Students' and teachers' beliefs about second language vocabulary learning: Using congruence and friction to predict outcomes in a Mexican EFL context



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Dissertation submitted in partial fulfilment of the requirements for the degree of Master of Science in Applied Linguistics and Second Language Acquisition

Trinity Term, 2019

Abstract

This mixed-methods study investigated students' and teachers' beliefs about vocabulary learning, the relationship between student and teacher beliefs, and whether the nature of this relationship is related to vocabulary development among students. Previous research has investigated the relationship between students' beliefs and learning outcomes, but little research has been conducted comparing students' and teachers' beliefs, especially not within the context of vocabulary learning.

The study involved two groups of participants: students and teachers. The student participant group consisted of 110 first-year high-school students studying English at a bilingual private high school in Mexico. The teacher participant group included their 4 English teachers and 4 teachers at a comparable bilingual private high school. Student and teacher beliefs about vocabulary learning were identified by means of two sets of instruments: equivalent questionnaires and interview schedules, given midway through their semester. Near the end of their course, students also completed a test of vocabulary depth, measuring acquisition of lexical items covered in class during the semester in which the self-report data were collected. The analysis of the quantitative data consisted of descriptive statistics, exploratory factor analysis, non-parametric comparison of mean ranks, and hierarchical multiple regression, while the qualitative data were content-analysed.

The results revealed a three-factor structure for interpreting students' vocabulary-related beliefs. Overall, across these three factors there was a high degree of agreement between teacher and student responses with no significant differences found between them. However, interview data pointed to some areas where teachers and students might hold differing views. Crucially, a measure of the extent to which students disagree with their teacher was found to predict a small portion of the variance in student vocabulary scores.

The results of this study may therefore be of benefit in second language instruction if they convince teachers of the importance of recognizing their students' beliefs about language learning, and the importance of rationalizing their actions in the classroom to their students.

Acknowledgements

First and foremost, the biggest thanks go to my amazing parents. Thank you for always believing the best of me and for supporting me in so many ways throughout this year.

To my wonderful supervisor, Dr. Jessica Briggs Baffoe-Djan, thank you for all your insights and suggestions which helped shape this project. I feel extremely grateful to have had the chance to learn so much from you.

To Robyn, thank you for taking a genuine interest in my project and doing everything in your power to help organize and implement it.

To all the teachers, staff, and students who contributed to the project, thank you for welcoming me so kindly into your schools. You were all such a pleasure to work with.

A huge thank you to all my family and friends who sacrificed their time to help along the way. You all helped make an overwhelmingly large project a more manageable one.

And finally, to Omar, thank you for always supporting me and my dreams from near or afar. I'm so lucky to have you.

Table of Contents

Abstract ..... **i**

Acknowledgements ..... **ii**

Table of Contents ..... **iii**

List of Tables and Figures ..... **vii**

List of Abbreviations ..... **viii**

Chapter 1: INTRODUCTION **1**

1.1. Background of the Study 1

1.2. Aims of the Research 2

1.3. Organization of the Study 2

Chapter 2: LITERATURE REVIEW **3**

2.1. L2 Vocabulary Learning 3

2.2. Beliefs about Language Learning 4

2.2.1. Students' Beliefs about Language Learning 5

2.2.2. Teachers' Beliefs about Language Learning 5

2.2.3. Beliefs about Vocabulary Learning 6

2.3. Beliefs Affecting Outcomes 8

2.4. Student-Teacher Congruence Affecting Outcomes 9

2.5. Summary of the Literature Review 12

Chapter 3: METHODOLOGY **13**

3.1. Research Questions 13

3.2. Study Design 13

3.3. Population and Sample 14

3.3.1. Recruitment 16

3.4. Research Instruments 17

3.4.1. Beliefs about Vocabulary Learning Questionnaires 17

3.4.1.1. Beliefs about Vocabulary Learning Questionnaire-Student 18

3.4.1.2. Beliefs about Vocabulary Learning Questionnaire-Teacher 19

3.4.1.3. Translation of the Questionnaires 19

3.4.2. Interviews 20

3.4.3. Skillful Vocabulary Knowledge Scale Tests 20

3.4.3.1. Selection of Items 22

3.5. Piloting 23

3.5.1. Piloting the Questionnaires 23

3.5.1.1. Reliability of the Questionnaires 24
3.5.2. Piloting the Interview Schedules 24
3.5.3 Piloting the Skillful Vocabulary Knowledge Scale Tests 25
3.5.3.1. First Pilot Results 25
3.5.3.2. Second Pilot Results 26
3.6. Procedure 27
3.7. Analysis Strategy 28
3.7.1. Analysis of the Quantitative Data 28
3.7.2. Analysis of the Qualitative Data 29
3.8. Ethical Considerations 30
3.9. Methodological Limitations 30
Chapter 4: RESULTS 31
4.1. Descriptive Statistics and Normality 31
4.1.1. Internal Consistency of Constructs 32
4.2. Mexican EFL Students' and Teachers' Beliefs about Vocabulary Learning 32
4.2.1. Exploratory Factor Analysis 33
4.2.2. Mean Scores for Teachers and Students 35
4.3. Comparing Mexican EFL Teachers and Students Beliefs about Vocabulary Learning 37
4.4. The Effect of Disagreement on Vocabulary Scores 38
4.4.1. Correlations 38
4.4.2 Checking Assumptions and Transformations 39
4.4.3. Hierarchical Multiple Regression 39
4.4.4. Comparing Beliefs and Mean Disagreement 41
4.5. Summary of Quantitative Results 42
4.6. Qualitative Results 42
4.6.1 Mexican EFL Students' and Teachers' Beliefs about Vocabulary Learning 43
4.6.1.1 Vocabulary in Context 43
4.6.1.2. The Process of Vocabulary Acquisition 45
4.6.1.3. Cognitive Competence 46
4.6.2 Comparing Mexican EFL Students' and Teachers' Beliefs about Vocabulary Learning 48

4.6.3. Summary of the Qualitative Results 50
Chapter 5: DISCUSSION 51
5.1. Research Question One 51
5.2. Research Question Two 52
5.3. Research Question Three 54
5.4. Summary 55
Chapter 6: CONCLUSION 56
6.1. Pedagogical Implications 56
6.2. Limitations 56
6.3. Recommendations for Future Research 57
6.4. Summary 58
WORKS CITED 59
APPENDICES 65
Appendix A: Ethical Approval 65
Appendix B: Letter to Head Teacher 66
Appendix C: Teacher Information Sheet 68
Appendix D: Teacher Consent Form 71
Appendix E: Student Information Sheet 72
Appendix F: Student Assent Form 78
Appendix G: Parental Opt-Out Form 80
Appendix H: Parental Consent for Audio Recording 82
Appendix I: interview Assent Form 84
Appendix J: Student Questionnaire 86
Appendix K: Teacher Questionnaire 94
Appendix L: Interview Schedules 99
Appendix M: Operationalization of SK1VKS/SK2VKS Scoring 101
Appendix N: Item Selection for First Pilot Version of SK1VKS and SK2VKS 102
Appendix O: Cronbach's alpha Analysis of the Pilot Questionnaire 104
Appendix P: Item Analysis Criteria and Final Word Lists 106
Appendix Q: Written Instructions for Test Delivery 107
Appendix R: Missing Values 108

Appendix S: Interview Transcripts 109
Appendix T: Codes Used in NVivo 12 118
Appendix U: Descriptive Statistics of all Questionnaire Responses 119
Appendix V: Results of Mann-Whitney U Tests 121
Appendix W: Descriptive Statistics for Disagreement Variables 123
Appendix X: Regression Assumptions Checking 125
Appendix Y: Emergent Themes 129

List of Tables and Figures

Table 1: Number of students per class 16
Table 2: Number of accurate predictions per group 26
Table 3: Descriptive statistics for all continuous independent and dependent variables 31
Table 4: Frequency statistics for categorical IV 'level' 31
Table 5: The internal consistency of multi-item scales in the BVLQ-S 32
Table 6: KMO and Bartlett's Test of Beliefs about Vocabulary Learning-Student 33
Table 7: Descriptive Statistics for Factor-1: Vocabulary in Context 35
Table 8: Descriptive Statistics for Factor-2: The Process of Vocabulary Acquisition 36
Table 9: Descriptive Statistics for Factor-3: Cognitive Competence 37
Table 10: Pearson's correlations with all normally distributed variables 38
Table 11: Details of the Interview Participants 42

Figure 1: Design of the study 14
Figure 2: Procedure of the study 27
Figure 3: Scree plot for the Beliefs about Vocabulary Learning Questionnaire-Student 34
Figure 4: Hierarchical multiple regression predicting log of VKS scores from level, log of language contact hours, affect, and mean disagreement 40
Figure 5: Hierarchical multiple regression predicting log of VKS scores from level, log of language contact hours, affect, EFA factor scores and mean disagreement 41

List of Abbreviations

BVLQ-S: Beliefs about Vocabulary Learning Questionnaire-Student

BVLQ-T: Beliefs about Vocabulary Learning Questionnaire-Teacher

EFA= exploratory factor analysis

ID= item discrimination

IF= item facility

L1= first language

L2= second language

L2MSS: L2 Motivational Self System

SK1VKS: Skillful 1 Vocabulary Knowledge Scale

SK2VKS: Skillful 2 Vocabulary Knowledge Scale

SLA= second language acquisition

VKS: Vocabulary Knowledge Scale

CHAPTER 1: INTRODUCTION

1.1. Background of the Study

Vocabulary acquisition is key to developing proficiency in the second language (L2) (Alderson, 2005; Laufer & Goldstein, 2004). Current research has established that vocabulary knowledge develops incrementally in various ways (Schmitt & McCarthy, 1997), and that many factors such as noticing, retrieval, and creative use affect vocabulary learning (Nation, 2013).

While research has established a framework for understanding parts of word knowledge (Nation, 2013), less attention has been paid to how students and teachers conceptualize the vocabulary acquisition process. While research focusing on learner and teacher beliefs in language education has increased (see Wesely, 2012 for a review), there is limited research in the context of L2 vocabulary acquisition, and less that includes a comparison of the two groups. Research thus far (Amiryousefi, 2015; Moir & Nation, 2002; Norberg, Vikström & Kirby, 2018; Ta'amneh, 2015; Tran, 2011) has reported varying levels of agreement across student samples particularly concerning what it means to know a word, the effectiveness of certain strategies in vocabulary acquisition and the role of translation.

Social constructivism posits that knowledge is co-created in the social context in which is appears and is additionally influenced by the learner, the teacher and the task (Williams & Burden, 1997). When students and teachers are in a state of *congruence* (Vermunt & Verloop, 1999), that is, then they share common beliefs and expectations, learning is enhanced (Barcelos, 2000; Vermunt & Verloop, 1999; Woods, 2003). Conversely, a lack of agreement (termed *friction*) can lead to increased learner frustration, anxiety and lack of motivation (Horwitz, 1988; Riley, 1997). Some educational studies have shown empirical evidence for student-teacher congruence affecting academic achievement (e.g., Lai, 2015; Könings, Seidel, Brand-Gruwel, and van Merrienboer, 2014), however, there have been limited attempts to investigate this construct in the context of second language acquisition (SLA), and none, to the knowledge of the present researcher, in the context of L2 vocabulary acquisition.

1.2. Aims of the Research

The primary purpose of the present study is to explore the beliefs that students and teachers hold concerning vocabulary acquisition in English, and whether and how the relationship between student and teacher beliefs influences students' vocabulary knowledge development. This study contributes to an understanding of the role of congruence and friction between teachers and students and how this relationship affects learning outcomes. Similar studies in SLA have either (a) focused on relating student beliefs to outcomes without regard to teacher beliefs or (b) have compared student-teacher beliefs without measuring student achievement. The limited SLA studies which have put student-teacher congruence and outcomes together (Peacock, 1999; Polat, 2009) have only used correlational analysis and descriptive comparisons. Arguably, there remains a need to investigate this matter further using more sophisticated statistical techniques. The current research argues that comparing students' beliefs to those of their teachers is a more effective unit of measurement than simply relating student beliefs to outcomes, due to the argued influence of teachers' beliefs on student learning (Williams & Burden, 1997) and the large extent of variation that may exist among teachers in respect to their beliefs.

1.3. Organization of the Study

This dissertation includes six chapters. The next chapter reviews theoretical and empirical research concerning vocabulary learning, beliefs about vocabulary learning, and student-teacher congruence. Chapter three explains the methodological approach adopted in the present study. Key research findings from quantitative and qualitative research data are presented in Chapter four. Chapter five includes an interpretation of the findings with reference to the research questions and previous studies. Chapter six summarizes the study findings, discusses the limitations of the dissertation and outlines pedagogical and research suggestions.

CHAPTER 2: LITERATURE REVIEW

This chapter introduces four issues related to the present study: L2 vocabulary acquisition, student and teacher beliefs about language learning, how beliefs may affect outcomes, and finally how student-teacher congruence or friction of beliefs may affect learning.

2.1. L2 Vocabulary Learning

Meaningful communication in a foreign language is mostly a matter of acquiring a large vocabulary (Schmitt, 2010), as it increases competence in core English skills (Richards & Renandya, 2002), and has been related to higher language proficiency scores overall (Alderson, 2005; Laufer & Goldstein, 2004). Ellis (1994) reports that lexical errors tend to impede communication to a larger extent than grammatical ones, which gives vocabulary heightened importance for L2 learners. In order to successfully engage in regular, informal conversation with native speakers, Nation (2006) calculated that knowledge of 6000-7000 word families is required. For foreign language learners who may not receive extensive L2 input outside an educational setting, it therefore becomes important to focus on vocabulary acquisition in the classroom.

A distinction can be made between two types of vocabulary knowledge: vocabulary *breadth,* or how many words a learner knows, and vocabulary *depth*, or how well a learner knows a word (Read, 2004). As Nation (2013) states "[...] there are many things to know about any particular word and there are many degrees of knowing (p.44)." For example, a learner can know the orthographic/phonetic form of a word, along with its meaning, associations, level of formality, grammatical behaviour, collocation and frequency (Nation, 2013). As there are many fragments of knowledge to be acquired about each lexical item, vocabulary acquisition is seen as a complex process which develops incrementally over a long period of time (Schmitt & McCarthy, 1997).

Another distinction can be made between productive and receptive knowledge of vocabulary. Receptive vocabulary use involves perception of form and retrieval of meaning, while productive use is more difficult as it involves the retrieval of meaning and the production of appropriate form (Nation, 2013). Therefore, productive knowledge usually comes later than receptive knowledge (Schmitt, 2010), as learners move from a vague familiarity of a word form towards correct use in free production (Laufer and Paribakht, 1998).

Nation (2013) discusses three cognitive processes that effect the likelihood of a word being remembered: noticing, retrieval, and creative use. Noticing involves removing an item from context and focusing on it as a language item (Nation, 2013). While not all noticing leads to long-term retention, there is no learning without noticing (Schmidt, 1990). This may happen through self-study or through peer interaction, when a learner becomes aware of a gap in their lexical knowledge; however, a teacher may also facilitate noticing by drawing attention to or explaining a word in class (Nation, 2013). Interest in a topic can also enhance noticing and therefore students' interests should be considered when planning activities in order to better enable this process (Nation, 2013).

Each time that a learner successfully retrieves either the form or the meaning of the word, the link between both pieces of knowledge is strengthened (Baddeley, 1997). Retrieval can occur in both receptive activities, where the form may be present and the learner has to retrieve its meaning, and productive activities, where students may wish to convey a certain meaning, but need to retrieve the form. Increasing a learner's exposure to vocabulary items through extensive input can increase the chances for successful retrieval to take place. A third cognitive process which enhances word learning is creative use, relating to the use of words in different contexts than previously encountered (Nation, 2013). Through increased input and output, learners have the opportunity to encounter and generate words in new forms and contexts.

2.2. Beliefs about Second Language Acquisition

Beliefs about language learning as a concept has been investigated steadily, although not extensively (Dörnyei & Ryan, 2015), since the mid-1980s. However, defining beliefs about learning has been consistently problematic, primarily due to the difficulty in distinguishing between "belief" and "knowledge". In the context of SLA, Wenden (1987) defined the term *metacognitive knowledge* as "the stable, stateable although sometimes incorrect knowledge that learners have acquired about language, learning, and the language learning process" (p.163). Similarly, Richardson defines *belief* as "[…] a proposition that is accepted as true by the individual holding the belief" (1996, p.106). In the present work, a distinction is not made between "knowledge" and "beliefs", but uses the term *beliefs* in order to emphasize, in line with Richardson (1996), what the learner accepts as true instead of focusing on objective truth.

2.2.1. Students' Beliefs about Language Learning

Students come to the classroom with an array of pre-existing beliefs shaped by their culture, age, previous experience, and the learning context (Horwitz, 2008). Research investigating learner beliefs is typically motivated by the need to identify "problematic" or "counterproductive" beliefs as it is argued that certain beliefs can lead to negative outcomes such as dissatisfaction in the course, heightened anxiety, and decreased motivation (Horwitz, Horwitz & Cope, 1986; Kern, 1995; Riley, 1997; Truitt, 1995). Students' beliefs about language learning have primarily been investigated using the *Beliefs about Language Learning Inventory* ('BALLI', Horwitz, 1988). The 34-item questionnaire contains items related to five areas: foreign language aptitude, difficulty of language learning, the nature of language learning, language learning strategies, and motivation and expectations. While this instrument has been widely used to survey learner beliefs in a variety of contexts (e.g., Kern, 1995; Nikitina & Furuoka, 2006; Park, 1995; Yang, 1999), efforts to establish evidence for the construct validity of this instrument through EFA has not produced consistent results (e.g., Nikitina & Furuoka, 2006; Yang, 1999). Various other instruments have been employed with diverse populations (e.g., Cotterall, 1999; Mori, 1999; Sakui & Gaies**,** 1999), all resulting in unique factor solutions; thereby underscoring the influence of other individual and group differences on this construct.

As regards beliefs about vocabulary learning specifically, Tran (2011) developed a 68-item questionnaire with a 4-point Likert scale format for use with 49 Vietnamese teachers of English. The items were organized into four themes: the role of vocabulary in English language learning, the role of vocabulary learning strategies in language learning, beliefs about vocabulary learning and teacher, and the role of dictionaries in language learning**.** While no factor analysis was carried out on the instrument, it was shown to be reliable in terms of internal consistency (α = .83).

2.2.2. Teachers' Beliefs about Language Learning

A teacher's beliefs can influence how they act in the classroom (Williams & Burden, 1997; Nation & Macalister, 2010), the nature of classroom interaction (Johnson, 1992; Pajares, 1992), and even students' beliefs about learning (Mantle-Bromley, 1995). The beliefs a teacher holds can be shaped by previous schooling, teacher training, and classroom experience (Borg, 2006).

In contrast to students, it is argued that teachers change their beliefs quite slowly (Pajares, 1992).

2.2.3. Beliefs about Vocabulary Learning

While the literature related to students' beliefs about language learning continues to expand, research examining vocabulary-related beliefs (Amiryousefi, 2015; Moir & Nation, 2002; Norberg, et al., 2018; Ta'amneh, 2015; Tran, 2011) is not yet extensive. Tran's (2011) study of 56 Vietnamese EFL teachers reports strong agreement on the importance of vocabulary in learning English, the effectiveness of reading as a means of acquiring vocabulary, and dictionaries as a useful tool to promote learning. Amiryousefi's (2015) study employed a questionnaire based on Tran (2011) with 224 Iranian students (ages 14-29) and 68 teachers, reporting similar mean scores on many items. An equal percentage (approximately 60%) of students and teachers reported that words should be taught in English rather than in the first language (L1), and similarly 80% of all participants believed that translation should be avoided. Concerning the importance of vocabulary, approximately 90% of students and teachers believed vocabulary and grammar are equally important, and there was almost full agreement from both that vocabulary is important in learning English. While both groups agreed that reading is an excellent activity for learning vocabulary, the level of agreement from students (84%) was higher than for teachers (53%).

Ta'amneh (2015), also in the Iranian context, compared the beliefs of 133 teachers and 306 adolescent students about the effectiveness of different vocabulary learning strategies through the distribution of equivalent 10-item questionnaires. The author reports through comparison of mean scores that teachers and students in this sample share similar beliefs concerning all strategies except *guessing and contextualizing*, which students reported as less effective. Both students and teachers agreed that translation, dictionaries and word lists are effective means of acquiring vocabulary. It is concluded that students may have too much difficulty inferring from context at this level and are more accustomed to translating or relying on the teacher's explanation.

Moir and Nation (2002) investigated the vocabulary-related beliefs and strategy use of 10 adult students in an intensive English program. In interviews, many participants expressed a belief in the importance of learning a word's meaning but showed little awareness of other aspects of

word knowledge. Students also considered that by translating a word into the L1, words could easily be used in the L2. On a test of vocabulary depth, many students showed difficulty in producing words in context with grammatical and semantic accuracy. Interestingly, one of the participants, Abdi, received a much higher score on the test, and was also the only participant to express an awareness of the different aspects of vocabulary knowledge in the interview. These findings suggest a connection between students' beliefs and vocabulary knowledge; however, a more tightly controlled study could be carried out to strengthen this conclusion.

Norberg et al. (2018) carried out semi-structured interviews with 19 adolescent Swedish EFL high-school students to explore students' understanding of word knowledge and vocabulary learning strategies. Many of their participants expressed a belief that words can be easily and directly translated. They also discussed that the meaning and the orthographic form are the most important components of word knowledge. However, most students also discussed that knowing the correct context of use is also important. Only four students mentioned the importance of vocabulary for use outside the classroom, such as for travel or professional opportunities. When asked what strategies they use to learn words, most students reported using mechanical strategies such as word lists, and only a few mentioned complex strategies such as writing words in a sentence. However, the format of the weekly vocabulary tests was likely of crucial influence on students' expressed beliefs and choice of strategies, as the tests primarily involved the written translation of word lists. While students showed little awareness of the complexity of word knowledge, their beliefs are nevertheless congruent with the classroom environment, thereby highlighting the learning context as crucially connected to students' beliefs.

Overall, current research in the context of L2 vocabulary acquisition has reported on a wide variety of student beliefs across contexts. There are mixed results concerning student awareness of aspects of word knowledge, useful strategies for learning and the importance of vocabulary. However, the studies which have compared student and teacher beliefs in the same context (Amiryousefi, 2015; Ta'amneh, 2015) have reported generally high agreement between groups.

2.3. Beliefs Affecting Outcomes

At present, research which empirically tests the connection between student beliefs and student achievement in the context of vocabulary learning is limited. Francis and Simpson (2003) investigated this relationship in an L1 context by correlating questionnaire responses of 110 American university students to vocabulary test results. Having observed that their students showed little understanding of 'what it means to know a word', the researchers questioned whether this might influence vocabulary knowledge. Students were given a 14-item questionnaire developed by the researchers along with a vocabulary task involving 10 nonsense words, their definitions, and examples of their use. After a period of self-study, students were given a test assessing the recognition of meaning and production (use in a sentence) of the ten items. Pearson's correlations revealed a significant but low correlation (r = .209, p <.05) between scores on the questionnaire and the vocabulary test. The authors point to the insensitivity of a 5-point Likert scale format, and the possible inability of first-year university students to reliably comment on their own beliefs in explaining the low correlation. It is questionable however, whether the nonsense-word task and test could be considered representative of the students' real-life process of vocabulary learning. Furthermore, the researchers did not control for any other individual difference variables such as anxiety or motivation which may be responsible for part of the variance in their sample.

In a similar study, Rashidi & Omid (2011) explored the relationship between beliefs about rote memorization and vocabulary knowledge. Iranian undergraduate EFL learners (n=103) were classified as either "high-achievers" or "low-achievers" depending on whether they had scored above or below the mean score on a vocabulary test. Similarly, students were categorized as either "full" or "partial" rote-learning supporters based on whether they had shown high support for rote-learning strategies vis-à-vis a questionnaire. A Chi-square test showed no significant association between beliefs and vocabulary test scores (p=.137). Overall, the weight of this finding is weak, as comprehensive details about the research instruments, test conditions, and operationalization of the categories are not reported. Based on the evidence presented thus far, there is currently only weak empirical support for students' beliefs about vocabulary affecting their vocabulary knowledge.

2.4. Student-Teacher Congruence Affecting Outcomes

A social constructivist view of learning postulates that learners themselves create their own knowledge through the social interactions they engage in (Williams & Burden, 1997). Williams and Burden (1997) propose a social constructivist model of education which includes four key factors influencing learning: teachers, learners, tasks and contexts. Teachers acting through the filter of their own beliefs can highly influence the nature of their students' learning through interaction with the learner and selection of the learning task. Beliefs cannot be separated from a learner's cognitive processes and therefore form a central part of the framework within which learning occurs (Woods, 2003). When the learner receives new input, it is interpreted in relation to their beliefs. Each learner's development will be affected by the learning activities they consider the most useful or worthwhile and, in this way, learning is shaped by each learner's idiosyncratic beliefs (Williams and Burden, 1997). As interaction with the teacher effects learning, it is argued that learning is enhanced when both parties accurately perceive each other's beliefs (Barcelos, 2000; Vermunt & Verloop, 1999; Woods, 2003).

Vermunt and Verloop (1999) use the terms c*ongruence* and *friction*; defining *congruence* as a match between students' learning strategies and teachers' teaching strategies, and *friction* as the opposite. If *friction* is present, it can be one of two types: *constructive friction*, which motivates students to continue developing their skills, or *destructive friction*, which may impede learning. The current work extends the definition of these terms to refer to a state of agreement (congruence) or disagreement (friction) between students and teachers.

In an SLA context, some authors have claimed that friction between teachers and students will lead to negative learning outcomes (Horwitz, 1988; Peacock; 1999; Riley, 1997); however, there have been few studies to investigate the claim empirically (Könings, et al., 2014; Lai, 2015; Peacock, 1999; Polat, 2009). Lai (2015) used data from a Taiwanese national education database to test whether student-teacher congruence of values could predict student achievement. In a previous study, questionnaires had been administered to Taiwanese high-school students with items concerning education values and life values. A test of comprehensive analytic ability, general analytic ability, and mathematical analytic ability was also given to students. Lai (2015) compared questionnaire responses from 18,922 ninth-grade students and their 1,938 homeroom teachers by coding an exact match in responses as '1' and no match as '0' to create a measure of congruence. Multiple regression analyses were carried

out and congruence measures on all questionnaire factors were reported as significant predictors of comprehensive analytic ability. However, the adjusted R^2 of the model was very small at .004. Correlations between the congruence measures and test scores were also weak (ranging from r=.019-.05). While the author finds a significant effect of student-teacher congruence of values predicting a measure of achievement, this could be primarily influenced by the large sample size; therefore, the reported weight of this finding is small.

Another large-scale exploratory study comparing students' and teachers' perceptions of education was carried out in the Netherlands by Könings, et al. (2014). Student and teacher versions of the *Inventory of Perceived Study Environment-Extended* (IPSEE) questionnaire were given to 994 students and their 136 teachers at four secondary schools. These responses were analysed using latent profile analysis and compared to students' grade averages. Three student profiles were identified in relation to the magnitude of difference between student and teacher perceptions: 'closest match' (CM), 'intermediate' and 'distal'. CM students had responses closest to their teachers, while distal profile students reported the largest differences. ANOVAs comparing the three profiles revealed that students in the CM group had scores 2.04 points higher than distal profile students (p<.01, d=.33) on proficiency tests. Data collected from the learning styles questionnaire indicated that the CM group also showed higher intrinsic motivation (p<.01, d=.68) and lower fear of failure (p<.05, d=.28) than distal profile students. The authors conclude that students in the distal profile are at risk of destructive friction (see Vermunt & Verloop, 1999), where large differences between beliefs can lead to a decrease in student learning. While this shows promising evidence, the students' score on the IPSEE was only matched with the mean teacher score, and not that of their specific teacher. Students were also asked to respond based on their general experience and not in relation a specific class context. Carrying out the analysis at such a macro level allowed the researchers to identify profiles, but this analysis may have concealed some of the variability that exists at the individual level. Making a connection between students and their teachers could lead to a better measure of the friction or congruence that truly exists.

In the field of SLA, two researchers have investigated the relationship between teacher-student congruence of beliefs and achievement (Peacock; 1999; Polat, 2009). In Peacock's (1999) study, 202 university EFL students taught by the researcher were given the BALLI and a comprehensive proficiency test. Their questionnaire responses were then compared to the BALLI responses of 45 teachers in the Department of English. The researcher identified 11 items with descriptive

differences between teacher and student response patterns. Of these items, one-way ANOVAs revealed four items with significant associations between proficiency scores and response type. For example, students disagreeing with the item: *you shouldn't say anything in the foreign language until you can say it correctly* had higher scores than students who agreed. While the author suggests that teachers be aware of discrepant beliefs to prevent demotivation, neither motivation nor any other demographics of the learner sample were used as controls in this analysis. Furthermore, the student responses were not compared to their teacher's beliefs, so it is unclear to what extent the beliefs of these learners are inconsistent with those of their teacher. If, for example, the teacher strongly disagrees with the above statement, then it is possible that learners within that classroom who also disagree may perceive a congruence in the learning environment and be motivated to work hard to reduce their own errors.

