

A REVIEW OF THE RESOURCES USED IN TEACHING UPPER-INTERMEDIATE USE OF ENGLISH COURSES

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Abstract. *The aim of this paper is to offer a review of a range of primarily printed resources used in teaching two upper-intermediate (or B2 on the CEFR scale) EFL vocabulary courses. The courses in question are Use of English 1 and Use of English 2 and they are part of a larger course, Contemporary English Language 1, taught to first-year students at the English Department of the Faculty of Philosophy, University of Niš. The semantic areas outlined in the syllabi for these two courses are covered predominantly through excerpts from a number of textbooks specifically designed for teaching/learning and practicing vocabulary. Time permitting, some authentic resources from the media are used as well. The paper will try to point to the importance of using more than one resource by reviewing the resources employed and examining how they complement one another, thus enabling students to learn and retain vocabulary more efficiently.*

Key words: *vocabulary teaching, upper-intermediate, textbook, multiple resources*

1. INTRODUCTION

The advancements in applied linguistics and language teaching methodology together with an ever-growing number of vocabulary resources available to teachers and learners of English have contributed greatly to more successful vocabulary instruction and learning. It is up to the teachers who design the syllabus for a vocabulary course to select the resources that would make vocabulary learning easier and lead to higher rates of vocabulary retention.

Designing university-level general English vocabulary courses for students of English is a complex task. Such courses must fit the curriculum and meet the students' needs in the best way possible in order to maximize their learning. As for the vocabulary courses considered in this paper, there is one more criterion to be met in syllabus design – the major resources

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used must be available at the Faculty library¹. In order to meet these criteria, a combination of excerpts from several textbooks specifically designed for vocabulary instruction is used in each course. The aim of this paper is to present and examine the resources employed in teaching the above-mentioned vocabulary courses.

2. VOCABULARY TEACHING – THEORETICAL OVERVIEW

Vocabulary knowledge goes beyond just knowing the definitions of individual words. Nation (2013, 49) discusses different dimensions of lexical knowledge or word-knowledge aspects: form (spoken form, written form, word parts), meaning (the relationship between form and meaning, concepts and referents, associations), and use (grammatical functions, or patterns in which the word is used, collocations, and, finally, some constraints on use such as register, frequency, etc. He further elaborates on each element of each dimension in terms of receptive (the ability to recognize the written or spoken form of a word/phrase and retrieve its meaning) and productive knowledge (the ability to convey a message in speech or writing by recalling and producing the right word/phrase form). It is understood that the overall receptive knowledge is greater than the overall productive knowledge in both native and non-native speakers.

Since vocabulary knowledge is complex, the same can be said of vocabulary learning and teaching. Many linguists have studied the multifaceted processes of learning and teaching vocabulary – e.g., McCarthy (2023), Schmitt and Schmitt (2020), Nation (2013), McCarthy (1990), to name just a few². Nation (2002, 2007) states that a good vocabulary course should have four strands: meaning-focused input (learning through reading and listening), meaning-focused output (learning through writing and speaking), language-focused instruction (learning through deliberate attention to vocabulary), and fluency development (developing fluency in all four skills through retrieving vocabulary knowledge and practicing it through new contexts, without introducing any new vocabulary).

Furthermore, vocabulary learning can be intentional and incidental (Schmitt 2007, 751–752). Intentional learning³ refers to focusing students' attention on particular words and phrases that should be learnt. On the other hand, incidental vocabulary learning⁴ refers to the phenomenon of acquiring new vocabulary unintentionally, just through exposure, by inferring the meanings of words and phrases from context. These two types of vocabulary learning are complementary.

The first step in vocabulary instruction is introducing the target vocabulary. Vocabulary can be presented in context and as single items, especially if they form a natural semantic set like body parts, fruit, vegetables, etc. To focus students' attention on the target vocabulary in written texts, it is desirable to use an enhancement technique such as using capitals, bolding, underlining, a different typeface, a larger font size, a different colour, etc.

Students should be exposed to new vocabulary multiple times in order to be able to acquire it, in other words, they need enough opportunities to recycle it (Schmitt 2007, 749–

¹ Since the syllabi for the current accreditation were prepared before the Covid-19 pandemic commenced, the premise on which the syllabi were designed was that not all students have daily access to a smart phone or a computer and that using textbooks would be the way to ensure that all of them have all the course materials at their disposal.

