



A Critical Review of the Role of Learning English Vocabulary in the Classroom in Developing Practical Skills outside the Classroom

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ARTICLE INFO	ABSTRACT
 <p>Received: 08 Dec 2024 Accepted: 23 Dec 2024 Published: 31 Dec 2024</p>	<p>This review compiles and critically evaluates empirical research on vocabulary instruction in English Language Teaching (ELT) over the past five years, focusing on the role of vocabulary classroom instruction and after-school vocabulary acquisition in learning. The rationale for this review is a call for English Language (EL) teachers and researchers to propose theories about the design of instruction and activities for vocabulary learning in the classroom. The review draws on the principles of the Critical Interpretive Synthesis (CIS) approach and collects relevant studies through a systematic search of databases and a manual search of relevant journals. The results indicate that vocabulary instruction is taught in a small percentage of classrooms, with little emphasis and classroom instruction time. In addition, out-of-class matters where vocabulary is practiced and repetitively practiced, and the format and interaction of classroom instruction guides students' practice outside the classroom. The study concludes that for different teaching methods and approaches, out-of-classroom settings can enhance and help students' vocabulary learning and suggests that more research and teaching methods should be used to guide and enhance students' interest and efficiency in learning vocabulary. The review also calls for more research on classroom instruction to promote extracurricular practices in teaching English vocabulary in primary and secondary schools.</p>
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INTRODUCTION

Theoretical studies have concluded that there is a strong direct link between classroom vocabulary learning and out-of-classroom practice (Knežević et al., 2020). However, it is still imperative to study the translation of theory into practice. Therefore, the focus of this review is on the study of vocabulary learning in English language teaching due to the process of the importance attached to vocabulary learning in English language teaching. Moreover, this review is only discussing how to rationalize the use of instructional strategies, to what extent they are theoretically sound, and which instructional strategies or methods are related to daily use outside the classroom. The original rationale underlying this review calls for English education practitioners and researchers to make theory-based recommendations about classroom vocabulary learning and everyday use outside the classroom (Rahimi & Allahyari, 2019a). This review draws on the principles of criticality. Critical reviews methodologically diversify research while being

sensitive to the traditional process of systematic literature review.

Choosing strategies for teaching English vocabulary in the classroom is there any significance of the strategies and their daily use outside the classroom in teaching English (Skarpaas & Rødnes, 2022). One view is that classroom vocabulary teaching strategies are more meaningful for the efficiency of vocabulary learning (Ghalebi et al., 2021). Others advocate the purposeful design of classroom vocabulary teaching strategies and methods in conjunction with everyday use outside the classroom. In this case, English vocabulary is meaningful in terms of the texts and their willingness to be brought up in the classroom (Alahmadi et al., 2023). Therefore, this is the focus of the first part of this study. The second part deals with the use and practice of everyday life outside the classroom (Skarpaas & Rødnes, 2022). The vocabulary in question is used in everyday life in frequency and in ways centered on the methods on (Malone, 2018). These approaches are discussed later,

defining the relevant belongings and outlining the frequency of vocabulary use in everyday life outside the classroom (LaCosse et al., 2020). The section further discusses the contribution of different types and approaches to the understanding and use of vocabulary, a contribution that can be defined as a tool for designing teaching strategies that correspond to the frequency of use and the understanding and awareness of teaching objectives.

PURPOSE AND RESEARCH QUESTIONS

The purpose of this review is to model and critically analyze the research on classroom vocabulary learning strategies and their use in everyday life outside of the classroom to improve the ability of students of English as a foreign language to learn and use vocabulary (Ghalebi et al., 2021). Its overall goal is to understand whether the existing literature can shed light on strategies for teaching vocabulary in the classroom and how use outside the classroom can contribute to this process, and the following research questions are framed around this goal:

1. What are some strategies for teaching vocabulary in the classroom?
2. What is the rationale for using these strategies?
3. What are strategies based on vocabulary learning student-centered, practical in everyday life applications?
4. What does the research contribute to the learning effectiveness of classroom vocabulary instruct

CONCEPTUAL FRAMEWORK

This study includes practice and application of vocabulary learning in everyday life and conversation program discussions.

Vocabulary teaching strategies are the means to learn vocabulary efficiently (Chowdhury & Ara, 2021). Multiple instructional modes and skills for vocabulary learning interest and use are understood as instructional strategies in this study (Boonkongsaen et al., 2020). In addition, instructional strategies aim to provide learners with diversified ways of learning methods in conjunction with their use in daily life (Hiver et al., 2021).