Polat (2009) conducted a study in Georgia also investigating the relationship between teacher-student congruence and attainment. Forty adolescent students and their thirty teachers were given equivalent 19-item questionnaires adapted from the BALLI. Students who had reported the same scores as their teachers (n=27) were placed in a matching group, while the non-matching group (n=13) consisted of students with different responses to their teachers. The grammar scores of these students was calculated by taking the weighted average of all grammar assessment throughout the course. The mean grammar score for the matching group (72%) was higher than the non-matching group (65%); however, no attempt at inferential statistics was made, so the findings remain inconclusive. Based on this and the small sample size, it is hard to determine whether this finding would be generalizable to another selected sample. Interestingly, one item on the questionnaire probed the participants' motivation for teaching/learning grammar (*I like learning/teaching grammar very much*) to which the mean reported score was high. However, it is unclear how much variability there was on this metric at the individual level, and whether motivation might act as confounding variable for the effect of beliefs congruence on attainment. Additionally, not much else is known about the demographics of the sample which might be confounding to the effect of agreement on attainment.

2.5. Summary of Literature Review

This chapter has reviewed literature concerned with four areas of importance to the present research: the development of vocabulary knowledge, beliefs about language learning and vocabulary acquisition, how student beliefs might affect achievement, and the implications of student-teacher congruence of beliefs. While beliefs about SLA has represented a growing interest among researchers, little is known about the nature of student-teacher congruence and its effect on learning in an SLA context. Furthermore, to the knowledge of the present researcher, there exists no similar analysis in the context of vocabulary learning specifically. The research that exists in SLA to present has been limited to correlational analyses without consideration of possible confounding variables, such as language exposure, motivation, and anxiety. While there is some evidence to suggest a link between congruence, motivation and anxiety, this relationship warrants further investigation.

CHAPTER 3: METHODOLOGY

This chapter discusses the methodological approach and research design used in this study. First, the research questions are presented before describing the study design, the participants, the development and piloting of the research instruments, the procedure of the study and ethical considerations.

3.1. Research Questions

1. What are Mexican EFL teachers' and students' beliefs about vocabulary learning?
2. To what extent are Mexican EFL teachers' and students' beliefs about vocabulary learning similar or different?
3. Can the extent to which teachers' and students' beliefs correspond predict student achievement on a test of vocabulary depth?

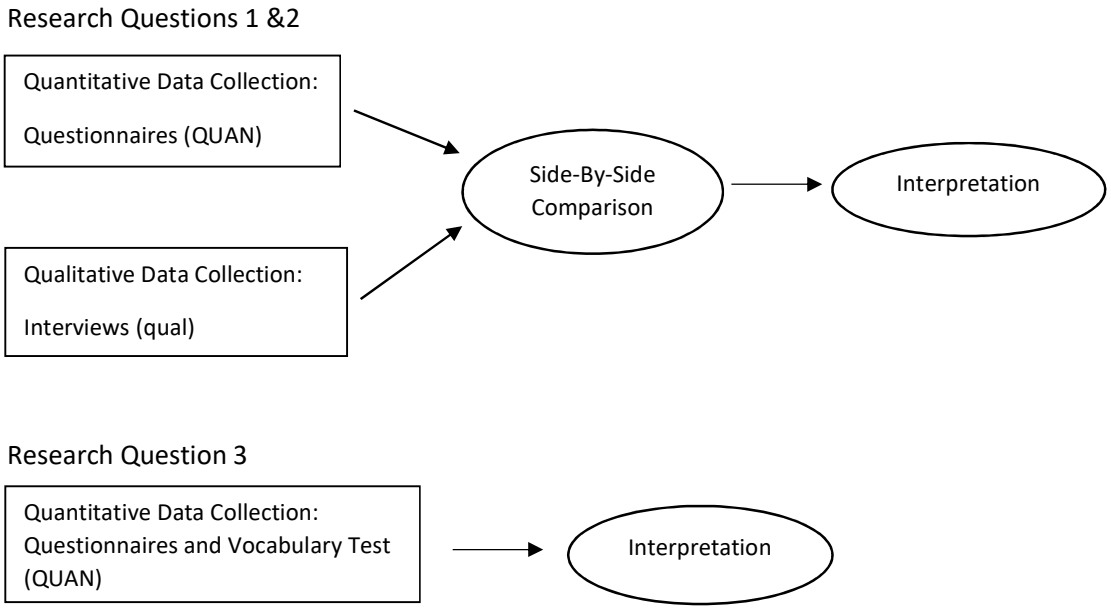
3.2. Study Design

The present study adopts a mixed-methods design. Mixed methods research involves the collection of data, integration of findings, and drawing of inferences using both qualitative and quantitative approaches (Teddlie & Tashakkori, 2009). Research on beliefs about SLA has been critiqued for relying heavily on purely quantitative methods (Barcelos, 2003). Therefore, in the present study the first two research questions were addressed through an explanatory sequential mixed methods design (Creswell, Plano Clark, Gutman & Hanson, 2003) in which a questionnaire investigating beliefs about vocabulary learning was followed up with semi-structured interviews.

Following on Greene, Caracelli and Graham's (1989) typology of mixed-methods design, the current study mixes methods for the purpose of data triangulation, which is the combination of multiple data sources to compensate for the weaknesses of one method with the strengths of another (Greene et al., 1989; Teddlie & Tashakkori, 2009). Used alone, quantitative data collection can provide an overly simplistic and decontextualized view of the research topic. When used alongside qualitative data, participant meaning can be understood in more depth (Brannen, 2005) and the validity of the findings can be strengthened (Dörnyei, 2007). In this study, the first two research questions were informed by both qualitative and quantitative strands. Due to the predictive nature of the third research question, purely quantitative

methods and analysis were used. Properly designed quantitative research can produce reliable results which can be generalized to other contexts (Dörnyei, 2007), depending on the extent to which the sample is a true match of the population. The use of methodological approaches in the present study is illustrated in Figure 1.

Figure 1: Design of the study



3.3. Population and Sample

The population consists of Mexican EFL students enrolled in bilingual private high schools and their respective teachers. Recently, the Mexican Secretary of Education (*Secretaría de Educación Pública,* 'SEP') has been working to expand English instruction across all years of compulsory education (age 5-16) to ensure that in twenty years, all students will graduate with a B2 level in English (SEP, 2017). For Mexicans, learning English represents upward social mobility through increased professional and academic opportunities (Sayer, 2018). Since many public schools are still struggling to implement the SEP's mandated English expansion, many parents prefer to enrol their children at private schools, where the quality of English instruction is superior (Sayer, 2018). However, private schooling is not accessible to all. In 2007 it was estimated that only 10% of the Mexican student population was attending a private school (Hopkins, Ahtaridou, Matthews, & Posner; 2007) although a more recent figure is unavailable.

For entry to many bilingual private schools, an intermediate level of English is set as a minimum prerequisite. A typical school day lasts five hours and includes traditional English language-focused classes alongside content courses, some of which are conducted in English and some in Spanish. It is hypothesized by the researcher that students at these schools, having received so much instruction in English, have strong insights regarding their individual learning process, have crucial experience of vocabulary teaching, and recognize the value of vocabulary learning as a crucial component of academic achievement. Focusing on this population avoids sampling students who are not aware or interested in the learning process and allows for findings to be generalizable to an expanding population of bilingual schools.

In Mexico, most English teachers are on temporary contracts, receiving 3-5$USD per hour without benefits such as insurance, paid vacation, or maternity leave (Sayer, 2015). Consequently, many experienced teachers prefer to work at private schools which pay slightly higher. The basic requirements for employment are competence in English and teaching experience, although the minimum requirements can vary significantly among schools. Native English speakers are generally preferred but given the low hourly rate, teacher turnover can be quite high.

The sample school is a small, newly opened, private bilingual high school in the city of San Andrés Cholula, part of the metropolis of Puebla, Mexico. It forms part of a larger parent institution consisting of 10 high schools across the state of Puebla which all follow the same curriculum. This institution has recently announced a move towards a bilingual framework and currently two locations are operating as bilingual schools, with the rest to follow (General Director, personal communication, July 2019). This high school was chosen for convenience, as the researcher has personal connections with the school's English coordinator, but additionally because the standardized curriculum allowed for the researcher to partially control classroom vocabulary input, facilitating the development, piloting, and administration of this study's vocabulary test. Students at this school (total n=142) were in their first or second year of high school (ages 15-17). The second-year students (n=24) were excluded from this study as they were in IB-level classes and were not using similar materials to the other students. Therefore, only first-year students (n=118, age 15-16) across eight EFL classes and their respective teachers (n=4) were selected for this study. On average, these students had been learning English for 11 years, or since primary school. Currently, they were using either the '*Skillful 1'* (Baker & Gershon, 2013; Bohlke, 2013) or '*Skillful 2'* (Bohlke & Brinks Lockwood, 2013; Rogers

& Wilkin, 2013) textbook set from the academic English *Skillful* series, published by Macmillan Education. These textbooks are appropriate for use with the A2 and B1 level of the Common European Framework of Reference for Languages (CEFR), respectively. As an entry requirement of the school, pupils had all scored a minimum of 390 points on the TOEFL PBT before starting in August 2018.

The teacher participant group was formed of 4 teachers (ages 26-43) who had worked as English teachers in Mexico for 4-14 years. All teachers had completed a master's degree in applied linguistics or English language teaching, and all reported a language proficiency score equivalent to the C1 CEFR level or higher. One teacher is a native speaker of English, while the other three are native Spanish speakers. The primary requirements for employment at this school are an advanced level of English and some experience teaching. These teachers have all had experience at multiple institutions, and therefore have comparable circumstances and education to other private school teachers. The nature of these teachers' beliefs is likely shaped however by the Content and Language Integrated Learning (CLIL) methodology being followed at this school. Table 1 provides details of each class included in this study.

Table 1. Number of Students per class

Group	Level	Teacher	Number of Students
1	Skillful 1 (n=53)	Jodie	14
2		Jodie	13
3		Renee	14 (1 opted out)
4		Renee	12
5	Skillful 2 (n=64)	Shae	15
6		Shae	16
7		Laura	17 (1 opted out)
8		Laura	16

3.3.1. Recruitment

Once ethical approval was received (Appendix A), the participants were recruited through direct communication (Appendix B) with the school's English coordinator and principal. Once approved, teachers were sent information sheets (Appendix C) and consent forms (Appendix D). All teachers agreed to participate and for their classes to be contacted. All 118 first-year students were invited to participate and were informed of the study in their classrooms. They were given an information sheet (Appendix E), assent form (Appendix F), and parental opt-out

form (Appendix G). Two students were excluded from the project on parental request, and sixteen students were absent on at least one day of data collection.

As the number of teachers was small, all teachers were invited to participate in individual interviews. Of the students, the researcher aimed to interview those with either largely similar or largely dissimilar beliefs to their teachers, as assessed by questionnaire responses. However, the selection process was complicated by the difficulty experienced in gaining both parental consent and student assent. During the initial visit to the school in which the research was explained, all students were asked if they would like to volunteer to interview; those responding positively (n=66) were given parental consent for audio recording forms (Appendix H) and interview assent forms (Appendix I). Of these students, only 14 returned the completed assent form, and only 11 were able to additionally return a signed parental consent form. These students were invited to participate in the interview.

3.4. Research Instruments

3.4.1. Beliefs about Vocabulary Learning Questionnaires

The *Beliefs about Vocabulary Learning Questionnaire- Student* 'BVLQ-S' (Appendix J) and the *Beliefs about Vocabulary Learning Questionnaire-Teacher* 'BVLQ-T' (Appendix K) were designed to (a) elicit students' and teachers' beliefs about vocabulary learning and (b) to collect student data on motivation, anxiety and language contact for use as control measures. Questionnaires are commonly used in research which involves eliciting beliefs (Mackey & Gass, 2015), and are advantageous as they can easily be administered to a large sample, objectively scored, and the resulting data can be quantitatively analysed (Dörnyei, 2007; Paltridge & Phakiti, 2015). It has been suggested that when developing a new instrument, researchers should initially create a large item pool which can then be reduced after item analysis (Dörnyei & Taguchi, 2010). The final questionnaire should be no longer than 4 pages, taking a maximum of 30 minutes to complete (Dörnyei & Taguchi, 2010).

3.4.1.1. Beliefs about Vocabulary Learning Questionnaire-Student

The BVLQ-S is a 78-item questionnaire comprising 4 sections: *Beliefs*, *Motivation*, *Anxiety*, and *Language Contact & Demographic Information*. Cronbach's alpha statistics for these scales were calculated after use in the main study and are reported in section 4.1.1.

Beliefs Scale

The first section elicits beliefs about vocabulary learning. Various questionnaires used in research on beliefs about SLA (Cotterall, 1999; Horwitz, 1988; Mori, 1999; Sakui & Gaies, 1999) and specifically vocabulary (Tran, 2011) provided the basis for this section. Based on the review of the literature, the researcher initially compiled 57 items (either existing or newly written) based around five factors: *The Role of Vocabulary in Language Learning*, *Difficulty/Aptitude*, *The Role of the L1*, *Strategies*, and *the Nature of Vocabulary Learning*. After piloting (see section 3.5.1), the final version contained 40 items.

Motivation Scale

The second section of the BVLQ-S was designed to measure student motivation for language learning. Motivation was considered important to measure because of the theorized link between student-teacher friction and motivation. The scale used was based on the *L2 Motivational Self-System* ('L2MSS'; Dörnyei, 2005; 2009; Papi, 2010), a theoretical model of L2 learner motivation consisting of three component factors: *Ideal L2 Self*, *Ought-to L2 Self*, and *L2 Learning Experience*. This model was selected as It has been widely used and validated in a variety of EFL contexts (Dörnyei & Ryan, 2015). Originally, six items from each factor were randomly selected (18 items total), but this number was reduced to 12 after piloting.

All items in the *Beliefs* and *Motivation* scales were designed as 6-point semantic differential scale items in order to (a) avoid a central-tendency bias and (b) enable use of the data as continuous variables rather than ordinal. The endpoints were labelled *Totally Disagree* (1) and *Totally Agree* (6). An even number of scale steps was chosen to avoid cases where students might select the middle category to avoid making a choice (Dörnyei & Taguchi, 2010). In addition, a 7th option labelled *I don't know* was added in the case that participants truly did not understand a question.

Anxiety Scale

The third section, addressing foreign language classroom anxiety, was included to (a) act as a control and (b) to investigate the connection between this construct and student-teacher congruence. Items were selected from the *Foreign Language Classroom Anxiety Scale* ('FLCAS'; Horwitz et al., 1986), as it is a reliable (Aida, 1994; Horwitz, 1986) instrument fit for use in a classroom setting. Fifteen items were selected from the three component factors were selected: *Test Anxiety*, *Communication Apprehension* and *Fear of Negative Evaluation*. After piloting, the final version contained 10 items. These items were administered as six-point Likert-scale items with labels ranging from '*1*' = *Not at all* to '*6*' = *Very much*. A seventh *I don't know* option was also added.

Language Contact and Demographic Information

The fourth section was designed to collect self-reported language contact hours outside of the classroom and demographic information. This section was placed at the end, as personal questions are sometimes disconcerting to participants (Dörnyei & Taguchi, 2010).

3.4.1.2. Development of the Beliefs about Vocabulary Learning Questionnaire-Teacher

An equivalent instrument was needed for distribution to the teachers. The BVLQ-T is a 47-item questionnaire containing two sections. The first is based on the *Beliefs* scale of the BVLQ-S, with 19 items worded slightly differently for understanding from a teacher perspective (for example, item #20 of the BVLQ-S reads '*I discover many new words when I have to listen in English*' and '*Students discover many new words when they have to listen in English'* on the BVLQ-T). The second section of the BVLQ-T contains 7 items eliciting demographic information such as age, years of experience, and language level.

3.4.1.3 Translation of the Questionnaires

The questionnaires were administered in Spanish in order to be comprehensible to the students. After both the BVLQ-S and BVLQ-T English versions were compiled, they were translated to Spanish by the researcher, who is an advanced, non-native user of Spanish. This translation was checked for errors of comprehensibility, orthography, and grammar by a group of four native-Spanish-speaking extended family members with advanced knowledge of

English. Once corrections were made, the questionnaires were back translated into English by the same team. The original English and the back-translated versions were deemed comparable by the researcher, and therefore, the Spanish translated versions were acceptable for use in this study.

3.4.2. Interviews

Data collected from the questionnaires were supplemented with face-to-face, individual semi-structured interviews with both participant groups. Semi-structured interviews are a type of interview in which questions are prepared, but the researcher has freedom to probe and digress (Mackey & Gass, 2015). Qualitative interviewing is a way for researchers to expand their understanding of the area beyond their own perspectives, by exploring the opinions and lived experiences of the participants (Rubin & Rubin, 2012). Due to the interactive nature of interviews, they allow researchers to elicit extended answers not easily collected through other modes (Mackey & Gass, 2015).

Following on recommendations from the literature (e.g., Miles, Huberman & Saldaña, 2013; Rubin & Rubin, 2012), the interview began with general questions to ease participants into the interview process. A semi-structured interview format was then followed in which each participant was asked a prepared set of questions relating to the component factors of the *Beliefs* scale of the BVLQ-S, followed by probing questions and questions specific to their responses on the BVLQ-S/T. The teacher and student interview schedules can be seen in Appendix L. Details of how these instruments were piloted can be seen in section 3.5.2.

3.4.3. Skillful Vocabulary Knowledge Scale Tests.

In order to measure the effect of student-teacher congruence on vocabulary learning, a test vocabulary items learned with the current teacher was required. Approximately half the students sampled had changed teachers since the previous semester, and so it was decided to only test vocabulary words encountered in the current semester (January to June 2019). Ideally, the students would have been tested at the end of their course in June, however, late May was decided upon in order to provide ample time for analysis.

It was hypothesized that any effect of student-teacher congruence on vocabulary knowledge would be small and therefore to avoid a floor effect, the researcher decided to use a test of

incremental vocabulary knowledge. Vidal's (2003; 2011) modified version of the *Vocabulary Knowledge Scale* ('VKS', Wesche & Paribakht, 1996) was selected as the basis for the vocabulary tests. The VKS was originally developed to measure the early development of words in an instructional setting. Wesche and Paribakht (1996) report a high test-retest reliability score (r= 0.89) for the VKS, along with a correlation (r=0.53) between VKS scores and scores from the Eurocentres 10K Vocabulary Size Test (EVST) (Meara & Jones, 1988), providing evidence of its reliability and validity. Furthermore, it can easily be administered and can be used with any target words of interest. Vidal's (2003; 2011) modified version elicits the same information as the original VKS while clarifying the prompts and expanding the scoring scale. In this study two tests were created, one for each *Skillful* level. Each test has the same format in which the participants are provided with four prompts:

1. Have you heard/seen this word before?
2. Provide a full explanation (in Spanish or in English) of all the meanings of the word you know.
3. Provide a Spanish translation of the word.
4. Make a sentence in English using the word.

Each item can receive a maximum of 5 points (for a maximum total test score of 100) based on the following scoring scale (see Appendix M for further details on how this was operationalized):

0 points: does not recognize the word
1 point: recognizes having seen/heard the word
2 points: has a vague/partial idea of the meaning of the word
2.5 points: has a vague/partial idea of the meaning of the word but produces a clear example
3 points: shows a full understanding of the meaning of the word
4 points: shows a full understanding of the meaning of the word and can provide a Spanish translation or use the word in a sentence
5 points: shows a full understanding of the meaning of the word and can provide a Spanish translation and use the word in a sentence

There is one main critique of this instrument which must be considered in this study. The intervals of the scoring scale are not necessarily equidistant, which can affect statistical analysis

(Read, 2000). Nonetheless, while the individual items on the VKS tests may represent ordinal data, the total score for each student (representing the combination of twenty ordinal scales) was treated as an interval variable. The combination of multiple ordinal scales has been argued to produce approximately continuous data (Carifo & Perla, 2007; Nunnally & Bernstein, 1994) and therefore, this approach was adopted.

3.4.3.1. Selection of items

Both the *Skillful 1 Vocabulary Knowledge Scale '*SK1VKS*'* and the *Skillful 2 Vocabulary Knowledge Scale* 'SK2VKS' were developed with the same procedure. In each unit of the student textbooks, vocabulary as a topic is featured twice, in sections labelled either 'Vocabulary preview' or 'Vocabulary skill'. These sections present words along with matching or cloze-type activities, and subsequent sections include the featured words. A vocabulary list including all the featured items from both vocabulary sections of each unit of each text was found in the teacher's version of each textbook and formed the basis for the SK1VKS and SK2VKS. At the sample school, classes are expected to complete units 1-5 of their textbook in the first semester (August-December) and units 6-10 in the second (January-June). In order to avoid test fatigue (Paltridge & Phakiti, 2015), 20 words maximum were to be selected from each textbook's list. The objective was for these 20 words to be an accurate representation of the respective textbook's vocabulary in terms of frequency level, word class, and time presented (unit number). Vocabulary items were taken from units 6-9, corresponding to the units presented with the students' current teacher from January 2019 until time of testing (May 2019). The original vocabulary lists contained 115 items for Skillful 1 and 110 items for Skillful 2, respectively. Phrasal verbs were deleted before lexical profiling in order to avoid a situation where the student may record a 'false positive' based on recognition of the content word and not the phrasal verb lexeme. Conjunctions, prepositions and pronouns were also deleted as the researcher believed the students might have difficulty translating and defining these words. The cleaned lists (Skillful 1= 110 items, Skillful 2= 101 items) were separately run through the BNC_COCA database (Nation, 2012) using the Compleat Web VP tool on the LexTutor website (Cobb, 2019). Words were categorized by frequency level and items were selected from each level in order for the composition of the test items to match the composition of the textbook word list overall (for example, if 60% of the words on the textbook list came from the 1000-word frequency level, 60% of the test items should be words from that level), while also matching in word type and unit number. At this point, however, the researcher identified many

Spanish-English cognates (84 for Skillful 1, 77 for Skillful 2) in the vocabulary list, which complicated selection. In order to reduce a potential ceiling effect from guessing, the researcher considered it ideal to avoid cognate words. In the case of 7 words (4 for Skillful 1, 3 for Skillful 2) cognate words were included in the final list in order to maintain the frequency level and word class distribution of the respective texts. The final lists of test items selected, including information relating to word frequency level, word type and unit number of words selected can be found in Appendix N.

3.5. Piloting

The pilot study was completed in three separate stages in the weeks preceding the main study. It was carried out at a private bilingual high school, also in San Andrés Cholula, from the same parent institution as the main sample school. Students at this high school were streamed into their English levels based on the same criteria as the main sample students and were using the same textbooks. It is expected that the pilot sample students have had a similar experience with English education and have a similar socioeconomic status to the main sample students. The English teachers also have similar educational and teaching backgrounds to the main sample teachers.

The validity of a research instrument is reflected in how accurately the instrument provides information about the construct being investigated (Paltridge & Phakiti, 2015; Dörnyei & Taguchi, 2010), whereas the reliability is related to consistency and whether the results of the instrument are free from measurement errors (Dörnyei & Taguchi, 2010). The aims of the pilot study were to (a) provide evidence for the validity and reliability of the research instruments, (b) determine the time required for the procedures, (c) test the interview audio-recording equipment, and (d) to check the comprehensibility of the Spanish translations.

3.5.1. Piloting the Questionnaires

A minimum sample of 50 participants is recommended when piloting a new questionnaire instrument (Dörnyei and Taguchi, 2010) and so, four EFL classes (n=96 students and n=4 teachers); two from the '*Skillful 1'* level and two from the '*Skillful 2*' level were selected, and agreed to pilot the questionnaires. On average, completion of the BVLQ-S took the students 20 minutes to complete, while the teachers took approximately 10 to complete the BVLQ-T. While responding, participants were given notepaper to record any linguistic errors or confusing

elements they encountered, and after completion they were asked to provide general feedback about the clarity and comprehensibility of the task. The notepapers revealed some minor spelling and punctuation mistakes which were easily adjusted. Student participants commented that the BVLQ-S was too long, and some students communicated difficulty in completing a numerical entry question from the language contact and demographic section. Considering this feedback, both instruments were revised before use with the main sample.

3.5.1.1. Reliability of the Questionnaire

As the first section of the BVLQ-S was newly developed, it was deemed necessary to examine its internal consistency. Even though the second and third sections are based on widely used instruments, it is nevertheless imperative to pilot a questionnaire before use with a new sample (Czaja & Blair, 2005). Once the BVLQ-S responses were collected, responses to the first three sections were analysed in SPSS for internal consistency using Cronbach's alpha (α) analysis. This test allows the researcher to determine the reliability of the instruments by examining the homogeneity of each item in a multi-item scale. If the items each measure the same target area, then the multi-item scale is said to be effective (Dörnyei & Taguchi, 2010). Item analysis of this nature is also useful because it can show whether the reliability increases or decreases upon exclusion of a particular item (Paltridge & Phakiti, 2015), helping the researcher to discard less-effective items and shorten the questionnaire (Dörnyei & Taguchi, 2010). Items with the lowest α coefficient were eliminated, while maintaining a minimum of three items per sub-scale, as per recommendations in the literature (e.g., Dörnyei & Taguchi, 2010). A table showing the full details from this analysis along with the deleted items can be seen in Appendix O.

3.5.2. Piloting the Interview Schedules

To ensure the appropriateness of the interview questions and procedure, the semi-structured interview schedule was piloted with 4 participants (2 students, 2 teachers). These interviews were carried out individually, in-person. Teachers had no difficulty providing extensive responses, and so no changes were made. Student responses were not as extensive, and some questions were not responded to well. Therefore, the researcher made changes to the wording of questions and added some additional probing questions to the student interview schedule.

3.5.3. Piloting the Skillful Vocabulary Knowledge Scale Tests

The SK1VKS and SK2VKS were each piloted with one class of EFL learners (n=14 and n=15, respectively). Because both tests include items presented in the current semester for which teaching was still ongoing, piloting of both the SK1VKS and SK2VKS could only occur with classes one level above the tested level; that is, students who had used the *Skillful 1* or *Skillful 2* book the year before. This however represents a methodological limitation due to the likely attrition of vocabulary knowledge since the previous year.

Before implementation, the teacher was asked to provide her predictions of top-performing and low-performing students in respect to vocabulary depth and breadth. These predictions were then used as one measure of validation. Additionally, the students completed an online task based on the Updated VLT (Webb, Sasao & Balance, 2017), which tests words from Nation's (2012) BNC/COCA database. This is a measure of receptive vocabulary knowledge and can be used to estimate vocabulary size. Test takers were asked to match form to meaning for 15 words from each of the 2000, 3000, and 4000 levels of the Updated VLT. These levels were chosen after creating the SK1VKS and SK2VKS, where the researcher observed that most vocabulary words from each text's vocabulary list came from the 2000- and 3000-word frequency levels of the BNC/COCA database (Nation, 2012). The original VKS has been shown to correlate with an estimate of vocabulary size (Wesche & Paribahkt, 1996), and the researcher therefore assumed that a correlation between the scores from the SK1VKS and SK2VKS and the Updated VLT could also be used to show evidence for the validity of these new instruments.

3.5.3.1. First Pilot Results

A bivariate correlation was run in SPSS to determine whether the SK1VKS and SK2VKS scores correlated with the Updated VLT scores. Skewness and kurtosis values, scatterplots, and P-P plots were analysed to check for normality. This revealed that VKS scores were normally distributed, while the Updated VLT scores were not. Due to the non-normality, small sample size and existence of two clear outliers, Spearman's correlations were used (Field, 2013). Results of the Spearman's correlation for the Skillful 1 data indicated a non-significant positive correlation between vocabulary depth and vocabulary size (r_s (12) =.27, p=.35), and similar findings were produced for Skillful 2 (r_s (13) =0.44, p=0.12).

Concerning the second measure of validity, the teacher was able to make some correct predictions. The teacher was asked to predict 5 top and 5 bottom-scoring students in each group. Each students' score on the relevant VKS test was compared against the class median score. A predicted top-scoring student who scored above the class median represents an "accurate" prediction for the teacher. Table 2 presents the number of accurate predictions for each level (max=10).

Table 2. Number of accurate predictions per group.

