Natural Resources for Human Health
eISSN: 2583-1194

Original Research

Received 20 July 2026
Revised 29 Aug 2026
Accepted 13 Sep 2026

Natural Resources for Human Health 2026, Vol.6(21s): 1638–1647

KEYWORDS:
Vocabulary Instruction Strategies, Language Proficiency, Metacognitive Strategies, Contextual Inferencing; Vocabulary Retention.

Exploring the Role of Vocabulary Instruction Strategies in Language Proficiency Development: Perspectives of Secondary School Students in Guangdong Province, China

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ABSTRACT: The current study was focused on evaluating the impact of vocabulary instruction strategies on the development of language proficiency in students from junior secondary schools in Guangdong Province, China. The chosen research paradigm is a qualitative approach and the interpretive paradigm, specifically, that aims to uncover participants' experience of the studied phenomenon. Specifically, the target population comprised students of Grade 7-9 enrolled into public schools located in Guangdong Province in China. A planned sample of 50 people will be recruited through purposive sampling. Semi-structured individual interviews are intended as a tool of data collection for this study as they provide a means of examining how vocabulary teaching strategies were presented to and used by students. Reflexive thematic analysis was implemented through the employment of both deductive and inductive coding. As the qualitative results demonstrate, there are six themes related to vocabulary strategies, namely, metacognitive regulation, contextual inferencing, dictionary and note taking, rehearsal and recall, vocabulary encoding and vocabulary application. Each of these strategies is related to such language development facets as self-regulated learning, comprehension, retention, meaning making and language production, respectively. Overall, the results indicate that the combination of planning, contextualisation, retrieval, association and active use may work better for developing language proficiency than memorisation alone.

1. INTRODUCTION

Vocabulary instruction strategies represent a crucial element in English language teaching because vocabulary offers learners the necessary lexical items for the construction of meaning. Learning of vocabulary entails not only memory-based learning of definitions of lexical items. There must also be ample opportunity for encountering the words, learning their definitions within different contexts, recognising their forms and applying them meaningfully. Vocabulary instruction strategies might include explicit teaching, context-based learning, repetition, retrieval, sentence building, communicative tasks and technology-assisted learning. Every strategy represents a specific approach to presentation, practice and reinforcement of vocabulary knowledge (Workie & Feleke, 2020). The choice and organisation of the strategies might affect the quality of the vocabulary learning process since classroom learning creates most of the possible opportunities for encountering and using the new words. The importance of vocabulary in English language learning lies in its connections with other elements of learning the language. Vocabulary represents an important resource which is required both for comprehension of oral and written language and production of meaningful oral and written communication. For this reason, recent studies in English language education have

shown increased interest in vocabulary instruction methods through meaningful and organised classroom activities (Paredes et al., 2024). Vocabulary instruction strategies might thus be perceived as an important element in classroom language learning, especially in the cases when exposure to English outside of school is limited. Understanding of the vocabulary instruction requires not only attention to the quantity of words that are taught but also to the quality of the practice, repetition, contextual exposure and meaningful use of vocabulary (Brooks et al., 2025).

Language proficiency acquisition can be considered as one of the broad outcomes of the learning process and includes language understanding and language usage in diverse linguistic environments. Proficiency encompasses the complex combination of skills such as listening, speaking, reading, and writing along with adequate vocabulary and grammar. The importance of vocabulary knowledge can be explained by the fact that lack of vocabulary hinders both understanding and proper communication. Thus, more advanced knowledge of vocabulary can provide learners with the means for comprehending information, communicating their ideas, engaging in language interactions, and constructing the text. Thus, language proficiency is achieved through the connection of various spheres of language knowledge rather than through the development of vocabulary alone (Zeynalova, 2026). Strategies used in teaching vocabulary may help in this process through provision of conditions for movement from recognising new words to effective and intentional use. Contextual activities can serve as a means for linking vocabulary to meaning, while sentence formation and communication can help in the connection of vocabulary with language usage. Repetition and recall of vocabulary can help in retaining vocabulary, while visual and digital media can offer additional ways of vocabulary learning. This link between vocabulary instruction strategies and language proficiency acquisition is based on the role of vocabulary as the practical tool for comprehending information and communicating (Deni & Fahriany, 2020).

