encounters, thus deepening vocabulary comprehension.

Recognizing the potential of reading as a vehicle for lexical expansion, researchers in the field of English Language Teaching have devoted considerable attention to modeling second language vocabulary development through reading (Hulstijn, 1992; Paribakht&Wesche, 1997). Wu et al. (2012) note that numerous studies have focused on crafting more effective reading-based vocabulary tasks. These investigations have revealed that learners can significantly improve their lexical proficiency through reading, provided they pay close attention to unfamiliar target words. To facilitate this process, some researchers have incorporated glosses into reading comprehension tasks, aiming to help learners identify relevant linguistic input and search for word meanings, thereby enhancing vocabulary retention. Interestingly, certain studies suggest that meanings inferred by learners are more readily remembered than those presented through glosses.

The conceptualization of vocabulary knowledge has been a subject of scholarly debate. Palmer (1921) and West (1938) proposed a distinction between receptive and productive vocabulary knowledge, drawing parallels to the receptive skills of listening and reading, and the productive skills of speaking and writing. Nation (2003) elaborates on this concept by defining receptive vocabulary use as the ability to recognize word forms during listening or reading and to access their meanings. In contrast, productive vocabulary use entails conveying meaning through speaking or writing by retrieving and producing the correct word forms. Ellis (1994, 1997) contends that there is a distinction between explicit and implicit learning processes, indicating that formal recognition and production are tied to implicit learning, whereas understanding and connections are based on explicit, conscious

processes. Schmitt (2008) suggests a blended approach, endorsing explicit teaching for word forms and meanings while promoting incidental learning for contextualized elements like collocations.

Despite these advancements, studies reveal a lack of systematic vocabulary instruction in most ESL textbooks (Folse, 2004). Brown (2011) found that general English textbooks disproportionately emphasize *form* and *meaning*, with minimal focus on *usage*-related aspects. Similarly, Neary-Sundquist (2015) observed that textbooks of German as a foreign language prioritize grammatical functions and collocations, leaving other aspects underrepresented. These findings underscore the need for comprehensive analyses of how textbooks address vocabulary knowledge. This study builds on these insights by analyzing vocabulary exercises of English textbooks prescribed for study in government schools in Telangana, South India. By examining how aspects such as *form*, *meaning*, and *use* are distributed across textbook activities, this research aims to address gaps in the literature and contribute to the design of more effective instructional materials.

3. Aspects of vocabulary knowledge

Palmer (1921) and West (1938) contend that the legitimacy of differentiating between receptive and productive vocabulary knowledge lies in its resemblance to the distinction between the receptive skills of listening and reading, and the productive skills of speaking and writing. According to Nation, (2003, Pg 39), receptive vocabulary use involves perceiving the form of a word while listening or reading and retrieving its meaning and productive vocabulary use involves wanting to express a meaning through speaking or writing and retrieving and producing the appropriate spoken or written form. When the terms receptive and productive are applied to vocabulary knowledge, they cover all the aspects of what is involved in knowing a word. Nation (2000) offers a comprehensive framework for understanding vocabulary knowledge, delineating nine aspects across three categories viz *form*, *meaning*, and *use*. This comprehensive strategy for understanding vocabulary impacts the ways in which words are acquired and taught.

Thus, nine aspects of vocabulary knowledge under three categories—*form*, *meaning*, and *use* reflect what is involved in knowing a word (Nation, 2000, pg. 40).

Table 1.
What is Involved in Knowing a Word

	Spoken	*R*	*What does the word sound like?*
		P	How is the word pronounced?
	Written	R	What does the word look like?
Form		P	How is the word written and spelled?
	Word parts	R	What parts are recognizable in this word?
		P	What word parts are needed to express the meaning?
	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?
Meaning		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?
		R	What words or types of words occur with this one?
	Collocations	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?

