



Students' Vocabulary Learning Through Content in Non-English Classrooms: A Systematic Literature Review

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ABSTRACT

Students frequently encounter challenges when trying to learn specific vocabulary, especially in non-English classrooms. In addition, when students struggle to acquire specific vocabulary, they often spend more time interpreting words than understanding the concepts, which ultimately decreases learning efficiency. To tackle this issue, there are several methods used, such as Content-Based Instruction (CBI) and Content Language Integrated Learning (CLIL). This method promotes a comprehensive learning process that integrates multiple subject areas, supporting students' physical, psychosocial, and cognitive development through more engaging and meaningful learning experiences. Therefore, this study examines recent research on vocabulary learning strategies employed in non-English classrooms by using a systematic literature review of articles published from 2016 to 2025 from SCOPUS to identify shared objectives and outcomes using the PRISMA framework. We analyzed 340 papers, and through data screening, we found 12 papers that match our research aim. The analysis reveals three primary identified manners of how teachers teach vocabulary in EMI settings, including Student-Centered Learning (SCL), which highlights active engagement, autonomy, and peer interaction, promoting a deeper retention of vocabulary. Integration of Information and Communication Technology (ICT) promotes student independence, motivation, and practical language application. Integrating vocabulary lessons with writing, reading, and speaking skills boosts student engagement and retention, leading to more meaningful learning experiences. This research emphasizes the need for educators to develop vocabulary lessons that go beyond mere memorization. Moreover, the review underscores the importance of teacher training and curriculum design that aligns with these strategies to improve language learning outcomes in EMI settings.

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INTRODUCTION

The rapid growth of English as a medium of instruction has become an essential part of language learning, especially through content learning. This is asserted by Richards & Pun (2023) that English medium instruction (EMI) refers to the increasing practice of teaching content subjects in English, known by various terms like content-based learning and content language integrated learning. According to Macaro (2018), EMI is the process of teaching academic subjects using English (apart from English subject itself) in non-English speaking countries. The implementation of EMI can also be beneficial for students to prepare for their international careers. According to Galloway et al. (2017), one of the benefits of implementing EMI is to provide students with the opportunity to enhance their English proficiency while improving their academic progress in other subjects simultaneously. Additionally, EMI can improve their academic capabilities and strengthen their capacity for international communication and collaboration by fostering creativity and global awareness to enhance competitiveness in the global society (Rose et al., 2020). Therefore, EMI is becoming more prevalent in some universities, secondary schools, and even primary schools as a system of education (Dearden, 2014).

Although EMI offers various benefits, it also has challenges. According to Halim & Halim (2013), students whose first language is not English often encounter significant challenges in comprehending the language within their courses. In addition, Evans & Morrison (2011) stated that many students struggle to understand and use specific terms or vocabulary when they are taught in English, so they have difficulties engaging in the course content that includes advanced ideas and unfamiliar terms. In addition, when students struggle to acquire specific vocabulary, they often spend more time interpreting words than understanding the concepts, which ultimately decreases learning efficiency. Hellekjaer (2010), emphasizes that students possessing sufficient English language proficiency for everyday communication frequently encounter challenges with subject-specific technical and academic vocabulary. This presents a challenge for educators and policymakers: how can the advantages of EMI be maximized while reducing its negative effects on learning processes and outcomes?

To address this challenge, Content-Based Instruction (CBI) and Content Language Integrated Learning (CLIL) have come forward as a way to help learners acquire specialized vocabulary in EMI settings. CBI is a pedagogical approach to language teaching that emphasizes the importance of the subjects

being taught rather than the language itself, which acts as a medium through which learners acquire new knowledge and skills (Arulselvi, 2016). Similar to CBI, CLIL is a pedagogical approach that focuses on both acquiring knowledge in academic subjects and learning a foreign language, which serves as the language of instruction for that content (Coyle et al., 2010). Therefore, based on Cenoz's (2015) research, CBI and CLIL programs share the same essential traits and cannot be distinguished from one another in terms of pedagogy. The CLIL approach promotes a comprehensive learning process that integrates multiple subject areas, supporting children's physical, psychosocial, and cognitive development through more engaging and meaningful learning experiences (Carr, 2005). To achieve this goal, the approach focuses on active and experimental learning using real objects and digital tools because authentic experiences help students engage more in their learning, so they can experiment, create hypotheses, test them, and draw conclusions, rather than just using ready-made answers (Cruz, 2021). According to Xanthou (2010), when students engage in activities that involve target vocabulary within context, it enhances their learning experience by making it more interactive, where CLIL appears to offer them chances to actively participate with new L2 vocabulary through discussions in class and various content- and language-oriented tasks.