² For more on vocabulary teaching see also Carter and McCarthy (1988).

³ See also Hinkel (2022, 441) or Nation (2007, 348-349).

⁴ See also Hinkel (2022, 441) or Nation (2007, 4; 9).

750). Schmitt (2000, 121) states that “the more one engages with a word (deeper processing), the more likely the word will be remembered for later use.” To maximize retention, the forgetting curve requires that new vocabulary should be repeated at irregular intervals – brief ones at first and, as time goes by, they should grow longer and longer. This way of teaching and learning is called “spaced repetition or expanding rehearsal” (Barclay and Schmitt 2019, 809). The required frequency of exposure does not depend only on several factors that have to do with students themselves, i.e., their individual differences, but also on the type of target vocabulary. Namely, formulaic language⁵ is a major challenge, because it is often opaque and must be recycled more often. Some individual words may also be difficult to master due to their complex spelling, pronunciation, number of syllables, or less frequent usage. Bearing in mind that vocabulary knowledge is expanded gradually and incrementally, students should be given as many opportunities as possible to actively use the taught vocabulary in more and more demanding tasks over time.

3. METHODOLOGY

After the teaching context is described, the resources are presented in terms of the structure or organization of each unit, the way new vocabulary is presented and practiced (in isolation or in context, the skills that are practiced, the types of exercises and tasks). Finally, in the Pedagogical rationale and discussion section they will be evaluated in terms of how they contribute to the enhancement and retention of both receptive and productive vocabulary knowledge.

3.1. Students and teaching context

The students who use the teaching resources reviewed below are first-year students at the English Department of the Faculty of Philosophy, University of Niš and the vast majority of them are between the ages of 18 and 19. They are required to take two vocabulary courses in their very first semester: *Use of English 1* and *Use of English 2*, which are subcourses of *Contemporary English Language I (CELI)*, and are intended to take students from an intermediate (and/or above) level of vocabulary proficiency (B1(+)) on the CEFR scale to an upper-intermediate level (B2 on the CEFR scale). The two *Use of English* courses are complementary and cover a total of eighteen semantic areas: travel, holiday destinations, types of holidays; transport; holidays; food; relationships; British and American English; common collocations; hobbies and leisure time; sports; slang; the body and related idioms; clothes, footwear and accessories; describing people's appearance; describing people's character traits, moods and feelings; jobs and work; shopping; some common expressions with the verbs do, get, have, make; and some common phrasal verbs. Derivational morphology is introduced whenever it is considered to be useful, whereas inflectional morphology is only touched upon, e.g., when introducing or practicing irregular verb forms. British English is the variety of English that is the focus of both courses, however, students are exposed to some American English as well.

⁵ Formulaic language includes a variety of expressions that have a particular meaning or function and are used as a single lexical item. These prefabricated multiword items sometimes defy grammar rules and their meanings are often not transparent. Some common examples of formulaic language are idioms, phrasal verbs, collocations, proverbs, sayings. For more information on formulaic language see Schmitt and Schmitt (2020, 4-5).

Students have one and a half hours of instruction per course every week and are assigned homework after each class.

3.2. Teaching resources

The resources used in *Use of English 1* and *Use of English 2* are classified into two categories: core resources and additional resources. The core resources are *English Vocabulary in Use: Upper-intermediate* (McCarthy and O'Dell 2017), *Intermediate Language Practice* (Vince and Emmerson 2003), *In Your Own Words: A Course Reader for Story Retelling* (Mihajlović, Stojanović, and Lazarević 2011), and *Short Stories for EFL Students: From Story Retelling to Paragraph Writing* (Mihajlović 2016). If necessary, some additional resources are also used: *The Right Word* (Fowler 1996), *English Vocabulary in Use: Pre-Intermediate and Intermediate* (Redman 2001) and, time permitting, some resources from the media, which vary from semester to semester. Finally, throughout the semester, students are encouraged to use monolingual dictionaries of their choice as well as picture dictionaries, either in print or electronic versions.

