

Pedagogical Implications in EFL Classrooms: A Reflective Praxis of Vocabulary Strategies and Techniques

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Abstract—Teaching vocabulary is a challenging ordeal, not only because of the vastness of vocabulary but also because it takes much effort to enable the students to acquire the meaning with their correct usage. The study uses qualitative research to elaborate strategies that can be implemented in EFL classrooms to teach vocabulary-based content. The present study has highlighted the meaning of reflective praxis in the teaching-learning process and how the process of reflection ultimately has a desirable impact on both the teachers and the students. The researcher has adopted the pragmatic approach as the paper emphasizes the possible difficulties teachers and students can face in teaching and learning vocabulary. The article foregrounds problems and is followed by their practical solutions in pedagogy. The study proposes a problem-solving approach to teaching vocabulary in EFL classrooms. It focuses on improving the lexical competence of the learners, which is considered one of the most essential components of language building.

Index Terms—reflective praxis, lexical competence, pragmatic approach, remedies, practical implication

I. INTRODUCTION

Vocabulary constitutes an intrinsic part of language skills (Ślebioda, 2013). It serves the purpose of garnishing the language, elevating it from its crude state to a sophisticated state. The teacher aims to incorporate various types of vocabulary into the teaching-learning process in an EFL classroom. One of the most essential types of vocabulary is receptive vocabulary. "Receptive vocabulary is the amount of words that learners recognize and understand when they are used in context, but which they cannot produce" (Elmahdi & Hezam, 2020, p. 559). Learners can decipher what it means when they read this vocabulary in context. However, the usage of this vocabulary independently in speaking and writing is not done by the learners. However, receptive vocabulary is significant for learners as they become proficient in deciphering different meanings of the same vocabulary terms in varying contexts.

"Productive vocabulary is the words the learners understand and can pronounce correctly and constructively in speaking and writing. It involves what is needed for receptive vocabulary plus the ability to speak or write at the appropriate time" (Elmahdi & Hezam, 2020, p. 559). Therefore, a combination of productive and receptive vocabulary is required to empower the learners to become versatile in comprehending a range of vocabulary terms, distinguishing among the different vocabulary-based phrases and using the vocabulary while speaking or writing.

The usage of vocabulary is necessary for the students to build their creative writing skills (Ševečková, 2016), enable them to understand the contextual differences between different vocabulary words, and appropriately use the vocabulary words in both spoken and written forms. "Vocabulary can be defined as the words of a language, counting single items and phrases or chunks of several words which convey a particular meaning, the way individual words do" (Workie & Feleke, 2020, p. 135). Students who become proficient in comprehending and using vocabulary in their practical lives are likely to make a good impression on their employers, clients or seniors in the long run (Kobylarek et al., 2022). It is evident that a student with a rich vocabulary fairs better in both academic and personal life as enriched vocabulary has a high propensity of letting that student be viewed as skillful. Vocabulary also gives a dynamic colour to spoken or written content, enabling students to avoid repetition in their academic compositions and conversations (Alam et al., 2022; 2021). For instance, synonyms are taught to the students so that they can avoid repetition if the same thing has to be conveyed. If the student has to talk about being 'surprised' multiple times in the same paragraph, then the student can use different words/phrases for this purpose, like 'taken aback', 'astonished' and so forth. For these purposes, it is essential to teach vocabulary to EFL classroom students using appropriate strategies and techniques (Alam et al., 2023; Alhawamdeh & Alam, 2022; Alam & Hameed, 2023).