While numerous studies have examined CBI within the context of EMI across various fields and perspectives, there is still a lack of systematic literature reviews addressing this topic. Graham et al. (2018) conducted a similar study. This study focused on how CBI affects language and content learning that reviewed 25 articles published between 2010 and 2018. The results showed mixed outcomes about how well CBI works for students. Most studies found that CBI seems to benefit students' comprehension of material, though this effect is generally not statistically significant. In addition, this research also found that using the first language (L1) is more effective for advanced students at the college level. Additionally, fewer students in the CBI classroom failed the course than those in the non-CBI classroom. This difference may be due to the positive impact of CBI on students' motivation and attitude towards the class. However, there is still a lack of research that has utilized systematic literature reviews to investigate the application of CBI or CLIL in the EMI context, particularly regarding vocabulary learning. Therefore, this study aims to explore how students learn specific vocabulary settings to enhance specific vocabulary learning for students in non-English classrooms.

METHOD

This study conducts a systematic review of the literature on vocabulary learning in the English Medium Instruction (EMI) context through Content and Language Integrated Learning (CLIL) and Content-Based Instruction (CBI). This study follows the established PRISMA Statement guidelines for systematic reviews, highlighting the significance of the literature search component (Liberati, 2009). Therefore, the review process involved identification, screening, eligibility, and inclusion.

Eligibility Criteria

Table 1 outlines the inclusion and exclusion criteria for the review. The inclusion criteria specified that the studies must be peer-reviewed empirical research articles focusing on vocabulary learning related to CBI and CLIL in non-English classrooms. These articles must be published in the SCOPUS database from 2016 to 2025 and written in English. Scopus has been selected as the primary database for research searches due to its extensive collection of high-quality, peer-reviewed articles from reputable journals across various disciplines. Furthermore, Scopus provides advanced search features and citation analysis tools, which facilitate systematic tracking of research impact and trends. We selected articles from the past decade to ensure their relevance to the evolving landscape of education. In the field of EMI, concepts can shift over time due to advancements in technology and changes in educational policy. The sample for these studies included both teachers and students. Any studies not meeting these criteria were excluded from the review.

Table 1: Eligibility Criteria

Criteria	Inclusion	Exclusion
Date	Research articles published from 2016 to 2025 were considered for inclusion.	Research articles published before 2016 were considered for exclusion.
Language	English	Non-English
Sample	Students	Teachers
Publication	Empirical research articles published in peer-reviewed journals.	Articles that have not been peer-reviewed, along with technical reports, guidelines, research syntheses, books, and book chapters, were not included.
Setting	Papers that focused on vocabulary learning related to CBI and CLIL in non-English classrooms.	Papers focused on vocabulary learning related to CBI and CLIL in English classrooms and English-speaking countries were excluded.
Database	SCOPUS	Other databases.

Information Sources and Search Strategy

The database search was completed in March 2025 using SCOPUS. This search focused on journal articles published in English from 2016 to 2025. The primary keywords used in the search included and can be seen below:

Table 2. Keywords search strategy

Database	Search Keywords	Results	Date
SCOPUS	TITLE-ABS-KEY (emi OR cbi OR "English medium" OR "English as a medium of instruction" OR "content-based" OR "content based instruction" OR clil OR "content language integrated learning") AND (vocabulary OR lexeme OR lexical OR lexic OR word OR "technical term" OR term) AND (esp OR aep OR "nonenglish" OR business OR science OR engineer) AND PUBYEAR > 2016 AND PUBYEAR < 2025).	340 papers	12/4/2025

Study Selection

The search results were exported to Mendeley Desktop as an RIS file. The articles were assessed for duplicate entries and their relevance to vocabulary learning within CBI and CLIL. The search results were identified by reading the titles and the abstracts. Any duplicates and articles that did not align with these subjects were removed. The titles and abstracts of the chosen articles confirm that they addressed the research questions. Additionally, the full texts of the selected articles retrieved a thorough evaluation to determine their eligibility. The full text of selected articles was downloaded and uploaded through Google Drive as the main storage.