(Source: I.S.P. Nation. Learning Vocabulary in another Language)

According to Nation (2000),
1. *form* refers to the physical or observable aspects of a word, including:

  o Spoken form (pronunciation, syllables, stress patterns)
  o Written form (spelling, capitalization)
  o Word parts (prefixes, roots, suffixes, morphological structure)
2. *meaning* refers to what the word represents and includes:
  o Conceptual meaning (core definition, what the word stands for)
  o Associations (related words, synonyms, antonyms, connotations)
  o Referents (what the word points to in the real world)
3. *use* refers to how the word functions in communication, including:
  o Grammatical function (part of speech, sentence position)
  o Collocations (common word pairings, phrases)
  o Constraints on use (formality, dialect, context)

Together, these three aspects help in fully understanding and effectively using a word in language learning.

Let's take the word run as an example:

1. *Form*:
  o Spoken form: /rʌn/ (one syllable, short vowel sound)
  o Written form: "run" (spelled with three letters: r-u-n)
  o Word parts: Root word "run"; can take suffixes like "running," "runner"
2. Meaning:
  o Conceptual meaning: To move quickly on foot
  o Associations: Synonyms—dash, sprint; Antonyms—walk, crawl
  o Referents: A person running in a race, water running from a tap
3. *Use*:
  o Grammatical function: Verb ("I run every morning"), Noun ("He went for a run")
  o Collocations: "run fast," "run a business," "run out of time"
  o Constraints on use: Formal (e.g., "manage" is preferred over "run" in business contexts—"He manages the company" vs. "He runs the company")

Drawing significantly from research in experimental psychology and language acquisition, Ellis (1994: 212) distinguishes between the form-learning and meaning aspects of vocabulary acquisition. He advocates for a distinction between explicit and implicit learning, suggesting that formal recognition and production depend on implicit learning, while comprehension and connections rely on explicit, conscious processes. In his later work (1997), he proposes that form, collocations, and grammatical functions can be learned incidentally through reading or listening, given sufficient exposure; however, explicit instruction or increasing learners' awareness may enhance this process. Additionally, Schmitt (2008) argues that word forms and meanings should be explicitly taught, while more contextual elements, such as collocations, should be acquired incidentally. Aitchison (1994) describes children's first language vocabulary acquisition as involving three interconnected but distinct tasks: labeling, packaging, and network building (Pg. 170). These tasks align with the three categories in the meaning section of the table that links *form*, *meaning, concepts*, and *associations*. While researchers have differing views on how various aspects of vocabulary knowledge should be taught and learned, this study asserts that all components of vocabulary knowledge merit attention, albeit possibly to different degrees, from students, educators, and curriculum designers.

As mentioned earlier, textbooks are a major source for learners of English as a second language for acquiring language, particularly vocabulary, a view supported by Vassiliu (2001). However, "except for the few vocabulary textbooks that explicitly cover vocabulary, most ESL textbooks do not systematically deal with vocabulary" (Folse, 2004, pg162). Besides, only a few empirical studies by Brown (2011) and Neary-Sundquist (2015, have examined vocabulary activities in textbooks. Brown (2011) analyzed nine general English textbooks from beginner to intermediate levels and found that textbooks primarily focus on one aspect of vocabulary knowledge, which is *form* and *meaning* (51.8% of all vocabulary activities). Similarly, Neary-Sundquist (2015) who examined five textbooks of German as a foreign language for beginners found that *form* and *meaning* together with *grammatical functions* are heavily emphasized, occupying 46.4% and 36.4% respectively of all vocabulary activities. Other aspects of vocabulary knowledge are largely ignored in those textbooks.

There is a dearth of studies that have explored the distribution of vocabulary activities in textbooks for ESL learners. Considering the importance of acquiring lexical knowledge through textbooks, it is important to investigate the aspects of vocabulary knowledge in textbooks prescribed for study for learners in government schools of India. Thus, the study aims to investigate the aspects of vocabulary knowledge addressed in textbooks prescribed for study for learners in secondary- and higher-secondary schools of government schools in Telangana, South India.

