

Teaching English Vocabulary: An Overview

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Abstract

The paper presents an overview of teaching English vocabulary in the context of 21st century advancements and challenges, within the field of English language teaching and outside. It takes review of 21st century learning components comprised of learning competencies, learning modalities, ICT, and infrastructure in relevance to English language teaching in general and English vocabulary teaching in particular. It discusses different approaches and techniques of vocabulary teaching. It argues that vocabulary is foundational blocks of language. Mastering vocabulary is indispensable in (second) language learning. Besides methods of vocabulary teaching, learners' personal trait such as motivation and self-efficacy are also crucial in mastering English vocabulary.

Keywords: English vocabulary, ELT, SLA, ESL, EFL, TESOL, LSRW, ESP, Corpus linguistics, Cognitive approach to vocabulary, Keyword method, Mnemonics, Word Lists, Frequency, CALL, CALT, WELL

1. Introduction

Learning is changing drastically in 21st century with the advent of new technology. Information and Computer Technology along with Internet and Web-based Applications are showing its true potential in the present time. Previous wall-bounded places of education extended their teaching learning processes by breaking the spatiotemporal boundaries. Online education not only reached to different parts of the world, but it also reached to masses enormously. The students are benefiting from the MOOC courses offered on the web-based platforms such as edx (<https://www.edx.org/>), coursera (<https://www.coursera.org/>), swayam (<https://swayam.gov.in/>), nptel (<https://nptel.ac.in/>) among others. Learners can access the

excellent lectures and quality material through the courses offered from these platforms. However, what we observe in the last decade is that these platforms are successful in imparting the short-term courses and most of these being theoretical. We can't improve the quality of skills and training only by these online courses. Individual learners' needs cannot be considered in such MOOC courses. Though these changes are welcome *prima facie*, they cannot completely replace the classic face-to-face classroom-based teaching-learning environment. The simulation-based and/or online training will help students to understand the things better in case of 3-D modelling and other experiments, but it cannot replace equipment-based and/or industrial individual trainings under the supervision of mentors and trainers.

While imparting knowledge, the use of technology and method of delivery may vary. The strategies and skills expected in the 21st century cannot be overlooked. González-Pérez and Ramírez-Montoya (2022:4) mention four core components of Education 4.0. These are competencies, learning methods, ICT, and Infrastructure. Competencies are comprised of transversal competencies such as critical thinking, cooperation, collaboration, communication, and creativity, while disciplinary competencies discipline specific knowledge, application, and use. Learning competencies are also divided into two categories: learning delivery modalities and learning strategies. The modalities are face-to-face active learning, online distance learning, and hybrid learning, while learning strategies are practical, problem-based, and participative learning with added component of gamification. The ICT component considers recent advances in Artificial Intelligence, Data Science, etc. and modern tools and methods such as LMS, Zoom and other platforms.

These four learning components of 21st century skills along with their micro-competencies and sub-components are also applicable to language learning. We find the parallel view explained by Cambridge experts as below. Cambridge English Language Assessment division enlists the following 21st century skills in English (See, <https://www.cambridgeenglish.org/learning-english/parents-and-children/how-to-support-your-child/learn-21st-century-skills-in-english/>):

- Collaboration: (blindfolded navigation based on instructions of others such as left, right, stop, etc.)

- Responsibility: Teaching someone else is the best way of learning. Provide opportunities to ask students to teach others.
- Critical thinking: logical reasons and evidence for your conclusion. It is considered important for students as well as others to take decisions.
- Creativity: We often focus on analytical and critical thinking. However, imaginative and creative thinking – the process of playing with ideas and open to new possibilities
- Problem solving – we face the problems at school, at home, at work. It needs critical as well as creative thinking. Students need to teach resilience – until the problem is solved.
- Initiative and self-direction – discipline and self-motivation during the task
- ICT and information literacy

In the online review, the discussion is mainly regarding children and their learning. However, it is applicable to the advanced learners, too. Obviously, it is also applicable to second language learning. These views are reiterated in Norris’s (2019) *Promoting 21st Century Skills: Teaching English* published by British Council.