Moreover, as far as the strategies and techniques are concerned, it is first and foremost essential to realize that the motivation among the students to learn or to do better in real-life occurrences is necessary. Ajmal et al. (2021) article extensively discusses the learner's internal and external motivation, emphasizing that external factors are more critical in developing motivation among learners. The role of the teacher is essential and can be significant in the process of motivating learners. Vocabulary is an essential component of language which allows one to share thoughts, emotions, ideas, and feelings irrespective of the language they speak or write. All skills of language are interconnected through

vocabulary to share information and ideas. Teaching vocabulary interactively poses numerous challenges to a teacher, especially in an EFL classroom where almost little exposure to language is available to the students in real-life communication (Alam, 2022). However, the teacher must overcome such obstacles to impart vocabulary-based information and instructional material to the students effectively. Not only is a proficient teacher expected to disseminate vocabulary-based instructional material to the students effectively, but it is also expected to enable the students to use that vocabulary in the long run practically. One of the most pertinent things to be taken into cognizance is that the teacher must refrain from teaching vocabulary to the students in a mundane manner. Monotony in learning often leads to rote learning, and rote memorization of vocabulary words, terms, or phrases hampers the longer retention of the contents. Hence, the teacher must make the lectures interesting enough to grab the students' attention towards the teaching-learning process. A vibrant atmosphere in the classroom can lead to productive learning with the most prolonged possible retention and application (Shibuya, 2020). Another vital aspect that the teacher must remember is that vocabulary can be taught without grammar. However, vocabulary usage in reading or writing can only happen appropriately with a basic knowledge of grammar. Using vocabulary in speech or written form without following the grammatical rules correctly is just like accumulating a cluster of words devoid of meaning. Precisely, vocabulary learning and its practical usage depend on grammar; therefore, vocabulary should be integrated with grammatical topics in EFL classrooms (Alam et al., 2020).

II. LITERATURE REVIEW

Reflective praxis in pedagogy is the "one in which teachers and student teachers collect data about teaching, examine their attitudes, beliefs, assumptions, and teaching practices, and use the information obtained as a basis for critical reflection about teaching" (Richards, 1996, p. 1). The teachers and learners must actively engage in the teaching-learning process by first getting acquainted with the instructional materials/contents, followed by their comprehension and ultimately moving towards reflecting the significance and the pragmatic usage of the grasped contents. To be more specific, it can be said that:

Academic or professional reflection involves learners making sense of their experiences in a range of ways by understanding the context of learning and the particular issues that may arise; understanding their contribution to that context, including past experiences, values/philosophies and knowledge; drawing on other evidence or explanation from the literature or relevant theories to explain why these experiences have played out or what could be different; and using all of this knowledge to re-imagine and ultimately improve future experience (Ryan, 2015, p. 16).

Teaching vocabulary to students is one of the most significant aspects of language acquisition, as language proficiency depends on vocabulary building and development to a great extent.

One of the reasons why vocabulary has been recognized as crucial to language use is because insufficient vocabulary knowledge can lead to difficulties in second language learning, such as misunderstandings, incomprehensible communication, lack of confidence and so on (Marques, 2019, p. 2).

Therefore, to overcome all such obstructions in learning English as both a second and a foreign language, teachers must impart vocabulary to the students by using the best possible teaching strategies and resources. Likewise, the students must make the desirable attempts to understand the instructional material imparted to them and learn the meaning of that material and its practical usage in daily conversations and written communication. One of the prerequisites of teaching vocabulary to students in EFL classrooms is the teacher's proficiency in the proposed area. The teacher should possess a deep knowledge of different vocabulary, including primary and advanced vocabulary. This prerequisite is expected out of a teacher so that the teacher can either increase or decrease the degree of difficulty level of the vocabulary-based instructional material depending on the student grade allotted to him. Once the instructional material based on vocabulary has been delivered to the students, the teacher must reflect on it so that the teacher can decipher the gap between what he has taught in the class and what the students have learned. The teacher must also possess the rationality to decide which method of teaching vocabulary will be most appropriate in a particular set of circumstances (Alam & Usama, 2023). For instance, some vocabulary terms can be easily taught through the technique of 'contrast'. The teacher can give the antonyms of the chosen vocabulary words to make them clear and understandable to the students. 'Happiness' can be explained as a vocabulary term to the students by giving its antonym, 'sadness'. Mime, expressions and gestures also play a crucial role in teaching vocabulary to learners (Alam, 2022). For instance, if the teacher has to teach 'funeral' or 'demise' as vocabulary words, the teacher can do so by taking the hat off his head with an expression of sadness. Through this technique, the learners can associate the meaning of the target vocabulary word with its symbolic gestures. Such techniques are valuable for ensuring a lively atmosphere in the classroom while teaching vocabulary to the students. Beyond the techniques that the teacher can incorporate to enhance the dissemination and the gradual learning of vocabulary in an EFL classroom, it is also essential for the teachers to take care of the constraints in the classroom. One of the recurrently observable constraints often faced by the teachers and the students in an EFL classroom is the insufficient time dedicated to teaching vocabulary. Some vocabulary terms are so extensive that they require a considerably more extended period for comprehension. Lack of sufficient time for learning such vocabulary words or phrases will likely diminish the students' possibility of proper vocabulary acquisition