This review does not discuss theoretical distinctions between overlapping, but identical domains, such as flipped teaching, pedagogy, pedagogical competencies, nor does it discuss EFL and ESL contexts. Instead, it identifies the pedagogical approaches in each domain that are important for fostering traits related to vocabulary learning, such as classroom interactions, games with common words used in everyday life, storytelling, and drama (Alahmadi et al., 2023; Chowdhury & Ara, 2021; Knežević et al., 2020; Mete et al., 2023; Rahimi & Allahyari, 2019b).

Vocabulary teaching strategies may involve curiosity, openness, and a knowledge-centered approach that refers to activities where students not only interact with the text or multimedia devices, sounds, videos, animations, and interactions (Goble, 2023; 2024; Mete et al., 2023; Muhammad & Arafah, 2023; Rathnayake & Suthers, 2023; Relyea et al., 2023; Xu et al., 2023). Students validate the effectiveness of instructional strategies through interactions, visuals, and use in everyday life. Interactive participation in the classroom is used to enhance their learning experience (Adipat, 2021a). In addition, this learning experience validates the effectiveness of learning through text, visuals, and everyday use. However, as with other traditional teaching methods, extensive text input does not guarantee efficient vocabulary learning. Advocates of critical teaching strategies emphasize reflection through a critical lens, which may have implications for teaching strategy learning (Awayed-Bishara, 2021a). Preferably, student-centered activities aim to move students from passive recipients of knowledge to active constructors of their own and others' knowledge (Burhanuddin et al., 2021; Eguchi et al., 2022; Farrow & Leathem, 2021; Wu, 2022). The practical application of vocabulary in everyday life meets this criterion.

Use of Vocabulary outside the Classroom

This study adopted an open definition that instructional strategy is a conforming entity that carries the meaning of the bearer and can be interpreted (Manirakiza & Hakizimana, 2020; Pi et al., 2024; Relyea et al., 2023; Sermier Dessemontet et al., 2024). Therefore, designing instructional methods, referencing content, and visual materials related to the study materials are included (Divekar* et al., 2022; Engeness, 2021; Esau et al., 2022; Jia & Hew, 2021; Marcos Miguel et al., 2023; Z. Sun et al., 2021; Wen, 2021; Zannan Alghamdy, 2023). Instructional strategies are realized through classroom instruction, such as vocabulary explanation, interaction, video, audio, and games. When these modalities are combined, the instructional approach is referred to as a multimodal instructional model (Esau et al., 2022; Gholami, 2021; He & Gong, 2022; Houen et al., 2022; Kopcha et al., 2021; S. H. Lee & Aspiranti, 2023; Mele et al., 2021). These modes, and by extension instructional strategies, have different opportunities and constraints in terms of meaning generation and interaction, also known as affordances. They may vary in different cultural and social contexts. Linguistic research has shown that teaching strategies can play an important role in stimulating learners' cognition and potential (Ahmadian & Tajabadi, 2020). For example, Experts Based on longitudinal data on instructional strategies from multiple teachers, it was found that students' comprehension and use of vocabulary improved a lot through regular use and communication, including usual reading at home and

watching video animations (Gesa & Miralpeix, 2023). Linguistic and experimental psychology studies have shown that videos and communication stimulate areas of the brain related to language function, leading to findings that support research in vocabulary and language learning that suggests that instructional strategies play a role in facilitating vocabulary learning (Chai & Bao, 2023; Griffin et al., 2021; Kinzler, 2021; Ma, 2022; Power & Velez, 2020; Qin & Wang, 2021; Toh et al., 2022; Valverde et al., 2021; Vitta et al., 2021). Instructional strategies can serve as a "means of self-affirmation" by reflecting the learner's perspective. In addition, exploring oneself through classroom strategies resonates with the use and practice of English vocabulary in everyday life, as the learner's mind is 'induced' to enhance vocabulary learning cognitively through instructional strategies (Bardach & Klassen, 2020). This enables learners to take an active role in learning and to live vicariously through a second language. Since multiple perspectives may be expressed in the teaching strategies, these multimodal teaching provides more opportunities for divergent learning stimulation (Kopcha et al., 2021).