As each of five vocabulary books used is essentially structured in the same way throughout as in its selections used in the two courses in question, the reviews of these resources given below apply to the entire books. The only book that deals with both grammar and vocabulary in separate sections is *Intermediate Language Practice* (Vince 2003). As for this book, only its vocabulary part is presented.

3.2.1. Core resources

The core resources include four books which are described below. Specific parts of these books are used in both *Use of English* courses and constitute mandatory course materials.

3.2.1.1. English Vocabulary in Use: Upper-intermediate (McCarthy and O'Dell 2017)

This valuable resource for teaching and learning vocabulary is meant for students whose level of English proficiency at the beginning of the course is intermediate and/or slightly above and who would like to hone their vocabulary skills and reach the upper-intermediate level. It contains over 2,500 upper-intermediate words and phrases, which the authors carefully chose, consulting the Cambridge English Corpus, to ensure that the vocabulary included in the book is the most useful vocabulary in numerous everyday situations.

The book is divided into ten sections, each of which is comprised of a number of units. The sections that primarily concern vocabulary, with no or attention to grammar, are entitled Topics, Feelings and actions, Basic concepts, Phrasal verbs and verb-based expressions, and Varieties and styles. Topics is the part of the book dedicated to 37 everyday vocabulary areas, for instance, describing people, education, work, sport, health and medicine, etc. The other vocabulary sections include a significantly smaller number of areas: Feelings and actions (e.g., belief and opinion, praising and criticizing, etc.), Basic concepts (e.g., numbers and shapes, time, distances and dimensions, etc.), Phrasal verbs and verb-based expressions (e.g., expressions with do, make, bring, take, get, etc.), and Varieties and styles (e.g., formal and informal words, similes, proverbs, US English, etc.). Formulaic language that refers to many vocabulary areas, which, in itself, is not easy to master due to its common inherent lack of transparency, is presented in many units.

Each of the 101 units has only two pages. The new vocabulary is presented on the left-hand page, which is divided into a small number of sections with appropriate titles, where the new vocabulary is defined, used in example sentences or in a larger context and, sometimes, shown in a drawing, photograph, table or diagram. The authors provide the synonyms and/or antonyms of the new vocabulary wherever they consider that students would understand them, all with the aim of facilitating vocabulary learning. Many units contain a small 'common mistakes' box, where the most frequently made mistakes are presented.

On the right-hand page, students have the opportunity to practice the newly-introduced vocabulary, through several exercises and activities, some of which are personalised. The main exercise types are labelling drawings, filling in charts and spidergrams, matching, identifying the odd one out, classification, gap-filling (in individual sentences, short texts and situational dialogues), sentence completion, providing the synonyms and/or antonyms or definitions of the newly-introduced vocabulary, sentence transformations. In addition to these, there are a few crosswords and word searches, and exercises which focus on some common pronunciation challenges. On both the right-hand pages and the left-hand ones, the authors frequently make use of various graphic organizers (charts, diagrams, mindmaps or spidergrams), all of which make it easier for students to commit vocabulary to memory.

The units are followed by the Answer key, a list of Phonemic symbols used in transcribing the pronunciation of the target vocabulary, and by an Index with phonemic transcription for the words in standard British English, accompanied by the number of the unit(s) the word/phrase appears in.

3.2.1.2. Intermediate Language Practice (Vince and Emmerson 2003)

The core of the book consists of two parts – Grammar and Vocabulary. The Vocabulary part is significantly more modest in terms of the number of pages devoted to it, as there are 51 units in the Grammar part and only 21 units in the Vocabulary part of the book. This second, revised edition of the book includes two vocabulary units devoted to collocations and fixed expressions: Unit 4 and Unit 5. Two units that are in the Grammar part of the book are actually done in the Use of English courses. Those are Units 39 (Phrasal verbs 1) and 40 (Phrasal verbs 1). The book also contains answers to all exercises, which makes it suitable for self-study.

The most important topics covered include: the body and clothes, family and friends, living space, food and drink, work and study, money and shopping, interests and free time, travel and holidays. Individual words, compound words, and different types of phrases – phrasal verbs, some idioms, and a large number of collocations are also covered. It is interesting to note that collocations are dealt with not only in the two units dedicated solely to them but in many others as well. All of these are practiced through a variety of exercise types: many gap-filling exercises consisting of individual sentences or larger contexts, with the target vocabulary given for the students to choose from; phrase completion; matching (not only individual words and phrases but also sentence parts); matching vocabulary with definitions; multiple choice exercises; spotting (and correcting errors); identifying or providing synonyms and antonyms, and labelling drawings.