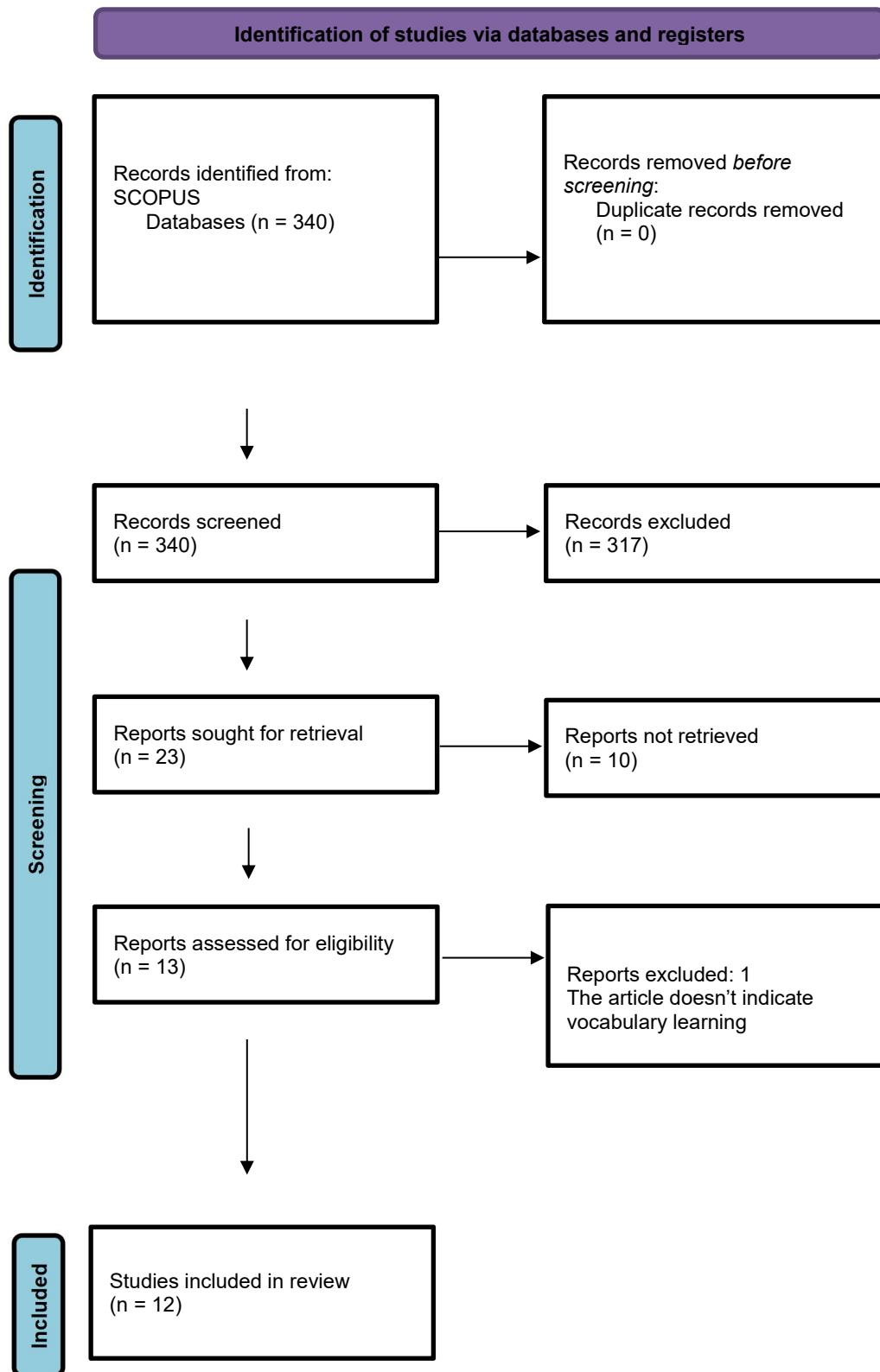
Data Extraction and Data Analysis

Each chosen paper was carefully reviewed, and aligned findings were recorded using a data extraction template. The criteria for categorizing papers as "reviewed papers" involve several key aspects. First, the primary focus of the study must be on vocabulary learning through content. Secondly, the research should take place in classrooms where English is not the primary language of instruction or in non-English classrooms. Additionally, the papers must be written in English, and the study must have been published within the last ten years, specifically between 2016 and 2025. These criteria are designed to ensure that the selected papers are both relevant and applicable to current discussions on vocabulary learning.