These skills are also replicated in Indian curricula also (See, 21st Century Skills: A Handbook by Central Board of Secondary Education, 2020).

These general learning components are taken into account while developing the English Language Teaching Curriculum (See, Avara 2023). The book discusses the skills and competencies to be possessed by the students and teachers of English, the English teaching-learning environment, and the ELT material to be used in the 21st century scenario. The book does not support to the particular approach of English Language Teaching. It advocates that teachers can adopt eclectic method or the suitable method for the sociocultural setting. Besides Computer Assisted Language Learning (CALL) and Computer Assisted Language Teaching (CALT), it also discusses the recent Web-enhanced Language Learning (WELL). It explains ChatGPT and other recent developments and their use for learners and teachers. We observe the parallel in general learning skills and language learning skills.

Now we turn to understand the language learning. Child listens to the utterances or new words produced by her mother, or nanny, or caretaker. As National Institute on Deafness and Other Communication Disorders (NIH), United States explains, ‘hearing depends on a series of

complex steps that change sound waves in the air into electrical signals. Our auditory nerve then carries these signals to the brain'. They have explained the mechanism explicitly in the six steps. They have also provided the journey of sound to the brain in the animated video (See, <https://www.nidcd.nih.gov/news/multimedia/journey-of-sound-video>).

Child imitates and tries to produce the similar sounds. As mentioned by Laura Docio-Fernandez and Carmen Gracia-Mateo in Encyclopaedia of Biometrics, 'speech production is the process of uttering articulated sounds or words, i.e., how humans generate meaningful speech'. They further explain that 'it is a complex feedback process in which hearing, perception, and information processing in the nerves system and the brain is involved'. According to them, 'speaking is in essence by-product of a necessary bodily process, the expulsion from the lungs of air charged with carbon dioxide after it has fulfilled its function in respiration'. Mostly, we breath silently, however we use the same air to get sound form using vocal cords along with other speech production system.

Thus, we have complex hearing as well as speech production systems. Listening is more deliberate process to understand. Most of the people possess these capabilities to listen and produce human speech sounds in the meaningful ways. However, a few people with neurological disorders or brain damage could face the difficulties in listening and speaking.

Let us understand these processes in mother tongue acquisition. As mentioned above, the child listens to the sounds of her attendant (most of the time mother, father or caretaker) and tries to produce the similar sounds. Then she produces simple sound sequences such as *mama, papa, daddy, mummy*, etc. Next, she progresses through producing two-word and three-word chunks to make phrases or sentences. All the complex ideas are represented through complex sentences at much later stage.

In the second language learning, learners are equipped with the mother tongue apparatus. Unlike in first language acquisition, they use their knowledge of first language to learn second language. However, the process of learning remains the similar. They listen to new sound sequences (or words). They understand these words. They try to produce similar words. Finally, they learn phrases and complex sentences.

Like listening, human use another receptive skill known as reading. Besides the primary function of seeing, they use eyes to receive other visual information and sends it to brain for

further processing that leads to understanding. The printed or written symbols of language are processed in the posterior area of the human brain. In the silent reading, we use our eyes and brain only for faster processing of visual linguistic symbols, whereas in the loud reading we use the speech production system in addition to eyes and brain to process the visual symbols.

The most complex of all four language skills is writing. It is productive skill like speaking. In the writing or typing skill, humans try to produce the similar visual symbols (alphabet in Roman or symbols representing ideas in Japanese and Chinese). The writing has different conventions like from left to write (e.g. English) or from right to left (e.g. Arabic).

There are around seven thousand languages in the world. Most of the languages have no script. Thus, most of the world languages exist in spoken form. Of course, speech is primary, and writing is secondary mode of language.

Learning any language involves mastering of all the above mentioned four skills, such as listening, speaking, reading, and writing. Listening and reading are receptive (as we receive auditory and visual information to the brain) skills and reading and writing are productive (as we produce information in the form of speech sounds and writing or typing symbols) skills.