4. Textbooks used in the study

Textbooks of English for learners of government schools in Telangana, South India are published by the Government of Telangana, Department of School Education and are distributed free of cost by the government. The *Preface* of the textbooks prescribed for study for students of classes VI-X states:

The State Council of Educational Research and Training has developed the State Curriculum Framework-2011 and Position Papers in tune with the National Curriculum Framework 2005 and the Right to Education Act 2009. . . .Accordingly, textbooks were produced by practicing teachers of English. This textbook, 'Our World through English' is an integrated one in the sense that it has the Main Reader component, the Supplementary Reader component and the Workbook component interwoven into a single textbook. . . . The language skills like listening, speaking, reading, and writing are integrated in the larger context of the themes as suggested in the NCF-2005. The activities are so designed as to ensure the holistic treatment of language. . . . The main aim of teaching English is to help learners evolve themselves as independent users of English.

The textbooks claim that as part of the 'Learning Outcomes' learners will be required to

• refer to dictionaries to find meanings and other aspects of the word

• refer meanings of unfamiliar words by reading them in context (sic)

• use synonyms, antonyms appropriately; deduce word meanings from clues in context while reading a variety of text (sic)

(pg 142, Class VI)

Most of the learners who are enrolled in these government schools are economically underprivileged. Each textbook has eight units, with three sections—A, B, and C. The first section-A exposes learners to various genres of reading texts; this is followed by a poem, and the third section—C is 'meant for pleasure reading and not for assessment'.

Section A in each unit has the following structure: a reading text followed by a glossary, comprehension questions, vocabulary, grammar, writing, study skills, and listening and speaking.

For this study, all vocabulary exercises were analyzed. Vocabulary activities were identified based on Brown's (2011) description of a vocabulary activity: "any activity that focuses on form, meaning or use of an item or items". Glossaries, transcripts, and vocabulary used in comprehension questions were not included in the analysis.

5. Methodology

All vocabulary exercises in the five textbooks (VI-X) were analyzed and categorized according to the framework of vocabulary knowledge aspects proposed by Nation (2013), referencing Brown's (2011) aspect-activity definition. Activities focused on spoken form encourage students to pay attention to or enhance their production of spoken words, while those on written form require attention to spelling. Exercises on word parts direct learners' focus to components of words, such as prefixes and suffixes. In activities involving form and meaning, learners match forms with their meanings, while in concept and referent activities, they determine the specific meanings of words in particular contexts. Activities on associations assess learners' understanding of synonyms, antonyms, or word categorization. Grammatical function activities involve the correct use of words in sentences, whereas collocation exercises require students to create collocations. Lastly, activities examining constraints on use test learners' awareness of the different registers to which words belong.

In accordance with Gonzalez-Fernandez and Schmitt's (2020) perspective on the intricate relationships among different aspects of vocabulary knowledge, it was sometimes challenging to determine the specific aspect that a given activity intended to develop. For example, when learners are

tasked with categorizing words (identified as an activity related to associations), they must also consider the aspects of form and meaning, as understanding a word's meaning is necessary before selecting an appropriate category. Two researchers worked on 142 sample activities that addressed nine aspects of vocabulary knowledge in the five textbooks prescribed for study. Subsequently, all vocabulary activities were coded and the inter-rater reliability was high (r=0.89).

Table 2.

Examples of activities from the textbooks on various aspects of vocabulary knowledge.

Aspect		Example activities from the prescribed textbooks
Form	Spoken	*No example activity was found in the prescribed textbooks for this aspect of vocabulary knowledge.*
	Written	Given below is a paragraph written by a 6th-class student. Some words are wrongly spelled in it. Circle them and write the correct spelling. (Class VI, pg.35)
	Word parts	Let's form some compound nouns now. Join each word in column –A with a suitable word in column – B to form compound nouns. The first one is done for you. (Class VII, pg.8)
Meaning	Form and meaning	Match the words in column A with those in column B with similar meanings. (Class VIII, pg.43)
	Concept and referents	There are some idioms with *tongues* in column-A. Match them with their meanings given in Column-B. (Class IX, pg.136)
	Associations	Prepare a mind map related to "furniture" and "medicinal plants." (Class VI, pg.65)
Use	Grammatical functions	Fill in the blanks below with the appropriate compound adjectives+ noun from the text. (Class X, pg.148)
	Collocations	Use a dictionary and write which word in column 1 can collocate with those in the next five columns. Put a tick (□) mark in the relevant column. (Class IX, pg. 32)
	Constraints on use (register, frequency…)	*No example activity was found in the prescribed textbooks for this aspect of vocabulary knowledge.*

6. Findings of the study

The following table presents the percentage and number of activities addressing each aspect of vocabulary knowledge in the five textbooks.