The relationship between vocabulary instruction strategies and the development of language proficiency becomes significant in English learning classrooms. Class room learning offers opportunities for learners to be provided with language input, to practice their new words, and to use their vocabulary in communication. Instructional strategies focusing on memorisation can provide information about word meaning but further language development can benefit from chances to understand and use vocabulary. Contextual clues can assist students to associate words with concepts, events, actions, and relationships. Active vocabulary practice can develop vocabulary comprehension into vocabulary use. These types of connections become important for reading because vocabulary knowledge can assist in the interpretation of texts and the development of connections between words and concepts (Ali et al., 2022). Vocabulary becomes also relevant for listening because the listeners should have enough lexical knowledge to process oral language. Speaking and writing skills also depend on the choice and combination of proper vocabulary. Vocabulary instruction strategies thus can assist in the development of language proficiency by connecting lexical knowledge to four major language skills. Exposure becomes an important factor in the development of the effectiveness of instruction. The repetition of the contact with vocabulary along with meaningful practice can give better chances to the learners to memorise and use their vocabulary. Vocabulary instruction thus has a more significant role than the process of teaching of individual words because it helps to develop lexical basis for continuous development of English proficiency (Alahmadi & Foltz, 2020).

BACKGROUND OF THE STUDY

Different strategies for vocabulary instruction had developed along with the evolution of English language education in China. During the 1980s and 1990s, the main approach to vocabulary learning had involved lists of words, explanation, pronunciation, repetition and memorisation. The described methods had helped to develop students' ability to recognise and recall the vocabulary, which had contributed to comprehension and successful passing of exams (Workie & Feleke, 2020). During the mid-1990s and 2000s, a growing number of focus had been paid to communicative language learning and meaningful language use. Vocabulary instruction had become more focused on using contextual examples, constructing sentences, reading activities and classroom communication. These methods had allowed students to use vocabulary in listening, speaking, reading and writing tasks, which had contributed to overall language skills (Hossain, 2024). During the 2010s, the development of digital sources had added multimedia sources, online dictionaries, mobile applications and audio-visual activities to vocabulary learning. Those had provided an opportunity for additional vocabulary practice, pronunciation skills and comprehension (Teng, 2023). During the 2020s, the strategies for vocabulary instruction had begun to combine explicit instructions, contextual learning, active practice, communication and technological activities. The described tendency had stressed the need for understanding of vocabulary instruction, which cannot be reduced only to memorisation and recognition. The level of English language proficiency was still important for secondary school students in Guangdong Province for their academic learning and

communication. That is why the strategies for vocabulary instruction used by teachers had related to students' experience of vocabulary learning and usage. However, the contribution of various strategies for vocabulary instruction to language proficiency development could not be understood only in terms of instructional practices. Students' perception of language learning in Guangdong Province was needed to understand what vocabulary strategies helped students in language learning.

1. PURPOSE OF THE RESEARCH

The main focus of the research was to examine the effect of vocabulary instruction strategies on language proficiency development in secondary schools in the Guangdong Province of China. The research sought to investigate the way in which the students viewed the effect of different vocabulary instruction strategies on their language development and utilisation. It was specifically intended to investigate how the following vocabulary instruction strategies –explicit explanation, contextual learning, repetition, sentence building, communicative tasks, and technology-assisted learning – aided in vocabulary comprehension, retention, and the development of listening, speaking, reading, and writing skills. It was further intended to determine the vocabulary instruction strategies that the students found most useful for developing language proficiency and the extent to which the different vocabulary instruction strategies aided in the practical application of English language. Additionally, the research sought to look at the views of the students about the drawbacks of individual strategies and how useful the combination of different strategies is. The intention of the research was thus to establish the relationship between the strategies of vocabulary instruction used in the classroom and language proficiency development.

2. RESEARCH QUESTION

- How do secondary school students in Guangdong Province, China, perceive the role of Vocabulary Instruction Strategies in developing their Language Proficiency?