2. Importance of Vocabulary

Words are building block of language. Learning language requires mastering its vocabulary. Nation (2001:23) states that ‘words are not isolated units of language but fit into many inter-locking systems and levels. Because of this, there are many things to know about any particular word and there are many degrees of knowing’.

Meara (1980) begins his paper by mentioning that the vocabulary is the neglected aspect of language learning, and the vocabulary is the most important area of second language learners. After surveying the bibliographical data, he states that most of the research on vocabulary is atheoretical and unsystematic. Next, Meara adds that though there were systematic studies based on frequency count, these studies did not prefer as mentioned by Wilkins (1972), and the carefully chosen vocabulary based on subjective assessment was preferred. He puts forward the assumption that the learner of foreign language should learn at least 2000 words in 11 months. He has mentioned a drawback of Mnemonics that ‘massive vocabularies cannot be acquired by Mnemonics into the teaching of the vocabulary’ (Meara 1980: 224). Meara cautions about the so-

called popular method in America i.e. ‘key word’ method in which phonetically similar words are introduced and linked with the words of foreign language via image. This method is similar to the translation equivalent and neglects deeper level of relationships between meanings. Learning vocabulary is not learning the translation equivalents, according to him, as there is no one-to-one lexical correspondence in different languages.

Meara throws light on the important issue of vocabulary learning by citing the studies in bilingual’s acquisition studies. He mentions that ‘one of the most accessible and most easily understood methods of studying the structure of semantic relationships in the bilingual’s lexicon is the use of word association’ (Meara 1980: 234). Meara concludes that our understanding regarding vocabulary acquisition of foreign language is still initial stages.

The four goals of language learning are described in Nation (2001:1), dividing these into general and specific goals as shown in Table 1 below:

Table 1. Goals of Language Learning

| General goals | specific goals |
|----------------------|--|
| Language items | Pronunciation vocabulary grammatical constructions |
| Ideas (Content) | subject matter knowledge cultural knowledge |
| Skills | accuracy fluency strategies process skills or sub-skills |
| Text (discourse) | conversational discourse rules text schemata or topic type scales |

Further, while discussing the term vocabulary, we have to clarify some of the related concepts such as token, types, lemmas, and word families to understand the amount of

vocabulary one should master for the required age or fluency. These concepts are given as follows:

- Tokens: Every word to be counted even if occurred several times
- Types: Unique words to be counted in the given text, if any word occurring more than once, it will be counted as one type.
- Lemmas: Lemma consists of head word and with its inflected forms such as plural, third person singular present tense, past tense, past participle, etc. of the same parts of speech.
- Word families: A word family consists of a head word, its inflected forms, and its closely related derived forms. The problem is what to include in the word family and what not to include in it.

Learning burden is another significant aspect to be considered regarding learning and mastering vocabulary. Learning burden of an item is the amount of effort required to learn it. Goulden et al. 1990; Zechmeister et al. 1995 suggest that educated native speakers of English know around 20000-word families. The general rule of thumb is that learner should acquire 1000-word families a year. Words are also categorised as High-frequency words and Low-frequency words, academic words, and technical words. For example, Michael West (1953) provides list of 2000 word families, Coxhead (2000) and Gardner & Davies (2014) prepared list of academic vocabulary. Learners should pay attention to high and low frequency words, academic and technical words accordingly. Vocabulary is also divided into three tiers such as basic vocabulary (tier 1), high-frequency vocabulary (tier 2), and subject related vocabulary (tier 3) (See, Cushing, 2024 for the recent review and other implications regarding tiered vocabulary). We will discuss some approaches to vocabulary (language) teaching in the next section.

3. Approaches to Vocabulary Leaching

Richards and Rodgers (2001) discuss different approaches in language teaching in 20th century such as audio-lingual method, total physical response, the silent way, community language teaching, suggestopedia, whole language, multiple intelligences, neurolinguistic programming, the lexical approach, competency-based language teaching, communicative language teaching, cooperative language teaching, content-based instructions, task-based

language teaching, among other methods and approaches. They also discuss language teaching in post-method era. It is comprehensive account of major and minor trends in language teaching from the beginning of twentieth century to the time of its publication. We will discuss some approaches that especially central to the vocabulary teaching in the next few sections.