3.2.1.3. In Your Own Words: A Course Reader for Story Retelling (Mihajlović, Stojanović, and Lazarević 2011)

The title itself suggests that this workbook focuses on expanding and recycling students' knowledge of English through story retelling. It is primarily intended for first-year students at the English Language Department, the University of Niš, to be used both in class and as a resource for students interested in revising and/or expanding their proficiency in vocabulary, writing, and grammar (to a lesser extent) through self-study.

The book is divided into several sections: Introduction, Units, Key, Transcripts, Appendix, and an audio CD. Naturally, the most important part of the book is the Units section, which is comprised of twenty units, some of which deal with vocabulary areas outlined in the syllabi and covered from other resources, whereas the rest are about everyday topics that students are expected to be very knowledgeable about at their current level of English language proficiency. Each unit contains a number of exercises based on the story that students have listened to twice and then retold it. Almost all of the exercises revolve around improving and recycling vocabulary rather than grammar: comprehension questions, open cloze tests, providing synonyms/antonyms for a selection of words from the story, spot and correct the errors, exercises focusing on formulaic language (phrasal verbs, idioms), completing common derivational paradigms, and so on. After they have done all the exercises in a unit, students are asked to retell the story again, using as much of the vocabulary practiced in the exercises above as they can.

The Units section is followed by the Key section, which does not provide only one solution for each task but, wherever possible, it offers some additional answers or suggestions. The book is accompanied by an audio CD with recordings of the twenty stories read twice by a native British English speaker. The transcripts of all twenty stories are given at the back of the book so that the instructors or any student can read the stories.

3.2.1.4. Short Stories for EFL Students: From Story Retelling to Paragraph Writing (Mihajlović 2016)

This book was written specifically for Use of English courses in both *CEL1* and *CEL2* courses as an attempt to provide students with more opportunities to revise and expand their knowledge of the vocabulary related to some of the topics covered in their *Use of English* courses as well as to facilitate their transition from story retelling to paragraph writing. The book is organized in the same way as *In Your Own Words: A Course Reader for Story Retelling* (Mihajlović, Stojanović, and Lazarević 2011) and contains the same types of exercises. However, unlike that book, this one is not intended for listening, but rather reading comprehension. The book comprises ten stories organized into 14 units – two longer stories are divided into two units and the longest one is divided into three units; the book also has an Answer key at the back.

What distinguishes this book from the other ones used in the two *Use of English* courses is an abundance of writing prompts. Some prompts require students to relate the topic of the story to their own lives, but most of them are related to the story, e.g., retelling the story from a particular character's point of view, continuing the story, writing a different ending, coming up with a conversation between the main characters that might take place after the events described in the story, etc. It can be concluded that most of the writing prompts are for narrative paragraphs and the rest are for descriptive, argumentative and persuasive

paragraphs. However, at this point in their studies, students are not expected to pay attention to the structure of their paragraphs.

3.2.2. Additional resources

The resources described below are not mandatory in either of the *Use of English* courses, however, if students need to revise some intermediate-level vocabulary before they are familiarized with more advanced vocabulary, appropriate materials from the two books below are used. Time permitting, some authentic materials from the media are also made use of.

3.2.2.1. The Right Word (Fowler 1996)

The Right Word consists of two parts: Part A – Nouns and Part B – Verbs. At the back of the book there is a Key to structural abbreviations as well as the Index to Part B – Verbs. A separate booklet with the answer key to the exercises is also available, which is essential if the book is to be used for self-study.