Number of accurately predicted:	**Skillful 1**	**Skillful 2**
High scores	4	4
Low scores	3	2
Total	7	6

Due to the lack of significant correlations found in the first pilot attempt, item analysis by hand calculation was undertaken to identify problematic items in SK1VKS and SK2VKS. Item facility (IF) and item discrimination (ID) scores were calculated for all items on both tests. Item facility was taken as the percentage of participants who scored 2.5 or above on the item. Item discrimination represented the proportion of top-scoring students receiving 2.5 points or higher on an item subtracting the proportion of low-scoring students receiving 2.5 points or higher on that item. While there are no defined cut-off values for evaluating item facility and discrimination, the researcher followed the suggestions in Haladyna (2015) in deciding which items to keep. All items with an ID of above .15 and an IF below .90 were retained. Once items were discarded, new items were selected from the Skillful 1 and Skillful 2 wordlists (see section 3.4.3.1). Words that were non-cognate words and were in the same word frequency level as the original items were prioritised, however, in two cases, cognate words were chosen. Because of this, the second word list differed slightly in composition from the first (see Appendix P for item analysis criteria and final word list).

3.5.3.2. Second Pilot Results

The second version of the SK1VKS and SK2VKS were piloted with 6 and 8 students, respectively from the original pilot sample. A Spearman's rank-order correlation showed no statistically significant correlation between VLT and VKS scores for neither the Skillful 1 group (r_s (4) =.086, p=.872) nor the Skillful 2 group (r_s (6) =.398, p=.329).

To create a final version of the tests, items were analysed and selected following the same procedure as before. There were no problems selecting 20 items for the SK2VKS, but for the SK1VKS, many items had ID and/or IF values of 0. Therefore, 5 items discarded after the first pilot were re-selected for the final version, as they had ID values higher than zero, regardless of item facility.

A significant effort was made to produce a valid and reliable instrument which would discriminate between students with higher and lower vocabulary knowledge. Ideally, piloting would have continued with a larger sample size, however, this was not possible given time limitations. Therefore, the third version of the SK1VKS and SK2VKS were used with the main sample.

3.6. Procedure

Figure 2. Procedure of the study

Week 0	Week 1	Week 2	Week 3	Week 4	Week 8	Week 10
Pilot Test #1	Teacher Questionnaire and Interviews	Consent forms to students	Student Questionnaire	Student Interviews	Pilot Test #2	Vocabulary Tests

The study was conducted between March-May 2019 during school hours. During the first visit the researcher collected informed consent from the teachers, after which, teachers completed the BVLQ-T and were interviewed individually. The next week students were informed about the project and informed consent paperwork was distributed. The student participants were asked to return the relevant forms one week later, having consulted with their parents; at which time the BVLQ-S was administered in each class. On average, this took about 15 minutes. During the next week of class, interviews were scheduled with the students who had volunteered and acquired parental assent. The interviews were carried out between classes on the school's terrace, a sufficiently quiet yet visible location, and were recorded with the computer program Audacity. Before interviewing the researcher briefly consulted the BVLQ-S/T responses of the student and his/her teacher and randomly selected 2-3 items which either showed identical or highly dissimilar (a difference of 3+ scale steps) responses between teacher and student. The students were then asked to comment on these items in their interview.

To address the third research question, students were given either the SK1VKS or SK2VKS in their EFL classes in late May. As previously discussed, these tests were developed to assess the depth of vocabulary knowledge for those words likely to have been learned in class with the students' current teacher. Due to the nature of the study, it was considered important that students be tested after having studied with their respective teacher for a considerable time allowing time to build a rapport between them.

The researcher could not be present for the administration of the tests, so the teachers were asked to administer them. During the school visit in March, the teachers were briefed and left with written instructions (Appendix Q). Teachers were asked to administer the instruments under test conditions, and later confirmed that they had done so. Once completed, test papers were electronically sent to the researcher before the physical copies were destroyed.

3.7. Analysis Strategy

3.7.1. Analysis of the Quantitative Data

Responses from the BVLSQ-S, BVLQ-T, SK1VKS and SK2VKS were entered into SPSS for analysis. Considering recommendations in the literature (e.g., Conolly, 2007; Tabachnick & Fidell, 2013), questionnaire items where the student selected *I don't know* were treated as missing values as they represented a small (less than 5% of all cases on any one variable) and seemingly random (see Appendix R) portion of the data. As part of the analysis for the first research question, principal axis factor analysis was carried out on Part One of the BVLQ-S to create a framework for evaluating participants' beliefs. Mean scores on each item of each component factor were calculated to reveal which items resulted in the highest and lowest agreement for the teacher and student groups. In order to strengthen the interpretation of means, teacher questionnaire responses from the pilot sample teachers were added, creating a combined teacher sample size of n=8. Despite this, the combined sample is still much lower than the sample size of 30 suggested to establish a normal distribution (Field, 2013). Therefore, a series of non-parametric Mann-Whitney U-tests were carried out to investigate significant differences in mean ranks between teachers and students.

To examine the extent to which students disagreed with their teacher on vocabulary-related beliefs, a *Disagreement* variable was created for each item by taking the absolute value difference of the student's response on Part One of the BVLQ-S and that of their respective

teacher. A new variable *Mean Disagreement* was then created by taking the mean *Disagreement* score on all items.

To answer the third research question, a multiple hierarchical regression model was used because it allows the researcher to determine the differential predictive power of a focal variable (Field, 2013). In this case, hierarchical regression allowed the researcher to investigate whether *Mean Disagreement* could make a unique contribution to the prediction of VKS scores after controlling for the effect of other hypothesized predictors; in this case: proficiency level, language contact hours, motivation for language learning, and anxiety for language learning. The researcher decided to enter the dependent variables to the regression model in the following order based on the hypothesized predictive power of each (set of) variable(s): the first block consisted of language proficiency, the second, language contact, the third block represented affect; combining motivation and anxiety, and finally, the mean disagreement variable was entered last.

The independent variables for this model were created from the BVLQ-S responses. Language proficiency was operationalised as the student's class level (Skillful 1 or 2). Language contact hours represented the total number of hours per average week using English outside of class, as indicated on Part 4 of the BVLQ-S. The third block comprised anxiety for language learning, operationalized as the students' mean score across the 10 Anxiety items on Part 3 of the BVLQ-S, and the three factors of the *L2MSS: L2 Learning Experience, Ideal L2 Self,* and *Ought to Self.* These three variables were created from the students' mean score on items corresponding to each factor, coming from Part 2 of the BVLQ-S. The dependent variable was operationalized as each student's sum score on either the SKV1KS or SK2VKS.

3.7.2. Analysis of the Qualitative Data

While there is no universal method for transcription, it is suggested that the degree of precision be based on the type of analysis planned in the research project (Rubin & Rubin, 2012). Due to the English proficiency level of the student participants, it was hypothesized that they may make use of other means than word choice and syntax to convey meaning. Therefore, all interviews were transcribed verbatim, including hesitations and other verbalizations (see Appendix S for examples). Where the participant spoke in Spanish or had difficulty expressing themselves, the researcher's translation is provided in parentheses. The interview transcripts

were uploaded and coded in NVivo, and analysed via a deductive coding strategy (Miles, et al., 2013), in which a preliminary list of codes based on the factors of the questionnaire was developed and applied. Expanding from this step, emergent themes were also considered. A full list of the codes used can be found in the Appendix T.

3.8. Ethical Considerations

Before proceeding with the data collection, this research study design was submitted to the Central University Research Ethics Committee (CUREC) for formal review. Once approved, informed consent was obtained preceding data collection. All participants were verbally informed of the project and were then given an information sheet and consent forms to read and sign before providing any responses. Participants were clearly reminded at each stage that their participation was voluntary, anonymous, and would not affect their English course grades. Questionnaire responses were identified by an alphanumeric code and interviewees were given a pseudonym. All identifying information provided in the interviews was changed in the transcripts while still preserving meaning. Files containing participant's personal information was kept secure in password-protected files.

3.9. Methodological Limitations

In addition to the limitations discussed above, the researcher recognizes other weaknesses in the study design which affect the interpretation of the subsequent results. The first relates to the vocabulary test procedure. Ideally, a pre-test of target vocabulary items would be given to ensure no previous knowledge before starting the current class, but due to the time taken to develop the instrument, this was not possible. The researcher also hoped to recruit a bilingual inter-rater to score the tests, ideally establishing a Cohen's kappa of 0.75 or above, representing a satisfactory level of agreement (Paltridge & Phakiti, 2015), but was unsuccessful. An improved design would also involve simultaneous collection of both questionnaire and test data at the end of the course, as the researcher realized through consultation with the literature that beliefs can arguably vary over time (Kern, 1995; Sakui & Gaies, 1999). Finally, the interview data is limited due to time constraints. As EFA was not completed until after the data collection period, the questions represent the hypothesized factor structure rather than the factor structure actually found.

CHAPTER 4: RESULTS

This chapter presents an analysis of both quantitative and qualitative data collected from questionnaires and face-to-face interviews. First, descriptive statistics of all key variables are presented. Quantitative results are organized by theme, first explaining how assumptions of each test were met, followed by the corresponding results. The final section presents the qualitative results and how they compare to the quantitative results.

4.1. Descriptive Statistics and Normality

Students in this sample reported generally low anxiety, high measures of motivation, low mean disagreement, a considerable amount of English contact hours outside class, and average VKS test scores of around 50%. Table 3 and 4 report descriptive and frequency statistics for the key variables used in this analysis.

Table 3. Descriptive statistics for all continuous independent and dependent variables

	Valid N	Mean	SD	Range	Possible Range
Language Contact	110	41.6	47	253	0-
*Log of Language Contact**	110	1.43	.355	1.81	-
Anxiety	110	2.63	1.04	4.50	1-6
L2 Learning Experience	110	4.94	.857	4.00	1-6
Ideal L2 Self	110	5.39	.724	3.60	1-6
Ought to Self	110	4.78	1.00	4.33	1-6
Mean Disagreement	110	1.53	.314	1.46	0-5
VKS scores	88	47.6	19.6	74	0-100
*Log of VKS scores**	88	1.64	.189	.80	-

Note: Log transformations of variables with (*) are outlined in Section 4.3.3

Table 4. Frequency statistics for categorical variable 'Level'

Level	Frequency	Percent
Skillful 1	48	43.6
Skillful 2	62	56.4
Total	110	100.0

Tests of normality were conducted, finding that all variables except *L2 Learning Experience, Ideal L2 Self,* and *Ought to Self* were normally distributed with significance values below 0.05 on Kolmogorov–Smirnov test statistics . No transformations were applied to these variables as

their non-normal distribution did not cause the failure of any of the assumptions of linear regression (see section 4.4.2).

4.1.1. Internal Consistency of Constructs

Alpha coefficients were computed to measure the internal consistency of the multi-item scales making up the BVLQ-S. Results are presented in Table 5.

Table 5. The internal consistency of multi-item scales in the BVLQ-S

Multi-item scale name	Number of items	α
Beliefs about Vocabulary Learning	29	0.84
Motivation	12	0.87
Ideal L2 Self	5	0.82
Ought-to Self	3	0.65
L2 Learning Experience	4	0.77
Anxiety	10	0.81
Fear of Negative Evaluation	4	0.86
Communicative Apprehension	6	0.74

The scales generated high values, showing evidence for their reliability. The one exception is the *Ought-to Self* scale, which was slightly below the recommended .70. However, as the number of items in a scale can influence the α value, values over .60 are typically accepted in a scale with a small number of items (Dörnyei, 2010).

4.2. Mexican EFL teachers' and students' beliefs about vocabulary learning

Before carrying out exploratory factor analysis (EFA), a variable was created for each item on the questionnaire. To identify outliers which could skew mean scores in the EFA, boxplots and 5% trimmed means were examined. It was noted that one student case had produced outlying responses across many questionnaire items. Regression diagnostics (outlined in section 4.4.2) also classified this case as a multivariate outlier, and so it was eliminated entirely from analysis. Across the remaining cases (110 students, 8 teachers), five outlying low values on five variables were identified and winsorized (Field, 2013, p.264) substituting for the next highest value. Appendix U reports descriptive statistics for all 40 questionnaire items.

4.2.1. Factor Analysis

As the composition of a sample can affect EFA (Simón, 1979; Thurstone, 1945). it could not be assumed that both the teacher and student samples would produce the same factor solution. Therefore, only the student questionnaire responses were used in this analysis. First, the factorability of the 40 items from Part One of the BVLQ-S was examined. For factor analysis to be successful, there needs to be correlations between variables, and Field (2013) recommends inspecting the correlation matrix for variables with few correlations above .3. On this basis, eight variables were excluded. Multicollinearity was not an issue in these data as there were no correlations above 0.9 present in the correlation matrix. As the component correlation matrix showed low correlations between the factors, orthogonal (varimax) rotation was used to perform the analysis (Field, 2013).

For factor analysis to be reliable, sample size must be large enough that correlations can be reliably estimated (Tabachnick & Fidell, 2013). While the present sample size is below some recommended limits (see Tabachnick & Fidell, 2013, p.666), the researcher made sure to check the Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy and Bartlett's test of sphericity to determine whether factor analysis would be appropriate with these data (Table 6). The KMO statistic of .748 is higher than the minimal score of .6 recommended (Field, 2013) and Bartlett's test of sphericity is highly significant ($p < .001$), suggesting that the sample size is adequate for factor analysis.

Table 6: KMO and Bartlett's test of Beliefs about Vocabulary Learning-Student

Kaiser-Meyer-Olkin Measure of Sampling Adequacy		0.748
Bartlett's Test of Sphericity	Approx. Chi-Square	1339.087
	df	496
	Sig.	.000

Initially, primary axis factor analysis produced 13 factors with eigenvalues above 1. However, the scree plot (Figure 3) showed a sharp levelling off after three factors, and a much smaller levelling off after six factors. Solutions with three, six, and thirteen extracted factors were examined, focusing only on factor loadings with an absolute value higher than 0.4 (Field, 2013). The three factor solution, which explains 34.8% of the variance, was chosen as a best fit because of: (a) the defined levelling off of eigenvalues on the scree plot after three factors; (b) the easy

interpretability of the factors extracted, and (c) the insufficient number of primary loadings and difficulty of interpreting the factors of the other solutions.

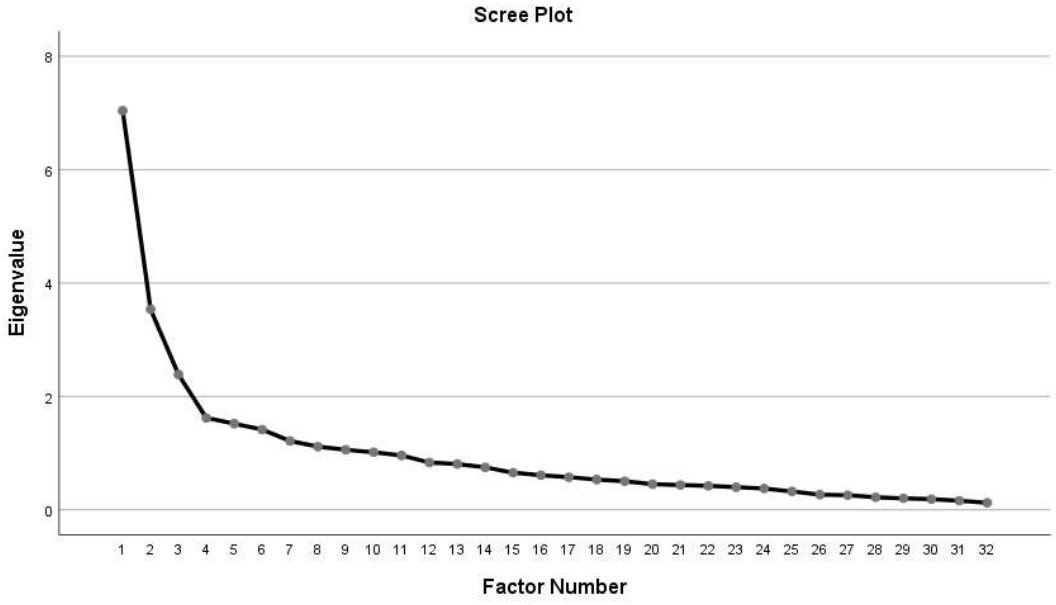


Figure 3. Scree Plot for the Beliefs about Vocabulary Learning Questionnaire-Student

Factor 1, explaining 22% of the variance, consists of 9 variables which relate to vocabulary in language use. Students who marked these items highly recognize that vocabulary is connected to language competence, and that various activities can be used as a source of vocabulary discovery. Therefore, the factor was labelled ***Vocabulary in Context.*** Factor 2, representing 11.06% of the variance, consists of 12 variables which relate to students' declarative knowledge about how vocabulary is acquired, what stages are involved in that process, and the importance of vocabulary acquisition in English. Therefore, this factor was labelled ***The Process of Vocabulary Acquisition****.* The final factor explains 7.46% of the variance and includes 8 items which relate to students' awareness of English language acquisition at the cognitive processing level. Students who rank this factor highly recognize the cognitive load of vocabulary acquisition and cognitive strategies that may influence the process. Therefore, this factor was labelled ***Cognitive Competence.*** Three items were excluded from the solution as they did not load onto any of the three factors. In all subsequent analyses, only the 29 items which load onto these three factors were used.

4.2.2. Mean Scores for Students and Teachers

Means and standard deviations for the 29 variables of the shortened BVLQ-S are shown in Tables 7, 8 and 9 compiled by factor, where 1=*Totally Disagree* and 6=*Totally Agree*. Differences in wording on the teacher version of the questionnaire are marked in parentheses.

Table 7: Descriptive statistics for Factor 1- Vocabulary in Context

Item	FL	Overall		Students		Teachers	
		M	SD	M	SD	M	SD
I (students) discover many new words when I (they) have to read in English	.641	5.12	1.13	5.09	1.16	5.5	0.54
Reading is a good way to acquire a large vocabulary	.597	5.43	.92	5.42	0.93	5.63	0.74
Listening is a good way to acquire a large vocabulary	.597	4.97	.99	5.02	1.00	4.38	0.52
I (students) discover many new words when I (they) have to speak in English	.578	4.35	1.2	4.35	1.19	4.38	1.41
I (students) discover many new words when I (they) have to listen in English	.543	4.84	1.15	4.9	1.14	4	0.93
A word is learned when I (the students) know its meaning	.471	5.03	1.13	5.11	1.10	3.88	0.84
I (students) discover many new words when I (they) have to write in English	.47	4.52	1.23	4.54	1.26	4.25	0.71
Vocabulary is as important as grammar in learning English	.42	5.20	1.16	5.21	1.13	5.13	1.64
Speaking with classmates is a good way to acquire a large vocabulary	.418	4.75	1.27	4.77	1.22	4.5	1.85
Internal Consistency (α) = .794							

Overall, both participant groups appear to agree strongly with items on the first factor. The highest-scoring items here are: *Reading is a good way to acquire a large vocabulary* (overall: M = 5.43, SD = 92; teachers: M = 5.63, SD = .74; students: M = 5.42, SD = .93) and *Vocabulary is as important as grammar in learning English* (overall: M = 5.20, SD = 1.16; teachers: M = 5.13, SD = 1.64; students: M = 5.21, SD = 1.13). Both teachers and students reported similar, yet lower scores for *I discover many new words when I have to speak in English* (overall: M = 4.35, SD = 1.2; teachers: M = 4.38, SD = 1.41; students: M = 4.35, SD = 1.19). This was also the lowest-scoring item for students, while the lowest-scoring item for teachers was: *A word is learned when the students know its meaning* (M = 3.88, SD = .84).

Table 8: Mean scores on Factor 2-The Process of Vocabulary Acquisition

Item	FL	Overall		Students		Teachers	
		M	SD	M	SD	M	SD
Students should be allowed to use online dictionaries to look for the meaning of unknown words	.597	4.95	1.24	4.98	1.23	4.5	1.31
When the teacher explains (I explain) a new word in English, it's very important that she gives (I give) a simple definition	.589	4.73	1.17	4.73	1.17	4.75	1.28
It's easier to learn vocabulary than grammar	.577	4.61	1.2	4.61	1.20	4.63	1.30
Vocabulary plays a very important role in acquiring English	.564	5.56	.77	5.57	0.77	5.5	0.76
Vocabulary is the most important component of learning English	.531	5.09	.92	5.14	0.92	4.5	0.76
Some words are more difficult to learn than others	.52	5.3	1.04	5.29	1.05	5.5	0.93
Learning English involves learning many new words	.488	5.33	.91	5.36	0.91	5	0.93
When you (students) can say or write a word, you can say you 'know' the word	.481	4.44	1.5	4.45	1.49	4.25	1.49
It's important that I (my students) have a large vocabulary in English	.461	5.34	.93	5.41	0.90	4.37	0.92
If I (students) don't know the meaning of a word, an online translator will help me (them)	.459	4.29	1.4	4.36	1.35	3.25	1.67
New words must be practiced many times in order to learn them	.446	4.69	1.24	4.7	1.22	4.5	1.51
Writing texts in English helps me (students) to learn and practice new words	.434	5.03	1.17	5.02	1.20	5.13	0.64
Internal Consistency (α) = .828							

Items on factor 2 also received quite positive ratings from both groups. The highest-rated item on this factor and the questionnaire overall is *Vocabulary plays a very important role in acquiring English* (overall: M = 5.56, SD = .77; students: M = 5.57, SD = .77; teachers: M = 5.5, SD = .76). Both groups rated *If I don't know the meaning of a word, an online translator will help me* the lowest, however, there seems to be more variation in teacher than student responses (overall: M = 4.29, SD = 1.4, students: M = 4.36, SD = 1.35; teachers: M = 3.25, SD = 1.67).

Table 9: Mean scores on Factor 3- Cognitive Competence

Item	FL	Overall		Students		Teachers	
		M	SD	M	SD	M	SD
Learning English involves lots of translating from Spanish	.783	3.22	1.42	3.31	1.39	2	1.41
To understand words in English, they have to be translated to Spanish	.763	3.45	1.5	3.5	1.47	2.75	1.67
It's easier to learn a word in English if my teacher translates (I translate) it to Spanish	.654	4.1	1.4	4.14	1.35	3.63	2.00
Learning a word means learning the Spanish translation	.628	3.76	1.52	3.89	1.46	2	1.41
Learning new words is a difficult part of learning English	.431	3.79	1.24	3.8	1.23	3.63	1.41
Learning vocabulary is one of the hardest parts of learning English	.412	3.65	1.26	3.7	1.23	3	1.60
If you (students) know the meaning of a word in English, you (they) should be able to give a clear definition in Spanish	.411	4.36	1.51	4.48	1.48	2.75	1.04
Studying vocabulary involves learning from memory	.407	4.08	1.4	4.09	1.36	4	1.69
Internal Consistency (α) = .791							

For both teachers and students, the scores appear lower on factor 3 compared to the previous two. The standard deviation scores also appear higher for both teachers and students, indicating variability within both groups. Of the items on this factor, the highest agreement for teachers was indicated for *Studying vocabulary involves learning from memory* (M = 4, SD = 1.69). Both groups show some agreement with the item *It's easier to learn a word in English if my teacher translates it to Spanish* (overall: M = 4.1, SD = 1.4; students: M = 4.14, SD = 1.35; teachers: M = 3.63, SD = 2.00). The lowest scores on this factor, and also the lowest scores of all items were reported for *Learning English involves lots of translating from Spanish* (overall: M = 3.22, SD = 1.42, students: M = 3.31, SD = 1.39; teachers: M = 2, SD = 1.41).

4.3. Comparing Mexican EFL teachers' and students' beliefs about vocabulary learning

A series of Mann-Whitney U tests was run for each of the 29 variables to determine if there were statistically significant differences in beliefs about vocabulary learning between students and teachers. Using the Bonferroni adjusted *p*-value (*p*= .0017) for multiple comparisons, no statistically significant differences were identified; however, four contrasts approached significance: *A word is learned when I (the students) know its meaning* (teacher mean rank =

24.81, student mean rank = 62.02, teacher median = 5, student median = 4, *U* = 162.5, *z* = -3.161, *p*= .002), *It's important that I (my students) have a large vocabulary in English* (teacher mean rank = 27.19, student mean rank = 61.33, teacher median = 6, student median = 4, *U* = 181.5, *z* = -3.110, *p*= .002), *If you (students) know the meaning of a word in English, you (they) should be able to give a clear definition in Spanish* (teacher mean rank = 23.62, student mean rank = 62.11, teacher median = 4, student median = 5, *U* = 153, *z* = -3.154, *p*= .002), *Learning a word means learning the Spanish translation* (teacher mean rank = 23.62, student mean rank= 61.6, teacher median = 1, student median = 4, *U* = 153, *z* = -3.121, *p*= .002). See Appendix V for the complete results.

A *Disagreement* variable was created for each BVLQ-S item, as outlined in section 3.7.1 (see Appendix W for descriptive statistics). The mean of all 29 *Disagreement* variables resulted in the *Mean Disagreement* variable, representing the extent to which a student disagrees with their teacher on a questionnaire about vocabulary-related beliefs. Overall, this sample of students showed low disagreement with their teachers as measured by this metric (M = 1.53, SD = .314).

4.4. The Effect of Disagreement on Vocabulary Outcomes

4.4.1. Correlations

Before carrying out the multiple regression, bivariate correlations were computed to investigate the relationships between the variables. Table 10 shows the Pearson correlations for all normally distributed variables.

Table 10: Pearson's correlations with all normally distributed variables

	Log of VKS	**Mean Disagreement**	**Anxiety**	**Level**	**Log of Language Contact**
Log of VKS	-				
Mean Disagreement	-.178	-			
Anxiety	-.53**	.071	-		
Level	.62**	.137	-.36**	-	
Log of Language Contact	.42**	-.098	-.27*	.39**	-

Note: *=*p*<.05, **=*p*<.01, two-tailed, N=88

Without controlling for the effect of any other variable, the only variables which correlate significantly with *Log of VKS scores* are *Anxiety* ($r(86) = -.525$, $p < .001$)*, Level* ($r(86) = .618$, $p < .001$)*,* and *Log of Language Contact* ($r(86) = .415$, $p < .001$). Interestingly, there is a non-significant correlation between *Mean Disagreement* and *Log of VKS scores* ($r(86) = -.178$, $p = .101$). This does not necessarily indicate the absence of a connection between these variables but provides further motivation for using multiple regression in which the effect of each variable is controlled for. Two tailed Spearman's rank order correlations were all non-significant for *Log of VKS* and *L2 Learning Experience* ($r_s(86) = .079$, $p = .470$)*, Ideal L2 Self* ($r_s(86) = .051$*,* $p = .643$)*,* and *Ought to Self* ($r_s(86) = -.094$*,* $p = .389$). Similarly, there was a non-significant correlation between all three *L2MSS* factors and *Mean Disagreement* ($r_s(86) = .039$*,* $p = .733$; $r_s(86) = .011$*,* $p = .921$; $r_s(86) = .122$*,* $p = .265$, respectively).

4.4.2. Checking Assumptions and Transformations

The researcher checked for evidence of multivariate outliers, linearity, heteroscedasticity and multivariate normality in order to meet the assumptions of a multiple linear regression. All assumptions were met, and further details can be seen in Appendix X.

Logarithmic transformations were applied to both the language contact variable and VKS scores variable. Five students had reported language contact values much higher than their peers, and while the teacher believed these were slightly exaggerated, she believed these results were representative of the students' profiles. Therefore, a logarithmic transformation was applied to both avoid introducing bias by excluding these cases entirely, and to reduce negative skewness. The VKS scores variable was similarly transformed due to evidence of heteroscedasticity as assessed by visual inspection of plotted standardized residuals against standardized predicted values.

4.4.3. Hierarchical Multiple Regression

A hierarchical multiple regression was run to determine if mean disagreement between students and their teacher on a questionnaire measuring vocabulary-related beliefs made a unique contribution to predicting scores on a vocabulary test over and above any variance explained by proficiency level, language contact hours, and affective factors. See Figure 4 for full details on each regression model.

The overall model of level, language contact hours, affect, and mean disagreement (Model 4) was statistically significant, (R^2 = .537, F(7,79) = 13.068, p < .001; adjusted R^2 = .496), explaining 53.7% of the variance in log of VKS scores. There is a statistically significant change in R^2 (F(1,79) = 6.940, p= .01) between Model 3 and Model 4, indicating that mean disagreement can help predict vocabulary scores over and above grade level, language contact, and affect. While there was no uncontrolled correlation between mean disagreement and the log transformed VKS score, once the variance of all other predictors is accounted for, Model 4 indicates that *Mean Disagreement* makes a unique contribution of 4.1% to the prediction of VKS scores.