Another issue to consider is the combination of modes of instructional content. Feng & Webb (2020) believe that learning is more effective when it includes both pictures, audio, video and game interaction. One explanation for this has to do with the video and game dominance effect, whereby the brain is quicker to recognize pictures and videos than it is to recognize verbal text (Brown et al., 2022; Kumar, 2021; Sun et al., 2018). While verbal text leaves a semantic imprint on the brain, pictures or videos leave both a verbal and an imprint, suggesting that multimodal instruction has other capabilities than relying on passive input alone (Ajepe et al., 2021). For example, in pictures, video and audio overlap, expand, and even buttress each other. Graphic and vivid images provide cognitive and aesthetic experiences, as well as multiple opportunities for meaning generation and interaction (Karhapää et al., 2021). However, this pedagogical strategy requires the ability to see other perspectives and to interact critically with the pedagogical strategy (Li, 2020). In the case of pedagogies, their affordances can be linked to the delivery of clear and thematically relevant information that is perceived as conveying meaning rather than generating meaning through the passive acceptance of input learning, and the teaching of passive input is more effective than stimulating active learning and interest in students, making the instructional strategy particularly important in teaching and learning (Cárdenas-Claros et al., 2023; Che Dalim et al., 2020; Feng & Webb, 2020b; Gellerstedt et al., 2018; Gesa & Miralpeix, 2023; Teng, 2023; Vandenberghe et al., 2021). Nonetheless, considering the different affordances of the instructional strategies and multimodal instruction presented in this section, engaging students in interactions and encouraging active learning may

facilitate students' learning and understanding of vocabulary from multiple perspectives. (Qin & Wang, 2021) In addition, personal and social and cultural contexts may determine the practice of vocabulary in everyday life. For example, reading original books, watching original cartoons, and communicating with others in English are different preferences.

METHODOLOGY

The purpose of this review, as opposed to CIS, is to present a synthesized research methods (Haidari et al., 2024). CIS is a methodology rather than a rigid procedure, but in contrast to a systematic review CIS may begin with a systematic examination, but then other relevant studies may be added (Hew et al., 2021; Zheng et al., 2020). The quality of the studies is usually assessed, but the relevance to the synthesis argument takes precedence over the definition of the scope of the field with all relevant studies (Valverde et al., 2021). Initial research questions may also arise during the synthesis process, unlike traditional systematic reviews, where the research questions should be clearly defined in advance (Abdulrahman et al., 2020). Systematic reviews also justify the construction of an analytical framework based on integrative concepts distilled from theory to minimize maximum absorption.

This review uses an integrative approach to summarize, compare, and contrast the types of texts and activities in the studies. Unlike systematic reviews, CIS (Limenih & Nouvet, 2024; Stoyanov & Kirschner, 2023) allows researchers to explain how salient aspects of the studies reviewed illustrate the synthesis argument, including synthetic constructs and their relationships. Synthetic constructs are formed because of the way in which the literature is constructed: for example, by questioning how the phenomena in the research are conceptualized and constructed (Bovolenta & Marsden, 2021), rather than by critiquing the research methodology (Awayed-Bishara, 2021a). This review adopts a critical interpretation approach by questioning whether the rationale for the choice of teaching strategy approach is useful for learners to enhance their learning and stimulate their interest in learning (Jo et al., 2021). Finally, the review aims to "map and categorize" the research to identify current research gaps that can be filled by future research (Namaziandost et al., 2019).

Teaching Strategy

The work of the Council of Europe informs curriculum development across Europe. Its Guidelines for Curriculum Development and Implementation in Multilingual and Intercultural Education state that students need to be aware of the diversity of text types (Awayed-Bishara, 2021b; A. Brown, 2023; Goble, 2023; Mete et al., 2023; Shadiev & Sintawati, 2020). Therefore, awareness of the affordances of classroom teaching

strategies may contribute to multimodal forms of vocabulary learning and form part of the rationale. Rationales are important because they illustrate the ways in which the multimodality of certain instructional strategies is appropriate for achieving specific purposes" (Bezemer & O'Halloran, 2016; Haidari et al., 2024; Jewitt & Leder Mackley, 2019; Lee, 2019; Muhammad & Arafah, 2023; Relyea et al., 2023; Sermier Dessemontet et al., 2024; Tan et al., 2020; Tao & Chen, 2024) . Understanding the affordances of different text types can assist educators and researchers in developing effective activities that promote vocabulary acquisition. Thus, two synthetic constructs (Gusenbauer & Haddaway, 2020; Haidari et al., 2024) generated to guide the analysis of the inability to synthesize.