(Echegoyen & Ezpeleta, 2021). Therefore, the teacher needs to learn the art of lesson planning in advance so that sufficient time can be allocated for learning vocabulary in the classroom.

Breaking large chunks of work into smaller parts is always one of the easiest ways of learning vocabulary. So, the teacher can introduce some programs in the EFL classrooms, like the 'vocabulary of the day' or the 'vocabulary of the week' program. In this way, only a limited number of vocabulary words or phrases are introduced in the EFL classrooms. Therefore, the learners are not overwhelmed with extensive vocabulary all at once, and the learners can instead learn the few words chosen for a day or a week (Alam & Alhawamdeh, 2022). Disseminating limited and controlled information to the learners within a pre-decided time framework ultimately helps the students learn the contents faster and retain those contents for a longer span of time.

'Learning through Gaming' is another exciting way of imparting vocabulary-based content to students. The learners can be acquainted with word games. Like they can be given a significant word, and they can be asked to use the alphabet of that word to construct as many words as possible. The learner can also be given a box of jumbled letters and then asked to identify as many words as possible that can be constructed from that box. Such games stimulate the interest of the learners to grasp new vocabulary terms.

Hyponymy can also be used as a technique for teaching vocabulary. Hyponymy "is the hierarchical relationship between the meanings of words, in which the meaning of one word is included in (under) the meaning of another word. For Example, the meaning of the word tiger is included within that of cat. In the sense of domestic cat, the word cat is a hyponym of the general word cat" (Oljira, 2017, p. 499). Hence, the teacher can use hyponymy as an effective technique of association for teaching vocabulary.

Lastly, the teacher needs to consider semantics while teaching vocabulary to the students. The vocabulary that the students use must not be devoid of coherent meaning, whether in the form of verb speech or written expression. All these factors contribute to developing an effective teaching-learning plan with the required strategies and techniques for successful vocabulary acquisition among the students.

III. OBJECTIVES OF THE STUDY

The following objectives will be discussed in the present study to find out the ideas and reflective praxis of incorporating vocabulary in EFL classrooms:

- To develop a holistic and practical teaching praxis: By using suitable teaching strategies and techniques and developing a holistic teaching framework, students can learn vocabulary appropriately.
- To improve the cognitive ability of learners by using different strategies and techniques: The students' cognition can be enhanced if they learn the multi-faceted dynamics of the language, including vocabulary.
- To check the existing classroom practices of teaching vocabulary and devise robust strategies to maximize the learning outcomes.
- To develop critical thinking and comprehension among the learners: If the students are imparted the vocabulary contents of the language efficiently, it can develop critical thinking skills in the students as they can understand the usage of the same vocabulary word in different contexts.
- To engage learners in intensive comprehension by establishing a relation between word and their meanings.