3. LITERATURE REVIEW

Instructional strategies for developing vocabulary have been explored widely due to the fact that vocabulary knowledge contributes to language comprehension and helps develop skills in listening, speaking, reading, and writing. Strategies for developing vocabulary may include word exposure, explicit instructions, contextual learning, repetition, sentence making, communicative use, and using technology. According to Ramadani et al. (2025), systematic word exposure via the Gaokao Word List contributed to receptive vocabulary knowledge and the proficiency of English was a predictor of word recognition. The finding indicated that systematic vocabulary instruction can help improve lexical knowledge that will promote language proficiency development. Still, vocabulary recognition is just one part of language proficiency and cannot be considered the evidence of using vocabulary in communicating. Contextual learning creates more opportunities to connect vocabulary learning with language development (Ramadani et al., 2025). For instance, Ge and Qi (2026) revealed the influence of reading context and story type on vocabulary learning and retention in Chinese EFL learners with different proficiency levels. In this way, the context can help to understand vocabulary and offer opportunities to connect vocabulary knowledge with language development such as reading comprehension. Nevertheless, the study was concerned with vocabulary learning and retention rather than general language proficiency development (Ge & Qi, 2026).

Strategies involving the use of technology are also widely used in vocabulary instruction to provide more opportunities for vocabulary practice. Metruk and Zimenová, (2025) conducted a research to explore a mobile-assisted self-regulated vocabulary learning strategy in Chinese primary EFL learners. The intervention combined mobile technology and self-regulatory activities and yielded positive results in terms of vocabulary learning outcomes and learner satisfaction. In this way, technology can provide repeated exposure, revision, feedback, and opportunities for vocabulary practice beyond classroom instruction. These opportunities can help in language proficiency development by improving the vocabulary needed for reading, listening, speaking, and writing. Nevertheless, the participants of the study were primary school learners and language proficiency development was not the research focus (Metruk & Zimenová, 2025).

Another strategy helping to connect vocabulary learning with language development is multimodal instruction. Xing and Zhang, (2025) studied multimodal online instruction involving activities like image matching, watching video clips, role-playing, playing computer games, and drawing. Various visual, auditory, and interactive activities can provide a variety of vocabulary input and create opportunities for language use. In this way, multimodal instruction can promote language proficiency development better than memorising vocabulary. Nevertheless, the participants of the study were fifth-grade learners and the research did not address the issue of language proficiency development among secondary school students (Xing & Zhang, 2025).

Therefore, various strategies for developing vocabulary through structured exposure, context, technology, and multimodal instruction have been explored in the existing literature. At the same time, important gaps in exploring the influence of these strategies on language proficiency development have occurred. First of all, the studies have focused mostly on vocabulary recognition, acquisition, or retention rather than language development. Second, the participants of the studies were university or primary school learners rather than secondary school learners. Finally, there is not much evidence concerning vocabulary instruction in Guangdong Province. This geographical limitation is important since vocabulary learning occurs under particular conditions of classrooms, curriculums, assessments, and learning. The existing literature provides useful information about various vocabulary instruction strategies; however, the connection of these strategies with language proficiency development among secondary school students in Guangdong Province is not explained clearly enough.

4. RESEARCH METHODOLOGY

6.1 Research Design and Procedure

A qualitative descriptive design was used in this study to investigate the perceptions and experiences of secondary school students with regard to the role of Vocabulary Instruction Strategies on Language Proficiency in Guangdong Province, China. A qualitative design was chosen since the study aimed at exploring the experience, interpretation, and application of vocabulary instruction strategies by students within their English learning context. Statistical relationships were not measured, but rather the research identified the experience, perceptions and challenges of students concerning different strategies of vocabulary instruction.

An interpretivist perspective guided this study, whereby it was recognised that the students' experience of vocabulary instruction may vary depending on their level of learning, learning environment and educational background. Specifically, the study focused on vocabulary planning, vocabulary contextual inferencing, using dictionaries, repetition, vocabulary retrieval practice, vocabulary associations and application of vocabulary instruction strategies.