The search was carried out on April 12, 2025, resulting in an initial retrieval of 340 papers from SCOPUS. All papers were included for review purposes. Following a thorough examination of the titles and abstracts, a total of 317 papers were excluded for various reasons, including 169 papers excluded vocabulary learning, 14 papers based on the perspective of educators or learners, 3 papers were conducted in English classrooms, 18 papers were excluded due to the ambiguity regarding the specific class. 1 paper was conducted in a non-academic institution, 14 papers were non-empirical research, and 98 papers did not pertain to EMI, CBI, or CLIL context. After reviewing the remaining studies for eligibility, we chose 23 studies for analysis.

The comprehensive search and selection process is represented in Figure 1, under the PRISMA 2020 guidelines for systematic literature reviews.

Figure 1: Flowchart of the Screening and Selection Procedure



After collecting 12 research papers that align with the specified categories, we proceeded to systematically organize this information into a table using Microsoft Word. This table included essential details such as the authors' names, the year each paper was published, the specific class, and insights related to vocabulary learning within the content of each study. Once the initial table was completed, authors 1 and 2 conducted an in-depth reading of all 12 articles together. We then convened to discuss our insights and observations, which led to the creation of a second table in Microsoft Word. This new table summarizes the reviewed papers in a structured manner, categorizing them based on data that we find in the paper, source, themes of the manner in vocabulary learning, code, and also our personal comments or reflections on each study. We carefully designed our stages of data analysis to help us easily ensure they matched the aim of this paper. By doing this, we aimed to provide a complete overview that would add to the findings and discussions on learning vocabulary through content.

FINDINGS

Students' vocabulary learning through content in non-English classrooms.

Based on the twelve articles reviewed, we found several ways for students to learn vocabulary through content in non-English classes. Thus, we categorize them into three manners applied in vocabulary learning, namely student-centered learning, ICT-integrated learning, and integrated with other skills, which will be described through the points below:

Student-Centered Learning

SCL was mentioned in 4 out of 12 reviewed articles (Reynaert (2024); Lai (2024); Bünemann et al., (2022); and (Borshchovetska et al., 2024)). This can be seen through the data below:

“Students frequently relied on basic language structures and common vocabulary during hands-on activities.... This approach aligns with learner-centered philosophies and empowers students to take an active role in their learning process.... “

Teaching with this approach appears in civic, history, social, economic, politics, and information technology classes. These studies indicate that student-centered learning helps students learn new vocabulary in non-English subjects. For example, in Lai (2024)'s study, students engage in hands-on activities, like making dumplings or conducting plant experiments, and they connect better with specific vocabulary by using these terms in real-life situations. This approach is more effective than traditional memorization, as it allows students to integrate new words into their knowledge while solving problems or completing tasks. This aligns with Rao (2020), which emphasizes that students find that learning is interesting and fun since they learned more

because they got involved, which made it enjoyable. These social exchanges strengthen their grasp and mastery of new vocabulary. Ariffin (2021) argues that student collaboration proves to be an effective approach to teaching vocabulary, allowing learners to support each other in grasping the meanings of words in context.

By incorporating targeted strategies within a student-centered learning approach, teachers can make vocabulary more relevant to students' lives. These methods ensure that students understand specialized terms by placing them in real-world contexts, making the vocabulary more accessible and meaningful. Furthermore, when students take control of their learning, they foster a genuine interest in subject-specific language, which in turn enhances vocabulary retention over time. Vygotsky & Cole (1978) argue that Interactive and experiential learning methods are essential for helping students understand and apply specialized vocabulary. These approaches allow students to contextualize terms in real-life situations.

ICT-Integrated Learning

ICT was mentioned in 4 out of 12 reviewed articles (Lai (2024); Biglar & Kaban (2023); Khalyapina & Yakhyaeva (2019); and Li et al. (2023)). This can be seen through the data below:

“...RFBG was found to improve students' word acquisition and word recognition related to chickens-and-eggs vocabulary, and their learning experience during the process was interactive, socialized, and positive...”