IV. RESEARCH QUESTIONS

The following research questions have been addressed and foregrounded in the present study:

- What is the relevance of vocabulary teaching in EFL classrooms?
- Which techniques can the teacher use in the EFL classrooms to teach vocabulary efficiently?
- What are the complications that arise while teaching vocabulary to the students?
- How can the teachers minimize and ultimately eliminate the difficulties that occur while teaching English in EFL classrooms?
- How can the teacher generate interest in the students to learn vocabulary?
- Which aids can be employed in the classroom to make the teaching-learning process of the vocabulary-based content easier?
- What is the impact of vocabulary acquisition on the future academic and professional avenues of the students?

V. METHODOLOGY

The present paper has been written by employing qualitative research. In order to collect the information, the researcher has referred to pertinent books, journals, articles, thesis and dissertation. A close reading of all the available resources has been done to discern the deeper meaning of the contents based on vocabulary teaching and learning. The researcher has attempted to understand the implication of the vocabulary-based techniques and strategies written in various sources like books and journals, following which the researcher has elaborated on those techniques or strategies idiosyncratically by giving novel examples and proposing original solutions to the prospective problems that may occur in the teaching and learning of vocabulary. Therefore, the researcher has analyzed the sources of information after close

reading in such a way that the evaluation of the contents mentioned in the sources has been done, and their practical significance and implication have been deduced by the researcher thereof.

VI. PEDAGOGICAL STRATEGIES OF TEACHING VOCABULARY IN THE EFL CLASSROOMS

Journals: Journals can take various forms. They may be used as a notebook, single page, leaflet binders, or electronic platforms. Language teachers can maintain a journal through which essential observations of the teaching-learning process can be noted and later reflected upon. The journals can be written journals or audio journals. In the written journal, the teachers can manually note the vital information related to the classroom teaching-learning process. For instance, if the students find it challenging to comprehend specific vocabulary words or phrases, the teacher can note those words in the journal. Later, the teacher can use *the repetition technique and flashcards* in the class to teach those words again so that they become more apparent to the students. In this way, the comparatively difficult vocabulary terms can be understood by the students in a better way, thereby resulting in longer retention of those terms. Therefore, it can be said that "this teacher's journal entry reveals how she has used her journal: to describe how she presented a teaching activity, to identify some concerns she had about the lesson, and to remind her of alternative procedures to use in the future" (Richards, 1996, p. 9).

Journals can also be used to help students write the vocabulary word and then draw an image or anything related to that vocabulary word to enable learning through the technique of association. For Example, if the teacher wants the students to learn the word 'glistening', the students can be asked to draw a snowy scene in the journal using sparkly glittery colours. Through this drawing in the journal, the students can reflect upon the direct association between the target vocabulary word and its associated meaning.

Lesson Report: The teacher can prepare a lesson plan, and after the execution of the lesson plan in the class, the teacher can prepare a lesson report that shall encapsulate the degree to which the lesson objectives have been achieved. In the lesson report, the teacher must systematically write the things that must be followed while teaching vocabulary to the students. The teacher must choose appropriate words to teach vocabulary to the students. The words chosen must be according to the intellectual level of the students. The target vocabulary must be easy enough. The teacher must categorize the target vocabulary words according to their respective parts of speech, nouns or verbs, etc. The synonyms/ antonyms, the positive/ negative connotation and the usage of the target words in sentences are also supposed to be encapsulated in the lesson plan so that they can be taught to the students by complying with a systematized set of guidelines. Suppose the teacher chooses to teach the target vocabulary through literary passages. In that case, the teacher must aim to enable the students to comprehend the passages intensively to establish a relation between words and their meanings. For instance, if the teacher chooses to teach a literary passage in the class that is replete with vocabulary terms, the teacher shall first read the passage aloud in the class, followed by a discussion on the meaning of the passage and an explanation of the vocabulary words. Then, the teacher shall ask the students to employ those vocabulary terms in meaningful sentences. If the students find it challenging to use specific vocabulary words/phrases in sentences, then the teacher must write those words/phrases in his lesson report. The teacher can then use some teaching aids like flashcards or innovative panels, depending on their availability, to emphasize those words again. The re-teaching of those words can ensure the students' permanent acquisition of those words, thereby grooming their vocabulary and giving them a better command of the English language (Pranjic, 2021). Therefore, repetition of the least comprehended vocabulary words can lead to a better understanding among the students, enabling them to retain those words and boosting their language development.