6.2 Population and Sampling

The intended population consisted of Grade 7-9 students who attend junior secondary schools in Guangdong Province, China. The population was chosen for consistency with respect to the educational level and geographical extent of the overall research programme.

A maximum variation purposive sampling strategy was suggested as a means of obtaining students with varied educational backgrounds and English language competencies. The sample strategy was employed for the purpose of capturing a variety of views about the vocabulary teaching techniques used in English classes and then adopted by the students.

The suggested sample size involved 50 secondary school students from all three grades.

Table 1. Distribution of Participants

Grade	Participants
Grade 7	17
Grade 8	17
Grade 9	16
Total	50

Participants were going to be drawn from certain public junior secondary schools in Guangdong Province. Maximum variation would have been obtained in terms of the grade levels, the English proficiency levels of students, and whether or not they had used any vocabulary teaching strategies in their classes. Participants qualified to take part in the study if they were taking grades 7 to 9, and they took English in their curriculum. It would have been adequate sample size for eliciting different views of the participants. This would be because the adequacy of the sample would have been assessed in terms of richness and diversity of information gathered from interviews.

6.3 Data Collection

Qualitative primary data were to be gathered using semi-structured individual interviews. This particular method was chosen because it provided the opportunity to investigate students' experiences with vocabulary strategy teaching and at the same time

add more questions based on their descriptions of important learning experiences. Each individual interview was expected to take around 20–30 minutes. It was supposed to be conducted in a quiet setting at the participating schools. The interview could be conducted in Mandarin Chinese in order to give students an opportunity to provide accurate descriptions of their experiences. When needed, the interview responses were going to be translated into English.

The interview questions were designed based on the existing categories of vocabulary learning strategies. The questions covered how the vocabulary strategies were taught by teachers and how they were applied by students.

6.4 Operational Focus of the Study

Two main constructs were examined in the study: Vocabulary Instruction Strategies and Language Proficiency. The construct of Vocabulary Instruction Strategies was operationally defined as the systematic strategies taught, modelled, and/or promoted in classroom instruction that learners used to learn, maintain, recall, and use their vocabulary in English. The study examined six main categories of strategies.

Table 2. Conceptual Dimensions of Vocabulary Instruction Strategies

Dimension	Qualitative focus
Metacognitive strategies	Planning vocabulary learning, monitoring progress, and evaluating vocabulary knowledge
Contextual inferencing	Understanding unfamiliar words through sentences, reading passages, and contextual clues
Dictionary and note-taking strategies	Using dictionaries, maintaining vocabulary notebooks, and recording new words
Rehearsal and retrieval strategies	Repetition, recall exercises, flashcards, and self-testing
Encoding strategies	Word associations, visual imagery, prefixes, suffixes, and word formation
Vocabulary activation strategies	Applying newly learned vocabulary in speaking, writing, and classroom communication

Language Proficiency was defined as the students' skill to comprehend and communicate in English using listening, reading, speaking, writing, and vocabulary and grammar. The current qualitative research was focused on students' perceptions of language learning experience and growth, not statistical measures of their language proficiency. Specific emphasis was placed on how participants saw the impact of vocabulary strategy instruction on comprehending English written texts, oral communication, sentence construction, and idea expression.

6.5 Qualitative Data Analysis

Reflexive thematic analysis was chosen to analyse the interview data according to the six-stage process developed by Braun and Clarke. It was deemed appropriate due to the researcher's ability to discover patterns of meaning regarding students' experiences and perceptions of Vocabulary Instruction Strategies and Language Proficiency. At the first stage, the researcher familiarised with the data, which implied multiple readings of the transcripts and participants' responses. At the second stage, initial codes were created in order to detect meaningful statements regarding vocabulary instruction experiences, strategy use, and language development and learning challenges. At the third stage, codes that are similar were clustered in themes representing repeating patterns within the dataset. At the fourth stage, these themes were checked against coded extracts and full transcripts of interviews in order to see their consistency and applicability. At the fifth stage, these themes were improved, named and defined in terms of their meanings. Finally, at the sixth stage, results were reported using analytical narrative and participant quotations. Both inductive and deductive coding were used at the same time during the analysis. At that, deductive coding was based on the six conceptual dimensions of Vocabulary Instruction Strategies and inductive – on the emergence of new perspectives and experiences of participants.