Systematic Approach to Collecting, Searching, and Selecting Data

The systematic database search combined manual searches of two different journals: WOS, Google Scholar and Science Direct (Elsevier). These two journals were chosen because they have the highest rankings among journals in the field of linguistics and vocabulary teaching strategy learning (Journal Impact Factor, 2024) to ensure that the journals are scientifically and academically sound.

Keyword search strings were constructed from the thesauri of Google Scholar, Scopus, and Science direct. Coindex is the definitive bibliographic database for sociological research and was chosen because of its interdisciplinary nature. Google Scholar, Scopus and WOS were also searched. The search consisted of three concepts and their synonyms (see Table 1). The aim of the search was to identify peer-reviewed articles published in August 2020 -December20224 that are relevant to the three core elements of this review:

1. Enhancement of teachers' teaching standards
2. Addressing different pedagogical needs and objectives
3. Vocabulary teaching in English classroom

The search also focuses on capturing pedagogical approaches to English language teaching that may promote speaking. General terminology and text types commonly used in teaching were also included. The results of the search were checked against the selection criteria shown in Table 2.

A systematic search of the woos database yielded 2344 results, of which 200 were filtered. Table 3 provides detailed information about the search and the manual search.

In the first stage, the titles and abstracts of the first 50 articles in the woos search results were screened. After a careful reading based on the criteria listed in Table 2, 10 of these articles were included in the review and

analyzed. In, a search of the literature from 2020 through December 2024 was conducted on the segments of the second issue order, science direct journals. First, abstracts of potentially relevant studies were read, resulting in the inclusion of 19 articles from teaching strategies and 6 articles from teaching methods. Second, summaries of potentially relevant research were read, resulting in the selection of 10 articles from the science direct. Third, the selected articles were carefully read and checked against the selection criteria.

In the third stage, the same procedure was repeated for the 1,000 results from the woos search, resulting in the inclusion of an additional 5 articles. The CIS utilizes the "theoretical sampling and theoretical saturation principle" (Khong & Kabilan, 2022), which serves as a foundation for qualitative research. The analysis of the second group of 20 articles corroborated the results obtained from the initial stages of the investigation. This initial phase included 16 articles identified during the first database screening, in addition to 9 articles sourced from ScienceDirect and 5 articles retrieved from Google Scholar. Consequently, it was determined that the saturation point would be established at a total of ten articles.

To enhance the robustness of the findings, the inclusion of representative studies was prioritized over the inclusion of all relevant literature. This approach provided a sampling framework that allowed researchers to work with a manageable sample size. Sections 5 and 6 will present a detailed discussion of the results and data derived from these ten articles, with an overview available in Appendix 1.

Analysis Data

According to the critical interpretation approach, analysis is an ongoing process (Tao & Chen, 2024) .This review began by reviewing the multi-modal typology and key findings regarding the development of vocabulary learning in EFL students. Due to significant differences in the rationale for choosing vocabulary learning, the second research question was revised, and rationale and affordances were used as synthetic constructs to guide the analysis.

Characterization charts (Csizér & Kontra, 2020) were used to document the purpose of the study, theoretical framework, methodology, results, and instructional strategies used in the research. Several detailed scoring criteria were developed to analyze the type of content described (Kopcha et al., 2021; Lotherington et al., 2019), the author's rationale for choosing the context, and the type of activity. According to the theory of intercultural language teaching (Brown, 2023) and student-centeredness as analytical tools for this review of research activities.

Table 1. Search key words

Vocabulary	Vocabulary teaching & learning
Teaching strategy	Method, plan, syllabus
Multimodal	Image, video, audio
Practice	Speak out of classroom /afterschool

Table 2. Selection criteria

Peer-reviewed	Criteria
English language Teaching study	Editorials, chapters, conferences proceedings
Multimodal methods	Classroom activates
Teaching recourse	Materials, audios, video, image, text

Table 3. Search results WOS, Google Scholar Science Direct

	Results	relevant	review
Screening of the first from WOS	2344	35	10
ScienceDirect	233	25	10
Google scholar	1800	436	10

CONCLUSION

This section provides an overview of the studies reviewed in terms of enhancing teachers' pedagogical proficiency, educational attainment, and dealing with diverse instructional needs, as well as instructional strategies and classroom activities (Edwards et al., 2021). While all the studies form part of the quantitative analysis, those salient points represented that shed light on the purpose of the review are emphasized (Bork et al., 2021).