Video-Recording as a Strategy for Teaching Vocabulary: In EFL classrooms, the teacher can use video recording as a strategy to reflect upon how much of the vocabulary content has been successfully imparted to the students along with its comprehension by the students. For Example, the teacher can choose to teach a literary passage to the students and ask the students to solve the vocabulary-based exercises derived from that passage. One of the vocabulary exercises can be multiple-choice questions for synonyms and antonyms. Suppose the students correctly choose the options from the multiple choices in the exercise questions. In that case, the teacher can ensure that vocabulary acquisition has occurred in the students. However, if the students find it challenging to choose the correct options in the exercise, then *remedial teaching* can be taken up by the teacher. In remedial teaching, the teacher can specifically take up the least understood synonyms and antonyms and ask the students to form meaningful sentences not only out of those words but also out of their synonyms and antonyms. Remedial teaching serves the function of enhancing vocabulary learning in the students. However, video recording has one obvious constraint. "For example, the presence of a recording device may be disruptive; recording devices often have a limited range (e.g., they may capture only students seated in the front row); and reviewing a recording is time-consuming" (Richards, 1996, p. 11).

Contextual Teaching as a Technique for Teaching Vocabulary: One of the most desirable techniques for teaching vocabulary in EFL classrooms is contextual teaching. Contextual teaching is meaning-focused in nature. The *fundamental principles* of the meaning-focused input strand are as follows; vocabulary learning happens through reading and listening; the material is most familiar to the learners; learners engage in reading and watching/listening for pleasure; learning is aided by the use of context and cumulative background knowledge; opportunities for large amounts of input (hence *extensive* reading and *extensive* listening) are available (Widodo et al., 2017).

The teacher can choose poetry and prose (fiction or nonfiction) to teach students vocabulary. In poetic compositions, there are often vocabulary terms/ words. When the teacher shall teach a poetic composition to the students in the class, the students shall read that and shall learn to derive the meaning of the vocabulary words through the context of the phrases in that composition. Moreover, poetry is almost always based on figurative language, metaphors, idioms, euphemisms and so on. It is replete in poetry, and therefore, teaching poetry to students shall enable them to comprehend the poems' connotative meaning. Hence, the students shall learn the difference between the poem's denotative and connotative meanings. The ability to understand the connotative meaning of the poem by grasping the idioms and metaphors in the poems shall serve the purpose of building vocabulary in students (Kobakhidze, 2021).

Furthermore, contextualization shall also enable the students to establish a connection between the different situational sentences used in a particular vocabulary-based exercise. For instance, 'Wood is used in the furnaces' and 'We got lost in the woods' are two sentences that employ the word 'wood' in their singular and plural forms. It is only after mastering the art of deciphering the meaning of the words through contextualization that students can understand that in the former sentence, 'wood' means timber, and in the latter sentence, 'wood' means forest. Contextual learning plays a crucial role in letting the students derive the meaning of the various vocabulary words appropriately.

Use of Questionnaire/Rating Scales to Investigate the Students' Learning Preferences: The teacher can prepare a questionnaire that shall encapsulate all the questions centred on students' preferences concerning vocabulary learning. Sample questions that can be used in the questionnaire are, "In English class, I like to learn vocabulary by reading", "I like to learn vocabulary by pictures, films and videos", "I like the teacher to explain all the vocabulary terms to us in the class", "I like to learn vocabulary by talking in pairs with my classmates", Five-point scale or seven-point scale can also be employed by the teacher to analyze the learning preferences of the students. Suppose most students claim that they like to learn vocabulary through reading. In that case, the teacher must ensure that the pedagogical material is primarily in the form of reading comprehension (either prose or poetry). Suppose the students find audio-visual aids like films, pictures or videos as more exciting sources of learning vocabulary. In that case, the teacher must use an intelligent classroom/ language lab to teach vocabulary to the students through these sources.