The Lexical Approach considers ‘lexis’ as building block of language. Grammar, functions, notions, and other aspects are considered secondary in the approach. ‘Chomsky, the father of contemporary studies in syntax, has been recently adopted a “lexicon-is-prime” position in his Minimalist linguistic theory’ (Richards and Rogers 2001:132). They mention corpora such as in Cobuild Bank of English Corpus, the Cambridge International Corpus, the British National corpus are important sources of information about collocations and multiword units in English Richards and Roger and (2001:133).

Selivan (2023:139-162) discusses the implications of **Corpus Linguistics** and vocabulary teaching. He underlines the importance of frequency in L1 and L2 vocabulary teaching. Teaching of multiword and collocations is also significant in second language teaching as these chunks are used together in the context.

English for Specific Purpose (ESP) is learner centric approach. It considers specific needs of the learners. The vocabulary used for such purpose is specialized and mostly applied in the particular domain. For instance, English used for academic purpose is Academic English and consequently vocabulary is Academic Vocabulary. We have important domains such as Education (Academic English), Law (Legal English), Science and Technology (Scientific and Technical English), etc. Experts from these domains need to know specific vocabulary of the domain or field, but others also need to know some amount of vocabulary to use it. For example, students and teachers must learn academic vocabulary, but others also need to know some amount of academic vocabulary. For example, the following is the list of most frequently used academic words (See, Table 2). While preparing the list, they have considered *Academic words*, *High-frequency words*, and *Technical words*. The general public may need high-frequency academic words, but they may not require highly technical words used in academics.

Table 2. Top 50 Most Frequent Academic Words (Gardner and Davies 2014: 317)

| | | | | | | | |
|----|-----------|----|-------------|----|--------------|----|-------------|
| 1 | Study | 14 | Development | 27 | Develop | 40 | Thus |
| 2 | Group | 15 | Data | 28 | Suggest | 41 | Control |
| 3 | System | 16 | Information | 29 | Economic | 42 | Form |
| 4 | Social | 17 | Effect | 30 | Low | 43 | Report |
| 5 | Provide | 18 | Change | 31 | Relationship | 44 | Rate |
| 6 | However | 19 | Table | 32 | Both | 45 | Significant |
| 7 | Research | 20 | Policy | 33 | Value | 46 | Figure |
| 8 | Level | 21 | University | 34 | Require | 47 | Factor |
| 9 | Result | 22 | Model | 35 | Role | 48 | Interest |
| 10 | Include | 23 | Experience | 36 | Difference | 49 | Culture |
| 11 | Important | 24 | Activity | 37 | Analysis | 50 | Need |
| 12 | Process | 25 | Human | 38 | Practice | 51 | - |
| 13 | Use | 26 | History | 39 | Society | 52 | - |

We may consider Gardner and Davies' (2014) *A New Academic Vocabulary List* or Coxhead's (2000) *A New Academic Word List* for undergraduate students in India. Students will benefit from mastering these words.

The cultural context is also important in introducing ESP vocabulary. For example, the vocabulary regarding food and recipes, food eating habits and meal timings, material and kitchen utensils used may differ in diverse countries like India and other less diverse countries. Local cultural knowledge may be helpful to understand such vocabulary. Indian students, having cultural knowledge about these things, need to know their English counterparts, if available, and strategies to describe food related things in English.

Esbrí Blasco (2015) discusses the cognitive linguistic approach to vocabulary focusing on the cooking domain. She explains that besides teaching of grammar and providing word lists, we need to pay attention to the better understanding of the vocabulary. As established in psychological studies, human has cognitive capacity to categorize the things. There are three levels of categorization: basic, superordinate, and subordinate (See, Figure 1). She adds that the basic level is more frequent in language than superordinate or subordinate levels.