Upgrading Teachers' Teaching Standards

The first step in the literature analysis was to consider the areas of research and enhancing teacher instruction. The literature study shows the results of this initial analysis with 16 articles on teachers' classroom teaching strategies, 2 articles on task feedback for writing vocabulary, 1 article on bilingual knowledge of English prefixes, and 2 articles using cross-scenarios to provide imagery to elicit emotions as a learning method.

Twelve of the 16 articles belonging to the Teachers' Instructional Strategies section explicitly or implicitly use a multimodal approach to vocabulary. Thus, all these articles are part of a discourse based on linguist theory. Another common thread is the focus on the development of strategy through a teaching approach, as in (Teng, 2020) and (Rahimi & Allahyari, 2019b).The dialogic approach is also highly relevant to reader-response theory, as in (Spinelli et al., 2021) rely on this theory. In addition, (Emerson et al., 2021) article on critical literacy draws on readers' responses to content. All the articles demonstrate the outcomes of intercultural education through a student-centered, social constructivist, and dialogic approach, albeit with varying emphases, theories, and methodologies. Most of the research comes from higher education.

Addressing Different Pedagogical Needs and Objectives

There were only a few quantitative studies in the sample (Bork et al., 2021), while (Alhajiri & Alshuraiaan, 2023a, 2023b; Chapuis & Berthele, 2024; Gusenbauer & Haddaway, 2020; Hew et al., 2021; Hiver et al., 2021; Jewitt, 2021; Jewitt & Leder Mackley, 2019; Kumar, 2021; Soyooof et al., 2021; Ugwu, 2015) this methods. The remaining 29 studies were qualitative in nature. While some studies illustrate specific methods, such as case studies (Zhang & Pladevall-Ballester, 2021), action research (Haidari et al., 2024; Jusslin et al., 2022; S. H. Lee & Aspiranti, 2023; Marcos Miguel et al., 2023; Pellas et al., 2020; Soyooof et al., 2021; Wu, 2022) or both, but most studies have not defined their methodology. Most studies collected documents, primarily oral texts in the form of journals, abstracts, essays, and online forum entries, but also visual presentations (Allen, 2022; Haniff Mohd Tahir et al., 2020; Lai & Chen, 2021; Peters, 2019; Reed et al., 2023; Rini et al., 2020; Tyrer, 2021). One study used only interviews to teach to educate the collection of research sets to evaluate the number of arguments" (Divekar* et al., 2022; Gusenbauer & Haddaway, 2020; Yu & Liu, 2022; Zhong, 2022), classroom observation videos (H.-L. Huang et al., 2020; Montero Perez, 2020; Pi et al., 2024; Power & Velez, 2020). As for the analysis, a variety of qualitative analyses in search of themes were most common (Bork et al., 2021; Edwards et al., 2021; Jewitt & Leder Mackley, 2019; Mikkonen et al., 2019). However, theoretical approaches vary (e.g., grounded theory and phenomenology) and are not always specified. In addition, there are also examples of discourse analysis (Alcalde Peñalver & Santamaria Urbietta, 2021), visual discourse analysis (Alyousef, 2020), content analysis and assessment analysis.

Based on specific criteria (Zhang & Pladevall-Ballester, 2021) and statistical analysis (Ajepe et al., 2021; Alhajiri & Alshuraiaan, 2023a; Cameron-Faulkner et al., 2021; Leipold et al., 2019; van den Boer & Zeguers, 2022; Wong & Neuman, 2019). Other studies specified analytic tools such as the structural taxonomy of observational learning outcomes (Sarker, 2021) and linguistic inquiry and word count statistics (Garza & Arreguín-Anderson, 2018). However, there are few common standards in this area, making it difficult to make comparisons based on analytic methods. In addition, some of the studies were very brief in their descriptions of data collection or analytic methods. However, these studies were included as they were relevant to the research questions of the review (Ahmad Baaqeel, 2020).