Figure 4. Hierarchical multiple regression predicting log of VKS scores from level, log of language contact hours, affect, and mean disagreement

	Log of Vocabulary Knowledge Scale Scores							
	Model 1		**Model 2**		**Model 3**		**Model 4**	
Variable	**B**	**β**	**B**	**β**	**B**	**β**	**B**	**β**
Constant	1.27**		1.16**		1.33**		1.43**	
Level	0.24**	0.62	0.21**	0.54	0.18**	0.48	0.21*	0.55
Language			0.11*	0.20	0.07	0.14	0.05	
Contact								0.10
Anxiety					-0.05*	-0.27	-0.04*	-0.23
Ideal L2 Self					0.02	0.07	0.23	0.08
Ought to Self					-0.01	-0.54	0	-0.03
L2 Learning Experience					-0.003	-0.12	0	0
Mean Disagreement							-0.12*	-0.21
R^2	0.386		0.420		0.496		0.537	
Adjusted R^2	0.379		0.406		0.458		0.496	
F	53.41***		30.36***		13.12***		13.07***	
Change R^2	0.386		0.034		0.076		0.041	
Change F	53.41**		4.87*		3.04*		6.94*	

*Note: N=87. *=p<.05, **=p<.01, ***=p<.001*

4.4.4. Comparing Beliefs and Mean Disagreement

To determine whether *Mean Disagreement* was indeed a more effective predictor of VKS scores than a student's raw score on a questionnaire, another regression was run (see Figure 5), adding the vocabulary belief factor scores saved from EFA (section 4.2.1) as a penultimate block. The overall model (Model 5) was statistically significant (R^2 = .569, F (10,67) = 8.05, p< .001; adjusted R^2 = .498); however, the beliefs factor scores did not make a unique contribution to the predictive power of the model as the R^2 change of .042 was not significant (p= .141).

Figure 5. Hierarchical multiple regression predicting log of VKS scores from level, log of language contact hours, affect, EFA factor scores and mean disagreement

	Log of Vocabulary Knowledge Scale Scores									
	Model 1		Model 2		Model 3		Model 4		Model 5	
Variable	**B**	**β**	**B**	**β**	**B**	**β**	**B**	**β**	**B**	**β**
Constant	1.30***		1.18***		1.48***		1.52***		1.58***	
Level	.233***	0.60	.19***	0.52	.15***	.41	.14**	0.37	.16***	0.43
Language Contact			.12*	0.23	.097	.19	.084	0.16	0.063	0.12
Anxiety					-.057**	-.31	-.063**	-.34	-.058**	-.31
Ideal L2 Self					.024	.072	0.009	.027	0.022	.067
Ought to Self					-.021	-.11	-.003	-.015	0.001	.004
L2 Learning Experience					-.019	-.089	-.016	-.077	-.017	-.080
Factor 1 Score							-.009	-.043	-.012	-.057
Factor 2 Score							0.015	.074	.011	.054
Factor 3 Score							-.044*	-.22	-.032	-.16
Mean Disagreement									-.106*	-.20
R^2	0.361		0.405		0.496		0.538		0.569	
Adjusted R^2	0.352		0.388		0.449		0.471		0.498	
F	39.57***		23.50** *		10.66** *		8.03***		8.05***	
Change R^2	0.361		0.044		0.091		0.042		0.031	
Change F	39.57***		5.11*		2.92*		1.9		4.37*	

*Note: N=72. *=p<.05, **=p<.01, ***=p<.001*

4.5. Summary of Quantitative Results

EFA of student beliefs about vocabulary learning resulted in three factors, *Vocabulary in Context, the Process of Vocabulary Acquisition,* and *Cognitive Competence*, which were then used as a frame for understanding student and teacher responses on the equivalent questionnaires. Comparison of mean scores on each item showed that teachers and students rated items on the factor *Cognitive Competence* lower than the other two factors. Both groups agreed strongly about the effectiveness of reading for vocabulary acquisition and that vocabulary is an important component of English acquisition. Mann Whitney U-tests hinted at some possible differences in teacher and student responses, however no significant results were found. Overall, disagreement between students and teachers is quite low. Finally, hierarchical regression shows that disagreement between a student and his/her teacher makes a weak, yet significant contribution to the prediction of students' VKS scores, in that the lower the disagreement, the higher the score. It is also shown that measuring the effect of beliefs on outcomes may be more effective when measured through student-teacher disagreement rather than raw questionnaire responses.

4.6. Qualitative Results

In the following section, qualitative results are discussed in relation to each factor of vocabulary learning beliefs as determined by the quantitative findings. In interest of space, data pertaining to emergent themes can be seen in Appendix Y. Table 11 reports details of the interview participants (n=4 teachers, n=13 students). The use of **bold face** in the interview excerpts below indicates emphasis by participants.

Table 11: Details of the interview participants

	Level 1		**Level 2**	
Teacher	Jodie*	Renee	Laura	Shae
Students	Sofia	Paulina	Valeria	Brianna
	Nicole	Miguel	Jorge	Stephanie
			Sam	Rosario
			Alex	Isabella
			Mariana	

**Note: all names are pseudonyms*

4.6.1. Mexican EFL Students' and Teachers' Beliefs about Vocabulary Learning

4.6.1.1. Vocabulary in Context

Reading

On the questionnaire, both teacher and student groups endorsed reading as an excellent activity for vocabulary learning. In the interviews, when asked about which activity incites the most vocabulary discovery, six students chose reading. Most students with this response connected reading with the importance of learning a word's orthographic form. Teachers Shae and Laura discussed reading as easier compared to listening in this regard, noting that reading is generally more conducive to directed concentration. Additionally, Laura suspected her students were more visual learners, therefore making it easier to acquire vocabulary through reading.

Listening

Approximately half the students explained during their interview that they easily acquired many new words through listening activities. Miguel for one, commented that he learns many new words simply by listening to his teacher, as she has an extensive vocabulary herself. Similarly, Paolina, Rosario and Olivia explained that they have learned numerous words in this mode, because when listening to the teacher or authentic audio materials, they acquire a different kind of vocabulary from what they are normally be presented with in class. Rosario explains:

> *I feel, like- well, maybe I can find new words reading, but what I read […] I can't use, in my daily basis, so when I listen to Shae or someone that talks in English, I feel like they express with words that are more common, so that's when I learn, and I can use them easily.*

Student Paulina also expressed a similar view. While her teacher, Renee, is not a native English speaker, Paulina explains that she learns many words when Renee incorporates popular YouTube videos into the class. She comments:

> *[…] Because it is like, different when you like, listen, a person who is from, who talks English like [a native speaker], like that person knows* **everything about English** *for example […] so I think […] in one sentence, you can discover like one word, one new word for example.*

Among the teachers, there were slightly different views expressed. Teachers Laura and Shae communicated that listening is difficult for learning words because of the lack of focus and frequent distraction of students or due to a perceived difficulty in the task. Teacher Laura explains:

> *[…] they also have this misconception about listening activities, they feel sometimes afraid, it's like "Oh no I don't understand" or "can I listen again" […] it's like, maybe it's getting over that barrier also, so it's-if you take that off their minds- because they listen to music and that is another way of acquiring vocabulary, maybe it's not the specific, or the best, but it's like, the urban vocabulary they are used to and they will use it in a context outside […]*

Here, Laura points to a difference between traditional and non-traditional classroom listening activities, discussing how for example, when faced with listening evaluations, students become anxious, even though they listen and learn from other sources (i.e. music) frequently. Teachers Jodie and Renee also explained that in their classes they use many authentic listening resources, for example, both teachers often use TED talks and YouTube videos in their classes. Teacher Renee also explained that she frequently holds debates in class, in which she observes students writing new words they heard from their peers.

Productive Activities

In the questionnaire, there was moderate agreement overall that vocabulary is learnt through productive activities. In the interviews however, all four teachers expressed that students discover many new words when producing language, whether by speaking or writing. They commented that learners were more likely to learn words when they were "pushed" to produce language as these activities cause the student to realize the gaps present in their personal vocabulary and create an urgency to learn new words. This is summarized nicely by Shae, who commented:

> *I think, when they produce language and they get stuck I think that's a, perhaps a bit more, um, there's an alert, there's an alarm bell going off there like "Oh my god I don't know the word" so if you give them the word eventually, I think there's much-a bigger possibility of them learning that word, right, then them reading and going "I have no idea what that is, anyway skip it and let's continue reading"* […]

Only two students, Sophie and Isabella, discussed the effectiveness of learning vocabulary through productive activities. Isabella explained that when she is asked to do writing

assignments, she actively searches for synonyms to the words she already knows, therefore expanding her vocabulary. On the other hand, Sam and Stephanie responded that when writing or speaking, they prefer to use words they already know rather than searching for new ones.

4.6.1.2. The Process of Vocabulary Acquisition

Vocabulary is important

In alignment with what was indicated on the questionnaires, most participants, especially students, expressed a belief that vocabulary was important in English acquisition. Student Mariana provides one reason why vocabulary is important:

> *To me, it's really important to have a great vocabulary in English because it really opens you to a better speaking and reading skills, and you can express better yourself by having a large vocabulary […]*

Mariana comments that vocabulary is important because it acts as the basis for building proficiency in other skills, whereas Isabella recognizes vocabulary as a means of engaging effectively with one's interlocutor.

> *Yes, I think that yes, it's important because, when you have a basic vocabulary, you can communicate with another people, but maybe if you use more… words, like… um, I don't know, if you use new vocabulary, you are going to give another, like, "whoa, you have a good vocabulary" so I think it's good to have a, a larger vocabulary, because you are giving a good… how do you say like…*
>
> *Researcher: a good impression?*
>
> *ISABELLA: Ya! a good impression*

This view was also echoed by Isabella's teacher, Shae, who agreed that vocabulary is important to students who are looking to express themselves more adeptly.

> *[…] I generally use vocabulary as a way of challenging [my students], because for me, I've found that vocabulary,* ***more than anything*** *is what they look for interestingly enough, um, I think they feel very powerful for example when they use words perhaps, that their teacher wouldn't know.*

4.6.1.3. Cognitive Competence

Difficulty

When asked whether learning vocabulary was easy or difficult, five students discussed that it is predominantly easy. Other students responded that it depends on multiple factors. For example, Brianna and Stephanie posited that vocabulary acquisition is easy when you search for the meaning or search for the translation. Isabella and Valeria commented that learning a word in context makes it easier. Isabella emphasized the role of the teacher in this regard, commenting that the teacher should provide context for the word or make the students guess the meaning to best promote retention. Another three students, Rosario, Sam and Sophie talked about how the ease of learning depends on how common a word is; common words being remembered the easiest. On the other hand, student Nicole explained why learning vocabulary might be difficult:

> *Mmmm well, I think [learning new words in English is] a little bit difficult, because most of us are- well, we translate and I think the good way to learn it is searching the definition, so I try to do that, but there are some words that, that doesn't exist in English, or that doesn't exist in Spanish that are in English, so it's a bit difficult in that part, like to translate […]*

All four teachers agreed that learning vocabulary is not exceptionally difficult, but similar to the view expressed by Nicole, they reasoned that it could become complicated when students were unaware of the difference between English and Spanish or do not focus on knowing the proper use of a word. Teacher Shae described how the level of difficulty stems from the type of word, for example, words with a Latin root are quite easy for students to acquire while Germanic-derived words can be more difficult. Teacher Renee described students' attitudes as a barrier, stating that for some students, vocabulary is hard predominantly due to a low desire to learn English. Similarly, Teachers Jodie and Laura also referenced a student's mindset as a barrier for learning. Laura explains:

> *I think in my experience, it's not that difficult. I consider that they think its kind of difficult, because when […] you teach older students, they have this misconception of having vocabulary as hard and [because] even though they know the meaning of the word, sometimes they don't know how- when to use it or how to use it.*

Jodie, similar to her student Nicole, discussed that vocabulary can be difficult if students do not recognize the differences between Spanish and English.

> *For students here in Mexico, I think [learning vocabulary is] sometimes complicated because they want to translate everything literally and I try to let them know that that's not necessary. They can [explain] in many ways or use another word, but they still don't get that and that's a little bit difficult for them.*

Translation

Concerning the theme of translation, there was an interesting mix of responses from students. On one hand, students seemingly realized that translation was not the "correct" strategy to follow, however, that it could be helpful in different circumstances. Some students commented that translation was troublesome, as expressed by student Stephanie:

> *[No, I don't like using online dictionaries] because, well there are time when Google translator isn't **that right**, so you can more go with a dictionary, like Oxford dictionary (laughs). it is more secure that you will find the meaning correct in a dictionary and don't go with Google Translate.*

However, when asked whether it was easier to learn words in class if the teacher translates the word to Spanish, Stephanie responded:

> *Mmm, yes? because with Spanish, I know Spanish better, so with an example in Spanish, I will understand it more.*

This two-sided view was also expressed by Miguel, who claimed that translation was not a useful way to learn words, but at the same time, was a strategy he would frequently employ.

> *No, I'm disagree, because they are helping to you, you don't investigate or, I don't know how to say, you don't learn when you are translating from Spanish.*
>
> *Researcher: But when you learn a new word, do you translate words to Spanish?*
>
> *Mmm ya, like when I am seeing a movie, I love to have subtitles, because it is like, a good point to learn more, because the movie is translating to you and if you don't know English, you are not going to know, or guess what they are saying, …because you **always** need to have subtitles.*

4.6.2. Comparing Mexican EFL Students' and Teachers' Beliefs about Vocabulary Learning

The Importance of Having a Large Vocabulary

On the questionnaire, teachers reported a lower mean score than students on the item *It's important for me (my students) to have a large vocabulary in English.* Comparison of mean ranks also indicated a near-significant difference between the groups. However, in the interviews there was not much difference between teachers and students expressed beliefs. Both Teacher Renee and Teacher Laura contended that vocabulary is the key to competence in English, acting as a base for proficiency in various activities. Jodie similarly commented that she places a high emphasis on vocabulary learning in her class. As she explains, increasing a student's vocabulary is the key to gaining proficiency in a language:

> *I think [vocabulary is] very important, because in this level, […] I try to give them more challenges, maybe start with a short text and then a larger text, so they have more vocabulary, so if at the beginning they don't get a short text of words or basic words they cannot go to the next step.*

In contrast, Shae expressed her belief that, while vocabulary might be important students, it might not be the teachers' role to incorporate it into a lesson:

> *[…] There's so much technological, resources, I mean even social media, they're picking up vocabulary left, right, and center, so, I don't think it's the biggest thing that English teachers have to teach nowadays in English class.*

Translation

Comparison of mean ranks demonstrated that the teacher-student difference was nearing significance on two items concerning translation: *If you (students) know the meaning of a word in English, you (they) should be able to give a clear definition in Spanish,* and *Learning a word means learning the Spanish translation.* Teachers expressed consistently strong disagreement about the use of translation in the interviews, which is not surprising considering the bilingual methodology of the school. When asked about whether new vocabulary should be translated to Spanish, Teacher Shae explains:

> *Ok, so obviously that's a big NO (laughs) […] there's steps to be taken, especially I think here, having the CLIL approach, […] there are steps and all the English content area teachers know that, I think we start with giving similar words, synonyms, we second that to putting the word in a context […] and then, maybe using body language, gestures, and then the* ***last, last*** *resort would be giving the Spanish definition.*

The other teachers also reacted similarly to the same question, all showing strong disagreement. Teacher Renee explained that avoiding constant translation promotes deeper learning by ensuring that students receive consistent input in English. Teacher Jodie discussed how discovering the meaning in English involves 'more work', explaining:

> *I like to explain [the word to] them [rather than translating], and [then] they have more, innovation in their brains, more work, that involves their imagination, and they get the idea better.*

Laura also provided a theoretical reason why consistent translation should be avoided:

> *[when I began as a teacher] I realized that […] your brain doesn't need to do the switch, it you know, automatically responds and […] then you get to the language, all the time, and then you don't translate- I always say […] to my students […] I tell them it is more tiring* ***to have the word in English and then to have it in Spanish*** *and then you are reading something in English and you are doing the translating… it is tiring for your brain!... and hopefully, that explanation worked enough for them (laughs).*

Knowing how to use a word

Another item on which teachers' and students' responses appeared to differ was on the item *A word is known when I (students) know its meaning.* Some of the responses above point to the propensity of students to translate words, as they are seemingly focused on learning the meaning above all else. However, Teacher Laura also points out how students often find vocabulary learning quite difficult, primarily since they do not understand when to use a word. Speaking of her own experience, she commented that for her, learning the appropriate use of an L2 word is extremely important. Similarly, Teacher Shae described how she focuses on two key components when learning new L2 words: how to pronounce the word, and how to use it in a sentence appropriately. Referring to her students, she explains that students need to learn more than just the meaning in order to adequately "know" a word:

> *[…] perhaps the student could just Google the word and be like "oh I know its meaning" but have you actually used that word in context?…you know, you need to produce the word in speaking or in writing […] because it's like, obviously you have some sort of awareness of the word, but I wouldn't say you could actually know the word and can use it [only by knowing it's meaning]*

As for the students, only two students, Jorge and Alex, commented on this theme. Both students were in Teacher Laura's Skillful 2 class. Jorge said:

> *I think [learning vocabulary] is easy, but sometimes we have to know the, where- when we can use it.*

Furthermore, Alex emphasizes the importance of practice:

> *[…] it doesn't matter if you know, of course you know all the, all the… um, you know all the…laws, all the verbs, you may know all the dictionary, but if you don't put in practice, you're just going to get stuck in there.*

4.6.3. Summary of Qualitative Results

Comparing the interview responses to the questionnaire results, there are many similarities. In direct correspondence with the questionnaire, many participants expressed a belief in reading as beneficial for vocabulary acquisition. Teachers, also consistent with the questionnaire, responded that productive activities cause students to recognize the gaps in their vocabulary and discover new words. While the teachers reported lower agreement than students on the questionnaire concerning vocabulary as an important skill, most interview respondents discussed the importance of vocabulary. While some teachers believed listening might not be a useful activity for discovering new words, some students expressed the opposite, discussing how they appreciated learning colloquial phrases. In terms of the difficulty of learning vocabulary, most participants believe it is relatively easy, although there are some factors that can affect this. While teachers expressed strong disagreement about the use of translation as a primary strategy in class, students showed mixed responses. Finally, some participants emphasized the importance of learning the correct use of a word, and how the differences between Spanish and English causes vocabulary acquisition to be difficult at times.

CHAPTER 5: DISCUSSION

This chapter discusses key research findings presented in Chapter 4 with reference to the research questions and previous research studies. The first section discusses students' and teachers' beliefs about vocabulary learning in English. Differences and similarities between these responses are discussed in section 5.2. Section 5.3 discusses the implications of the regression analysis. The last section provides a brief summary of the chapter.

5.1. Research Question 1: What are Mexican EFL teachers' and students' beliefs about vocabulary learning?

Previous research (Cotterall, 1999; Mori, 1999; Sakui & Gaies, 1999) has provided some evidence to support the latent constructs underpinning beliefs about language learning, but no similar analysis has been conducted with vocabulary-related beliefs. The present exploratory factor analysis revealed a three-factor structure for 29 out of the 40 items in the student questionnaire accounting for 34.8% of the variance in student responses. This suggests that regarding vocabulary learning, students have beliefs about learning vocabulary in context, the nature of the acquisition process, and the cognitive processing involved. According to these results, beliefs about vocabulary learning differ from general language learning beliefs, although this is still a weak conclusion given that the development of the present instrument was organized primarily around the factors of language-learning belief questionnaires. Further piloting and rewriting of items could be considered in future to widen the scope of beliefs investigated and thereby increase the strength of these results.

Similar to previous studies (Amiryousefi, 2015; Tran, 2011) participants in this study reported strong agreement that reading is an excellent means of vocabulary acquisition. Students connected reading to spelling, and like the students in Norberg et al.'s (2018) sample, the orthographical form of a word was emphasized as an important aspect of word knowledge. Teachers instead commented on the level of ease and focus involved in reading as the reason for heightened vocabulary learning through this mode.

The present findings have also shown that teachers and students believe that vocabulary can be acquired through many activities, especially productive ones. Teachers in this study explained how many students notice the gaps in their vocabulary when they are pushed to produce language, consistent with current conclusions of the literature (Nation, 2013). While

students showed weaker support for this proposition, many commented on how they discovered new words while either listening to videos, their peers, or their teacher speaking. This is likely connected to the students' level of enjoyment and motivation. In interviews, some students communicated a desire to acquire colloquial vocabulary, which is likely the reason they noticed many new lexical items while listening to authentic sources.

The importance of vocabulary was emphasized by both groups in the present study. Unlike Norberg et al.'s (2018) sample, of which only a small proportion discussed the importance of an expansive vocabulary, there was strong agreement from students in this study concerning this theme. Teachers and students discussed how vocabulary is an important building block for general language competence, a conclusion also made in the literature (Anderson, 2005; Schmitt, 2010) and some students explained how using a wide variety of vocabulary can be useful in impressing others. Although the students in the current sample are of a similar age to Norberg et al.'s students, these students attending a bilingual school may recognize to a greater extent than the average student the importance of vocabulary acquisition, as they are in constant need of new vocabulary in order to perform in their English-led content classes.

Both teachers and students reported lower agreement on items related to translation. Consistent with Amiryousefi's (2015) students, participants disagreed with the use of consistent translation in vocabulary learning. This contrasts the responses given by other samples (Norberg, et al., 2018; Ta'amneh, 2015) who endorsed translation as an effective strategy. In Norberg et al.'s (2018) study, this belief, along with frequent reported use of memorization strategies by students was connected to the demands of the learning environment in which word-list type tasks were frequently given. Similarly, in this study, the participant beliefs reported are shaped by the learning experience. In these EFL classes, as teacher Shae explained, translation is called on only as a last resort, likely influencing the participants' expressed beliefs concerning how translation should be avoided.

5.2. Research Question Two: To what extent are Mexican EFL teachers' and students' beliefs about vocabulary learning similar or different?

Previous literature comparing students' and teachers' beliefs about vocabulary learning (e.g., Amiryousefi, 2015; Ta'amneh, 2015) report congruence between students and teachers to a large extent. The findings of the present study are similar in that no significant differences were

found between the mean scores of the teacher and student groups. When student responses were directly compared to the responses of their English teacher, the level of disagreement was also small. Interestingly, some students expressed very similar beliefs to their teachers in interviews, such as Teacher Shae and Student Isabella who both discussed the same reason for acquiring vocabulary or Teacher Jodie and Student Nicole who both expressed the importance of recognizing the differences between English and Spanish. Such high levels of congruence may come as a function of the school setting, in which these students as high performers in English may have more developed metacognitive awareness which is naturally congruent with their teachers' views. The mean levels of motivation and anxiety reported were also low, and therefore it could be considered that these students, feeling largely at ease in their learning environment are highly attentive in class and less prone to resistance overall.

While comparison of mean ranks did not result in any significant differences between the questionnaire response distributions of teachers and students, four items revealed differences which approached significance. To some extent, these differences were also communicated in the interviews; for example, students and teachers in this sample seemed to differ in their understanding of what it means to know a word. On the questionnaire, students much more so than teachers seemed to agree that words are known primarily through their meaning, which echoes the findings reported in previous studies (e.g., Moir & Nation, 2002; Norberg et al., 2018). Similar to Norberg et al.'s (2018) sample, only a small portion of students expressed an awareness of these multiple aspects of vocabulary knowledge. Teacher Shae, however, in line with Nation (2013), explained that while the meaning of a word is important, it is also important to learn the correct context of use along with the spoken and written form.

Concerning translation, there was some variability in student responses especially in the interviews. Students seemed to conclude that it wasn't a reliable strategy; nevertheless, it is one they employ often. It seemed that students were acquiring vocabulary from various sources, so while they may be advised against translating as a default option in class, they may recognize it as a useful strategy elsewhere. Compared to students from other studies (cf. Ta'amneh, 2015) the students in this sample may be reliant on translation not as a result of their level, but as a function of their increased exposure to English. While the differences between groups were statistically non-significant, the teacher sample size was small, and it is possible that a larger sample size may have allowed the group differences to reach significance.

5.3. Research Question Three: Can the extent to which teachers' and students' beliefs correspond predict student achievement on a test of vocabulary depth?

Uncontrolled correlation analyses indicated a significant moderate correlation between log of VKS scores and anxiety, level, and log of language contact hours. There was no significant correlation however, between mean student-teacher disagreement and vocabulary scores. Additionally, there was a non-significant correlation between the measures of motivation and mean disagreement. A link between these constructs was established in Könings et al. (2014), where the students with the highest congruence also reported high intrinsic motivation and low fear of failure. Given that a link between congruence, motivation and anxiety has also been discussed theoretically (e.g., Horwitz, 1988; Peacock, 2003), the current finding is somewhat surprising. However, considering that the motivation scores were highly (negatively) skewed and the school is a private school known for its bilingual program, it may also be the case that the *L2MSS* model and the measures derived from it were not sensitive enough to discriminate among this sample.

Multiple hierarchical regression showed that disagreement between students and their teachers can significantly predict vocabulary scores in this sample. While the contribution of the variable is weak (4.1%), it is statistically significant; a finding not previously shown in the literature. In Könings et al. (2014), it was concluded that students who had perceptions farthest from their teachers were at risk for 'destructive friction'. The present results also point to the same, indicating that students who disagree more strongly in their vocabulary-related beliefs may experience decreased vocabulary development and vice versa. It may be the case that when students start adopting teachers' beliefs, it causes them to be more open to learning which results in increased vocabulary scores. It may also be the case that students who are naturally high achievers have generally positive affect towards the class, enjoy the learning environment more and are therefore more receptive to teachers' explanations and choice of activities.

While it may be possible to measure the effect of beliefs on outcomes, the research thus far (Francis & Simpson, 2003; Peacock, 1999) has only shown only weak evidence. The present researcher has argued for the ineptness of this approach as it implicitly categorizes beliefs as right or wrong. It was suggested in Chapter 2 that a social constructivist approach (as proposed by Vermunt & Verloop, 1999; Williams & Burden, 1997) be adopted in which the relationship

between student and teacher beliefs is considered as an influential factor on student learning. A hierarchical multiple regression predicting log of VKS scores from level, log of language contact hours, affect, factor scores on a beliefs questionnaire, and mean disagreement showed that the questionnaire factor scores did not significantly improve the prediction, while mean disagreement still emerged as a significant negative predictor of log of VKS scores in the overall model. This suggests that while student beliefs may have a direct effect on their learning, this may not be what directly affects outcomes. Alternatively, this relationship can be better tested by creating a measure of student-teacher disagreement.

5.4. Summary

The present study surveyed Mexican EFL teachers' and students' vocabulary-related beliefs and presented a three-factor solution underlaying the responses. Similar to previous literature, there was a high level of congruence reported between students and teachers, while some slight differences were identified. This analysis has underscored the importance of viewing student and teacher beliefs as connected to the learning context. Given the results of the two regression analyses, there is some evidence to suggest that measuring the effect of beliefs on outcomes can be better achieved through measurement of student-teacher congruence rather than by measuring students' beliefs alone.

CHAPTER 6: CONCLUSION

This chapter will firstly discuss the pedagogical implications and methodological limitations of the present study. Suggestions for further research will follow and finally, concluding remarks will be presented.

6.1. Pedagogical Implications

The inquiry into beliefs about vocabulary learning conducted through this study has strong implications for teachers of English, especially those in a bilingual schooling system. Teachers should be aware that students in this setting value vocabulary as a tool to both increase their proficiency in English and project a sophisticated impression of their English skill. Teachers may not share the same views as their students regarding the use and effectiveness of translation as a cognitive strategy. Similarly, students and teachers may differ as regards which activities best facilitate vocabulary acquisition best. Where teacher and student views differ, teachers should be aware that discrepant beliefs may cause a decrease in vocabulary learning.

Teachers are encouraged to consider the beliefs that students hold about vocabulary acquisition and how these beliefs relate to their own. Teachers could take time to elicit students' perspectives on L2 vocabulary teaching either through a pre-course beliefs questionnaire or in-class discussion. This not only will bring to light areas of congruence and friction, but also reinforce to the students that their beliefs are valued. If areas of friction exist, teachers should be open to understanding the students' point of view. Teachers can periodically hold quick discussions in which justifications for certain activities or approaches are given. Regardless of what strategies, methods, or activities the teachers believe to be the most successful, communicating a rationale for the methods they are using could be an important step in creating an environment of congruence in the classroom.