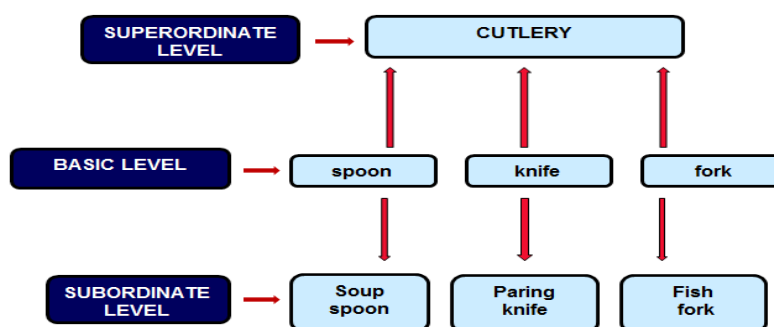


Fig. 1. Three Levels of Categorization (Esbrí Blasco 2015:72)

The basic level provides most of the information with less amount of effort. The superordinate level is generalized level, while the subordinate level is the most specific level. This is vertical categorization. In the horizontal categorization, we see the prototypical effects (Esbrí Blasco 2015:72-73). Some members of the category are more prototypical than others that are less prototypical. For example, in the category of ‘birds’, some birds are more prototypical. It may differ from culture to culture, and also according to the geographical regions. When someone utters the word ‘food’, the first word comes to mind of the individual from the given culture can vary from the individual from another culture. The words such as ‘bread’, ‘rice’, ‘chapati’, ‘parantha’ ‘meat’, ‘fish’ among others can come to mind that depending on the culture of which the person is a part of.

The cognitive domain of cooking, Esbrí Blasco adds, entails a vast range of elements which are not only objects, but also people, actions, textures, odors, etc. (Esbrí Blasco 2015: 73). She further provides its application in vocabulary teaching by given a few activities.

We can teach domain-specific vocabulary from different domains with minimum effort, and it will stay for a long in students’ memory. This type of vocabulary will be helpful to them to use in day-to-day life. They can make different domain wise notebooks and keep adding the new words to enrich their vocabulary.

The researchers from the field of ESP also considers the needs of different domains. It will also be beneficial to create corpus based on domains for specific cultures or communities. The corpus building, analysis, and its application in education according to age and proficiency is viable in the future.

As Crystal (2003: 46) mentions, ‘In terms of number of speakers, the Indian subcontinent has a very special position, probably outranking the combined totals of speakers in the USA and the UK’. He further states that around 20 per cent people use English. We have been using English for many years now. Thus, the considerable number of speakers and considerable time of its usage suggest that English has not remained as a foreign language to us. We should not get pride for having included some words in Oxbridge dictionaries, but we should deliberately try to add many more words or create our own dictionaries of Indian English. It will be good addition for ESP in India.

Task-based Approach is developed from 1980 that supports communicative competence among the learners to be developed during the language learning. This approach has been used and endorsed in many countries recently. It handles primarily two questions (1) How do students learn languages? and (2) How should we teach languages? He further discusses two influential schools of ‘behaviourism’ and ‘innatism’, the former led by behaviourists while latter led by Chomsky. Both are extreme views about language learning. Next, he discusses ‘interactionism’ proposed by Lightbown and Spada (2013) that takes into account both nurture and nature. The environmental stimuli and innate capacity, both, are important (East 2021: 3-11).

After supporting the third stance of ‘interactionism’ in language learning, it turns to the second question of how we teach. Grammar-translation focuses on rules and emphasizes reading and writing, Audio-lingual method focuses on rules with emphasis on listening and speaking, while the Natural approach get them immersed in communicating and more successful (East 2021: 11-15). The question of complexity-accuracy-fluency to be resolved in the real-life communicative events, or such events created in the classrooms.

The input, output, and interaction components are foundational to Task-Based Language Teaching (TBLT). The communicative interaction offers considerable potential for enhancing second language acquisition. East cites Philp et al. 2014 that underscores the peer-to-peer collaboration. East defines task as follows:

A task has a goal which requires processing input, creating output and interacting with others to meet it. Willis (1996) classified tasks into six types as follows:

- (1) Listening
- (2) Ordering and Sorting

- (3) Comparing
- (4) Problem-solving
- (5) Sharing personal experiences
- (6) Creative Tasks

The different kinds of tasks: closed versus open tasks with specific versus more general goal, focused versus unfocused tasks with grammatical items focused versus free use of language, real-world versus pedagogical tasks, face-to-face versus technologically mediated tasks, input-based versus output-based tasks, etc. The selection of the tasks will depend on the objectives to be achieved.