English Vocabulary Classroom Teaching

Most of the articles described the types of teaching methods studied. However, the extent to which the types of texts and related activities were mentioned varied. Provides an overview of the research on teaching strategies, methods respectively. All other studies provided a rationale for the selection of materials, with the exceptions of (Namaziandost et al., 2022; Nartiningrum & Nugroho, 2020; Tyrer, 2021). In contrast, 80% of the studies on the use of pedagogical methods did not comment on the selection of teaching resources (see Table 4). The cultural content of the text was the most frequently cited reason for selecting factual texts (Adipat, 2021b; Grapin & Llosa, 2020; Kearns et al., 2021; Lambert et al., 2023, 2023, 2023; Wong & Neuman, 2019), but another common reason was the development of critical literacy skills.

Studies related to teaching methods present the rationale for the choice of instruction in the following way: most of these articles first provide a detailed description of the type of text (e.g., video, pictures, audio, or classroom activities). Second, these articles theorize that exploring specific teaching methods contributes to skill development, such as classroom interaction, multimodal teaching methods, multicultural awareness, and critical literacy (Chapuis & Berthele, 2024; Hiver et al., 2021; Rasenberg et al., 2020; Shen et al., 2020; Taylor & Leung, 2020). The learner-response approach is also prevalent in several studies that have the most thorough theoretical basis for the selection of literature (Engeström, 2014; Khong & Kabilan, 2022; F. Su & Zou, 2020; Weekes, 2018). Multimodal texts also support a dialog between the reader and the text through pictures and sounds (Ahmadian & Tajabadi, 2020; Chow et al., 2023; Chung & Fisher, 2022; Jewitt & Leder Mackley, 2019; Ruiz-Eugenio et al., 2023) both recognize the potential of visual texts and methods to develop students' vocabulary acquisition or critical literacy. They utilize reader-response methods to expose students to cognitively,

emotionally, or visually challenging images, focusing on exposure to multimodal instructional methods.

Types of Activities

There is a great deal of variation in the processes of intercultural learning revealed by activity reports. Some studies describe classroom procedures in detail, while others do not include such information.

Dialogical and Student-Centered Activities

Discussion, which may be a conversational, student-centered activity, was the most frequently reported activity, covered in all 25 studies.

The activities in all the studies can be categorized as student-centered, and in (Allen, 2022) study, students were not provided with the means to make a personal connection to the course, which was mainly concerned with the transmission of "knowledge based on facts" (Adipat, 2021b) investigated the effects of cultural mixing. She describes how students take ownership of their own learning and validate their assumptions about other cultures by consulting different teaching. Resources (e.g., online sources and conducting interviews), while being careful not to impose their own views on the students with the support of the teacher. This student-centered approach empowers students to take ownership and helps them move from a teacher-centered perspective to a deeper understanding of their own and others' cultural diversity. Thus, (Ahmad Baaqeel, 2020) can exemplify that the approach to developing teaching strategy is more important than the type of text.

Student-Centered Experiential Activities

About half of the studies describe activities that allow students to draw on or create experiences that have the potential to allow students to construct their own knowledge (Alshraideh & Alahmdi, 2020). Being open and curious about one's own and others' cultures is key to developing teaching strategy (Kim, 2020). Therefore, it is recommended that ICC modules begin with learners' exploration of their own identity and cultural background (Engeness, 2021). According to the findings of this review, this is a strategy that has not been abused. However, (Spinelli et al., 2021) explored how readers' multiple identities affect their interpretations of texts. In addition, both (Reed et al., 2023) demonstrated how students, by utilizing their own experiences.

Largely, these studies have not been addressed. In summary, these studies are characterized by teachers aiming to engage students, encourage cross-cultural learning, and level the playing field through dialogic exploration of culturally relevant texts.

DISCUSSION

In response to the four research questions, section 6 .1 discusses classroom vocabulary instruction, some strategies and methodological reasons, followed by a discussion of the effectiveness of classroom instruction. Section 6 .2, 6 .3. and 6 .4. then discusses the activities of the strategies, their learning effectiveness and their application in everyday life.