Each of the two parts consists of two sections. Both Section One and Section Two in Part A comprise nine units each, with every unit covering a single semantic area. The book contains a variety of exercise types and, since it is based on the premise that “new vocabulary is best learned in context” (Fowler 1996, 5), most of the exercises, particularly in Part A, are in the form of shorter or longer texts and very useful situational dialogues. In reading comprehension exercises, the new vocabulary or vocabulary that should be paid attention to is presented in bold or is, less often, underlined, thus promoting intentional learning. By seeing how the target vocabulary behaves in context, students can learn the common structures it occurs in, and they can practice the skill of inferring the meaning of the target items from the context. Longer texts are followed by a number of reading comprehension questions. Another context-based exercise type is a gap-filling one. There are multiple such exercises throughout the book and they are usually in the form of open cloze tests and occasionally in individual sentences. Matching exercises allow students to establish relationships between pairs of words (synonymy, antonymy, definitions). Similarly, exercises in which they complete lists enable them to establish semantic relationships between terms. When it comes to the nouns that can be presented visually, the author makes extensive use of drawings in many labelling exercises, which require students to label the drawings of small semantic sets. The list of the vocabulary items that should be used to label the numbered objects/features is given below each drawing. In doing this type of exercise, students can use the process of elimination, consult a dictionary or ask their instructor for help. Each unit in Part A is followed by a gap-filling revision exercise.

Part B – Verbs is primarily meant to be used as a reference section. It contains 42 units, i.e., 21 units in each of its two sections. As opposed to nouns, many verbs do not belong to natural, thematic classes such as verbs that refer to different ways of preparing food, or those denoting ways of walking. Therefore, Fowler groups verbs according to how similar and/or confusable they are. Some of the examples are arrive, get to, reach; dress, put on, wear; bring, carry, fetch, take. Each unit enables students to differentiate between pairs or, in the majority of units, groups of the above-mentioned verbs, by means of clearly explained meanings, plenty of examples, examples of common mistakes, charts that show the grammatical properties of the verbs in question or, in other words, the most common structures they occur in (intransitive, transitive, followed by a noun complement/a gerund/a reflexive pronoun, etc.). The author also gives the most common noun(s) derived from the verbs. All

this information about each group of verbs is followed by a gap-filling exercise usually consisting of a combination of individual sentences and short paragraphs. This valuable resource for teaching and learning vocabulary is meant for students whose level of English proficiency at the beginning of the course is intermediate and/or slightly above and who would like to hone their vocabulary skills and reach the upper-intermediate level. It contains over 2,500 upper-intermediate words and phrases, which the authors carefully chose, consulting the Cambridge English Corpus, to ensure that the vocabulary included in the book is the most useful vocabulary in numerous everyday situations.

3.2.2.2. English Vocabulary in Use: Pre-Intermediate and Intermediate (Redman 2001)

This is a vocabulary reference and practice book with answers to all the exercises intended for students aspiring to the (pre)-intermediate level of proficiency in English. Although written by a different author, this book is organized in the same way as *English Vocabulary in Use: Upper-intermediate* (McCarthy and O'Dell 2017) as it belongs to the same series. For that reason, the structure of the book will not be recapitulated here. The only differences between these two books are in the level of English and some of the vocabulary areas dealt with.

There are eight sections in the book: Learning, Word formation, Phrase building, Parts of speech (special problems), Connecting and linking, Topics, Notional concepts, and Varieties of English. Four of these sections focus solely on vocabulary; three of them consist of only several units, whereas Topics has as many as 53 units, which are contained in eight subsections: the world around us, people, daily life, work, leisure and entertainment, communication and technology, social concerns, and tourism. The sections Phrase building, Notional concepts, and Varieties of English are concerned with the same or similar semantic areas as the corresponding sections in the upper-intermediate book from the same series. The sections that deal with both vocabulary and grammar-related issues are outside of the scope of the two vocabulary courses.

3.2.2.3. Authentic resources from the media

Some authentic current-affairs materials (original, i.e., primary sources, and sometimes secondary ones) are used in addition to the core resources: (excerpts from) newspaper or magazine articles, parts of podcasts, films, TV programmes, and other, usually online, audiovisual content. Naturally, these materials depend on whether the current affairs are related to the semantic areas in the *Use of English* syllabi or are closely related to an English-speaking country linguistically, culturally (e.g., new vocabulary: ghosting, cisgender, etc.), or historically (e.g., the death of Queen Elizabeth II and an overview of her reign). Here students have a degree of agency as they can choose or suggest the topics and materials they would like to cover and for that reason, these materials differ from year to year.