TBLT is implemented at several places. N. S. Prabhu's project in Bangalore (India) at secondary level involving 18 teachers and 390 students is noteworthy. The projects executed in Belgium, Hong Kong, China, New Zealand, etc are some other examples.

Newton (2001) exemplifies the teaching of vocabulary in the task-based language teaching. He provides different options in TBLT at pre-task options such as predicting, cooperative dictionary search, and words and definitions, during the tasks – in-task options such as glossary, interactive glossary, and negotiation, and in post-task options vocabulary logs are important to expand learners' vocabulary.

After discussing the major approaches to vocabulary teaching, we will discuss some of the other techniques, strategies, and resources to build and master vocabulary in further sections.

Using Dictionary is important technique to learn different aspects of vocabulary learning. The lexicography is the field of making dictionaries. These dictionaries are of various types such as monolingual dictionaries, bi-lingual dictionaries, multi-lingual dictionaries, and specialized dictionaries. These also include thesauri. Dictionaries of pronunciation are also available. Learners can refer to printed dictionary resources or online dictionaries. Normally, learners can concentrate on three things while looking into the dictionary: form, meaning and use of the given word in addition to the other details.

- Form: Pronunciation, alternative pronunciation
- Meaning: meaning, examples,
- Use: grammatical patterns, sentences

The interested students, experts with specialized knowledge, and computer professionals can work together in the field of lexicography.

Dictionary and Thesaurus

Any good dictionary will be helpful to get knowledge of words, their spellings, pronunciation of these words, British and American variants of these words regarding their spellings and/ or pronunciation, frequency of words, their meaning(s) and use in the sentences, etc. Thesaurus can be used to know the synonyms of given words. You can make of inbuilt thesaurus of Microsoft Word while working in it. You will get better choice between these related words. However, the caution is to be taken as each word has different meaning or usage. Learners can refer to the online dictionaries and/ or thesauri for quick cross references (See, <https://www.merriam-webster.com/dictionary/>, <https://www.merriam-webster.com/thesaurus/> or <https://www.collinsdictionary.com/dictionary/english>).

The Visual Thesaurus

The visual thesaurus is interactive dictionary of interconnected words. It contains more than 145000 words and 150000 meanings. Students can search for the related concepts. The pronunciation tab is given after each word. It will be activated as soon as you clicked the given word. It gives different kinds of semantic relations along with their correct spellings. It is helpful to the learners across the ages and to the students of English as foreign or second language. Moreover, it is also helpful to the teachers (<https://www.visualthesaurus.com/>).

There are number of resources online. Some are free and some others are paid. Learners need to check the authenticity, the suitability of material, and its easy interface and navigation.

British Council's Site for Vocabulary Development

This is authoritative site for vocabulary development. It is organized considering the levels of excellence of the learners. The learners of English can give test to determine their level and proceed accordingly. They can use material without attempting test either. There are different tasks that learners can enjoy, (See, <https://learnenglish.britishcouncil.org/vocabulary>).

Word Card Method is another method to learn vocabulary. In this method, the instructor prepares cards (5x4 cm each) of the selected words. They may write word on the front side of the card and supply image or explanation on the back side. These cards are used to recall the words.

Keyword Technique is primarily a way of making a strong link between the form of an unknown word and its meaning. There are four steps in the process: unknown word, first language keyword, mental image combining the meaning of unknown word and meaning of the keyword and meaning of unknown word.

Nation (2001: 380-381) explains the importance of the goals while designing the language curriculum. One should consider the following things while preparing the syllabus of English language teaching, especially vocabulary teaching (See Fig. 2 below).