Natural Resources for Human Health
eISSN: 2583-1194

6.6 Trustworthiness of the Study

The reliability of the qualitative research was ensured through credibility, dependability, confirmability, and transferability. Credibility was provided through the involvement of students of varying grades and language proficiency and interviewing them to receive comprehensive accounts of their experiences. Dependability was ensured by keeping a systematic account of the interview process, including coding and theme construction. Confirmability was achieved through reflexivity whereby the researcher could examine how their assumptions could shape the interpretation of the participants' responses. Transferability was ensured by providing enough context of the selected schools and students, as well as the English-language learning environment. Selected quotations were provided to show how the identified themes were reflective of the participants' experiences. Different points of view were also taken into consideration to avoid treating the vocabulary teaching strategies as equally effective for all students.

6.7 Ethical Considerations

Ethical considerations were included in the research design due to the involvement of secondary school students as participants. Institutional approval, consent from the parents or guardians, and assent from the students had to be obtained prior to data collection. The participants were made aware of the intention behind conducting the study, and that participating in the research was completely voluntary and they could withdraw anytime without any adverse effects on their studies.

6.8 Qualitative Analysis Software

NVivo software was chosen to help in organising and managing interviews, codes, and themes. This software will be helpful in systematic retrieval of coded extracts and comparison of students' experiences based on grade level and language proficiency. It is worth noting that interpreting the experiences of the participants, creating themes, and establishing relationships between Vocabulary Instruction Strategies and Language Proficiency will still lie with the researcher.

5. RESULTS

7.1 Overview of Thematic Findings

Six themes were identified from the reflexive thematic analysis on the students' experiences and the role played by Vocabulary Instruction Strategies towards achieving Language Proficiency. The themes involved metacognitive regulation, contextual inferencing, use of dictionaries and taking notes, rehearsal and retrieval, vocabulary encoding and active use of vocabulary.

Table 3. Summary of Qualitative Themes and Subthemes

Major Themes	Subthemes	Perceived Contribution to Language Proficiency
Metacognitive regulation of vocabulary learning	Goal setting, planning, self-monitoring	Independent learning and vocabulary development
Contextual inferencing	Contextual clues, meaning prediction	Reading and listening comprehension
Dictionary and note-taking practices	Dictionary consultation, vocabulary notebooks	Vocabulary understanding and retention
Rehearsal and retrieval practices	Repetition, self-testing, spaced revision	Vocabulary recall and retention
Vocabulary encoding	Word associations, imagery, morphological analysis	Vocabulary understanding and retention
Active vocabulary application	Sentence construction, speaking and writing	Productive language skills and communication

7.2 Theme 1: Metacognitive Regulation Supported Independent Vocabulary Learning

The responses showed that students saw the value of planning, monitoring, and evaluating vocabulary learning as helpful for gaining more independence. Students who mentioned goal-setting in vocabulary learning also noted that checking new words would help them determine what they needed to practise.

One Grade 8 response was:

"I keep a list of words I find difficult and see which of them I do not remember yet. It helps me see what I have to practise."

Metacognitive strategies thus were related to students' ability to organise their vocabulary learning and monitor their progress. However, students mentioned problems with keeping up with revision schedules, especially when balancing several school subjects at once.

7.3 Theme 2: Contextual Inferencing Facilitated Language Comprehension

Contextual inferencing was one of the possible themes related to students' interpretation of new English words with the help of information from their surroundings. Students reported using sentence meaning, reading context, and previous knowledge about vocabulary to guess the meanings of new phrases.

As a responses of a Grade 9 student's explanation:

"When I encounter a new word in a reading context, I check the sentence and the surrounding words. I sometimes understand the meaning of the word without consulting a dictionary."

Contextual inferencing was viewed as especially helpful for reading comprehension. Some students also saw it as important for the understanding of spoken English. However, students stated that contextual inferencing becomes less effective if there are many new words or complex grammar structures in passages.