3.3. Pedagogical rationale and discussion

The pedagogical rationale behind the use of several resources is manifold. Namely, as the two *Use of English* courses are university-level courses intended for future language professionals, the semantic areas outlined in the syllabi are to be covered extensively, students should be provided with plenty of opportunities for learning both intentionally and incidentally, exposure to the target vocabulary should be appropriately spaced, the target vocabulary should be recycled through different types of presentations, texts, activities, and, finally, all four skills should be developed not just in terms of fluency but also accuracy.

Additionally, the prescribed level of mastery all students should reach is higher than the one set for learners who are not pursuing a degree in EFL/ESL teaching. As no single resource can meet these requirements, multiple resources are employed and a course pack is designed containing selected parts/units/pages from those resources whose topics coincide exactly with the vocabulary areas outlined in the syllabi for *Use of English 1* and *2*, and which together fulfil all the above-mentioned criteria. The order in which the materials from the above resources are organized in the course pack is carefully planned and coordinated to take into account the fact that knowledge build-up is incremental and to ensure enough adequately spaced recycling of the target vocabulary within each course as well as across courses. The same goes for students' exposure to a variety of ways in which the new vocabulary is presented, explained, and practiced.

When it comes to the core resources, target vocabulary is introduced and initial vocabulary practice is done from *English Vocabulary in Use: Upper-intermediate* (McCarthy and O'Dell 2017) in combination with *Intermediate Language Practice* (Vince and Emmerson 2003). More precisely, more challenging topics are taught/learned from *Intermediate Language Practice* first and then from *English Vocabulary in Use: Upper-intermediate*. This kind of teaching allows language-focused instruction (Nation 2002, 2007), incremental learning and successful recycling, especially when well-spaced. The former resource is used for vocabulary practice only, whereas the latter one introduces new vocabulary on one page and offers several exercises on the next page, which enables students to master new lexical items through small, manageable chunks.

Further practice and vocabulary expansion is done using *In Your Own Words: A Course Reader for Story Retelling* (Mihajlović, Stojanović, and Lazarević 2011) and *Short Stories for EFL Students: From Story Retelling to Paragraph Writing* (Mihajlović 2016) in order for target vocabulary to be practiced sufficiently across all four language skills. The role of the former book is twofold. First, students get a small-scale "meaning-focused input" (Nation 2007, 2–4; 6; 9–10) and practice their listening comprehension, which enables them to establish the meanings of some vocabulary from the context (incidental learning) but also revise the vocabulary they already, fully or partially, know. The stories were written so that lexical coverage, or the percentage of words and phrases students know, should meet the required minimum of 95% (Barclay and Schmitt 2019, 800–801). Second, students retell the stories in their own words, trying to avoid using as much of the key vocabulary from the original story as possible by replacing some of it with synonyms, antonyms, and all kinds of formulaic language they have already learnt. This activation of knowledge in written or spoken context is what Nation (2007, 2–4; 9) terms "meaning-focused output". Using *Short Stories for EFL Students: From Story Retelling to Paragraph Writing*, students also get meaning-focused input but this time in the form of semi-extensive reading⁶, which can contribute to vocabulary acquisition (Krashen 2013, 29). This book is used primarily for vocabulary recycling and is in line with Nation's (2013, 457) position that "the newness of the context will influence learning, that is, if the words occur in new sentence contexts in the reading text, learning will be helped". Furthermore, the book can be used for read-alouds, which Krashen is in favour of because they "stimulate substantial vocabulary growth" (Krashen 2013, 37). The book also offers many writing prompts, which promote repeated retrieval of vocabulary knowledge and, consequently,

⁶ Extensive reading is done in the lecture component of the CEL1 course.

maximize retention. These prompts require interaction with the text in each unit and encourage students to produce meaning-focused output.

In order to meet students' diverse learning needs, additional printed resources are employed along with the core ones. First, they serve as a source of remedial materials. Namely, *English Vocabulary in Use: Pre-Intermediate and Intermediate* (Redman 2001) is used as the primary source of supplementary materials for those students who are weaker in some vocabulary areas and need additional instruction and practice. Select units from *Intermediate Language Practice* can serve the same purpose. On the other hand, more advanced students can use both the additional and core resources to learn independently as they can explore the topics not included in the syllabi, thus broadening their knowledge of certain semantic areas and getting additional practice.