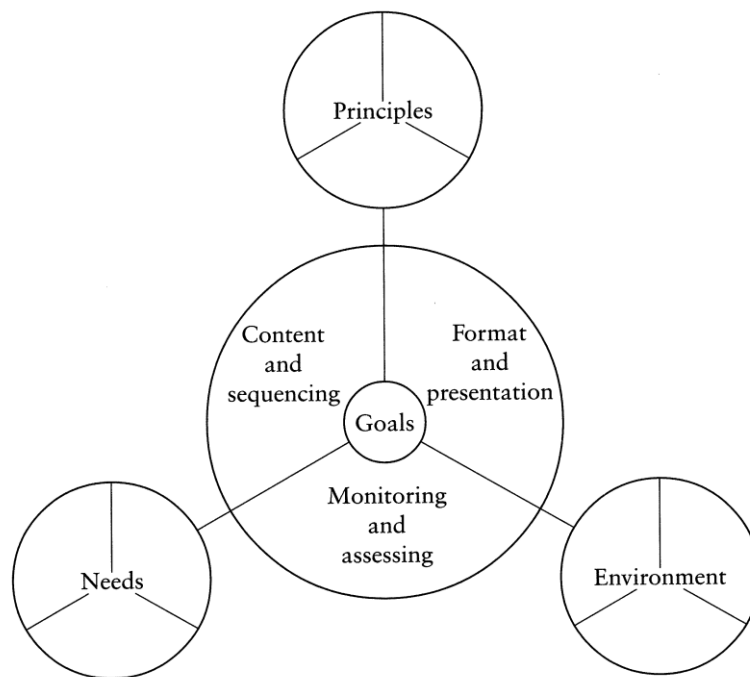


Fig. 2. The model of the parts of the course design process (Nation: 2001:381)

Nation states that there are plenty of well-proven answers to the question ‘how to make a word and its meaning stay in our memory’ such as, focus deliberately on the word, repeat the learning at least six or seven times and preferably more, practice spaced retrieval, use a

mnemonic trick such as keyword technique, word part analysis, or considering fit of form and meaning, write the word, and so on (Nation 2024: 1).

He further discusses the cognitive requirement of attention in vocabulary learning. There are three components of attention: focus of attention, quality of attention, and quantity of attention. The focus of attention is completing the tasks without distractions, the quality of attention is the repetition of the tasks or the frequent use of the learning items, and quantity of attention is the accuracy of the learned items in all possible contexts and meanings. Motivation and self-efficacy are also important in learning vocabulary.

4. Conclusion

As Coxhead (2021) mentions ‘knowledge of vocabulary is essential for learners of any language’. Thus, despite of approaches and methods, learners need to know about the basic units of language i.e. words. As Wilkins (1972) emphasized ‘without vocabulary nothing could be conveyed’. We can integrate the different approaches together to learn and teach second language. Translations and interlanguage can play a role in learning any foreign language. Skill based approach focuses on four skills. Psychological and cognitive approaches help us to know more about interaction between language and perception, the role of cognitive processes, memory, etc. ESP and domain specific learning will help in mastering specific vocabulary and fulfil learners needs. They also will be helpful in building corpora. Communicative Language Teaching and Task-based Language Teaching have a common goal of ‘communication’. Goal specific tasks will facilitate language learning in classroom situations.

The 21st century skills of general learning such as critical thinking, collaboration, creativity, and communication are always manifested in language learning and even in learning vocabulary. Peer-collaboration is required for several language task completion, students of language use language for creative purpose and they use language creatively than the stereotypical ways, communication is an integral part of language learning and critical thinking will be helpful in guessing and retrieval process, to compare and matching situations, etc. New technologies and web-based applications also will assist learners to acquire and master vocabulary.

The role of teacher and the role of learner is still indispensable in the present time. The teachers are required for material selection, its analysis, to give feedback, to intervene the process, and to increase the potential of the learners based on their individual capabilities. The learners also need to have specific goal; he must be self-motivated; he should have self-efficacy to complete the activities, and he should develop different competencies during the process of learning. Authentic material is also required to avoid misconceptions and to save learning time.

Knowing the words by listening or reading, understanding their meanings and context, and using these words in their spoken and written communication frequently will enable them to master the vocabulary.

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