Moreover, if the students like interactive and like to learn vocabulary by interacting with each other in pairs, then the teacher must focus on *collaborative pedagogical techniques*. In that case, the students must be made to learn through collaborating. Hence, questionnaires pave the way for clarity for the teachers so that they can choose the ideal way of teaching vocabulary to the students out of the available options in the EFL classrooms.

Modifying Pedagogy According to the Learning Style of the Students: The students may have versatile learning styles irrespective of their background knowledge and information in the classroom. The teacher must recognize the most preferred learning style of the students in the EFL classrooms so that the pedagogy can be modified and implemented accordingly. For instance, some learners have an analytical learning style, some prefer a communicative learning style, and some prefer an authority-oriented one. "Learners with analytical learning style prefer a logical, systematic presentation of new learning material with opportunities for learners to follow up on their own" (Richards, 1996, p. 60).

Once the teacher recognizes that the students of a particular EFL classroom prefer an analytical learning style, the teacher can design his pedagogical material systematically, sequentially, coherently and logically. For instance, if the teacher has to teach 'phrasal verbs' as a topic of vocabulary in the classroom, the teacher must design his lesson plan in such a way that he first teaches phrases, followed by a lecture on verbs, and ultimately reach to the main topic, that is, phrasal verbs. In this way, the students shall be able to clearly distinguish between phrases and verbs and shall be able to intertwine the two concepts to understand phrasal verbs. Thus, an analytical style of teaching and learning vocabulary shall result in coherence and systematized learning of the vocabulary. The students shall then be asked to solve some phrasal verb exercises independently, giving them a sense of autonomy. This sense of autonomy shall further develop their confidence, thereby making them more particular about the vocabulary contents they have learned in the class. Some students prefer a communicative learning style. Such learners "need personal feedback and interaction, and learn well from discussion and group activities. They thrive in a democratically run class" (Richards, 1996, p. 60).

For such students, the teacher has to employ a communicative pedagogical style. For instance, the teacher can engage the students in a group discussion and encourage them to speak on any contemporary topic using the correct grammar and vocabulary in English. The students who use good vocabulary in the discussion should be appreciated. On the contrary, the students who fail to use the grammar and vocabulary in the discussion correctly should be given constructive feedback so that they work on their mistakes and avoid them in future classes.

Technological Tools as a Teaching Strategy for Building Vocabulary in Students: *Play and Learn* can be employed as a teaching technique by using technological applications like 'Kahoot' to enhance the student's vocabulary in EFL classrooms. However, it requires an intelligent panel in the classroom. Therefore, educational institutions with smart classrooms can use technological advancement efficiently to make the students imbibe universal vocabulary terms with varying degrees of difficulty. The teacher can create a quiz or a set of quizzes centred on vocabulary like 'one-word substitution quiz', 'phrasal verbs quiz', 'idioms quiz', 'homonyms quiz', 'synonyms and antonyms quiz' and so on. The teacher can display the quiz on the screen, and the students can choose the correct answers. This shall serve as a play-and-learn method, increasing students' interest in the learning process.

Action Research as a Teaching Strategy for Teaching Vocabulary in EFL Classrooms: Action research involves "implementing an action plan designed to bring about change in some aspects of the teacher's class with subsequent

monitoring of the effects of the innovation" (Richards, 1996, p. 6). Planning, Action, Observation and Reflection are the key elements of action research. For instance, if the teacher has to teach vocabulary to B.A. students who are taught English as a foreign language, the teacher is first supposed to examine the future problems while teaching vocabulary. One of the significant problems teachers face in teaching vocabulary is the vastness of vocabulary words. A vocabulary usually needs to be narrower to be entirely memorized by the students. This increases the chances of forgetfulness in the students regarding the vocabulary-based content. The next step involves selecting a suitable procedure for the teacher to collect information about the future problem to be resolved. For Example, the teacher can choose audio tapes for recording the classroom discussion. The teacher can then analyze the recorded classroom discussion and decide which sets of vocabulary words are complicated for the students to memorize. Finally, the teacher develops an action plan to ensure that the comprehension of those specific sets of words becomes more accessible for the students and that the students' forgetfulness of those vocabulary words is minimized.