6.2. Limitations

There are several limitations to consider when interpreting the results of this study (some of which have already been discussed in section 3.9). One limitation concerns the vocabulary testing instruments. While the researcher aimed to control for vocabulary learned in class, it became apparent through the researcher's time at the school that there was some variability between teachers concerning the amount of textbook use in class, thereby weakening the

researcher's previous assumption that classes would not differ significantly in terms of target lexical item exposure and engagement. It also became clear through the interviews that most of the vocabulary students were acquiring was coming from varied sources such as online media, discussions with their teachers, in-class debates and productive activities. Therefore, while the instrument used was deemed sufficiently sensitive to discriminate between students in terms of their acquisition of textbook vocabulary, it does not necessarily represent the full extent of a students' vocabulary knowledge acquired through the classroom. Additionally, as the participant selection did not go as planned (see section 3.3.1), the circumstances of the interview may have resulted in self-selection of the most highly motivated, self-aware and congruent students, possibly adding bias to the conclusions drawn from there responses. More differences between student and teacher views might have been expressed had the sampling procedure been more successful.

6.3. Recommendations for Future Research

Due to the limitations discussed above, the researcher suggests that future studies be carried out on a larger, homogenous group of students studying with the same teacher. Pre-testing and post-testing are also recommended in order to more effectively control for in-class vocabulary learning. While the questionnaires developed in this study offer a starting point for further investigation, they could be improved through continued piloting and item development. Future research could continue to investigate the factor structure of vocabulary-related beliefs as a means of consolidating our theoretical understanding of this comparatively under-researched construct. In order to further investigate differences in student and teacher beliefs, a larger teacher group could be sampled. It is also recommended that the relationship between student-teacher congruence and other affective variables such as motivation and anxiety be investigated further, possibly through further regression analyses. In this way, it would be possible to determine whether the effect of disagreement on outcomes is moderated by any one of these variables.

6.4. Summary

The present study set out to investigate the beliefs about vocabulary learning of Mexican EFL students and teachers in a bilingual high school setting. The results revealed points of strong agreement among teachers and students as well as some themes on which students and teachers differed. Most significantly, this disagreement between teachers and students was found to significantly predict a small portion of the variance in vocabulary development within the classroom. The analysis also points to foreign language classroom anxiety as a weak negative influence on vocabulary acquisition of students in this context. Motivation was not found to be a significant predictor of vocabulary scores; however, this may have been a function of the instrumentation. Teachers are recommended to take stock of the beliefs that learners have about vocabulary knowledge and learning before instruction begins and to evaluate them periodically. It may be worthwhile to provide a rationale for the strategies and activities used in class, while simultaneously being cognisant of possible discrepant beliefs of their students.

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APPENDIX A: Ethical Approval

Dear Meaghan,

Comparing Mexican EFL Students' and Teachers' Beliefs about Vocabulary Instruction: Can Harmony Predict Outcomes?

The above application has been considered on behalf of the Departmental Research Ethics Committee (DREC) in accordance with the procedures laid down by the University for ethical approval of all research involving human participants.

I am pleased to inform you that, on the basis of the information provided to DREC, the proposed research has been judged as meeting appropriate ethical standards, and accordingly, approval has been granted.

If your research involves participants whose ability to give free and informed consent is in question (this includes those under 18 and vulnerable adults), then it is advisable to read the following NSPCC professional reporting requirements for cases of suspected abuse:

http://www.nspcc.org.uk/globalassets/documents/information-service/factsheet-child-abuse-reporting-requirements-professionals.pdf

Should there be any subsequent changes to the project which raise ethical issues not covered in the original application you should submit details to research.office@education.ox.ac.uk for consideration.

Good luck with your research study.

Sincerely,

With kind regards,

Liam

Dr LF Gearon

Chair DREC
Department of Education, University of Oxford

APPENDIX B: Letter to Head Teacher



University of Oxford
Department of Education
15 Norham Gardens, Oxford OX2 6PY
Tel: +44 (0) 1865 274024 Fax: +44 (0) 1865 274027

Dear [redacted]

I am writing to enquire about conducting research at your institution in this academic year. I am a master's student at the University of Oxford, supervised by Dr. Jessica Briggs Baffoe-Djan. In my research project 'Comparing Mexican EFL students' and teachers' beliefs about vocabulary instruction: Can harmony predict outcomes?', I will explore the beliefs that teachers and students hold concerning vocabulary instruction and the relationship these beliefs have on student vocabulary development.

The research will ideally take place within all EFL classes. Students and teachers will be asked to complete a questionnaire in class-time, lasting approximately 20 minutes. Students and teachers also will be invited to participate in a short interview outside of class time. Finally, the students will be asked to complete a short vocabulary test, lasting approximately 30 minutes.

The commitment from you would require **three** separate visits to your institution. In the first, I would require a short meeting with the English teachers to discuss the project and what it involves. On this day, I would also distribute information and consent forms for the students and their parents. I will ask your cooperation in ensuring that for those students under the age of 18, that their parents receive the relevant information sheet and opt-out/consent forms. On the second visit, I would administer a questionnaire in the students' regular English classes. On the third visit, I would conduct short 1:1 audio-recorded interviews with the English teachers and a selection of students outside of class time. These three activities would take place across one-two weeks starting March 21st, 2019. Finally, I would ask your teachers' cooperation in administering a vocabulary test in students' English classes in May (we can discuss a feasible date in my meeting with you and your staff) and sending me the results.

The University of Oxford has strict procedures on conducting ethical research with teachers and students, consistent with current British Educational Research Association guidelines. Before beginning the research, I would inform the students about the research and offer them the opportunity to refuse to participate. As some students are under the age of 18, their parents will also be informed of the research and offered a chance to refuse the participation of their child.

All participants, including students, teachers and the institution, would be made anonymous or given pseudonyms in all research reports. The data collected would be kept strictly confidential, available only to my supervisor and myself. It will not be used other than specified without further consent of all involved being obtained. All tapes would be destroyed at the end of the

research period and kept in locked conditions until then. I have enclosed copies of the information sheets for teachers and students along with this letter.

If you feel you would like to take part in the study, or need more information about what is involved, please contact me. Whether or not you feel it would be appropriate for your institute to participate, I would be grateful if you would complete the pro-forma below and return it to me at your earliest convenience.

Thank you for your time and attention. I look forward to hearing from you.

Yours sincerely,

Meaghan McLean

Project Title: Comparing Mexican EFL students' and teachers' beliefs about vocabulary instruction: Can harmony predict outcomes?
Name of researcher: Meaghan Mclean
University of Oxford Department of Education

[redacted]School Name):

- We do not wish to participate in this project.
- We would like to find out more about this project.
- We would like to take part in this project.

If you would like further information about this study, or would like to participate, please write your contact details below.

Email: _____
Telephone number: _____

Please return this form to Meaghan.mclean@education.ox.ac.uk.

Thank you

APPENDIX C: Teacher Information Sheet

UNIVERSITY OF OXFORD
DEPARTMENT OF EDUCATION
15 Norham Gardens, Oxford OX2 6PY
Tel: +44(0)1865 274024 Fax: +44(0)1865 274027
general.enquiries@education.ox.ac.uk www.education.ox.ac.uk
Director Professor Jo-anne Baird

Comparing Mexican EFL students' and teachers' beliefs about vocabulary instruction: Can harmony predict outcomes?

INFORMATION FOR TEACHERS

Invitation

You are being invited to take part in a research study. Before you decide to participate, it is important to understand why the research is being conducted and what your participation entails. Please take time to read the following information carefully. Please ask if there are any aspects of the project that are unclear or if you would like more information. Take time to decide whether you would like to take part in this research.

What is the purpose of the study?

This study is an exploration of teachers' and students' beliefs on vocabulary learning and teaching. It attempts to understand the beliefs students and teachers hold and how they relate to each other. The study attempts to discover the relationship between these beliefs and measures of vocabulary knowledge.

Why have I been chosen?

For this study, we are seeking Mexican high-school teachers and learners of English as a foreign language. Everyone in your high school has been invited to participate.

What will participating in this study involve?

If you agree to take part in this study, you will be asked to do the following:

- Dedicate 20 minutes of class time for the completion of a questionnaire about your beliefs about vocabulary teaching and learning. You and your students will complete similar questionnaires in this time. Your responses on this task will remain anonymous.
- Allow students 20-30 minutes of class time to complete a vocabulary test.
- Participate in a short (15-minute) interview with the researcher.

Interviews will be scheduled outside English class, and participation is voluntary. If you choose to participate in the interview, your responses will be audio recorded. You will be given a pseudonym which will be used in the final report.

Do I have to take part? What are the risks and benefits of taking part?

It is your decision to take part in this study. You can decide to stop participating at any time. You do not need to answer questions that you do not wish to. Every effort will be made to preserve confidentiality. Other than this, there are no known risks to taking part. The benefits are helping to understand the relationship between personal beliefs and outcomes. This research will help teachers to understand how students' beliefs about learning vocabulary may be different from their own.

What happens to the data provided?

The information you provide as part of the study is the research data. Any research data from which you can be identified (e.g. name, audio recordings), is known as personal data. It does not include data where the identity has been removed (anonymous data).

We will minimise our use of personal data in the study as much as possible.

The research data will be anonymized and stored confidentially in an encrypted file which will be kept in locked conditions. The personal data will be pseudonymized and will be kept separately in an encrypted file kept in locked conditions.

The researcher and supervisor will have access to research and personal data. Responsible members of the University of Oxford may be given access to data for monitoring and/or audit of the study.

What will happen to the results of this research?

Results for each person taking part are kept strictly confidential. Only a number will be used to identify you, and all information and results will be kept in a locked filing cabinet.

All research data and records will be stored for a minimum retention period of 3 years after publication or public release of the work of the research.

The results of this research will form the basis of an Oxford Master's thesis and may be published in academic journals relating to language education. On successful submission of the thesis, it will be deposited both in print and online in the University archives, to facilitate its use in future research. The thesis will be published open access. Once the thesis is complete, all data files containing your responses and personal information will be destroyed.

Who is conducting this research?

The research project is organized and funded independently by Meaghan McLean of Oxford University, who is a master's student. This study has been reviewed by, and received ethics clearance through, the University of Oxford's Central University Research Ethics Committee.

What if there is a problem?

If you have a concern about any aspect of this project, please speak to the relevant researcher ([Meaghan McLean, [redacted] who will do her best to answer your query. The researcher should acknowledge your concern within 10 working days and give you an indication of how he/she intends to deal with it. If you remain unhappy or wish to make a formal complaint, please contact the Chair of the Research Ethics Committee at the University of Oxford who will seek to resolve the matter in a reasonably expeditious manner.

Social Sciences & Humanities Inter-Divisional Research Ethics Committee; Email: ethics@socsci.ox.ac.uk; Address: Research Services, University of Oxford, Wellington Square, Oxford OX1 2JD

Data Protection

The University of Oxford is the data controller with respect to your \personal data, and as such will determine how your personal data is used in the study.

The University will process your personal data for the purpose of the research outlined above. Research is a task that we perform in the public interest.

Further information about your rights with respect to your personal data is available from http://www.admin.ox.ac.uk/councilsec/compliance/gdpr/individualrights/.

APPENDIX D: Teacher Consent Form

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general.enquiries@education.ox.ac.uk www.education.ox.ac.uk
Director: Professor Jo-Anne Baird

Comparing Mexican EFL students' and teachers' beliefs about vocabulary instruction: Can harmony predict outcomes?

RESEARCH CONSENT FORM

Declaration of Consent: I have read the participant information sheet and have had the opportunity to ask questions about the study and receive satisfactory answers to questions.

I understand that I may withdraw from the study without penalty at any time by advising the researchers, and any data already recorded will be discarded.

I understand that this project has been reviewed by, and received ethics clearance through, the University of Oxford's Central University Research Ethics Committee.

I understand that my personal data will be treated in total confidence, kept securely in a password-controlled server; and what will happen to the data at the end of the project.

I understand that I will have the opportunity to review and comment on any analysis before publication.

I understand how to raise a concern and make a complaint and agree to participate in this study.

I agree to voluntarily take part in this research project.
I confirm that I have read the associated information sheet and understand the intent and purpose of this research.
I agree that data captured by this research can be shared among the research team on this project.
I would like to participate in the interview portion of this project, and I am happy to be audio-recorded: Yes: ☐No: ☐

Name of Participant: _____
Email: _____
Signature: _____ Date: _____
Name of Researcher: Meaghan McLean Signature and Date: _____

APPENDIX E: Student Information Sheet

UNIVERSITY OF OXFORD
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Director Professor Jo-Anne Baird

Comparing Mexican EFL students' and teachers' beliefs about vocabulary instruction: Can harmony predict outcomes?

INFORMATION FOR STUDENTS

Invitation

You are being invited to take part in a research study. Before you decide to participate, it is important to understand why the research is being conducted and what your participation entails. Please take time to read the following information carefully. Please ask if there are any aspects of the project that are unclear or if you would like more information. Take time to decide whether you would like to take part in this research.

What is the purpose of the study?

This study is an exploration of teachers' and students' beliefs on vocabulary learning and teaching. It attempts to understand the beliefs students and teachers hold and how they relate to each other. Additionally, the study attempts to discover the relationship between these beliefs and measures of vocabulary knowledge.

Why have I been chosen?

For this study, we are seeking Mexican high-school teachers and learners of English as a foreign language. Everyone in your high school has been invited to participate.

Do I have to take part?

It is your decision to take part in this study. If you agree to take part, I will ask you to sign a form. You can decide to stop participating at any time without giving a reason, by telling the researcher. If you decide to stop, we will delete the information we have already collected from you.

What are the risks and benefits of taking part?

The benefits are helping to understand how personal beliefs relate to outcomes and may also help teachers understand how they can choose appropriate methods of teaching vocabulary to

their students. There are no risks involved. Your teacher will not have access to any of your responses in this study.

What will happen to me if I take part?

If you agree to take part in this study, you will be asked to do the following in class:

- Complete a short (15-20 minute) questionnaire asking you about your beliefs about vocabulary learning and teaching.
- Complete a short (20-30 minute) vocabulary test.

The answers on the questionnaire will remain anonymous. The results of the vocabulary test will **only** be seen by the researcher and will have **no** effect on your grades in class.

If you would like, you can also:

- Participate in a short (15-minute) interview with the researcher.

This will be scheduled outside English class. You do not have to participate in an interview if you are not comfortable. If you decide to participate in the interview, your voice will be recorded, and your responses will be identifiable by pseudonym in the final report.

What will happen to the results of this research?

The information you provide as part of the study is the research data. Any research data from which you can be identified (e.g. name), is known as personal data. It does not include data where the identity has been removed (anonymous data).

We will minimise our use of personal data in the study as much as possible.

The research data will be anonymized and stored confidentially in an encrypted file which will be kept in locked conditions. The personal data will be pseudonymized and will be kept separately in an encrypted file kept in locked conditions.

The researcher and supervisor will have access to research and personal data. Responsible members of the University of Oxford may be given access to data for monitoring and/or audit of the study.

What will happen to the results of this research?

Results for each person taking part are kept strictly confidential. Only a number will be used to you, and all information and results will be kept in a locked filing cabinet.

All research data and records will be stored for a minimum retention period of 3 years after publication or public release of the work of the research.

The results of this research will form the basis of an Oxford master's thesis and may be published in academic journals relating to language education. On successful submission of the thesis, it will be deposited both in print and online in the University archives, to facilitate its use in future research. The thesis will be published open access. Once the thesis is complete, all data files containing your child's responses and personal information will be destroyed.

Who is conducting this research?

The research project is organized and funded independently by Meaghan McLean of Oxford University, who is a master's student. This study has been reviewed by, and received ethics clearance through, the University of Oxford's Central University Research Ethics Committee.

Contact for Further Information or Follow-up

Should you have any further questions about this research, please feel free to contact Meaghan McLean, Department of Education, 15 Norham Gardens, Oxford, UK OX2 6PY.

Meaghan.mclean@education.ox.ac.uk.
Your inquiries are most welcome.

Student Information Sheet-Translated

UNIVERSITY OF OXFORD
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Director Professor Jo-anne Baird

"Comparando las creencias de los profesores y estudiantes mexicanos de inglés como lengua extranjera en el aprendizaje de vocabulario: ¿Puede la armonía predecir los resultados?"

INFORMACIÓN PARA ALUMNOS

Invitación

Estás siendo invitado a participar en un estudio de investigación. Antes de que decidas participar, es importante entender por qué se está llevando a cabo la investigación y qué implica tu participación. Por favor, tómate el tiempo para leer cuidadosamente la siguiente información. Por favor, pregunta si hay aspectos del proyecto que no están claros o si deseas más información. Tómate un tiempo para decidir si deseas o no participar en esta investigación.

¿Cuál es el propósito del estudio?

Este estudio es una exploración de las creencias de maestros y estudiantes sobre el aprendizaje y la enseñanza de vocabulario. Intenta comprender las creencias que los estudiantes y los maestros tienen y cómo se relacionan entre sí. Además, el estudio intenta descubrir la relación entre estas creencias y las medidas de conocimiento del vocabulario.

¿Por qué me han elegido?

Para este estudio, estamos buscando profesores de preparatoria mexicanos y estudiantes de inglés como idioma extranjero. Todos en tu escuela preparatoria han sido invitados a participar.

¿Tengo que participar?

Es tu decisión tomar parte en este estudio. Si aceptas participar, te pediré que firmes un formulario de consentimiento. Puedes decidir dejar de participar en cualquier momento sin dar una razón, informándole a la investigadora. Si decides detenerte, eliminaremos la información que ya hemos recopilado de ti.

¿Cuáles son los riesgos y beneficios de participar?

El beneficio de este estudio es entender mejor cómo las creencias personales se relacionan con los resultados de exámenes y también pueden ayudar a los maestros a entender cómo pueden elegir

los métodos adecuados de enseñanza de vocabulario para sus alumnos. No hay riesgos involucrados. Tu maestra no tendrá acceso a ninguna de tus respuestas en este estudio.

¿Qué me sucederá si participo?

Si aceptas participar en este estudio, se te pedirá que hagas lo siguiente en clase:

- Completar un breve cuestionario (20 minutos) preguntándote sobre tus creencias sobre el aprendizaje y la enseñanza de vocabulario.
- Completar una prueba de vocabulario corto (20-30 minutos).

Las respuestas en el cuestionario permanecerán anónimas. Los resultados de la prueba de vocabulario solo serán vistos por la investigadora y no tendrán ningún efecto en tus calificaciones en clase.

Si lo deseas, también puedes:

- Participar en una breve entrevista (15 minutos) con la investigadora.

Esto será programado fuera de la clase de inglés. No tienes que participar en una entrevista si no te sientes cómodo. Si decides participar en la entrevista, tu voz será grabada y tus respuestas serán identificables por un seudónimo en el informe final.

¿Qué pasará con los datos?

La información que tu proporcionas como parte del estudio son los datos de la investigación. Todos los datos de investigación a partir de los cuales tú puedes ser identificado (por ejemplo, tu nombre), se conocen como datos personales. Los datos personales no incluyen datos donde se ha eliminado la identidad (datos anónimos).

Minimizaremos nuestro uso de los datos personales en el estudio tanto como sea posible.

Los datos de la investigación se anonimizarán y se almacenarán de forma confidencial en un archivo cifrado que se mantendrá en condiciones de bloqueo. Los datos personales serán pseudonimizados y se guardarán por separado en un archivo cifrado que se encuentra en condiciones de bloqueo.

La investigadora y el supervisor tendrán acceso a la investigación y datos personales. Los miembros responsables de la Universidad de Oxford pueden tener acceso a los datos para el monitoreo y / o auditoría del estudio.

¿Qué pasará con los resultados de esta investigación?

Los resultados para cada persona que participa se mantienen estrictamente confidenciales. Solo se utilizará un número para identificarte, y toda la información y los resultados se guardarán en un archivador cerrado.

Todos los datos y registros de la investigación se almacenarán durante un período de retención mínimo de 3 años después de la publicación o publicación pública del trabajo de la investigación.

Los resultados de esta investigación formarán la base de una tesis de Maestría en la Universidad de Oxford y podrán publicarse en revistas académicas relacionadas con la educación lingüística. Una vez que la tesis se haya presentado correctamente, se depositará tanto en forma impresa como en línea en los archivos de la Universidad, para facilitar su uso en futuras investigaciones. La tesis será publicada de acceso abierto. Una vez que se complete la tesis, todos los archivos de datos que contengan las respuestas y la información personal de su hijo se destruirán.

¿Quién está realizando esta investigación?

El proyecto de investigación está organizado y financiado de manera independiente por Meaghan McLean de la Universidad de Oxford, quien es una estudiante de maestría. Este estudio ha sido revisado por el Comité Central de Ética de Investigación de la Universidad de Oxford y recibió la autorización de ética a través del Comité Central de Ética de Investigación de la Universidad de Oxford.

Contacto para más información o seguimiento.

Si tienes más preguntas sobre esta investigación, no dudes en comunicarte con: Meaghan McLean, Departamento de Educación, 15 Norham Gardens, Oxford, Reino Unido OX2 6PY.

Meaghan.mclean@education.ox.ac.uk. Tus consultas son bienvenidas.

APPENDIX F: Student Assent Form

UNIVERSITY OF OXFORD
DEPARTMENT OF EDUCATION
15 Norham Gardens, Oxford OX2 6PY
Tel: +44(0)1865 274024 Fax: +44(0)1865 274027
general.enquiries@education.ox.ac.uk www.education.ox.ac.uk
Director: Professor Jo-anne Baird

Comparing Mexican EFL students' and teachers' beliefs about vocabulary instruction: Can harmony predict outcomes?

ASSENT FORM

Please read the statements below. If you agree, please circle 'yes', and 'no' if you disagree:

- Has somebody explained this project to you? Yes/No
- Do you understand what this project is about? Yes/No
- Have you asked all the questions you want? Yes/No
- Have you had your questions answered in a way you understand? Yes/No
- Do you understand it's OK to stop taking part at any time? Yes/No
- Are you happy to take part? Yes/No

If any answers are "no" or you don't want to take part, that's OK! No one will be unhappy with you.

If you do want to take part, please write your name below

Your name _____
Date _____

The researcher who explained this project to you needs to sign too:

Print Name _____
Sign _____
Date _____
Thank you!

Student Assent Form-Translated

UNIVERSITY OF OXFORD
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general.enquiries@education.ox.ac.uk www.education.ox.ac.uk
Director: Professor Jo-anne Baird

"Comparando las creencias de los profesores y estudiantes mexicanos de inglés como lengua extranjera en el aprendizaje de vocabulario: ¿Puede la armonía predecir los resultados?"

FORMULARIO DE ASENTIMIENTO

Por favor lea las siguientes declaraciones. Si está de acuerdo, marque con un círculo el 'sí' y 'no' si no está de acuerdo:

- ¿Alguien te ha explicado este proyecto? Sí/ no
- ¿Entiendes de qué se trata este proyecto? Sí/ no
- ¿Has hecho todas las preguntas que quieres? Sí/ no
- ¿Le han contestado sus preguntas de una manera que entienda? Sí/ no
- ¿Entiendes que está bien dejar de participar en cualquier momento? Sí/ no
- ¿Estás contento de participar? Sí/ no

Si alguna de las respuestas es "no" o no desea participar, ¡está bien! Nadie estará descontento contigo.

Si desea participar, escriba su nombre a continuación

Tu nombre_____
Fecha_____

El investigador que le explicó este proyecto debe firmar también:

Meaghan McLean
Firma _____
Fecha _____
¡Gracias!

APPENDIX G: Parental Opt-Out Form

UNIVERSITY OF OXFORD
DEPARTMENT OF EDUCATION
15 Norham Gardens, Oxford OX2 6PY
Tel: +44(0)1865 274024 Fax: +44(0)1865 274027
general.enquiries@education.ox.ac.uk www.education.ox.ac.uk
Director: Professor Jo-Anne Baird

Comparing Mexican EFL students' and teachers' beliefs about vocabulary instruction: Can harmony predict outcomes?

PARENTAL OPT-OUT FORM

If you **DO NOT** want your child to participate in the above-named research study please fill out the form below and return it to the school by 26/03/2019 (March 26th, 2019).

If we do not receive an opt-out form from you by this date, your child may be invited to take part in this study, as described in the accompanying information sheet.

I, the undersigned, hereby DO NOT give permission for my child to take part in the study titled:

"Comparing Mexican EFL students' and teachers' beliefs about vocabulary instruction: Can harmony predict outcomes?"

Name of child: _____

Name of parent/guardian: _____

Signature:_____ Date: _____

Name of researcher: **Meaghan McLean**

Parental Opt-Out Form- Translated

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"Comparando las creencias de los profesores y estudiantes mexicanos de inglés como lengua extranjera en el aprendizaje de vocabulario: ¿Puede la armonía predecir los resultados?"

FORMULARIO PARA OPTAR POR LA EXCLUSIÓN

Si **NO desea** que su hijo participe en el estudio de investigación mencionado anteriormente, complete el formulario a continuación y devuélvalo a la escuela antes del 26/03/2019 (26 de marzo de 2019).

Si no recibimos el formulario de exclusión voluntaria antes de esta fecha, es posible que se invite a su hijo/a a participar en este estudio, tal como se describe en la hoja de información adjunta.

Yo, el padre/tutor del estudiante, NO doy permiso para que mi hijo participe en el estudio titulado:

"Comparando las creencias de los profesores y estudiantes mexicanos de inglés como lengua extranjera en el aprendizaje de vocabulario: ¿Puede la armonía predecir los resultados?"

Nombre del alumno: _____

Nombre del padre/tutor: _____

Firma:_____ Firma: _____

Nombre de la investigadora: **Meaghan McLean**

APPENDIX H: Parental Consent for Audio Recording

UNIVERSITY OF OXFORD
DEPARTMENT OF EDUCATION
15 Norham Gardens, Oxford OX2 6PY
Tel: +44(0)1865 274024 Fax: +44(0)1865 274027
general.enquiries@education.ox.ac.uk www.education.ox.ac.uk
Director Professor Jo-Anne Baird

Comparing Mexican EFL students' and teachers' beliefs about vocabulary instruction: Can harmony predict outcomes?

PARENTAL CONSENT FOR AUDIO RECORDING

- Your child's school has volunteered to take part in an interview with the researcher.
- If your child takes part, a researcher would spend approximately 15 minutes interviewing your child at your child's high school.
- **If you are <u>happy</u> for your child to take part, please fill in the form below and return it to your child's class teacher as soon as possible.**
- To find out more about the study, please read the attached information sheet. You can also e-mail me at Meaghan.mclean@education.ox.ac.uk or call Meaghan at [redacted] if you have any questions.

I have read and understood the details of the above study and have had the opportunity to ask questions and discuss the study with others. I have received satisfactory answers to my questions. I understand that the project has received ethics clearance through the University of Oxford's ethical approval process for research involving human participants, and I understand who will have access to the data, how it will be stored and what will happen to the data at the end of the study. I understand that participation is voluntary and that my child and I are free to withdraw at any time, without giving any reason and without my child's education being affected in any way. I understand how to raise a concern or make a complaint.

<u>I agree for my child to be audio recorded</u>: Yes/ No

Name of child: _____

Name of parent/guardian: _____

Signature:_____ Date: _____

Name of researcher: Meaghan McLean

Parental Consent to Audio Recording-Translated

UNIVERSITY OF OXFORD
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CONSENTIMIENTO DE LOS PADRES PARA LA GRABACIÓN DE AUDIO

- Su hijo se ha ofrecido voluntariamente a participar en una entrevista con una investigadora como parte de una tesis de maestría.
- Si su hijo participa, un investigador pasaría aproximadamente 15 minutos entrevistando a su hijo en la escuela preparatoria de su hijo.
- **Si está contento de que su hijo participe, complete el formulario a continuación y devuélvalo a la maestra de la clase de su hijo lo antes posible.**
- Para obtener más información sobre el estudio, lea la hoja de información adjunta. También puede enviarme un correo electrónico a Meaghan.mclean@education.ox.ac.uk o llamar a Meaghan McLean al [redacted] si tiene alguna pregunta.

He leído y entendido los detalles del estudio anterior y tuve la oportunidad de hacer preguntas. He recibido respuestas satisfactorias a mis preguntas. Entiendo que el proyecto ha recibido autorización de ética a través del proceso de aprobación ética de la Universidad de Oxford para la investigación con participantes humanos, y entiendo quién tendrá acceso a los datos, cómo se almacenarán y qué pasará con los datos al final del estudio. Entiendo que la participación es voluntaria y que mi hijo y yo podemos retirarnos en cualquier momento, sin dar ninguna razón y sin que la educación de mi hijo se vea afectada de ninguna manera.
Entiendo cómo presentar una inquietud o presentar una queja.

Acepto que mi hijo sea grabado en audio Sí / No

Nombre del niño: _____

Nombre del padre / tutor:_____

Firma:_____ Fecha: _____

Nombre de la investigadora: Meaghan McLean

APPENDIX I: Interview Assent Form for Students

UNIVERSITY OF OXFORD
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15 Norham Gardens, Oxford OX2 6PY
Tel: +44(0)1865 274024 Fax: +44(0)1865 274027
general.enquiries@education.ox.ac.uk www.education.ox.ac.uk
Director: Professor Jo-anne Baird

Comparing Mexican EFL students' and teachers' beliefs about vocabulary instruction: Can harmony predict outcomes?