Importance of Text Type and Justification

The first two research questions were: what are the types of teaching methods and strategies used in EFL/ESL teaching? The concern with rationality stems from the different requirements of the purpose of teaching. The information provided by appropriate teaching methods seems to be that there is only one type of learning that is efficient and interesting. For example, classroom interaction and multimodal teaching may inspire more empathy than a single teacher-talking, student-listening class (Boonsuk et al., 2023; Feng & Webb, 2020a), while lively multimodal teaching can provide knowledge about everyday habits and vocabulary used in society. The results of the review suggest that when choosing appropriate teaching methods, the focus is on their role in developing the ability to learn and use competencies, and in some cases, critical literacy. The studies emphasized methods that were relevant to the purpose of teaching, while the selection of what to teach was based mainly on learners' responses or critical theory. All but two studies (Tan et al., 2016) that addressed teaching methods, strategies, and resources provided a theoretical basis for their content selection. The two exceptions used both instructional strategies, models, and interactions in the classroom, but type was not the focus of their studies. 80% of research on teaching methods, strategies have different strengths and relevance, probably because their relevance is not discussed by educators, policy makers or academics. Other scholars, due to the compact, state that instructional content conveys learning objectives. Therefore, it seems logical to select these texts when teaching students about other vocabularies (Alamer, 2022). Therefore, it is important to critically examine all texts to determine what ideas are included and excluded, and in what ways the pedagogical content is delivered (Engeness, 2021). In addition, considering how different pedagogical goals accommodate the possibility of engagement (Stiff et al., 2023) and how different elements of the purpose of teaching and learning are facilitated can increase the robustness of the research. Thus, it is noteworthy that a mixed-methods study of students' reading comprehension and teaching strategy development excluding the type of text read (Ahmed Alshumrani & Masoud Al-Ahmadi, 2022). Interestingly, the results of the study show that normally after school, the number of students who use English to communicate or read English-related books is much higher than those

who use English. Especially in English communication is especially prominent. Future research may include the role of content and purpose in student development and delve into the "different purposes and modes of teaching" (Archer, 2022) as well as the role of the teacher as an educator, which are both worthy of attention.

Only the selection of studies on teaching methods, strategies and the use of vocabulary in everyday life was commented on. This study clearly shows how the methods they chose are suitable for developing learning and critical use skills. In this study, strategies for teaching vocabulary provided a theoretical basis for choosing teaching methods that were relevant to the topic and could develop students' critical vocabulary learning skills by mobilizing their own experiences and perspective-taking skills. However, the theoretical basis for vocabulary learning includes a discussion of why one should interact, learn, selection criteria, relevance of the topic and its relevance to the purpose of learning in the EFL classroom. Similarly, the selection of (Akbarian et al., 2024; Milliner & Dimoski, 2024; Yu & Liu, 2022) provides detailed, theoretically informed rationales that emphasize their authenticity, applicability to understanding the other, and stimulation of the learner's imagination.

Student-Centered Activities and Methods

Detailed descriptions of activities help to demonstrate students' vocabulary learning processes, and discussion was the most frequently mentioned activity. However, it is difficult to determine the extent to which discussions are dialogic due to the lack of detail in some of the studies. Explanations of classroom procedures could also improve insights into how to facilitate students' vocabulary learning. However, this would require more research methods to reveal the process by which activities are performed and vocabulary learning develops. For example, approaches that analyze classroom interactions can reveal the nature of discussions and show how vocabulary learning unfolds. (Moll, 2019) drew on discourse theory and used a content analysis approach. They show how students' linguistic styles contribute to the "construction of a collective identity" and thus to the development of a sense of vocabulary learning (C. L. Huang et al., 2020).

Even in language education, the lack of after-school participation in English communication leads to a perception of language use. (Rahimi & Allahyari, 2019a) (see Section 6 .2) reminds us that encouraging vocabulary use after school reinforces vocabulary use even when there is a certain degree of comparison with the home country, as encouraged by relevant research. (Dooly & Vinagre, 2021) writes that some students believe that they are the ones who do not have the opportunity to practice vocabulary learnt in the classroom, neglecting to actively seek out opportunities to use it on their own.

Considering the potential of interactive participation in the classroom to mobilize learners' emotions (de Vos & Schriefers, 2019), it is possible that teaching strategies may better facilitate vocabulary learning for these students.

Daily life use may also involve meeting with others, either physically or through communication mediated online or through social media. Several studies have shown that students discuss research online with their peers in other countries (Dos Santos, 2020; Gacs et al., 2020; Kohnke & Moorhouse, 2022; Nartiningrum & Nugroho, 2020; Ngo & Eichelberger, 2020; Silverman et al., 2019; Z. Sun et al., 2021). An important finding of these studies is that digital environments allow for the development of a sense of global community, which is an expression of a student-centered approach; in particular, (Bailey et al., 2020) argue that face-to-face interactions and informal "sublanguage" help to develop a sense of vocabulary learning and communication among students.