Teaching with this approach appears in science, civil aviation, and agriculture classes. The use of Information and Communication Technology (ICT) in vocabulary learning offers exciting opportunities for students in non-English classrooms. This can be seen in several studies, such as Lai (2024) which used Virtual Reality (VR) games, Jedi-Sari-Biglar & Liman-Kaban (2023) which used mobile technology, Khalyapina & Yakhyaeva (2019) which used m-glossary, and Li et al. (2023) which used Robot-assisted Food Board Games. These technologies allow students to explore new vocabulary in real-world contexts that resonate with their individual learning styles. Moreover, today's digital tools create engaging and immersive environments where learning new words becomes an interactive experience, instead of just memorization. This is in line with Fayzullayeva et al. (2021) which stated that ICT promotes independence, skills, and creativity in students since it supports collaborative learning, enabling students to learn together and share a variety of experiences, which helps them express themselves and reflect on their own learning. Additionally, Govindasamy et al. (2019) also believe that integrating technology significantly benefits learners, as learning vocabulary through mobile phones is much faster than traditional methods.

As digital tools continue to advance, they provide increasingly innovative ways to develop vocabulary, preparing students for meaningful conversations in our interconnected world. Additionally, integrating information and communication technology (ICT) into vocabulary learning

connects classroom experiences to real-world applications, making the process more relevant and significant. Therefore, teachers can enhance the learning experience by utilizing ICT tools, as incorporating these technologies in the classroom has been shown to improve student performance and motivation to learn English vocabulary (Morocho, 2020).

Integrated with Other Skills

IOS was mentioned in 4 out of 12 reviewed articles (Nugroho (2020); Gallagher & Colohan (2017); Granados et al. (2022); and Chaikovska et al. (2021)). Teaching with this approach appears in accounting, geography, history, and engineering classes. This can be seen through the data below:

“... the participants were taught language component focusing on vocabulary and some English skills that were closely related to accounting, such as vocabulary in context, reading for accounting topic passages, writing financial reports, speaking formal and informal conversation using accounting vocabulary...”

This approach is particularly important in non-English classrooms, where students often require additional support to use English in practical, real-world situations. Integrating vocabulary learning with other language skills, such as writing, speaking, reading, and translanguaging, has been shown to enhance students' language proficiency and confidence significantly. Therefore, combining vocabulary development with skill-based activities helps create a richer and more supportive language environment for students in non-English contexts. Recent studies provide empirical evidence supporting the effectiveness of such integrated approaches.

For instance, the study by Nugroho (2020), Chaikovska et al. (2021), and Granados et al. (2022), found that writing, reading, and speaking activities enable students to actively use new vocabulary in meaningful contexts, which in turn improves their skills. This is in line with Nation (2013), vocabulary learning is most effective when integrated with listening, speaking, reading, and writing activities. Furthermore, Gallagher & Colohan (2017) indicate that intentional use of codeswitching or translanguaging can serve as a valuable language teaching and learning strategy because this approach is useful for fostering awareness and recognition of particular aspects of the language being taught. This approach makes meanings clearer and encourages students to participate more actively in their learning. It helps reduce anxiety when students answer questions or show their understanding, leading to students engaging more in class and feeling more motivated to learn (Wang et al., 2025). Additionally, García & Wei (2013) suggest that encouraging translanguaging practices enables learners to utilize their full linguistic abilities, making the learning process more inclusive and effective.

DISCUSSION

Vocabulary is the most important aspect of learning any language worldwide. Afzal (2019) emphasized that vocabulary is essential for developing language skills like listening, speaking, reading, and writing, and without it, achieving language proficiency is challenging. Thus, vocabulary

learning can be acquired through many approaches to acquiring new languages, including English vocabulary.

According to the findings of our study above, there are three approaches used to learn vocabulary in the context of non-English classrooms. The first one is SCL, which focuses on students' active role in their vocabulary learning. The second one is the utilization of ICT to improve their vocabulary learning. The last one is the integration of other skills such as writing, speaking, and reading, which help them acquire some specific vocabulary.