The teacher can introduce the 'root words method' of learning vocabulary in that action plan. For instance, if the teacher deciphers through the audio tapes that the students find it challenging to memorize and retain the words that end with 'cide', and then the teacher can introduce it as a root word and explain its meaning to the students, that is, cide means killing/murder. After explaining the meaning of the root word, the teacher can introduce words like 'infanticide, uxoricide, patricide, fratricide' and so on. Since the students shall already learn the meaning of 'side', they can quickly learn that all these words are associated with death. After this step, the teacher can reflect on the significance of the action plan by analyzing if the students ultimately find it easier to decipher the meanings of the vocabulary words through the 'root words method'. If the comprehension of the vocabulary words becomes more accessible through this technique, then the teacher can continue using this technique. If not, the teacher can implement a second action research cycle. Therefore, action research is one of the most preferred methods to reflect on teaching vocabulary and seek better ways of teaching vocabulary to accomplish the teaching-learning objectives in EFL classrooms. Hence, it can be said that "taking action is also at the heart of the action research movement where the aim is to bring about change. Given the caveats about reflective practice, it is important to make the implicit explicit" (Campbell & Norton, 2007, p. 143).

Polysemy as a Technique for Teaching Vocabulary: Polysemy means the same word can have different meanings in different contexts. In this case, the teachers must teach the art of deciphering the meaning of a word through its context. "For example, in English, people talk about the "head" of a pin, the head of a person or the head of an organization" (Workie & Feleke, 2020, p. 139). The same word, 'head', has three different meanings when used in three different contexts. Hence, the language teacher must ensure that students are flexible in learning the meanings of the vocabulary words. In any condition, the students must not think that vocabulary has only a fixed meaning. They should instead be exposed to a range of contextual differences in the usage of the vocabulary terms to develop the ability to distinguish between the meanings of the same vocabulary terms concerning their respective contexts.

Visuals as a Strategy for Teaching Vocabulary: One of the biggest problems while teaching vocabulary is that some terms about an action/a verb cannot be easily explained through verbal communication. In such cases, the teacher must reflect on improvising the pedagogical style and using pictures to teach the meaning of such vocabulary terms to the students. For instance, the students can easily understand the word 'ploughing' if the teacher explains it exclusively through verbal communication. Nevertheless, if the teacher shows a picture of 'ploughing' being done on a piece of land by the farmers, the students will instantly grasp the meaning of this vocabulary term. Hence, visuals often stimulate the students' cognition levels, enabling them to comprehend the lesser known words instantly, without an elaborate explanation of them.

Bilingual Method of Teaching Vocabulary: Of course, most language experts have often belittled the bilingual method of teaching English. Nevertheless, it can sometimes be used by the teacher in the EFL classrooms if the teacher comes across some very eccentric words while teaching. For instance, 'acquit' means 'to let someone be free of a criminal charge'. It is not very feasible to display a picture to explain the word 'acquit'. So, in such a case, the teacher can explain the meaning of this word and other such distinctive words in his native language. Usage of bilingualism in an optimum way shall allow language acquisition. Instead, it shall lead to a better understanding of the lesser known and the lesser heard terms, thereby enriching the student's vocabulary.

Organizing the Physical Space for Explicit Vocabulary-Based Instruction: The physical space of the EFL classrooms can have cues that shall stimulate the students' cognitive abilities towards acquiring vocabulary terms and phrases in the target language.

