Abstract
Much research has been conducted on vocabulary teaching and learning strategies. Some have covered several issues pertinent to vocabulary acquisition, whereas others focused on vocabulary teaching and learning activities. In some of these studies, the construct of ‘rich vocabulary instruction’ has occupied a group of EFL specialists. However, no clear guidelines have been proposed regarding this matter in terms of how much word knowledge to give to EFL learners, and in what context. In this paper, the researcher argues, using Sperber and Wilson’s (1986) Relevance Theory, and in particular the principles of ‘contextual effects’ and ‘processing effort’, that these two principles could be used as criteria for determining the quantity and quality of word knowledge to be imparted to EFL learners. The paper concludes with some proposed activities that the researcher has found useful in making teaching vocabulary relevant to students and instructors.

Key words: Rich vocabulary instruction, Vocabulary teaching & learning, Relevance.