7.4 Theme 3: Dictionary Use and Note-Taking Strengthened Vocabulary Understanding

The theme of dictionary referencing and taking notes about vocabulary also had a good chance to emerge. Students reported referring to bilingual dictionaries, noting down new vocabulary, and giving example sentences to make sure they understand new words' meanings and contexts of usage.

One of the participants shared the following:

"I note down new words together with their meanings and example sentences. When I go through my notes later, everything seems clearer and easier to remember."

It was thought that these practices helped students organise information about new words and return to the vocabulary they had already learned before. The possible weakness of these practices was seen in excessive reliance on translation.

7.5 Theme 4: Rehearsal and Retrieval Supported Vocabulary Retention

The way students talked about repetition, self-testing, and vocabulary rehearsal helped generate another theme. The rehearsal process was thought of as a means of aiding memory regarding spelling, pronunciation, and word meaning, especially prior to taking tests of English language.

The following is a Grade 7 student's answer:

"I test myself after learning some new words. If I do not know the word, I will revise it until I can say the meaning without looking up."

It was considered more efficient for the process of retrieval if revision was done routinely rather than just before taking exams. Nevertheless, students' answers also implied that rote learning of information, without any practical use, does not guarantee confidence while speaking/writing.

7.6 Theme 5: Vocabulary Encoding Promoted Meaningful Word Associations

The theme of vocabulary encoding arose as one where the association between words, use of images, prefixes, suffixes and word formation played an important role. Students reported that associating unknown vocabulary items with known words, images or word parts helped them learn vocabulary better.

A response of such a participant is the following:

"When I know the meaning of the prefix or suffix in the word, I am able to understand and remember the word easier."

However, the use of morphological analysis was found to be less helpful when the word structure and/or meanings were unknown or when the meaning could not be deduced from the separate parts of the word.

7.7 Theme 6: Active Vocabulary Application Supported Productive Language Skills

The last theme dealt with the attempts made by students to use the newly learned vocabulary words by speaking, writing, and communicating in class.

The following response from a Grade 9 student about the difference between recognising vocabulary words and using them independently:

"A word I may recognise when I read it is easier to remember when I put it into my own sentence."

Sentence formation, speaking practice, and writing tasks were considered helpful in building productive vocabulary knowledge. Using vocabulary actively helped students feel more confident about expression of ideas, yet there were also those who showed reluctance to use new words due to pronunciation and grammatical issues.

7.8 Summary of Qualitative Findings

Six themes appeared to suggest that the strategies employed within Vocabulary Instruction were related to certain components of Language Proficiency. In particular, metacognitive strategies were connected to autonomous learning, inferencing was connected to comprehension, dictionary usage and encoding was connected to vocabulary knowledge, retrieval practice was linked to retention and vocabulary activation – productive language use.

At the same time, the analysis revealed possible constraints related to the use of specific strategies independently. In general, the findings seemed to imply that students would regard the combination of planning, contextualisation, retrieval, meaning association and active language use as more beneficial than memorisation alone.