KEY METHODOLOGIES

At the same time, the rise of critical theory in English vocabulary learning in the last decade has emphasized the need for critical analysis of teaching methods and strategies (Chapuis & Berthele, 2024). Critical approaches emerged as a theme in the analysis and were advanced in several studies on pedagogical content and methods. These studies also include a range of multimodal (Archer, 2022; Barua et al., 2023; Cárdenas-Claros et al., 2023; Chango et al., 2022; Hajizadeh et al., 2023; S. H. Lee & Aspiranti, 2023; Muhammad & Arafah, 2023; Ramezani et al., 2021; Stenliden & Nissen, 2022; C. Su et al., 2021; Xu et al., 2023; Yu & Liu, 2022). (Archer, 2022; Dos Santos, 2020) expanded the critical approach through the Pedagogy of Discomfort, which promotes "engaging with 'difficult' issues and fostering values of critical intercultural citizenship" to foster "empathy, solidarity, (Awayed-Bishara, 2021a) and transformation. Provide nuanced explanations of strategies that promote the development of students' critical vocabulary learning skills. These data encompassed students' responses to multimodal instruction in both verbal and multimodal approaches. Additionally, these studies detailed theoretical justifications for their instructional methods and analysis of responses demonstrate how individual students develop through visual methods. In short, this gives us some insight into the vocabulary learning process (Abdulrahman et al., 2020). Considering the apparent objectivity of the teaching methods and the potential of the content to affect learners, critical awareness is equally important for interactive participation in the classroom.

This review study compiled and critically analyzed research on teaching methods and strategies involved in studies aimed at promoting EFL students' vocabulary learning skills, and considered how the extracted studies

could illustrate the vocabulary learning process. The first research question was what types of pedagogical approaches were represented in these studies, and the analysis showed that multimodality was more common in classrooms in the studies investigated. The second research question was how to justify the choice of what to teach. The authors who justified their choice of texts and activities had several things in common. Firstly, their pedagogical approach to learning. However, a critical approach requires 'challenging, overcoming timidity', which is one of the competencies of verbal communication in socialization proposed in this study. Verbal communication was seen as essential in the study of the British Studies module for international students.

The third research question was what the studies reflected interactive participatory and student-centered activities based on multimodality. The results indicated that the activities were generally student-centered, with frequent references to dialogic theory and the use of discussion but did not indicate the extent to which the discussion was to interactive and participatory.

The fourth research question is: what does research contribute to the learning effectiveness of classroom vocabulary instruction?

With a few notable exceptions, the chosen design provides limited insight into these processes, focusing on the outcomes of intercultural education. Therefore, this review suggests a combination of qualitative and quantitative methods to analyze classroom talk to shed light on students' vocabulary learning processes. As this review shows, most of the research has been conducted in higher education. Therefore, more research is needed in primary and secondary education to examine possible differences in intercultural learning processes across age groups.

This review emphasizes show the theoretical rationale for the selection of texts illuminates their competence in facilitating intercultural learning. Thus, the synthetic concepts of "instructional strategies" and "methods" contribute to a synthesis argument: an understanding of the capacity to learn and the rationale for their selection can be a tool to help teachers and researchers design studies and activities for vocabulary learning. Additionally, this text can be used to demonstrate the vocabulary learning process in EFL/ESL classrooms. The potential of practical methods in this area also warrants further exploration.

This review study is not exhaustive, as it excludes conference proceedings, doctoral dissertations, and edited chapters, where a rigorous peer-review process may not be guaranteed. Other databases and journals may have yielded additional findings, but our analysis reached a point of saturation. The studies included were represented across all continents except Africa, which

may result from the inclusion and exclusion criteria of this review or a lack of relevant studies from Africa in the field. By limiting the search to specific keywords, some potentially valuable results may have been overlooked. However, this approach was necessary to systematize the search and focus on the most accessible literature.

In summary, acknowledging the affordances of various text types and media can enhance intercultural teaching and learning. It is essential to incorporate a diverse range of text types, media, and activities that engage students from multiple perspectives to foster the interactive engagement and cognitive shifts necessary for effective vocabulary instruction in the classroom. Further research could explore experiential activities aimed at promoting vocabulary acquisition. Additionally, employing a broader spectrum of research approaches and methodologies could deepen our understanding of intercultural learning processes.

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