Table 2.

(Sp-Spoken, Wr-Written, WP-Word Parts; F&M-Form and Meaning, C&R-Concept and Referents, Assoc-Associations; Gr Fns-Grammatical Functions, Colloc-Collocations, Const on Use-Constraints on Use)

Aspect		Class VI	Class VII	Class VIII	Class IX	Class X	Mean %	SD%
Form	Sp	0	0	0	0	0	0	0
	Wr	2	0	0	0	0	1.74	
		8.7%						
	Wp	2	6	4	2	2	11.31	1.79
		8.7%	21.43%	11.43%	9.09	5.88%		
	Total	4	6	4	2	2	13.04%	1.67
		17.39%	21.43%	11.43%	9.09%	5.88%		
Meaning	F&M	7	2	3	2	5	13.99%	9.62%
		30.43%	7.14%	8.57%	9.09%	14.71%		
	C&R	2	12	11	8	16	32.75%	17.19%
		8.7%	42.86%	31.43%	36.36%	47.06%		
	Assoc	9	4	7	4	7	22.43%	9.63%
		39.1%	14.29%	20%	18.18%	20.59%		
	Total	18	18	21	14	28	19.8%	4.66%

		78.26%	64.29%	60%	63.64%	82.35%		
Use	Gr. Fns	1	4	7	4	3	13.13%	6.51%
		4.35%	14.29%	20%	18.18%	8.82%		
	Colloc	0	0	3	2	1	4.12	4.24%
				8.57%	9.09%	2.94%		
	Const on Use	0	0	0	0	0	0	0
	Total	1	4	10	6	4	17.25%	9.31%
		4.35%	14.29%	28.57%	27.27%	11.76%		

The above table summarizes the activities related to various aspects of vocabulary knowledge across five textbook levels (Class VI to Class X).

This section provides details of the distribution of aspects of vocabulary knowledge in the textbooks that were analyzed. The analysis is provided in point form for easy understanding.

1. Form
    o Spelling (Sp): No activities across all classes.
    o Writing (Wr): Limited activities in Class VI only (8.7%)
    o Word Parts (WP): Activities peak in Class VII (21.43%) and decrease in subsequent classes.
    o Total: Consistently low representation across classes, highest mean percentage (13.04%) in Class IX
2. Meaning
    o Form & Meaning (F&M): High representation in Class VI (7, 30.43%), declining in higher classes.
    o Concept and Referent (C&R): Significant activities in Class VII (12, 42.86%) and consistent presence in other classes
    o Association (Assoc): Class VI shows a strong focus (9, 39.1%) but drops in subsequent classes.
    o Total: Meaning-related activities are dominant, with Class VII showing the highest percentage (64.29%).
3. Use
    o Grammar Functions (Gr. Fns): Low activities across classes, peaking in Class IX (7, 20%)
    o Collocations (Colloc): Some representation starting from Class VIII, with the highest in Class IX (3, 8.57%).
    o Constraints on Use: No activities reported across all classes
    o Total: Represents a lower overall focus on use, with Class IX having the highest percentage (28.57%).

The next section presents details of the distribution of exercises/activities that focus on the three categories of *form, meaning,* and *use.*

Very few activities focus on the *form* of vocabulary across all classes, with no activities in spelling and limited writing tasks. This suggests a lack of emphasis on word structure, which could hinder students' ability to recognize and produce words correctly.