What is true for all the resources is that the answer keys make them ideal for self-study because students can check the answers to the exercises assigned for homework and then, in class, they can just discuss those words/phrases/sentences that they found particularly challenging or not clear enough. This type of teaching situation saves a lot of class time.

Finally, it is imperative to note that all these resources should be viewed as a whole, or as a course pack, because they complement one another. A wider variety of types and opportunities for exposure to target vocabulary along with a significantly higher number of exercises and tasks than any single resource can offer allows of fluency development in all four skills through retrieving and practicing vocabulary knowledge in new contexts. Another important advantage of utilizing a combination of these resources is that a lot of attention can be dedicated to certain subsets of formulaic language (phrasal verbs, idioms, collocations) that often require to be revisited in teaching and learning more often than other types of lexical items (e.g., nouns referring to specific objects, one-word verbs), providing students with ample opportunity to recycle this challenging type of vocabulary. Lastly, the use of the CD accompanying *In Your Own Words: A Course Reader for Story Retelling* as well as some authentic audio and video materials from the media exposes students to indispensable native-speaker input – different varieties of English and different speakers, each of whom has a different speaking style, rate, and accent, which should all aid students' vocabulary retention.

4. CONCLUSION

Teaching and learning from the resources reviewed above enable students to navigate everyday situations at a higher level of proficiency (B2, according to CEFR) and to be able to understand and express complex thoughts and ideas, as well as to negotiate more challenging situations. No single resource would be able to meet the teaching goals outlined in the syllabi of both *Use of English* courses, for instance, in-depth coverage of the target semantic areas, developing fluency and accuracy in all four skills, an abundance of opportunities for intentional and incidental learning, and plenty of situations in which students use the language actively so that, eventually, a significant portion of their knowledge becomes implicit, meaning that they can use it automatically, without consciously checking whether they are using the right term. The majority of the books were selected so that they have an answer key, which makes them ideal for self-study, thus giving students some agency and enabling them to enhance their knowledge on their own, not just in the classroom.

For each accreditation period a detailed retrospective evaluation of the materials used in the previous accreditation period is performed. In addition to that, a predictive evaluation is carried

out when deciding on the materials that will be used in the new syllabus. These two types of evaluation result in the selection of, for example, a more contemporary resource or one that may be better suited to students' needs, which would replace a resource used in the previous accreditation period. Although the students in question are experienced language learners, in the future, they may benefit from including teaching vocabulary learning strategies in the syllabi to help them expedite their vocabulary learning and become more independent learners. Moreover, a more flexible syllabus, which would allow making more use of authentic materials from digital resources⁷ dealing with current affairs students are particularly interested in, would not only give students more agency but also generate more enthusiasm, thus making vocabulary learning easier, more efficient and more enjoyable.

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⁷ At this stage of the Covid-19 pandemic it is safe to say that all students are expected to have easy access to technology and, therefore, can use electronic resources in studying.

EVALUACIJA IZVORA KORIŠĆENIH U NASTAVI KURSEVA UPOTREBA ENGLSKOG JEZIKA NA VIŠEM SREDNJEM NIVOU

Rad ima za cilj da opiše i evaluira nekoliko primarno štampanih izvora koji se koriste u nastavi dva kursa vokabulara na višem srednjem nivou (B2 na CEFR skali). Radi se o kursovima Upotreba engleskog jezika 1 i Upotreba engleskog jezika 2 koji su deo kursa Savremeni engleski jezik 1 na Departmanu za anglistiku Filozofskog fakulteta Univerziteta u Nišu. Semantička polja navedena u nastavnim planovima za ova dva kursa obrađuju se uglavnom kroz odlomke iz nekoliko udžbenika namenjenih podučavanju/učenju i vežbanju vokabulara. Na kursovima se koriste i materijali iz autentičnih izvora ukoliko vreme to dozvoli. Kroz evaluaciju izvora korišćenih na gorepomenutim kursovima, rad ukazuje na značaj učenja iz više od jednog izvora za uspešno savladavanje i retenciju vokabulara.

Ključne reči: *nastava vokabulara, viši srednji nivo, udžbenik, korišćenje više izvora*