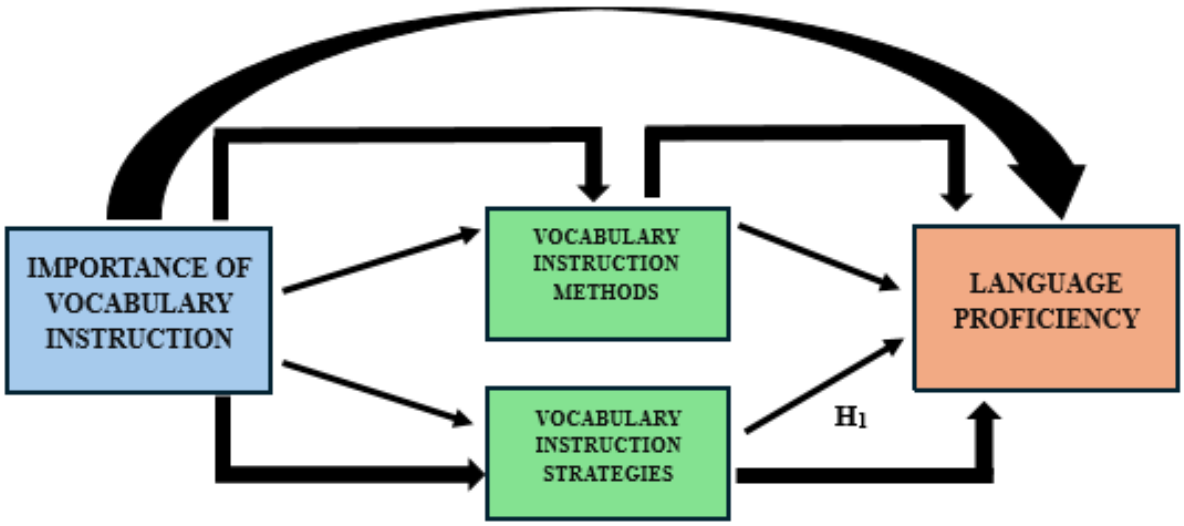
In other words, such interpretations were able to answer the research question related to the way the role of Vocabulary Instruction Strategies in Language Proficiency could be researched using learners' perceptions.

7.9 Hypothesis Assessment

The study considered the following research proposition:

"H_1: Vocabulary Instruction Strategies have a positive influence on Language Proficiency among secondary school students in Guangdong Province, China."

6. CONCEPTUAL FRAMEWORK



9. DISCUSSION

Themes showed the complementary nature of Vocabulary Instruction Strategies in Language Proficiency acquisition among secondary students in Guangdong Province, China. All themes suggested that vocabulary acquisition consisted of interrelated processes of planning, understanding, retention, and application of words. Metacognitive regulations were helpful in facilitating independent learning through identification of problems and organisation of revision; contextual inferencing made a connection between unfamiliar vocabulary and its usage in reading or listening tasks. Dictionary use and note-making gave structure to the process of gaining an understanding and remembering the meanings of vocabulary. Rehearsal and retrieval encouraged recalling, while vocabulary encoding through images, connections, prefixes, and suffixes helped learners create meaningful connections. Such strategies seemed to be most effective in combination with the meaningful activity. Active vocabulary application was essential for the development of the productive language skills. Activities like sentence creation, communication in the classroom and writing helped in making a transition from the vocabulary knowledge to the vocabulary usage. This differentiation suggested that there were specific needs in complementary instruction of vocabulary retention and its communicative application. Moreover, experience of the respondents showed the dependency of usefulness of strategies on students' competence and learning situation. Difficult texts prevented from contextual inferencing, dependency on the translation did not allow independent interpretation and difficulties with pronouncing and grammar discouraged students from vocabulary application. Therefore, individualised instruction seemed to be crucial in dealing with such challenges. Generally, themes revealed that combining of metacognitive instructions, contextual learning, retrieving practice, meaningful connection and active application can facilitate language acquisition. Teachers can improve their vocabulary instruction practices by incorporating these aspects in their reading, listening, speaking, and writing lessons.

7. CONCLUSION

The research analysed the function of Vocabulary Instruction Strategies on Language Proficiency formation for the case of secondary school students of Guangdong Province, China. Thematic analysis revealed six ways in which vocabulary instruction facilitated language acquisition through metacognition, contextual guessing, dictionary usage, and note taking, rehearsing and retrieving vocabulary items, encoding new words and vocabulary application. The general finding of this investigation was that vocabulary instruction might enhance language acquisition processes when students had possibilities to relate the information about a particular word to its use in communicating successfully. Thus, planning and revision assisted self-learning, while contextual work and vocabulary application allowed making vocabulary-related connections with reading, listening, speaking and writing skills. Therefore, an integrated instructional approach was helpful to address various requirements and promote fluent language performance. It became obvious that the educational aspect of integrating flexible approaches to vocabulary instruction in the context of secondary school English lessons was quite essential for the students' development. The teachers need to give clear instructions, frequent practice, as well as appropriate support to use the newly learned vocabulary items in different contexts. It is crucial to take account of the learner's language proficiency level, difficulties and preferences.

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