ASSENT FORM: INTERVIEW

Please read the statements below. If you agree, please circle 'yes', and 'no' if you disagree:

- Has somebody explained this project to you? Yes/No
- Do you understand what this project is about? Yes/No
- Have you asked all the questions you want? Yes/No
- Have you had your questions answered in a way you understand? Yes/No
- Do you understand it's OK to stop taking part at any time? Yes/No
- Are you happy to take part? Yes/No

- *Are you happy for your voice to be recorded? Yes/No

If any answers are "no" or you don't want to take part, that's OK! No one will be unhappy with you.

If you do want to take part, please write your name below

Your name _____
Date _____

The researcher who explained this project to you needs to sign too:

Print Name _____
Sign _____
Date _____
Thank you!

Interview Assent Form-Translated

UNIVERSITY OF OXFORD
DEPARTMENT OF EDUCATION
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general.enquiries@education.ox.ac.uk www.education.ox.ac.uk
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"Comparando las creencias de los profesores y estudiantes mexicanos de inglés como lengua extranjera en el aprendizaje de vocabulario: ¿Puede la armonía predecir los resultados?"

FORMULARIO DE ASENTIMIENTO---ENTREVISTA

Por favor lea las siguientes declaraciones. Si está de acuerdo, marque con un círculo el 'sí' y 'no' si no está de acuerdo:

- ¿Alguien te ha explicado este proyecto? Sí/ No
- ¿Entiendes de qué se trata este proyecto? Sí/ No
- ¿Has hecho todas las preguntas que quieres? Sí/ No
- ¿Le han contestado sus preguntas de una manera que entienda? Sí/ No
- ¿Le han contestado sus preguntas de una manera que entienda? Sí/ No
- ¿Estás contento de participar? Sí/ No

- * ¿Estas contento de que tu voz sea grabada? Sí/No

Si alguna de las respuestas es "no" o no desea participar, ¡está bien! Nadie estará descontento contigo.

Si desea participar, escriba su nombre a continuación

Tu nombre_____
Fecha _____

El investigador que le explicó este proyecto debe firmar también:

Meaghan McLean
Firma _____
Fecha _____
¡Gracias!

APPENDIX J: Student Questionnaire-Translated

Beliefs about Vocabulary Learning Questionnaire- Student

Numero de Participante_____

Este cuestionario sirve para entender mejor los pensamientos y creencias de los estudiantes de inglés. Consiste en cuatro partes. Por favor, lee cada indicación y escribe tu respuesta. Este no es un examen y no hay respuestas "correctas" o "incorrectas". Los resultados de este cuestionario serán usados únicamente para investigación, por esta razón puedes responder de forma honesta. ¡Muchas gracias por tu ayuda!

Parte I

En esta parte, indica que tan de acuerdo o desacuerdo estás con las siguientes frases escogiendo un número del 1 a 6. Favor de no saltarse frases.

Totalmente en desacuerdo					**Totalmente deacuerdo**
1	**2**	**3**	**4**	**5**	**6**

1.	El vocabulario es el componente más importante para aprender inglés.	1	2	3	4	5	6
2.	Es más fácil usar una palabra escribiéndola que entenderla leyéndola	1	2	3	4	5	6
3.	Descubro muchas nuevas palabras cuando tengo que leer en inglés	1	2	3	4	5	6
4.	Una palabra es aprendida cuando sé su significado	1	2	3	4	5	6
5.	Es más fácil escuchar y entender una palabra que usarla cuando se habla	1	2	3	4	5	6
6.	Se tienen que practicar nuevas palabras varias veces para aprenderlas	1	2	3	4	5	6
7.	Escribir textos en inglés me ayuda a aprender y practicar nuevas palabras	1	2	3	4	5	6
8.	Estudiar vocabulario involucra que lo aprendo de memoria	1	2	3	4	5	6
9.	Cuando eres capaz de usar una palabra en un discurso o en un texto, puedes decir que 'sabes' una palabra	1	2	3	4	5	6
10.	Para aprender palabras en inglés, se deben traducir al español	1	2	3	4	5	6
11.	Es más fácil aprender el vocabulario que la gramática	1	2	3	4	5	6
12.	Descubro muchas nuevas palabras cuando tengo que escribir en inglés	1	2	3	4	5	6
13.	Leer es una buena manera de adquirir un vocabulario extenso	1	2	3	4	5	6
14.	Algunas personas nacen con una habilidad especial que les ayuda aprender nuevas palabras	1	2	3	4	5	6
15.	Las palabras son mejor aprendidas si se presentan con imágenes	1	2	3	4	5	6
16.	Si no sé el significado de una palabra, usar un traductor en línea me ayudará	1	2	3	4	5	6

17.	Es posible aprender nuevas palabras después de haberlas visto o escuchado una vez	1	2	3	4	5	6
18.	Si sabes el significado de una palabra en inglés, deberías de poder dar una definición clara en español	1	2	3	4	5	6
19.	Cuando la maestra explica una nueva palabra inglés, es muy importante dar una definición simple	1	2	3	4	5	6
20.	Descubro muchas nuevas palabras cuando tengo que escuchar en inglés	1	2	3	4	5	6
21.	Tengo que entender primero una palabra antes de usarla	1	2	3	4	5	6
22.	A los alumnos se les debe permitir usar diccionarios en línea para buscar el significado de nuevas palabras	1	2	3	4	5	6
23.	Algunas palabras son más fáciles de aprender que otras	1	2	3	4	5	6
24.	Aprender inglés involucra aprender muchas palabras nuevas	1	2	3	4	5	6
25.	El vocabulario tiene un papel muy importante en el aprendizaje del idioma inglés	1	2	3	4	5	6
26.	Aprender vocabulario es una de las partes más difíciles de aprender inglés	1	2	3	4	5	6
27.	Es importante para mí tener un vocabulario muy extenso en inglés	1	2	3	4	5	6
28.	Escuchar es una buena manera de adquirir un vocabulario extenso	1	2	3	4	5	6
29.	Sabré el significado de una palabra después de haberla encontrado muchas veces	1	2	3	4	5	6
30.	Es más fácil aprender una palabra en inglés si la maestra traduce la palabra en español	1	2	3	4	5	6
31.	Hablar con compañeros es una buena manera de adquirir un vocabulario extenso	1	2	3	4	5	6
32.	Aprender nuevas palabras es una parte difícil de aprender inglés	1	2	3	4	5	6
33.	Una palabra es solamente aprendida cuando se puede, tanto como entenderla escuchándola y leyéndola, como hablándola y escribiéndola	1	2	3	4	5	6
34.	El vocabulario es tan importante como la gramática en el aprendizaje del inglés	1	2	3	4	5	6
35.	Aprender inglés involucra mucha traducción del español	1	2	3	4	5	6
36.	Descubro muchas nuevas palabras cuando tengo que hablar en inglés	1	2	3	4	5	6
37.	Si quieres aprender bien inglés, tienes que aprender primero muchas palabras	1	2	3	4	5	6
38	Es más fácil aprender una palabra nueva si mi maestra la escribe en el pizarrón	1	2	3	4	5	6
39.	Aprender una palabra significa comprender la traducción en español	1	2	3	4	5	6
40.	Adivinar palabras desconocidas de un contexto es una estrategia excelente para aprender inglés	1	2	3	4	5	6

Parte II

Estas son nuevas frases, sin embargo, puedes contestarlas de la misma manera que la parte I.

Totalmente en desacuerdo					**Totalmente deacuerdo**
1	**2**	**3**	**4**	**5**	**6**

1.	Disfruto mucho aprender inglés	1	2	3	4	5	6
2.	Puedo imaginarme viviendo en otro país usando inglés efectivamente para comunicar con los locales	1	2	3	4	5	6
3.	Me emociona tener clase de inglés	1	2	3	4	5	6
4.	Las cosas que quiero hacer en el futuro me requieren a usar inglés	1	2	3	4	5	6
5.	Me imagino como alguien que puede hablar inglés	1	2	3	4	5	6
6.	Mis papas creen que debo estudiar inglés para ser una persona estudiada	1	2	3	4	5	6
7.	Cuando pienso en mi futura ocupación, me imagino usando inglés	1	2	3	4	5	6
8.	Estudiar inglés es importante para mí porque se supone que una persona estudiada puede hablar inglés	1	2	3	4	5	6
9.	Creo que el tiempo pasa más rápido cuando estudio inglés	1	2	3	4	5	6
10.	Puedo imaginarme hablando inglés como si fuera angloparlante	1	2	3	4	5	6
11.	Considero que aprender inglés es importante porque la gente que respeto piensa que debo hacerlo	1	2	3	4	5	6
12.	Me parece muy interesante aprender inglés	1	2	3	4	5	6

Parte III

En esta parte, indica que tan de acuerdo o desacuerdo estás con las siguientes frases escogiendo un número del 1 a 6. Favor de no saltarse frases.

para nada	**no mucho**	**quizá**	**un poco**	**mucho**	**bastante**
1	**2**	**3**	**4**	**5**	**6**

1.	En clase de inglés, me siento tan nervioso que olvido las cosas	1	2	3	4	5	6
2.	Me siento más tenso y nervioso en clase de inglés que en otras clases	1	2	3	4	5	6
3.	La clase de inglés avanza tan rápido |que me preocupa quedarme atrás	1	2	3	4	5	6
4.	Probablemente, me sentiría confortable con hablantes nativos de inglés	1	2	3	4	5	6
5.	Me siento confiado cuando hablo en clase de inglés	1	2	3	4	5	6
6.	Me pongo nervioso cuando tengo que hablar sin haberme preparado en clase de inglés	1	2	3	4	5	6

7.	Me siento nervioso cuando no entiendo todo lo que dice la maestra	1	2	3	4	5	6
8.	Tiemblo cuando sé que me van a seleccionar a participar	1	2	3	4	5	6
9.	Tengo miedo de que los demás alumnos se burlarán de mí cuando hablo en inglés	1	2	3	4	5	6
10.	Me da vergüenza participar para responder en clase de inglés	1	2	3	4	5	6

Parte IV

Favor de proveer la siguiente información escribiendo tu respuesta en el espacio.

¿Por cuántos años has estado aprendiendo inglés? _____
¿Alguna vez has estado en una región angloparlante por el propósito de estudiar inglés? _____
¿Cuándo? _____ ¿Por cuánto tiempo? _____
¿Cuánto tiempo pasas cada semana pases practicando las siguientes actividades fuera de clase?

- Leer en inglés _____
- Jugar videojuegos en inglés_____
- Ver películas o series en inglés _____
- Escuchar música en inglés _____
- Hacer tarea en inglés_____
- Hablar inglés con hablantes no nativos_____

Parte V

¡Este es la última sección! Bien hecho. Favor de proveer la siguiente información marcando con (✓) en la caja o escribiendo tu respuesta en el espacio.

Genero:	☐Masculino ☐Femenino
Edad:	☐15 ☐16 ☐17 ☐18
Maestra:	_____
Nivel de Inglés (Skillful 1, Skillful 2)	_____

¡Muchísimas gracias por tus respuestas, te agradezco mucho tu ayuda!

Student Questionnaire- English

Beliefs about Vocabulary Learning Questionnaire-Student

Participant Number _____

This purpose of this questionnaire is to better understand the thoughts and beliefs of English students. There are four parts. Please read all the instructions and write your answer. This is not an exam and there are no "correct" or "incorrect" answers. The results of this questionnaire will be used only for research; therefore, you can respond honestly. Thank you so much for your help!

Part I

In this section, indicate how much you agree or disagree with the following phrases, selecting a number from 1 to 6. Please do not skip any phrases.

Totally disagree					**Totally agree**
1	**2**	**3**	**4**	**5**	**6**

1. Vocabulary is the most important component of learning English.	1	2	3	4	5	6
2. It's easier to use a word in writing than to understand it from reading.	1	2	3	4	5	6
3. I discover many new words when I have to read in English.	1	2	3	4	5	6
4. A word is learned when I know it meaning.	1	2	3	4	5	6
5. It's easier to listen and understand a word than to use it in a speech.	1	2	3	4	5	6
6. New words must be practiced many times in order to learn them.	1	2	3	4	5	6
7. Writing texts in English helps me to learn and practice new words	1	2	3	4	5	6
8. Studying vocabulary involves learning from memory	1	2	3	4	5	6
9. When you can use a word in a speech or text, you can say you 'know' the word	1	2	3	4	5	6
10. To understand words in English, they have to be translated to Spanish.	1	2	3	4	5	6
11. It's easier to learn vocabulary than grammar.	1	2	3	4	5	6
12. I discover many new words when I have to write in English.	1	2	3	4	5	6
13. Reading is a good way to acquire a large vocabulary.	1	2	3	4	5	6
14. Some people are born with a special ability that helps them learn new words.	1	2	3	4	5	6
15. Words are best learnt if they are presented with pictures.	1	2	3	4	5	6

16. If I don't know the meaning of a word, an online translator will help me	1	2	3	4	5	6
17. It is possible to learn new words after only hearing or seeing them once.	1	2	3	4	5	6
18. If you know the meaning of a word in English, you should be able to give a clear definition in Spanish	1	2	3	4	5	6
19.When the teacher explains a new word in English, it's very important that she gives a simple definition	1	2	3	4	5	6
20.I discover many new words when I have to listen in English.	1	2	3	4	5	6
21.I have to understand a word before using it.	1	2	3	4	5	6
22.Students should be allowed to use online dictionaries to look for the meaning of unknown words.	1	2	3	4	5	6
23.Some words are more difficult to learn than others.	1	2	3	4	5	6
24.Learning English involves learning many new words.	1	2	3	4	5	6
25.Vocabulary plays a very important role in acquiring English.	1	2	3	4	5	6
26.Learning vocabulary is one of the hardest parts of learning English.	1	2	3	4	5	6
27.It's important that I have a large vocabulary in English.	1	2	3	4	5	6
28.Listening is a good way to acquire a large vocabulary.	1	2	3	4	5	6
29. I will know the meaning of a word after having encountered it many times.	1	2	3	4	5	6
30. It's easier to learn a word in English if my teacher translates it to Spanish.	1	2	3	4	5	6
31. Speaking with classmates is a good way to acquire a large vocabulary.	1	2	3	4	5	6
32. Learning new words is a difficult part of learning English.	1	2	3	4	5	6
33. A word is only learned when you can understand it while listening and reading and use it in speaking and writing.	1	2	3	4	5	6
34. Vocabulary is as important as grammar in learning English.	1	2	3	4	5	6
35. Learning English involves lots of translating from Spanish.	1	2	3	4	5	6
36. I discover many new words when I have to speak in English	1	2	3	4	5	6
37. If you want to learn English well, first you have to learn many words	1	2	3	4	5	6
38. It's easier to learn a new word if the teacher writes it on the board	1	2	3	4	5	6
39. Learning a word means learning the Spanish translation.	1	2	3	4	5	6
40. Guessing unknown words from context is an excellent strategy for learning English.	1	2	3	4	5	6

Part II

These are new statements. However, you can answer these questions in the same way as in Part 1.

	Totally disagree					Totally agree
	1	2	3	4	5	6
1.	I enjoy learning English very much					1 2 3 4 5 6
2.	I can see myself living in a different country and using English effectively to communicate with the local people					1 2 3 4 5 6
3.	I feel excited about having English classes					1 2 3 4 5 6
4.	The things I want to do in the future require me to use English					1 2 3 4 5 6
5.	I see myself as someone who can speak English					1 2 3 4 5 6
6.	My parents think that I have to study English to be an educated person					1 2 3 4 5 6
7.	When I think about my future career, I imagine myself speaking English					1 2 3 4 5 6
8.	Studying English is essential to me because an educated is supposed to speak English					1 2 3 4 5 6
9.	I think time passes quicker when I study English					1 2 3 4 5 6
10.	There are certain things I want to do in the future that require English to do them					1 2 3 4 5 6
11.	I consider that learning English is important because the people I respect think that I have to do it					1 2 3 4 5 6
12.	I think it's interesting to learn English					1 2 3 4 5 6

Part III

In this section, indicate how much you agree or disagree with the following phrases, selecting a number from 1 to 6. Please do not skip any phrases.

	Not at all	Not so much	So-so	A little	Quite a lot	Very much
	1	2	3	4	5	6
1.	During English class, I feel so nervous that I tend to forget things					1 2 3 4 5 6
2.	I feel more nervous and stressed during English class than other classes					1 2 3 4 5 6
3.	English class moves so quickly, I worry about getting left behind					1 2 3 4 5 6
4.	I would probably feel comfortable around native speakers of English					1 2 3 4 5 6
5.	I feel confident when I speak during English class					1 2 3 4 5 6
6.	I start to panic when I have to speak without preparation in English class					1 2 3 4 5 6
7.	I feel nervous when I have a hard time understanding what the teaches says					1 2 3 4 5 6

8.	I tremble when I know that I'm going to be called on in English	1	2	3	4	5	6
9.	I feel fearful about other classmates making fun of me when I speak English	1	2	3	4	5	6
10.	It embarrasses me to volunteer answers in English class	1	2	3	4	5	6

Part IV

Please provide the following information by writing your answer in the space or by marking a (✓) in the box or writing your answer in the space.

For how many years have you been learning English? _____
Have you ever been to a native-English-speaking region to study English? _____
When? _____ For how long? _____

¿How much time do you spend each week doing the following activities outside of class?

- Reading in English _____
- Playing video/computer games in English_____
- Watching movies in English_____
- Listening to English music _____
- Doing homework in English _____
- Speaking English with non-native speakers _____

Gender: ☐Male ☐Female
Age: ☐15 ☐16 ☐17 ☐18
English teacher: _____
English Level (Skillful 1, Skillful 2) _____

Thank you very much for your help! It is greatly appreciated!

APPENDIX K: Teacher Questionnaire- Translated

Beliefs about Vocabulary Learning Questionnaire-Teacher Version

Numero de Participante_____

Este cuestionario sirve para entender mejor los pensamientos y creencias de los maestros de inglés. Consiste en cuatro partes. Por favor, lee cada indicación y escribe tu respuesta. Este no es un examen y no hay respuestas "correctas" o "incorrectas". Los resultados de este cuestionario serán usados únicamente para investigación, por esta razón puedes responder de forma honesta. ¡Muchas gracias por tu ayuda!

Parte I

En esta parte, indica que tan de acuerdo o desacuerdo estás con las siguientes frases escogiendo un número del 1 a 6. Favor de no saltarse frases.

Totalmente en desacuerdo					**Totalmente deacuerdo**
1	**2**	**3**	**4**	**5**	**6**

1.	El vocabulario es el componente más importante para aprender inglés.	1	2	3	4	5	6
2.	Es más fácil usar una palabra escribiéndola que entenderla leyéndola	1	2	3	4	5	6
3.	Los alumnos descubren muchas palabras nuevas cuando tienen que leer en inglés.	1	2	3	4	5	6
4.	Una palabra es aprendida cuando los alumnos saben su significado	1	2	3	4	5	6
5.	Es más fácil escuchar y entender una palabra que usarla cuando se habla.	1	2	3	4	5	6
6.	Se tienen que practicar nuevas palabras varias veces para aprenderlas.	1	2	3	4	5	6
7.	Escribir textos en inglés ayuda a los alumnos a aprender y practicar nuevas palabras.	1	2	3	4	5	6
8.	Estudiar vocabulario involucra que los alumnos se lo aprendan de memoria.	1	2	3	4	5	6
9.	Cuando un alumno es capaz de usar una palabra en un discurso o en un texto, se dice que ellos 'saben' la palabra	1	2	3	4	5	6
10.	Para aprender palabras en inglés, se deben traducir al español.	1	2	3	4	5	6
11.	Es más fácil aprender el vocabulario que la gramática.	1	2	3	4	5	6
12.	Los alumnos descubren muchas palabras nuevas cuando tienen que escribir en inglés.	1	2	3	4	5	6
13.	Leer es una buena manera de adquirir un vocabulario extenso.	1	2	3	4	5	6
14.	Algunas personas nacen con una habilidad especial que les ayuda aprender nuevas palabras.	1	2	3	4	5	6
15.	Las palabras son mejor aprendidas si se presentan con imágenes	1	2	3	4	5	6

16.	Si un alumno no sabe el significado de una palabra, un traductor en línea le ayudará.	1	2	3	4	5	6
17.	Es posible aprender nuevas palabras después de haberlas visto o escuchado una vez.	1	2	3	4	5	6
18.	Si los alumnos saben el significado de una palabra en inglés, deberían de poder dar una definición clara en español.	1	2	3	4	5	6
19.	Cuando explico una nueva palabra, es muy importante dar una definición simple.	1	2	3	4	5	6
20.	Los alumnos descubren muchas palabras nuevas cuando tienen que escuchar en inglés.	1	2	3	4	5	6
21.	Los alumnos tienen que entender primero una palabra antes de usarla.	1	2	3	4	5	6
22.	A los alumnos se les debe permitir usar diccionarios en línea para buscar el significado de nuevas palabras.	1	2	3	4	5	6
23.	Algunas palabras son más fáciles de aprender que otras	1	2	3	4	5	6
24.	Aprender inglés involucra aprender muchas palabras nuevas	1	2	3	4	5	6
25.	El vocabulario tiene un papel muy importante en el aprendizaje del idioma inglés	1	2	3	4	5	6
26.	Aprender vocabulario es una de las partes más difíciles de aprender inglés.	1	2	3	4	5	6
27.	Es importante que mis alumnos tengan un vocabulario muy extenso en inglés.	1	2	3	4	5	6
28.	Escuchar es una buena manera de adquirir un vocabulario extenso.	1	2	3	4	5	6
29.	Los alumnos sabrán el significado de una palabra después de haberlo encontrado muchas veces.	1	2	3	4	5	6
30.	Es más fácil para los alumnos aprender una palabra en ingles si yo la traduzco a español.	1	2	3	4	5	6
31.	Hablar con compañeros es una buena manera de adquirir un vocabulario extenso.	1	2	3	4	5	6
32.	Aprender nuevas palabras es una parte difícil de aprender inglés.	1	2	3	4	5	6
33.	Una palabra es solamente aprendida cuando los alumnos pueden, tanto como entenderla escuchándola y leyéndola, como hablándola y escribiéndola	1	2	3	4	5	6
34.	El vocabulario es tan importante como la gramática en el aprendizaje del inglés.	1	2	3	4	5	6
35.	Aprender inglés involucra mucha traducción del español.	1	2	3	4	5	6
36.	Los alumnos descubren muchas palabras nuevas cuando tienen que hablaren inglés.	1	2	3	4	5	6
37.	Si mis alumnos quieren aprender bien inglés, tienen que aprender primero muchas palabras	1	2	3	4	5	6
38	Es más fácil para los alumnos aprender una palabra si yo la escribe en el pizarrón.	1	2	3	4	5	6
39.	Aprender una palabra significa comprender la traducción en español.	1	2	3	4	5	6
40.	Adivinar palabras desconocidas de un contexto es una estrategia excelente para aprender inglés.	1	2	3	4	5	6

Part II

In this last section, you will be asked for some demographic information. You can respond to these questions in either English or Spanish.

How long have you been teaching English?_____
How long have you been teaching English in Mexico? _____
What is your current level of English (TOEFL/ IELTS score, CEFR level)?_____
What is your nationality? _____
How long have you worked for (school name)? _____
What level are you teaching now at (school name)?_____
What is your educational background? (e.g., B.A, TESOL, master's) _____

Teacher Questionnaire-English

Beliefs about Vocabulary Learning Questionnaire-Teacher Version

Participant Number _____

This purpose of this questionnaire is to better understand the thoughts and beliefs of English teachers. There are four parts. Please read all the instructions and write your answer. This is not an exam and there are no "correct" or "incorrect" answers. The results of this questionnaire will be used only for research; therefore, you can respond honestly. Thank you so much for your help!

Part I

In this section, indicate how much you agree or disagree with the following phrases, selecting a number from 1 to 6. Please do not skip any phrases.

	Totally disagree					**Totally agree**
	1	**2**	**3**	**4**	**5**	**6**
1.	Vocabulary is the most important component of learning English.	1	2	3	4	5 6
2.	It's easier to use a word in writing than to understand it from reading.	1	2	3	4	5 6
3.	Students discover many new words when they have to read in English.	1	2	3	4	5 6
4.	A word is learned when the students know its meaning.	1	2	3	4	5 6
5.	It's easier to listen and understand a word than to use it in a speech.	1	2	3	4	5 6
6.	New words must be practiced many times in order to learn them.	1	2	3	4	5 6
7.	Writing texts in English helps students to learn and practice new words.	1	2	3	4	5 6
8.	Studying vocabulary students learning from memory	1	2	3	4	5 6
9.	When a student can use a word in a speech or text, we can say they 'know' the word.	1	2	3	4	5 6
10.	To understand words in English, they have to be translated to Spanish.	1	2	3	4	5 6
11.	It's easier to learn vocabulary than grammar.	1	2	3	4	5 6
12.	Students discover many new words when they have to write in English.	1	2	3	4	5 6
13.	Reading is a good way to acquire a large vocabulary.	1	2	3	4	5 6
14.	Some people are born with a special ability that helps them learn new words.	1	2	3	4	5 6
15.	Words are best learnt if they are presented with pictures.	1	2	3	4	5 6
16.	If a student doesn't know the meaning of a word, an online translator will help them.	1	2	3	4	5 6
17.	It is possible to learn new words after only hearing or seeing them once.	1	2	3	4	5 6
18.	If students know the meaning of a word in English, they should be able to give a clear definition in Spanish.	1	2	3	4	5 6

19.	When I explain a new word, it is very important that I give a simple definition.	1	2	3	4	5	6
20.	Student discover many new words when they have to listen in English.	1	2	3	4	5	6
21.	Students have to understand a word before using it.	1	2	3	4	5	6
22.	Students should be allowed to use online dictionaries to look for the meaning of unknown words.	1	2	3	4	5	6
23.	Some words are more difficult to learn than others.	1	2	3	4	5	6
24.	Learning English involves learning many new words.	1	2	3	4	5	6
25.	Vocabulary plays a very important role in acquiring English.	1	2	3	4	5	6
26.	Learning vocabulary is one of the hardest parts of learning English.	1	2	3	4	5	6
27.	It's important that my students have a large vocabulary in English.	1	2	3	4	5	6
28.	Listening is a good way to acquire a large vocabulary.	1	2	3	4	5	6
29.	Students will know the meaning of a word after having encountered it many times.	1	2	3	4	5	6
30.	It's easier for students to learn a word in English if I translate it to Spanish.	1	2	3	4	5	6
31.	Speaking with classmates is a good way to acquire a large vocabulary.	1	2	3	4	5	6
32.	Learning new words is a difficult part of learning English.	1	2	3	4	5	6
33.	A word is only learned when the students can understand it while listening and reading and use it in speaking and writing.	1	2	3	4	5	6
34.	Vocabulary is as important as grammar in learning English.	1	2	3	4	5	6
35.	Learning English involves lots of translating from Spanish.	1	2	3	4	5	6
36.	Students discover many new words when they have to speak in English.	1	2	3	4	5	6
37.	If my students want to learn English well, they have to learn many words.	1	2	3	4	5	6
38.	It's easier for students to learn a word if I write it on the board.	1	2	3	4	5	6
39.	Learning a word means learning the Spanish translation.	1	2	3	4	5	6
40.	Guessing unknown words from context is an excellent strategy for learning English.	1	2	3	4	5	6

*Note: Items in Part 2 appeared to participants in English and are shown in the previous document.

APPENDIX L: Interview Schedules

Student Interview:

Introduction Questions:

- Could you tell me briefly about yourself and your experience learning English?
- When did you start learning English?

Questions about vocabulary learning and teaching:

Is learning vocabulary in English easy or difficult for you?

- Why do you think that is?
- Are there certain words that are easier to learn than others?

Is there anything a teacher can do to help you learn new words?

- Why do you think (certain strategy) is effective?
- Do you think it's necessary to study vocabulary in class, or can you learn it by yourself?

During what activity (listening, reading, speaking, writing, etc) do you discover the most new words in English?

- Why do you think that is?
- When you're doing this activity in class and you come across a new word, and ask the teacher for the meaning, what happens?
- What do you think about the way your teacher explains new words?
- Can you give an example of a new word you learned in class?
- Why do you think you remember this word?

Part 2: I'll repeat some statements from the questionnaire you completed. Could you tell me if you agree or disagree and why?

It's not necessary to teach vocabulary in class, because students can learn it on their own.