The analysis indicates that a lot of activities in the prescribed textbooks that were analyzed are designed to enhance understanding of words, including *form* and *meaning* (F&M), *concept* and *referents* (C&R), and *association* (Assoc). A strong emphasis on meaning is evident, particularly in Class VI and VII, where activities are plentiful. The significant drop in subsequent classes indicates a possible reduction in focus on vocabulary depth as students' progress, which may impact comprehension and usage skills.

Activities that teach how to apply vocabulary in context, including grammar functions (Gr. Fns), collocations, and constraints on use are studied under *use.* Very few activities are dedicated to use, with the highest percentage appearing in Class IX. This suggests a potential gap in practical vocabulary application, which is crucial for language proficiency.

The findings of the study indicate an interesting trend where highest activity counts for *meaning* occur in Class VI, indicating a strong foundational approach to vocabulary. Activities in Class VII main high activity levels in *meaning,* suggesting effective engagement with vocabulary at this level.

However, from Classes VIII to X, there is a noticeable decline in activities that aim at developing *form* and *meaning* aspects of vocabulary. This may indicate a shift in focus as the curriculum progresses, possibly prioritizing other content areas over vocabulary development.

The mean percentages show that activities addressing *meaning* are predominant across all classes, reinforcing the idea that understanding vocabulary is a focal point. Standard Deviation (SD%) indicates that variability is higher in the *meaning* aspect, suggesting inconsistency in how vocabulary is approached in different classes. This could indicate that some classes are more robust in vocabulary instruction than others. The statistical data is presented in a pie chart below.

Distribution of Form, Meaning, and Use (Mean %)
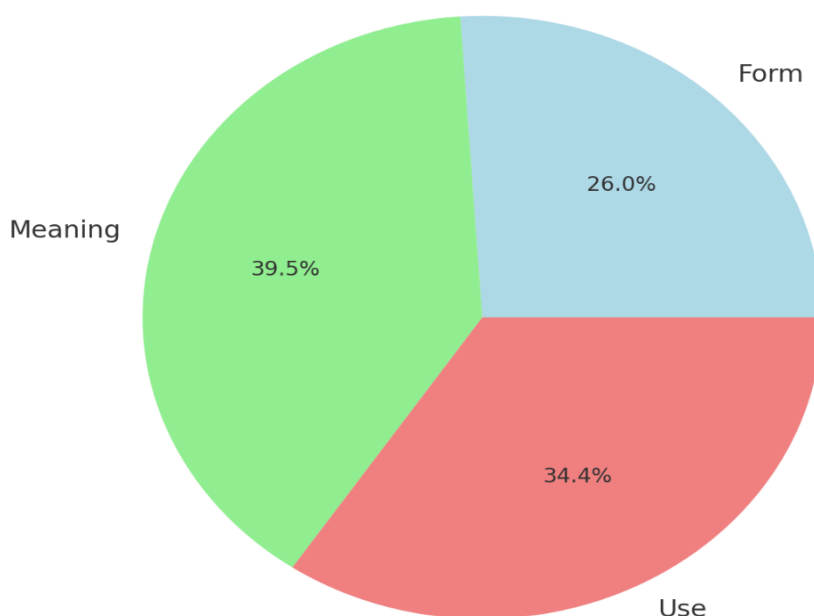
7. Discussion

From the pie chart and the data analyzed, *meaning* is the most highlighted aspect, with the highest mean percentage of 19.8%. This indicates that, in the given dataset, more focus is placed on the meaning of words compared to their *form* (13.04%) and *use* (17.25%). The focus on *meaning*, particularly in the earlier classes, aligns with foundational principles of vocabulary acquisition (Thornbury, 2002; Nation, 2003), emphasizing comprehension as the first step in vocabulary learning. However, the observed decline in attention to *form* and *use* activities in higher classes raises concerns about the textbooks' ability to support a well-rounded vocabulary learning experience.