In the reviewed studies, vocabulary acquisition was addressed through a variety of contextually enriched approaches that underscore the dynamic essence of language utilization in real-world applications. SCL emphasizes learner autonomy and collaboration, often through practical tasks. This approach enhances memory retention and helps students use vocabulary more effectively in context. When using active learning strategies in teaching, students engage in tasks that help them learn better and improve their vocabulary by allowing them to build on what they already know with new information (Jaiswal & Al-Hattami, 2020). For instance, a study conducted by Lai (2024) utilized hands-on activities, such as dumpling making and science experiments, which allowed students to acquire subject-specific vocabulary through direct interaction with materials and peer discussions. The use of hands-on activities is in line with Toumpaniari et al. (2015), who emphasized that combining physical activities with task-relevant gestures leads to even better learning performances in terms of cued recall. This is consistent with the findings of Mohamad's (2023) research, which demonstrates that this method encourages cognitive engagement. Instead of just memorizing vocabulary, students actively use the terms in real-world contexts, boosting their confidence and comfort with the language. While SCL in vocabulary learning in this context has shown various benefits, several limitations have been identified in general. The first is that not all students can use vocabulary accurately and fluently, even though they show some variation in their word use. This leads to instances where they use words incorrectly or inappropriately. Bünemann et al.'s (2022) study supports this, as do the findings of Schmitt et al. (2020). They pointed out that vocabulary learning depends not just on knowing many words but also on using them well. Even when students have access to academic or technical vocabulary, they often struggle to apply it correctly in writing and speaking tasks. This shows that having a wide vocabulary does not necessarily mean someone can communicate effectively. Furthermore, this manner depends on the teacher's skills and experience in helping students with vocabulary. It also relies on how motivated and engaged the students are, which can differ greatly among them. According to Weimer (2013) in a student-centered classroom, the teacher shifts from being an instructor to a facilitator who creates an environment for students to explore and learn on their own. However, this approach works best when students are motivated and active, and that motivation is often uneven. Reeve (2024) points out that differences in students' motivation for self-directed learning can lead to varied results, especially in vocabulary skills that need student initiative.

Furthermore, ICT integration has been employed to support vocabulary acquisition through interactive digital tools, including vocabulary games, multimedia glossaries, and various learning platforms. This approach is crucial because it provides various modes of engagement and immediate feedback, which can enhance student motivation and support personalized learning experiences. Robin & Aziz (2022) argue that Digital tools are effective in capturing attention, so students can understand topics better with the help of technology since it provides interactive slides that present information on new subjects, and this deeper understanding can spark curiosity and encourage further learning. As a result, they will be motivated to learn more about challenging topics. This argument is also consistent with Yunda's et al. (2023) study, which indicates that integrating ICT in classroom activities significantly enhances students' vocabulary, making learning more engaging and effective. As a result, students showed notable progress in their vocabulary knowledge, participation, and enthusiasm in class discussions. For instance, a study by Li et al. (2023) employs a board game using educational robots and IoT objects for language learning called RFBG, which improves vocabulary and word recognition related to "chickens and eggs." This is also consistent with Teng & Zhang (2023) study, which found that the combination of multimedia input significantly improved vocabulary retention compared to the use of definitions alone, demonstrating the effectiveness of digital tools in providing personalized, multimodal exposure to language. While integrating ICT into vocabulary learning and English language instruction offers several benefits, it also presents notable challenges. Firstly, unequal access to technology and reliable internet connections is a significant obstacle, especially in rural or underserved regions, which hampers equitable ICT usage (Alqahtani, 2020). Secondly, in several papers, we found that a significant number of educators do not receive adequate training or develop the confidence needed to effectively utilize ICT tools, which restricts their ability to integrate these technologies into their teaching and limits potential enhancements in student learning outcomes. Research by Nikolopoulou & Gialamas (2015) revealed that teacher anxiety and a lack of support are key obstacles to the implementation of ICT, especially in early education settings. Additionally, Kumar et al. (2024) found that students were more susceptible to distractions from digital sources, like social media and non-educational websites, instead of concentrating on their e-learning tasks. These distractions adversely affected their academic success. They concluded that digital platforms can considerably disrupt the learning experience by pulling attention away from educational materials.

Furthermore, vocabulary learning was often integrated with other language skills such as reading, writing, listening, and speaking, which allowed students to engage with vocabulary in meaningful and skill-rich contexts. This is also in line with Nation (2013) which states that the most effective way for learners to acquire vocabulary is by encountering words in different contexts and engaging with them through various language skills, such as reading, writing, speaking, and listening, rather than relying on isolated practice exercises. Writing assignments, like reflective journals or essays in history