In English class, it's better if I give definitions in Spanish.

It's easier to listen and understand a word than use it in speech.

It's necessary to listen or see a word many times before being able to remember its meaning.

*Choose 3-5 statements from the questionnaire that are either the same or different (2+ points difference) from that students' teacher.

Teacher Interview:

General personal experience:

- Could you tell me briefly about yourself, your job, and your EFL teaching experience?
- How long have you been an EFL teacher?

Questions about vocabulary learning and teaching:

Do you think it's easy or difficult for students to learn new words?

Is there anything you as a teacher can do to help students learn English words more effectively?

How do you typically present vocabulary lessons in class?

- Why do you think (certain strategy) is an effective method?
- How much of a focus do you place on vocabulary in class?

Considering the different activities in a typical English class (listening, reading, writing, speaking, etc) during which activity do you think students discover the most new words?

- Why might this be?

Compared to other skills in learning a language, how important is it for students to develop a large vocabulary?

Part 2: I'll repeat some statements from the questionnaire you completed. Could you tell me if you agree or disagree and why?

It's not necessary to teach vocabulary in class, because students can learn it on their own.

In English class, it's better if I give definitions in Spanish.

It's easier to listen and understand a word than use it in speech.

It's necessary to listen or see a word many times before being able to remember its meaning.

APPENDIX M: Operationalization of SK1VKS/SK2VKS Scoring

Each vocabulary item appears in the tests like so:

Word	Have you seen/heard this word before?	Provide a full explanation (in Spanish or English) of all the meanings of this word that you know.	What is the translation of this word in Spanish?	Make a sentence in English with this word
background	*Yes/ no*			

Scoring:

0 points: does not recognize the word (**either circles 'no' in the first box, or leaves the entire item blank)**

1 point: recognizes having seen/heard the word **(circles 'yes' in the first box)**

2 points: has a vague/partial idea of the meaning of the word **(the explanation provided in the second box shows understanding of one aspect of the word's meaning)**

2.5 points: has a vague/partial idea of the meaning of the word but produces a clear example (**provides a response to the second box as above but also produces a sentence in the final box which is grammatically and semantically appropriate.)**

3 points: shows a full understanding of the meaning of the word (**the explanation provided in the second box represents a clear understanding of the meaning of the word)**

4 points: shows a full understanding of the meaning of the word and can provide a Spanish translation or use the word in a sentence **(the explanation provided in the second box represents a clear understanding of the meaning of the word, and the participant has either provided a correct L1 translation in the third box, OR a grammatically/semantically correct use of the word in a sentence in the fourth box).**

5 points: shows a full understanding of the meaning of the word and can provide a Spanish translation and use the word in a sentence**(the explanation provided in the second box represents a clear understanding of the meaning of the word, and the participant has either provided a correct L1 translation in the third box, AND a grammatically/semantically correct use of the word in a sentence in the fourth box).**

APPENDIX N: Item Selection for First Pilot version of SK1VKS and SK2VKS

LexTutor Output:

Freq. Level	Families (%)	Types (%)	Tokens (%)	Cumul. token %
K-1 Words:	24 (21.8)	24 (21.62)	24 (21.8)	21.8
K-2 Words:	43 (39.1)	43 (38.74)	43 (39.1)	60.9
K-3 Words:	35 (31.8)	35 (31.53)	35 (31.8)	92.7
K-4 Words:	7 (6.4)	7 (6.31)	7 (6.4)	99.1

Items Selected for the first pilot test:

Items	Frequency Level	Word Class	Text Unit
awareness	K1	N	Unit 8
concerned	K1	Adj	Unit 8
unusual	K1	Adj	Unit 6
sense	K1	N	Unit 7
background	K2	N	Unit 7
seek	K2	V	Unit 6
recall	K2	V	Unit 8
awake	K2	Adj	Unit 7
increasingly	K2	Adv	Unit 8
balance	K2	V	Unit 6
appeal	K2	N	Unit 6
attend	K2	Adj	Unit 6
familiar	K2	N	Unit 9
accuracy	K3	N	Unit 8
pace	K3	N	Unit 6
dedicated	K3	Adj	Unit 8
thrill	K3	N	Unit 6
technique	K3	N	Unit 8
sustain	K3	V	Unit 9
discard	K4	V	Unit 9

Item Selection for Skillful 2:

LexTutor Output:

Freq. Level	Families (%)	Types (%)	Tokens (%)	Cumul. token %
K-1 Words:	30 (25.9)	30 (25.64)	34 (27.2)	27.2
K-2 Words:	39 (33.6)	39 (33.33)	41 (32.8)	60
K-3 Words:	35 (30.2)	35 (29.91)	38 (30.4)	90.4
K-4 Words:	9 (7.8)	9 (7.69)	9 (7.2)	97.6
K-6 Words:	1 (0.9)	1 (0.85)	1 (0.8)	98.4
K-7 Words:	1 (0.9)	1 (0.85)	1 (0.8)	99.2
K-9 Words:	1 (0.9)	1 (0.85)	1 (0.8)	100

FINAL LIST	Frequency Level	Word Class	Text Unit
undoubtedly	K1	Adv	Unit 6
relationship	K1	N	Unit 9
handle	K1	V	Unit 6
shape	K1	V	Unit 8
consciously	K2	Adv	Unit 8
character	K2	N	Unit 8
develop	K2	V	Unit 7
evidence	K2	N	Unit 9
desire	K2	N	Unit 6
threaten	K2	V	Unit 6
overcome	K3	V	Unit 7
merely	K3	Adv	Unit 6
plot	K3	N	Unit 8
achieve	K3	V	Unit 6
outcome	K3	N	Unit 7
reluctant	K3	Adj	Unit 7
forecast	K3	N	Unit 9
impair	K4	V	Unit 7
consistency	K4	N	Unit 9
innate	K+	Adj	Unit 7

APPENDIX O: Cronbach's alpha Analysis of the Pilot Questionnaire

Beliefs Scale

Pre-deletion

Cronbach's Alpha	N of Items
0.935	57

Post-Deletion:

Cronbach's Alpha	N of Items
0.945	40

Deleted Items

Item No.	Item	Factor
3.	It's more important to understand a word than to be able to use it.	The Nature of Vocabulary Learning
5.	It's best to learn the meaning of new words in English only.	The Role of the L1
7.	A teacher should provide a list of difficult words before doing a reading activity.	Strategies
8.	Words should be explained in English, not in Spanish.	The Role of the L1
9.	Copying words from the board helps me learn vocabulary.	Strategies
14.	Vocabulary is not as important as grammar or other areas of English learning.	The Role of Vocabulary in Language Learning
19.	It's necessary to see or listen to a word many times before you can remember it's meaning.	Difficulty/ Aptitude
21.	In learning English, grammar should be emphasized more than vocabulary.	The Role of Vocabulary in Language Learning
22.	In learning English, grammar should be emphasized more than vocabulary.	The Role of Vocabulary in Language Learning
23.	Memorizing word lists is an effective way of learning vocabulary.	Strategies
24.	Guessing games help students learn the meaning of new words.	Strategies
29.	A teacher should repeat words many times to help students learn them quicker.	Strategies
39.	In English class, it's better if I the teacher gives us definitions in Spanish.	The Role of the L1
40.	Reading is the only way to acquire a large vocabulary.	Strategies
43.	A teacher should provide a list of difficult words before doing a listening activity.	Strategies
50.	It is not productive to use word lists to learn vocabulary.	Vocabulary Strategies
57.	Learning new words doesn't take much time.	Difficulty/Aptitude

Motivation Scale

Pre-deletion:

Cronbach's Alpha	N of Items
0.897	18

Post- Deletion:

Cronbach's Alpha	N of Items
0.885	12

Deleted Items:

Item No.	Item	Factor
5.	I have to study English, otherwise I think my parents will feel disappointed (with) me	Ought-to Self
6.	I can imagine myself speaking English with my friends and international peers	Ideal L2 Self
8.	Not learning English will have a negative effect in (on) my life	Ought-to Self
11.	I would like to have more hours of English classes in my school	L2 Learning Environment
15.	There are certain things I want to do in the future that require English to do them	Ideal L2 Self
18.	I like the atmosphere of my English class	L2 Learning Environment

Anxiety Scale

Pre-deletion:

Cronbach's Alpha	N of Items
0.796	15

Post-Deletion:

Cronbach's Alpha	N of Items
0.899	10

Deleted Items:

Item No.	Item	Factor
3.	I worry about the consequences of failing English	Test Anxiety
5.	I keep thinking that the other students are better at English than I am	Fear of Negative Evaluation
9.	I am not worried about making mistakes during English class	Fear of Negative Evaluation
13.	I am usually at ease during tests in English	Test Anxiety
14.	The more I study for a language test the more confused I get	Test Anxiety

APPENDIX P: Item Analysis Criteria and Final Word Lists

Selection Criteria for IF and ID Values:

Item Facility	Item Discrimination	Comment	Action to take
.60-.90	>.15	Ideal, moderate difficulty and high discrimination	KEEP
.60-.90	<.15	Poor discrimination	AVOID
Above .90	Disregard	high performance, not discriminating	AVOID
<.60	>.15	Difficult but very discriminating	KEEP
<.60	<.15	Difficult but not discriminating	AVOID
	Negative	Error	AVOID

Note: Words in the lists below appear in the same order as they appeared on the tests. The Pilot version lists were randomly ordered; however, the order was changed in the final version after consulting resources on test development. The final list is ordered according to ascending word frequency level.

Skillful 1 Word Lists

Pilot 1 List	Pilot 2 List	Final List
awareness	shortage	sense
concerned	support	awareness
unusual	discovery	concerned
sense	sense	attend
background	background	recall
seek	expose	appeal
recall	risk	balance
awake	average	background
increasingly	rule	seek
balance	income	increasingly
appeal	appeal	familiar
attend	attend	income
familiar	environment	pace
accuracy	source	thrill
pace	flavors	sustain
dedicated	random	accuracy
thrill	restrict	source
technique	emphasize	flavors
sustain	sustain	focus
discard	discard	discard

Skillful 2 Word Lists

Pilot 1 List	Pilot 2 List	Final List
undoubtedly	undoubtedly	undoubtedly
relationship	relationship	handle
handle	handle	shape
shape	become	perhaps
consciously	available	relationship
character	claim	consciously
develop	develop	release
evidence	release	threaten
desire	cope	cope
threaten	threaten	develop
overcome	overcome	overcome
merely	strain	plot
plot	plot	achieve
achieve	achieve	outcome
outcome	outcome	strain
reluctant	leak	leak
forecast	status	merely
impair	deprive	deprive
consistency	indirect	consistency
innate	innate	innate

APPENDIX Q: Written Instruction Sheet for Test Delivery

Instruction Sheet for Teachers: Vocabulary Knowledge Scale Task

Dear Teachers,
This is the last task I will ask you to complete as part of this study, and I thank you for all your help throughout this process! The objective of this task, called the 'Vocabulary Knowledge Scale Task' is to measure the knowledge that students have regarding certain vocabulary words seen in their textbooks this semester. Below you will find the instructions; if you have any questions before or after the test administration date, please send me an email at Meaghan.mclean@education.ox.ac.uk or contact me via [redacted]. Thank you again!

Before the Task Begins:
1. Download the attached PPTs for your class and display on your class screen
2. Check that you have the right number of exams for each class
3. Make sure students do not have access to their cellphones and are arranged as they would be in a test (not sitting too close together, etc)
4. Read the following introduction to the students:

"*Today, you are being asked to complete a vocabulary task which measures how well you know some words from your Skillful textbook. Remember, your participation is voluntary, anonymous* ***and highly appreciated****. No one will know your score on this task except for the researcher. The first thing you need to do is to write your participant number on your test. This is the number displayed beside your name. Please write this number on your test*"

5. Then, read the students the instructions for the test:
- Please start at the beginning and attempt as many parts of the task as you can.
- If you don't recognize a word, please circle **'No'** under the first box.
- The objective is to fill in as many boxes as possible, but if you don't know a word or can't fill a box, skip it and continue.
- Definitions can be written in **either Spanish or English**
- The sentence example must be in **English**.
- Students have 25 minutes maximum to complete this task.
- This is an individual task, so no talking or working with partners.

6. Students can begin the task.

During the Task:
- **Please** ensure students do not cheat/collaborate.
- Keep time and remind students they have 25 minutes to complete it

After the Task:
- Collect the task papers. If you can quickly check that participant numbers have been correctly noted down, that would be **much appreciated.**
- Return the task papers to [redacted] who will compile them.

THANK YOU!

APPENDIX R: Missing Values

**Only items with missing values are listed here*

ITEM	N		Missing Percent
	Valid	Missing	
Vocabulary is the most important component of learning English.	117	1	0.80
It's easier to listen and understand a word than to use it in a speech.	117	1	0.8
Writing texts in English helps me to learn and practice new words	117	1	0.8
When you can say or write a word, you can say you 'know' the word	117	1	0.8
To understand words in English, they have to be translated to Spanish.	117	1	0.8
It's easier to learn vocabulary than grammar.	115	3	2.6
I discover many new words when I have to write in English.	117	1	0.8
Some people are born with a special ability that helps them learn new words.	113	5	4.4
Words are best learnt if they are presented with pictures.	117	1	0.8
I have to understand a word before using it.	117	1	0.8
Students should be allowed to use online dictionaries to look for the meaning of unknown words.	114	4	3.5
Some words are more difficult to learn than others.	116	2	1.7
Learning English involves learning many new words.	117	1	0.8
Vocabulary plays a very important role in acquiring English.	117	1	0.8
Learning vocabulary is one of the hardest parts of learning English.	118	0	0.0
It's important that I have a large vocabulary in English.	117	1	0.8
I will know the meaning of a word after having encountered it many times.	116	2	1.7
Speaking with classmates is a good way to acquire a large vocabulary.	117	1	0.8
A word is only learned when you can understand it while listening and reading and use it in speaking and writing.	116	2	1.7
Learning English involves lots of translating from Spanish.	116	2	1.7
I discover many new words when I have to speak in English	116	2	1.7
If you want to learn English well, first you have to learn many words	117	1	0.8
It's easier to learn a new word if the teacher writes it on the board	116	2	1.7
Learning a word means learning the Spanish translation.	117	1	0.8
Guessing unknown words from context is an excellent strategy for learning English.	116	2	1.7
TOTAL	**4680**	**40**	**0.8547**

APPENDIX S: Interview Transcripts

(.)= short pause

(#) = longer pause with number of seconds indicated

Italics= change of intonation (emphasis) by the speaker

hhh. = laughter

TEACHER INTERVIEW WITH LAURA. Duration: 17:19

Researcher: Ok, fantastic, so before we actually start talking about vocabulary in English, I'd just like to know kind of a little bit about your experience teaching English, how long you've been teaching, where you've been teaching and your experience [here]

Laura: Ok, I have been teaching for 14 years already, ah I have taught all the levels since little kids in kindergarten to adults and I started to work [here] in August, last August.

R: Fantastic, so before that, where were you working?

L: I was working, well I had like a year off teaching, I was working at an office, but before that I was working at another high school and I taught English as a subject and also social studies and history.

R: Wow, alright, great so then I'm going to ask you some questions specifically about vocabulary learning and the first one is (.) how easy or difficult do you think it is for students to learn new words in English?

L: I think in my experience, it's not that difficult. I consider that they *think* it's kind of difficult, because when you teach little kids, it's *basically*, vocabulary teaching, and when you teach *older* students, they have this misconception of having vocabulary as *hard* and they don't, and even though they know the meaning of the word, sometimes they don't know how- *when* to use it or *how* to use it. right? So, I think, uh, one of the most important things is beside to know the word is for them to realize when they are going to use it and so there are some activities that you can use when you contextualize, those, those words, that you are going to use maybe in a reading exercise or in listening, or in a debate for example.

R: Ok ok, so actually then the next question I was going to ask you, is there anything that you as a teacher can do to make teaching easier

L: [Ya(.)well, as I was telling you, I studied a course, and they (.) one of the teachers told us like it was the best we will have like this class specifically about vocabulary teaching and he- I remember he was, he said that it was the best idea it was to teach every class, *7 words*, it was not- ya! I just remember- it was a long time ago, you know that I took that course, but I think that it was, he was saying that if you teach *more* than those words, it's overwhelming for the students.

R: ohhhh

L: And then I mean, the, the retention that they have is *only good* for seven words. I also use word banks, because, besides English teaching I am now, I teach business management and they help students to remind the concepts for, for the subject itself

R: Ok so could you explain a little bit what a word bank is?

L: A word bank is a (.) a list of words that they need a-and I use it in English as well, they have for example, in a reading, and then they see the word, or we have a vocabulary exercise in the book, and they have, they need to write the definition of the word, on the part of the notebook or digitally, and they will collect all these words, *also*, I tell them that they *need* to make a sentence using the vocabulary word.

R: Ok. ok so then- it sounds like a great idea, but why do you think it works so well? Why do you think that's a good strategy?

L: Depending on the intelligence, because as Garden say with the multiple intelligences, sometimes students are more visual than auditory, so when you *mix* these type of activities during your- in your classes, when they write, for the visual students, they will uh, remember better and then maybe when you use it or they listen to the word in the class, they also will remember, for the auditory and then I use these activities with matching with cards-for the kinesthetics-they are also useful and you try to mix up all these, these type of activities which will help for the retaining the word

R: Great! wow, ok, so then, I mean, you're kind of already touching on everything that I'm going to ask you hhh. uh but just thinking about the textbook, you have Skillful 2

L: Ya

R: So, in the textbook every unit has that like, "Vocabulary Preview" part, right?

L: [Mhmm

R: (.) and it has the list of words, sometimes it's like multiple choice or fill in the blanks right so when you get to that page, or if you use it that that uh activity, how do you usually present those words in class?

L: As I was telling you, sometimes I do mime activities before they see it in the book, or matching they like , the other day we were playing hangman, because and they were saying "Miss can we do another word" or miming activities and I use like to do that types of activities as warmups for the words I'm going to use and then they open the book and they see those words and they see, "ah! this is the definition" and then it's easy for them,

R: [And then they recognize it

L: *exactly*

R: Oh, that's cool.

L: [And they will use them in the listening or in the reading exercise for example for that day,

R: Right, ok. sounds good. So then, ok, if we think about the common activities that happen in the English classroom, like debates, or worksheets or pair work, listening, reading, um, writing, during which activities do you think that students discover the most new vocabulary words?

L: Um(.)mmm. I think when they are writing, sometimes-mmm I think , all of these activities in my opinion [or when] they are developing the skills, they will discover eventually new words , ah(.)we are now having these uh, portfolios- they have been doing tasks because we are preparing them for the following year which they are going to be in the IB program, so we decided to have this mini portfolio where they need develop the language as itself, doing a *vocabulary list*, or, or a *video* where they are making a recipe or, or they are presenting something, and they realize there-

because they need to do a reflection- and they realize then, what are the *gaps* that they have in the vocabulary, or sometimes in the feedback ,you , well-what I do is to say ok, maybe this isn't the word you were trying to use or you weren't intending to use-, so I think in all these activities where you are going to develop the skills, are relevant for the vocabulary, and they will, have this recognition of the word and then eventually they will need to use it, for example, with the writings, because they are writing and then, it's you know, [they stop] because they don't know the meaning in English and then I , they ask [for the meaning], but maybe when they are [doing the task] the next time, they will remember, but it's practice, I think […] in order to retain [vocabulary], they need to *get used* to the words, as many as possible(.) as many times-

R: [as possible. Ya, ok interesting. Right, ya ok, interesting, so this isn't one of my questions, but I just thought of it hhh. just thinking about like reading activities vs listening activities, like in which one, do you think that students recognize the most new words?

L: I think in reading. well, specifically with these students that I have been working with, since August, I think , they realize they, because -I haven't done this test like "which are visual -who are more visual than auditory", but I have activities that they need to practice the reading, and they *realize*, and also when they, -because I like to work in teams, and you know, you realize when the peer is saying "ah this is the meaning of the word" or "what does- how do I say this" you know, so I think in my opinion, it's a little bit- they also have this misconception about listening activities, they feel sometimes afraid, it's like "Oh no I don't understand" or "can I listen again" you know, for example in evaluations , you tell them, "there will only be *two* times that they are going to listen" right, it's like "Miss miss! another time! another time!, you know" it's like maybe it's getting over that *barrier* also, so it's-if you take that off of their minds- because they listen to music and that is another way of acquiring vocabulary, maybe it's not the specific, or the best, but it's like , the urban vocabulary they are used to and they will use it in a context outside in Mexico you know,

R: Of course. Ok, so you've talked a lot about learning styles which is really interesting, um so I'm just curious, if you think like, for example let's think of a learner who's an auditory learner, do you think that that they are going to learn *better* doing listening activities or learn more words doing listening activities than somebody who's more visual and prefers reading?

L: Well, you can think in at first that that would be an answer "yes" or positive, but the objective is that the student *needs* to develop all these learning styles, I mean you have detected that he's already auditory, but maybe you- he can learn by seeing, by visual, or having this manual things that they can be learning, so I think, in a way, yes they will acquire more vocabulary, but it is better to intend that they have this whole package of abilities to develop.

R: Fair enough, ok. Ya, so then, um, getting back to the list of questions, so if we think about skills that you have to acquire in another language, like pronunciation, grammar, vocabulary, um, how important do you think developing vocabulary is in relation to grammar or pronunciation?

L: it's as important as grammar or pronunciation, actually because if you don't have this bank of words, to use it, it is more difficult for the student to communicate, maybe at the beginning its uh(.) maybe they are not going to use it in the best context for example, but the, the (.) objective here, is first of all that they lose this- or they *gain* confidence in speaking, and they will realize that they need more vocabulary, right, so which is, I think it's good for them, that they realize that it is *as important* as grammar or *as important* as pronunciation, because they will have enough tools to communicate

R: Fair enough ok, great, ok so then, the next set of questions are actually statements from the questionnaire so they're be repetitive you've already seen them, but uh basically I'd like a little more extensive answer um to some of these statements from the questionnaire. OK so, I'm going to tell you the statement, you can tell me whether you agree or disagree and why, ok great. So, the first one is, it's not necessary to teach vocabulary in class because students can learn it on their own.

L: no I think, you *need*- I mean not teaching as *the old-fashioned way*- but as I was telling you in a dynamic, with dynamic activities or through another exercise, like reading or listening or a writing you can introduce a vocabulary word that they will be using so I think it is very important and it has the same weight as grammar or pronunciation.

R: ok, so then, the next statement is, in English class, it's better if I, the teacher, give definitions in Spanish

L: NO, I am totally, totally

R: [totally

L: **[**Yes! I totally disagree with that!

R: Ok, why so?

L: Because I have, since I started teaching, I realized, because in my own personal experience I'm from Mexico, so I didn't know English until I went abroad and lived there, so I didn't have *anybody* to say "ok this is the translation" You know, I needed to use *my own* definitions in the language, so it was easy for me to acquire the language faster so when I came here and I started to study for becoming a teacher, I realized that translating- it's very simple and it's very logical for me the explanation- your brain *doesn't need* to do the switch, it you know automatically responds and you know that for example the bottle is something like a container that has liquid for example, and then you get to the language, all the time, and then you don't translate- I always say sometimes to my students, I used to say because sometimes they'd ask you "miss why don't you explain, you say the word in Spanish" you say, well it's easier for me of course it's easier for me, but ah, you are not going to have the switch in English- and I tell them it is more tiring to *have the word in English and then to have it in Spanish* and then you are reading something in English and you are doing the translating it is tiring for your brain, and hopefully that explanation worked enough for them hhhh.

R: makes sense! Ok, interesting so then, ok when, in class then, when students are reading or whatever and they say "miss what is this? " how do you

L: [Well, I use examples, I'm not very keen on drawing but I try to do my best hh. you know, I am very good at miming and acting, so I do that, I use examples as well.

R: Ok, so is there *ever* a time when, that you get them to use a translator or you translate the word

L: No, I mean, I *only* recommend English dictionaries, I mean English ya, I don't like, because it's the same as I was mentioning before I don't like this translation well method (.) maybe for other teachers

R: [So you never allow it

L: Well. hh *ya*, of course sometimes they skip, and they do it you know hhh. because it's easier but I try not to.

R: ok fair enough, alright, so then the next one is, it's easier to listen and understand a word than actually use it in speech.

L: Well, you know, it's like a process, in my opinion when, they listen, they will have the definition and they will understand it, but if you, you know use it in a real context and they you use it several times, or they don't practice, it is more difficult for them to retain, so they tend to forget- that happens for me also, it's like 'I know this word and it was like "what was that " because I don't use it very often and then I say when I remember or I saw the word it's like "of course I knew"

R: So, it's repetition

L: Exactly

R: Ok, so then the last statement is, it's necessary to see or listen to a word many times before being able to remember its meaning.

L: I think it goes, I mean- I think it's better to understand the meaning when, *how* can you use it and *practice* it- maybe you can listen to it one tie and you realize the meaning or the word or how you are going to use it and then you have it forever, but *sometimes* you listen so many times, when you haven't done that process of acquiring right the language(.) its- you tend to forget.

R: Mhmm. So just an extra statement, just because I'm interested, do you think it's possible then to learn a word just from seeing it once, does that ever happen?

L: (.) I think, in my- in my case, if I see a word, I tend to take it in my mind, but I *need* to understand what's the meaning and when do I have to use it and then sometimes later on I heard it in a TV series or I read it and then I remember it, and then I

R: [so you might recognize it first but not know

L: [but not know it yet, exactly.

R: alright well that's the end of my questions.

STUDENT INTERVIEW WITH SAM Duration: 10:22

Researcher: So, before I ask you about vocabulary, specifically, I would like to know, what's your experience with English?

Sam: Uh (3)

R: how long have you been learning, where were you learning(.)

S: Uh, ok (4) like, now?

R: Ya! Go for it.

S: Ok, so I started studying English in I think, first grade of elementary school and since then I have not stopped, uh (.) yep, I studied in the same school from first of elementary school to third of (.) is this called (.)

R: [like junior high?

S: like junior high! ya, so I always was like really, (.) I understood like really (.) easy the system they had, which, well, can I get into basically- they got this vocabulary, this like picture, then word, and then you can- you write the definition, and that's the way, the school (.) the vocabulary was managed, so that's the way I learned like, from 1st of elementary

R: [from the beginning

S: Yea(.)

R: Ok, and do you like that strategy? How does that work out?

S: Ya, I like it a lot because actually my learning style is *visual* so it's *perfect* for me because I can remember the images really well and like relate them to the word, and that's how I learn, yea, easy.

R: Ok, interesting, and nowadays, [here] how is everything going?

S: It's really good, well- um, we do see like vocabulary, but it's not like in the same way that I am used [to] but it's also ok, I can remember the words correctly, ah, even though it doesn't have like the picture and all the system I am used to learn with, but it's ok.

R: Ok so what's kind of the difference between the strategy that you're using now and the style you were using before?

S: I would say mainly, like all of this- like the other one was focused on (.) visual learning style, because it always had like the picture and all that, and here it's more like (2) just writing definitions or searching for words, or writing an essay using some words, so you have to research them, it's a little bit different, but it's ok for me at least.

R: ok alright, fair enough, then my first kind of question for you is how easy or difficult do you think it is to learn new words in English?

S: ah (.) well I think there are like, different types of words in English that can be like, short, easy to remember and learn English words, but there are also some words that like *really* large and with a lot of (.) weird like pronunciations that you gotta remember all of that, so I would say mostly easy because once you get like the pronunciation, you can like get most of the words right, (.) but ya, there are some that are really hard.

R: Ok, so what do you think that the teacher can do to help you learn new words?

S: Mm, well, for me, obviously use the (.) like use the system that I used before, but I also know that there are different learning styles, but yea, different learning styles like visual, and (2)

R: [auditory

S: auditory, ya, so what can work for me probably can't work for other ones, but if it's *my choice* I would like to implement this picture-based vocabulary, because it was really easy for me to understand it that way.

R: It seems like you really liked that strategy.

S: Ya, I *really really* liked it hhh.

R: Ok, so then if we think about the activities that you usually do in class, you know, speaking, writing, reading, listening. during what type of activity do you find that you discover the most new words?

S: Probably listening, because, for example, the teacher says, tells us to write an essay I'm going to use a lot of words that I know, I'm not really like discovering new words, probably when I have to express something in Spanish, and I like translate it, and research that word, *maybe* , but I think mostly because, [well], from listening, that I get like a lot of words, like for example in the books, they have like listening tracks and all of these things, and you hear new words and you're like 'woah' 'what does that word mean' and so you search it, uh so yea, with the audios, ya.

R: That's when you find the most words. Ok so then, mm, in *class*, like let's imagine you're listening to something and you notice a new word that you didn't know before, and so you put up your hand and you ask "miss, you know, what does this mean"? how does she usually deal with that?