This imbalance may stem from a curriculum that prioritizes content coverage over skill-building as learners progress. Research by Hutchinson and Waters (1987) emphasizes the importance of systematic and incremental learning in language acquisition, which appears compromised by the inconsistent approach to vocabulary aspects. The lack of activities focused on form, such as spelling and word parts, limits learners' ability to decode unfamiliar words, a skill that Nation (2013) identifies as critical for independent learning. Similarly, the minimal emphasis on use-oriented activities, like grammatical functions and collocations, hampers students' practical application of vocabulary, affecting their communicative competence (Byram, 1997).

8. Implications for Instruction

The distribution of activities that focus on *form* (13.04%), *meaning* (19.8%), and *use* (17.25%) in vocabulary teaching has several key implications for language instruction. Learners may recognize words and their meanings but struggle with correct pronunciation, spelling, and contextual use. The prescribed textbooks provide some focus on how words function in grammar and collocations. This would mean that learners may understand word meanings but still misuse words in context due to limited practice in sentence construction. Activities to develop lexical competencies place less emphasis on *form*—pronunciation, spelling, and morphological structures. This could lead to a situation where learners might recognize words but mispronounce or misspell them, leading to communication difficulties.

The data suggest a need for a more balanced approach that includes a greater focus on vocabulary *form* and *usage* alongside *meaning*. To balance vocabulary knowledge materials prescribed for study need to incorporate more activities that provide exposure to real-life contexts (e.g., dialogues, writing exercises to enhance word application (*use*) and integrate pronunciation and usage exercises to reinforce comprehension. Additionally, students can be encouraged to learn words through reading, speaking, and writing in meaningful contexts. Communicative activities like role-plays, and storytelling can be included in the textbooks to consolidate word knowledge.

9. Conclusion

The findings of this study underscore the need for a more balanced approach to vocabulary instruction in English textbooks. While the strong emphasis on meaning-related activities provides a solid foundation for vocabulary acquisition, the insufficient attention to *form* and *use* aspects limits learners' ability to apply vocabulary effectively in diverse contexts.

To address these gaps, materials can be adapted to include activities that emphasize neglected aspects of vocabulary knowledge. For example, tasks that focus on registers and contexts, such as formal versus informal language or context-appropriate usage can be added to provide learners an understanding of *constraints on use*; exercises such as identifying common word pairs such as 'make a decision' or 'take responsibility' could also be included to broaden the learners' knowledge of collocational use. Further, activities that focus on enhancing spelling, pronunciation, and recognition of word parts such as roots, prefixes and suffixes need to be incorporated in the instructional materials to enable learners to focus on the *form* aspect of words.

It is also important to ensure that classroom practices align with these recommendations. This implies that English teachers be trained not only in teaching and learning vocabulary to learners at different levels but also in adapting instructional materials to suit the needs of the learners and also in balancing the distribution of aspects of vocabulary knowledge.

Future revisions should include a more systematic approach to distributing vocabulary activities across all aspects of knowledge. For instance, creating bar charts or visual summaries of activity coverage could ensure balanced representation during curriculum planning. By adopting these strategies, curriculum developers and educators can provide students with a more comprehensive vocabulary learning experience so as to equip them with the skills necessary for academic success and personal growth.

10. Addressing Limitations and Future Research

This study has a few limitations. First, the analysis is limited to English textbooks prescribed for study for learners of government schools in a southern state of India. Second, the exclusion of glossaries and comprehension questions from the analysis may have led to the omission of additional vocabulary-focused content.

Future research could address these limitations by analyzing textbooks from a wider range of regions and educational contexts, including private schools, and states to improve generalizability. Incorporating glossaries and comprehension questions in the analysis would provide a more comprehensive understanding of vocabulary-focused content. Further, comparing textbooks across different curricula, languages, or educational systems could offer insights into vocabulary presentation

and pedagogical effectiveness. In addition to these, combining quantitative and qualitative methods, such as student assessments and teacher interviews, could help contextualize the impact of textbook vocabulary on learning outcomes. Last, but not the least, examining vocabulary acquisition over time by tracking student progress could provide a clearer picture of how content and exercise/activities in the textbooks influence language learning.

By exploring these avenues, future studies can offer a more nuanced understanding of vocabulary instruction across diverse educational contexts, further enriching the field of English language education.

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