classes by Granados et al. (2022), helped students internalize abstract and discipline-specific vocabulary when learners were forced to use the target words in their writings, a trade-off was found between processing a text for meaning and storing new words in memory (Jung, 2020). Speaking tasks, such as technical presentations or group discussions, provided opportunities for students to use new vocabulary in contextually appropriate ways. These are also consistent with Ali's (2023) study, which found that using all four language skills, such as reading, writing, listening, and speaking, greatly helps learners develop their vocabulary. When students practice these skills together on common topics, they learn and remember new words better. The results show that using a strategy that integrates these four skills leads to better vocabulary growth and overall language skills. While integrating vocabulary learning with other skills has shown various benefits, several limitations have been identified. The first limitation is the lack of variety in learning materials. Without authentic texts or diverse multimedia resources, students. Rafailovna's (2024) findings reinforce this, showing that the use of authentic materials in classes significantly enhances students' language acquisition and comprehension of content. Weak vocabulary mastery can also hinder students' active engagement in tasks that require integrated skills. For example, students may struggle to use technical terms correctly when presenting analysis results or understanding key concepts in problem instructions. Additionally, if students lack a sufficient basic vocabulary, their ability to read texts or comprehend lecturers' explanations will not develop effectively, which in turn affects their writing and speaking abilities. Research by Yuningsih et al. (2021) revealed a strong positive correlation between students' vocabulary mastery and their writing skills, confirming that a solid vocabulary foundation supports the integrated development of other language skills.

Innovative approaches to vocabulary learning, which include the integration of the four language skills, the promotion of student-centered learning, and the incorporation of ICT tools, offer substantial benefits for both students and teachers. These methods encourage students to retain vocabulary more effectively, as they actively engage with words in meaningful contexts rather than simply memorizing them. Activities such as group discussions, problem-solving tasks, and using their first language to grasp word meanings help reinforce the connection between vocabulary and personal experiences, ultimately enhancing their confidence in language use. Furthermore, these methods help students think critically and stay motivated to learn.

Teachers can use this manner to create more engaging and personalized learning experiences. By combining different types of media and learning strategies, they can tailor materials to fit students' needs, interests, and learning styles. Depending on the teaching method, the teacher's role can change. These manners can improve teaching practices since they help students learn vocabulary better, think critically, and stay motivated in non-English classrooms. However, for these methods to work well, teachers need ongoing support. When implementing these approaches, various factors need

to be considered, especially in student-centered classrooms. Managing behavior can be challenging in these environments, although dealing with these issues may require effort, teachers can use this as an opportunity to help students build a greater sense of responsibility. It is essential to highlight that students require a facilitator's support to develop their skills and understanding; they cannot do it entirely on their own (Serin, 2018). On the other hand, the ICT integration must be considered since it has some challenges, such as limited digital literacy, lack of direct teacher-student interaction, low self-discipline, and unequal access to technology and the internet (Alenezi et al., 2023).

This study offers a focused overview of vocabulary learning strategies in non-English classrooms. Nevertheless, several limitations must be considered. Firstly, the limited number of studies reviewed may not adequately reflect the variety of teaching practices and contextual elements in different educational environments and regions. Secondly, the research was confined to articles published in English and indexed in Scopus, which could lead to the omission of important insights from other academic resources. Lastly, although the results highlight three primary approaches, such as student-centered learning, ICT integration, and skill-based vocabulary instruction, there might be other emerging strategies that were excluded due to the selection criteria. Future investigations should include a wider range of databases and a more diverse set of educational contexts to identify additional or newly emerging vocabulary learning approaches.

CONCLUSION

In conclusion, effective vocabulary learning in non-English classrooms is best achieved through a combination of student-centered approaches, the integration of digital tools, and the incorporation of other language skills. Research indicates that student-centered learning (Reynaert (2024); Lai (2024); Rieder-Bünemann et al., (2022); and (Borshchovetska et al., 2024)), along with the use of ICT integration (Lai (2024); Biglar & Kaban (2023); Khalyapina & Yakhyaeva (2019); and Li et al. (2023)), and also integration of other skills (Nugroho (2020); Gallagher & Colohan (2017); Granados et al. (2022); and Chaikovska et al. (2021)) significantly enhances students' vocabulary retention and engagement. These methods not only support vocabulary acquisition but also promote learner autonomy, motivation, and practical language use. For educators, this highlights the importance of designing instruction that extends beyond rote memorization, encouraging interactive, contextual, and skill-integrated strategies. This research emphasizes the need for educators to develop vocabulary lessons that go beyond mere memorization. Such lessons should incorporate interactive activities, contextualized language input, and the combined use of the four language skills: reading, writing, speaking, and listening. The study highlights the use of student-centered methods, translanguaging techniques, and the integration of ICT (Information and Communication Technology) tools to facilitate deeper vocabulary learning. Moreover, it provides practical teaching strategies for classroom use and suggests directions for future research aimed

at enhancing vocabulary acquisition through multimodal.

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