S: Well usually she tries to relate that word with something we already know like very basic, so we can understand like the word, uh (.) like in a, in an easy, in an easier way because we can relate it to the thing that she said.

R: Right.

S: So ya, basically, that is…

R: [that's the strategy. So, could you think of an example of a new word that you've learned recently, in class?

S: Oh. That's gonna take a while, um

R: Or maybe that you were reading and listening, and you asked you know, 'what's this?"

S: Mmmm. I don't remember, uhhhhh, well, I remember one word, it was 'skyscraper' I don't even remember how to pronounce it, but, ah, I thought it was pronounced [skaiscriper] and she was pronouncing '[skyscraper] and I think the correct pronunciation is [skaiscreiper], so that's kind of one word, that I already knew it, but I didn't know the pronunciation.

R: Ok, so you got a new, piece of the meaning, fair enough. Ok, so then, let's see I'm going to ask you some questions kind of relating to your responses on the questionnaire, so I'm gonna tell you a statement that will probably sound familiar from the questionnaire, um basically I just want you to tell me if you agree or disagree and explain your response ok?

S: Ok.

R: So, the first one I've got here is some people are born with a natural ability that helps them learn new words.

S: I agree! I actually agree because, uh, for some people, it's easier to remember a lot of things it doesn't have to especially be, like uh words, but some people have this ability to remember a lot of things *really* easily so, when you take it into words, it's also really easy for those people.

R: Ok, and then the next one is, um, it's possible to learn new words after having seen them only once

S: uhhh ya, I think because (.) you can probably remember something related to that word and make that relation in the brain hhh. I don't know and you can just (2)

R: Ok, so sometimes ya

S: sometimes ya ... it's like really specific.

R: Do you think there's maybe a reason why some words you can remember [so quickly], and why others might be more difficult?

S: Well, maybe it's also very *personal*, for example, you may like something in Spanish, that translate it to English it's this other word and you always remember this word because it's, translated, it's something that you really like.

R: Ok,

S: Ya that's the most…important.

R: ok that makes sense. Ok, so then, the next question is, in English class, it's best if the teacher gives definitions in Spanish.

S: mmmm no, well, no, I don't agree (2) I think uh, it's like best to first try to explain it in *English* and if the student can't relate or can't understand, then ya like a, translation would be ok.

R: Ok. Alright, and then another one is, I discover many new words when I have to speak in English.

S: No. no. I do not agree with that, because if you are going to speak in English, you are going to use words that you know, and it's not like you magically say a bunch of letters and it's a new word and it's ya- you find you are going to use words that you know, *maybe* you can use words that you have seen like once or twice, but it's really hard, I think mostly are going to use like vocabulary you are familiarized by.

R: Ya..ok, yes, so then do you think um, do you think you prefer then to- just saying, you know, you usually use words that you know, so does it ever happen that maybe you take risks and you try to use words even if you don't know them yet?

S: Ya(.) it's also very situational, because- well, I am not always talking in English, but probably there's a word that I can't remember that means what I am trying to say, so I just take a risk, but it's probably not [that word]. ya sometimes

R: But sometimes that happens, ok fair enough. Alright, I'm going to ask you one more. Let's see. Ok, would you say that it's easier to learn vocabulary than grammar

S: uh yea, yea, I agree with that because (4) grammar can have a lot of, laws, or I don't know principles, that can change the entire sentence and how it is pronounced and uh vocabulary is just like learning the basic meanings of words and knowing them. But for example, for me it's really hard to deal with the double past, because I think I, I don't know, I don't, I never, know? that it existed until like

R: [hh(.) til now

S: [like 2 years (.) so it's really hard for me to adapt all my vocabulary to that law that changes *everything* in a sentence.

R: Right. Ok, great, so I think that that's everything that I need.

S: Ok.

APPENDIX T: Codes Used in Qualitative content analysis using NVivo 12

Process of Vocab Acquisition	Themes related to the process of vocabulary acquisition (Factor 2 of the BVLQ-S)
Importance	How important vocabulary is in learning English
Word use	The importance of knowing when and how to use words
Steps	What steps are involved in knowing a word.
Cognitive Competency	(Factor 3 of the BVLQ-S)
Difficulty	How easy/difficult it is for students to learn vocabulary in English and the reasons why
L1 Translation	Opinions about when and if words should be translated to Spanish
Where does Vocab Learning Happen	The location of vocabulary learning; inside/outside class
Autonomous Learning	Strategies that students did/can use to learn vocabulary outside of class
Classroom Activities	Strategies that teachers can use/teachers were using to incorporate vocabulary learning into the lessons
Vocabulary in Context	Vocabulary as an integral part of language use (Statements relating to Factor 1 of the BVLQ-S)
Knowing the Context of a Word	How vocabulary can be learned through associations made with the topic it is found in
Learning Styles	References to visual, auditory, kinaesthetic learning styles/preferences
Listening-Reading	Vocabulary learning through receptive language activities
Listening-Negative	Why listening is a difficult activity for learning words
Listening-Positive	Why listening is a useful activity for learning words
Reading	Why reading is a useful activity for learning words
Productive	Vocabulary learning through productive language activities

APPENDIX U: Descriptive Statistics of all Questionnaire Responses

	ITEM	N	Min	Max	Mean	Skewness		Kurtosis	
		Statistic			Statistic	Statistic	Std. Error	Statistic	Std. Error
1.	Vocabulary is the most important component of learning English.	117	2	6	5.09	-0.664	0.224	-0.230	0.444
2.	It's easier to use a word in writing than to understand it from reading.	118	1	6	3.80	-0.108	0.223	-0.544	0.442
3.	I discover many new words when I have to read in English.	118	2	6	5.12	-1.276	0.223	0.783	0.442
4.	A word is learned when I know its meaning.	118	1	6	5.03	-1.031	0.223	0.441	0.442
5.	It's easier to listen and understand a word than to use it in a speech.	117	1	6	4.44	-0.712	0.224	-0.045	0.444
6.	New words must be practiced many times in order to learn them.	118	1	6	4.69	-0.726	0.223	-0.258	0.442
7.	Writing texts in English helps me to learn and practice new words	117	1	6	5.03	-1.199	0.224	0.872	0.444
8.	Studying vocabulary involves learning from memory	118	1	6	4.08	-0.456	0.223	-0.342	0.442
9.	When you can say or write a word, you can say you 'know' the word	117	1	6	4.44	-0.592	0.224	-0.675	0.444
10.	To understand words in English, they have to be translated to Spanish.	117	1	6	3.45	-0.115	0.224	-0.923	0.444
11.	It's easier to learn vocabulary than grammar.	115	1	6	4.61	-0.574	0.226	-0.274	0.447
12.	I discover many new words when I have to write in English.	117	1	6	4.52	-0.433	0.224	-0.517	0.444
13.	Reading is a good way to acquire a large vocabulary.	118	2	6	5.43	-1.775	0.223	2.865	0.442
14.	Some people are born with a special ability that helps them learn new words.	113	1	6	3.72	-0.164	0.227	-0.974	0.451
15.	Words are best learnt if they are presented with pictures.	117	1	6	4.56	-0.812	0.224	0.158	0.444
16.	If I don't know the meaning of a word, an online translator will help me	118	1	6	4.29	-0.551	0.223	-0.318	0.442
17.	It is possible to learn new words after only hearing or seeing them once.	118	2	6	4.66	-0.229	0.223	-0.887	0.442
18.	If you know the meaning of a word in English, you should be able to give a clear definition in Spanish	118	1	6	4.36	-0.657	0.223	-0.507	0.442
19.	When the teacher explains a new word in English, it's very important that she gives a simple definition	118	2	6	4.73	-0.536	0.223	-0.736	0.442
20.	I discover many new words when I have to listen in English.	118	1	6	4.84	-0.853	0.223	0.235	0.442
21.	I have to understand a word before using it.	117	2	6	5.39	-1.965	0.224	3.719	0.444
22.	Students should be allowed to use online dictionaries to look for the meaning of unknown words.	114	1	6	4.95	-1.288	0.226	1.208	0.449

23.	Some words are more difficult to learn than others.	116	2	6	5.30	-1.531	0.225	1.624	0.446
24.	Learning English involves learning many new words.	117	2	6	5.33	-1.483	0.224	2.134	0.444
25.	Vocabulary plays a very important role in acquiring English.	117	2	6	5.56	-2.063	0.224	4.700	0.444
26.	Learning vocabulary is one of the hardest parts of learning English.	118	1	6	3.65	-0.144	0.223	-0.304	0.442
27.	It's important that I have a large vocabulary in English.	117	3	6	5.34	-1.260	0.224	0.514	0.444
28.	Listening is a good way to acquire a large vocabulary.	118	2	6	4.97	-0.699	0.223	-0.294	0.442
29.	I will know the meaning of a word after having encountered it many times.	116	1	6	4.66	-0.776	0.225	-0.203	0.446
30.	It's easier to learn a word in English if my teacher translates it to Spanish.	118	1	6	4.10	-0.566	0.223	-0.311	0.442
31.	Speaking with classmates is a good way to acquire a large vocabulary.	117	2	6	4.75	-0.766	0.224	-0.544	0.444
32.	Learning new words is a difficult part of learning English.	118	1	6	3.79	-0.218	0.223	-0.378	0.442
33.	A word is only learned when you can understand it while listening and reading and use it in speaking and writing.	116	1	6	4.72	-0.769	0.225	0.078	0.446
34.	Vocabulary is as important as grammar in learning English.	118	1	6	5.20	-1.656	0.223	2.457	0.442
35.	Learning English involves lots of translating from Spanish.	116	1	6	3.22	0.205	0.225	-0.760	0.446
36.	I discover many new words when I have to speak in English	116	1	6	4.35	-0.349	0.225	-0.425	0.446
37.	If you want to learn English well, first you have to learn many words	117	1	6	4.28	-0.419	0.224	-0.368	0.444
38.	It's easier to learn a new word if the teacher writes it on the board	116	1	6	4.18	-0.294	0.225	-0.911	0.446
39.	Learning a word means learning the Spanish translation.	117	1	6	3.76	-0.330	0.224	-0.883	0.444
40.	Guessing unknown words from context is an excellent strategy for learning English.	116	1	6	3.99	-0.365	0.225	-0.880	0.446
	Valid N (listwise)	96							

APPENDIX V: Results of Mann-Whitney U Tests

Note: Ss Med= Student Median, T Med= Teacher Median, Ss MR= Student Mean Rank, T MR= Teacher Mean Rank

Item	N	Ss Med	T Med	Ss MR	T MR	U	Z	Asymptotic P-Value	Effect Size
Vocabulary is the most important component of learning English.	117	5	4	60.67	36.25	254	-0.209	0.037	-0.019
I discover many new words when I have to read in English.	118	5	5.5	59.03	66	492	0.603	0.546	0.056
A word is learned when I know its meaning.	118	5	4	62.02	24.81	162.5	-3.164	0.002	-0.291
New words must be practiced many times in order to learn them.	118	5	4.5	59.75	56.12	413	-0.3	0.765	-0.028
Writing texts in English helps me to learn and practice new words	117	5	5	59.28	55.19	405.5	-0.352	0.725	-0.033
Studying vocabulary involves learning from memory	118	4	4	59.6	58.19	429.5	-0.115	0.908	-0.011
When you can say or write a word, you can say you 'know' the word	117	5	4.5	59.39	53.75	394	-0.468	0.64	-0.043
To understand words in English, they have to be translated to Spanish.	117	4	3	60.02	45.06	324.5	-1.23	0.219	-0.114
It's easier to learn vocabulary than grammar.	115	5	4.5	58.01	57.88	427	-0.011	0.991	-0.001
I discover many new words when I have to write in English.	117	5	4	59.72	49.25	358	-0.87	0.384	-0.080
Reading is a good way to acquire a large vocabulary.	118	6	6	59.05	65.62	489	0.617	0.537	0.057
If I don't know the meaning of a word, an online translator will help me	118	4	4	60.98	39.12	277	-1.78	0.074	-0.164
If you know the meaning of a word in English, you should be able to give a clear definition in Spanish	118	5	3	62.11	23.62	153	-3.154	0.002	-0.290
When the teacher explains a new word in English, it's very important that she gives a simple definition	118	5	5	59.44	60.38	447	0.078	0.938	0.007
I discover many new words when I have to listen in English.	118	5	4	61.43	33	228	-2.37	0.018	-0.218
Students should be allowed to use online dictionaries to look for the meaning of unknown words.	114	5	4.5	58.51	44.06	316.5	-1.263	0.207	-0.118
Some words are more difficult to learn than others.	116	6	6	57.98	65.5	288	0.692	0.489	0.064
Learning English involves learning many new words.	117	6	5	59.99	45.56	328.5	-1.294	0.196	-0.120

Vocabulary plays a very important role in acquiring English.	117	6	6	59.29	55.06	404.5	-0.419	0.675	-0.039
Learning vocabulary is one of the hardest parts of learning English.	118	4	2.5	60.75	42.25	302.5	-1.524	0.128	-0.140
It's important that I have a large vocabulary in English.	117	6	4	61.33	27.19	181.5	-3.11	0.002	-0.288
Listening is a good way to acquire a large vocabulary.	118	5	4	61.28	35	244	-2.21	0.027	-0.203
It's easier to learn a word in English if my teacher translates it to Spanish.	118	4	4.5	59.91	53.81	394.5	-0.499	0.618	-0.046
Speaking with classmates is a good way to acquire a large vocabulary.	117	5	5.5	59.03	58.62	433	-0.034	0.973	-0.003
Learning new words is a difficult part of learning English.	118	4	3.5	59.92	53.69	393.5	-0.513	0.608	-0.047
Vocabulary is as important as grammar in learning English.	118	6	6	59.08	65.31	486.5	0.555	0.579	0.051
Learning English involves lots of translating from Spanish.	116	3	1.5	60.62	29.88	203	-2.546	0.011	-0.236
I discover many new words when I have to speak in English	116	4	4.5	58.4	59.88	443	0.124	0.901	0.012
Learning a word means learning the Spanish translation.	117	4	1	61.6	23.62	153	-3.121	0.002	-0.289

APPENDIX W: Descriptive Statistics of Disagreement Variables

Descriptive Statistics-Disagreement on each questionnaire item									
	N	Min	Max	Mean	SD	Skewness		Kurtosis	
Disagreement between Teachers and Students on Item:						**Statistic**	**Std. Error**	**Statistic**	**Std. Error**
Vocabulary is the most important component of learning English.	109	0	2	1.11	0.79	-0.20	0.23	-1.35	0.46
I discover many new words when I have to read in English.	110	0	4	0.94	0.88	1.27	0.23	2.11	0.46
A word is learned when I know its meaning.	110	0	3	1.66	0.99	-0.09	0.23	-1.05	0.46
New words must be practiced many times in order to learn them.	110	0	5	1.48	1.35	0.58	0.23	-0.75	0.46
Writing texts in English helps me to learn and practice new words	109	0	4	0.92	0.82	1.29	0.23	2.92	0.46
Studying vocabulary involves learning from memory	109	0	5	1.79	1.26	0.30	0.23	-0.62	0.46
When you can say or write a word, you can say you 'know' the word	109	0	4	1.80	1.20	0.40	0.23	-0.87	0.46
To understand words in English, they have to be translated to Spanish.	109	0	5	2.45	1.49	-0.05	0.23	-0.92	0.46
It's easier to learn vocabulary than grammar.	107	0	4	1.36	1.05	0.42	0.23	-0.63	0.46
I discover many new words when I have to write in English.	109	0	3	1.16	0.92	0.54	0.23	-0.45	0.46
Reading is a good way to acquire a large vocabulary.	110	0	5	0.60	0.92	1.96	0.23	4.75	0.46
If I don't know the meaning of a word, an online translator will help me	110	0	5	2.08	1.47	0.41	0.23	-0.77	0.46
If you know the meaning of a word in English, you should be able to give a clear definition in Spanish	110	0	5	2.37	1.54	0.27	0.23	-1.00	0.46
When the teacher explains a new word in English, it's very important that she gives a simple definition	110	0	4	1.72	1.14	-0.10	0.23	-1.08	0.46

Disagreement between Teachers and Students on Item:	N	Min	Max	Mean	SD	Skewness		Kurtosis	
						Statistic	Std. Error	Statistic	Std. Error
I discover many new words when I have to listen in English.	110	0	3	1.48	1.00	0.19	0.23	-1.04	0.46
Students should be allowed to use online dictionaries to look for the meaning of unknown words.	106	0	4	1.55	1.22	0.55	0.23	-0.47	0.47
Some words are more difficult to learn than others.	108	0	4	0.93	0.99	0.85	0.23	0.18	0.46
Learning English involves learning many new words.	109	0	6	1.06	0.93	1.71	0.23	6.75	0.46
Vocabulary plays a very important role in acquiring English.	109	0	4	0.52	0.73	1.75	0.23	4.56	0.46
Learning vocabulary is one of the hardest parts of learning English.	110	0	5	2.21	1.23	0.19	0.23	-0.48	0.46
It's important that I have a large vocabulary in English.	109	0	4	1.19	0.80	0.08	0.23	-0.06	0.46
Listening is a good way to acquire a large vocabulary.	110	0	2	1.09	0.74	-0.15	0.23	-1.13	0.46
It's easier to learn a word in English if my teacher translates it to Spanish.	110	0	5	2.14	1.56	0.27	0.23	-1.05	0.46
Speaking with classmates is a good way to acquire a large vocabulary.	109	0	4	1.72	1.33	0.25	0.23	-1.12	0.46
Learning new words is a difficult part of learning English.	110	0	4	1.70	1.10	0.11	0.23	-0.56	0.46
Vocabulary is as important as grammar in learning English.	110	0	5	1.29	1.32	0.63	0.23	-0.56	0.46
Learning English involves lots of translating from Spanish.	108	0	5	2.12	1.35	0.29	0.23	-0.60	0.46
I discover many new words when I have to speak in English	108	0	4	1.06	0.88	0.63	0.23	0.26	0.46
Learning a word means learning the Spanish translation.	109	0	5	2.51	1.52	-0.12	0.23	-1.03	0.46
Valid N (listwise)	95								

APPENDIX X: Assumptions of Multiple Linear Regression

Multivariate Outliers: All variables were checked for outliers and one case with an extremely low VKS score (4 points) was identified. Upon discussion with the teacher, it was determined that this student had not shown interest in completing the test, and so that case was eliminated. Another participant had recorded very low scores across the motivation sub-constructs and was initially winsorized to the next highest score. However, upon entry to the regression model, comparison of Mahalanobis distances against a Chi-Square distribution showed it was a multivariate outlier, and the case was removed entirely.

Linearity: With the variables transformed, all partial plots showed a linear relationship between the predictor variables and the outcome variable.

Homoscedasticity: Initially, with no transformation of the VKS variable, the regression model showed evidence of heteroscedasticity as assessed by visual inspection of plotted standardized residuals against standardized predicted values. Therefore, a logarithmic transformation was applied, which resulted in homoscedasticity thereby allowing for linear regression to be conducted.

Multivariate Normality: the normal probability plot (P-P) of standardized residuals was examined, and a fairly straight diagonal line could be observed, satisfying this assumption. The histogram showing the residual errors also appeared approximately normally distributed. After dealing with the one multivariate outlier as discussed above, no standardized residuals of values more than +/- 3 were displayed. In order to assure independence of residuals, the Durbin-Watson statistic was checked. As the value for this analysis is 1.899, sufficiently close to the ideal value of 2 (Field, 2013) this assumption is met. Additionally, there were no leverage values greater than 0.2, and no values for Cook's distance above 1. The VIF values were well below 10, indicating no multicollinearity (Field, 2013).

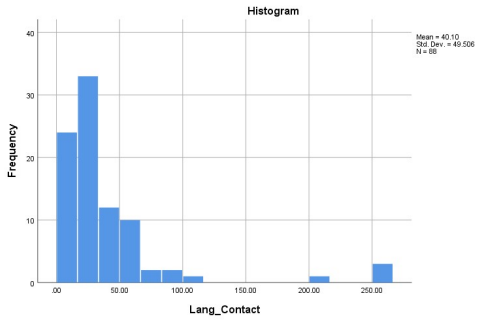
Normality Tests Pre- and Post- Logarithmic Transformations

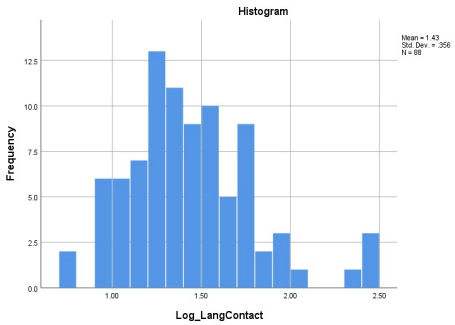
Tests of Normality

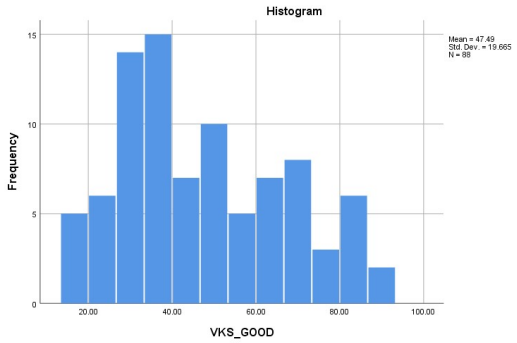
	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
VKS_GOOD	.130	88	.001	.946	88	.001
Log_VKS_GOOD	.094	88	.054	.966	88	.020
Lang_Contact	.245	88	.000	.568	88	.000
Log_LangContact	.060	88	.200*	.963	88	.012

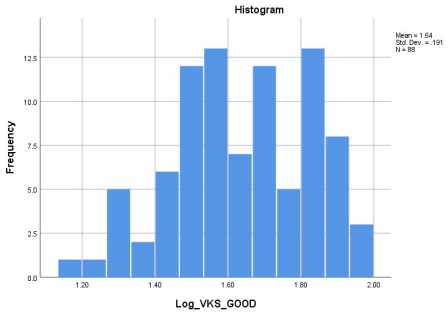
*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

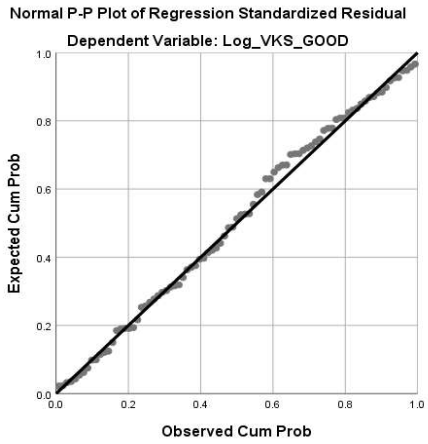


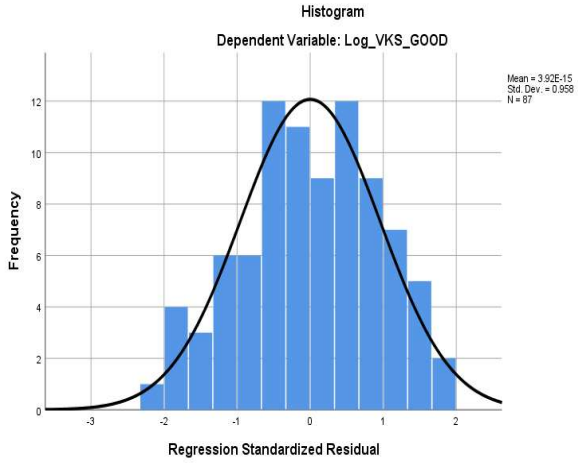


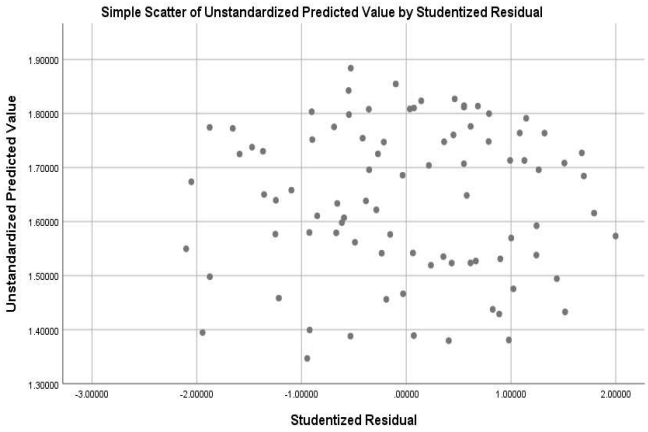




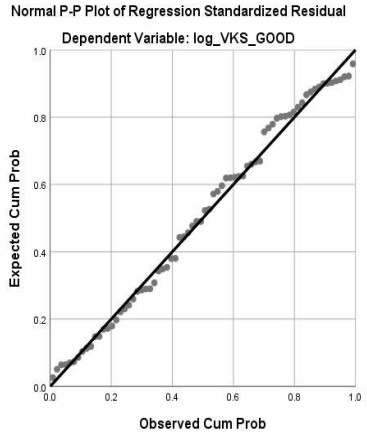
Figures for multiple regression analysis predicting log of VKS scores from level, log of language contact hours, affect and mean disagreement (section 4.4.3.)

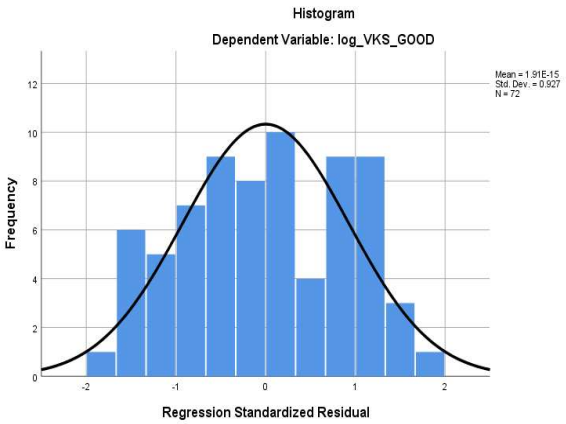


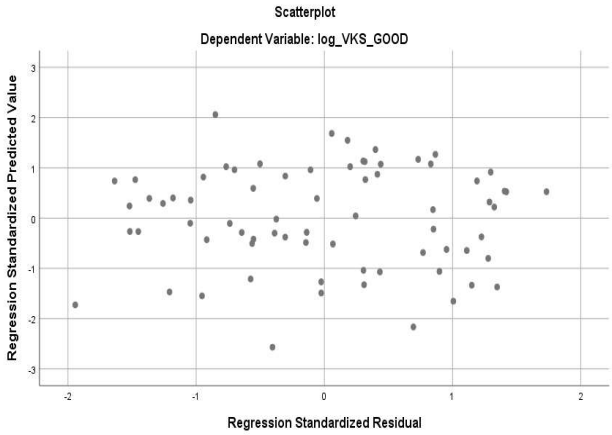




Figures for multiple regression analysis predicting log of VKS scores from level, log of language contact hours, affect, EFA factor scores, and mean disagreement (section 4.4.4.)







APPENDIX Y: Emerging Themes

Learning Styles

One theme to emerge was a belief in learning styles, primarily from students. Five students referenced learning styles in some way and their effect on learning, predominantly referring to the 'visual' learning style. Paola and Sam commented that as self-assessed visual learners, they found it easier to learn new words alongside images. Rosario and Sofia explained that they prefer to write words down to learn them, again due to their visual learning style. Nicole, when asked about how teachers can help students learn vocabulary, responded that it really depends on the particular learning style of the student. Although not explicitly asked, no students expressed a belief in the difficulty of learning through other means than their self-reported learning style. Of the teachers, only Laura discussed learning styles. When asked to elaborate on the strategies she uses in class to teach vocabulary, she described:

> *[…] sometimes students are more visual than auditory, so when you mix these type of activities during your- in your classes, when they write, for the visual students, they will uh, remember better and then maybe when you use it or they listen to the word in the class, they also will remember, for the auditory [students] and then I use these activities with matching with cards-for the kinesthetics-they are also useful and you try to mix up all these, these type of activities which will help for the, for retaining the word.*

However, when asked whether she though students would acquire more vocabulary doing activities consistent with their learning style, she added:

> *Well, you can think in at first that that would be an answer "yes" […]but the objective is that the student* needs *to develop all these learning styles, I mean you have detected that he's already auditory, but maybe you- he can learn by seeing, by visual, or having this manual things that they can be learning, so I think, in a way, yes they will acquire more vocabulary, but it is better to intend that they have this whole package of abilities to develop.*

Overall, while some students expressed a belief in learning styles in reference to how they learn best, there was no apparent evidence that this belief could hinder the students' learning, especially considering one teacher's view that all skills should be developed regardless of learning style.