Materials posted in the classroom remind students of the critical content being stressed in the class and the strategies you want them to apply. This informative material can include (1) *word walls* listing the vocabulary terms introduced paired with a reminder of the context, such as a copy of the first page of the story.... (Harris & Graham, 2011, p. 112).

Therefore, the physical space in the EFL classrooms can play a significant role in making the students glance at the vocabulary words of the target language that are aimed to be learners. A recurrent cursory glance at those words shall pave the way for their permanent registering in the students' minds.

VII. FINDINGS

Vocabulary is one of the most essential components in acquiring English as a foreign language. This is because vocabulary has a profound impact on other language skills, like reading skills, writing skills, and speaking skills. Thus, vocabulary does not function as an isolated entity but has an evident connection to other language skills. If students have a good command over vocabulary, they shall naturally be able to comprehend the written contents by considering the meaning of the vocabulary words. Techniques like using flashcards, dictionaries, and online supplementary materials can positively impact students' overall learning outcomes. This also provides motivation and a culture of working together in the classroom to achieve the command of the contextual use of language in real-life communication.

Additionally, these strategies can be improvised at any level in any classroom irrespective of the nature of the classroom, i.e. heterogeneous or homogeneous (Martinson et al., 2020). The results of the student's performance can be very evident in front of them, and the teacher can measure quickly to identify whether remedial or diagnostic means can be used or not. The findings also reveal that strategies and techniques used by a teacher can be replaced or changed if it is not working for their class. E-learning tools and other classroom activities can be used or improvised by a pedagogue to achieve maximum learning outcomes. Good vocabulary acquisition shall also empower the learners to refine their speaking skills as they shall be able to use the vocabulary they learned in their academic or professional conversations. Furthermore, proficiency in vocabulary shall also enable the students to write the required content in a more decorated manner, thereby elevating the quality of their written skills.

VIII. DISCUSSION

Even though teaching and learning vocabulary is mandatory for enhancing the students' language skills, teachers and students in EFL classrooms often face many constraints. These obstructions include lack of retention of vocabulary, inability to grasp the contextual differences of various vocabulary terms, inability to use the vocabulary terms in practical conversations and written forms of expression, lack of interest in learning vocabulary, the vastness of vocabulary, etc. All such constraints ought to be overcome by the teacher in the class so that vocabulary-based content can be successfully delivered in the class. If students display little interest in the EFL class centred on vocabulary acquisition and development, it is the inevitable responsibility of the teacher to generate interest among the students in the class. The teacher can do so by introducing stimulating teaching aids like pictures, flashcards, videos/video tapes and so on; therefore, an element of newness is created in the classroom pedagogical procedures. This novelty shall serve as the stimuli of interest for the students, thereby making them voluntarily interested in learning vocabulary (Kildé, 2022). For slow learners of the class, the teacher must opt for remedial teaching like repetition. For students with minimal grasping power, the teacher can use contextualization in the classroom. When taught through contextual teaching, students feel free from the monotonous routine of memorizing new vocabulary terms. Instead, they are made to read interesting compositions like prose or poetry, through which the vocabulary terms are introduced and explained. Hence, all the techniques and strategies elaborated in this paper shall serve their role efficiently if employed in the class for teaching and learning vocabulary.

IX. CONCLUSION

Vocabulary is multi-dimensional. Vocabulary is crucial for various dimensions of language like giving a poetic touch to the writing, enabling the students to figure out the connotative meaning of the written contents, training the students to speak with novelty, empowering the students to convey large chunks of information with brevity, and letting the students be proficient in understanding the complex vocabulary-based contents quickly, even by merely listening to them. In order to ensure that vocabulary becomes a part of the student's learning permanently and concretely, with longer retention, the teacher can do away with the traditional methods of teaching vocabulary by dictation method. The teacher can, instead, choose the proposed strategies and techniques mentioned in the paper to make the pedagogical style of teaching and learning vocabulary more exciting and a more enjoyable experience in the EFL classroom.

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