

# Teachers' Perspectives and Experiences in Higher Education Vocabulary Instruction

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## Article history:

Received  
14 December 2024

Revised  
12 January 2025

Accepted  
17 January 2025

Available online  
22 January 2025

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**Abstract:** The selection of vocabulary learning strategies (VLS) is a pivotal action to do in English teaching and learning process. This study aimed at exploring what teachers perceive and experience on vocabulary instruction at higher education. A narrative approach employed in this study. Using purposive samplings technique under the criteria in minimum four years experienced as permanent English teachers and limited the area of study only in one of religious higher education in Central Kalimantan, five English teachers were enrolled as participants. Unstructured, open-ended interviews used as the instrument in collecting the primary data. After collecting the stories, the data were reported and validated using triangulation. The results revealed that teachers believed on using a variety of learning strategies to engage learners to be interested in vocabulary instruction were useful. Then, the challenges both in external and internal factors faced by teachers in vocabulary instruction could be handled by employing the strategies that fit to the students' characteristics, such as learning vocabulary through songs, games, social media platform such as Tik Tok, You Tube, Instagram, and so forth. Therefore, it can be drawn into a conclusion that teachers must always be creative and innovative in action by utilizing the technology advancement. Besides, the use of differentiated instruction approach could be better employ by teachers for solutions to the problems, particularly in facilitating diverse students' characteristics. Next, the use of various modes of learning or multimodal sources can also help students at higher education to get the very meaningful vocabulary learning.

**Keywords:** Experience, Instruction, Perspective, Vocabulary Learning Strategies (VLS)

## INTRODUCTION

Learning a new language cannot be started without knowing the vocabulary. According to Mardali & Siyyari (2019) words are highly important in general and even more important when learning another language. Actually, expanding one's vocabulary has become an integral part of learning a new language, in this case English. In this age of globalization, when mobility conditions interact to build cooperation between several nations in areas like communication, politics, diplomacy, international trade and industry, science and technology, and like, the acquisition of foreign languages, particularly English as an

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To cite this article: Tantri, N.N., Padmadewi, N.N., & Artini, L.P. (2025). Teachers' Perspectives and Experiences in Higher Education Vocabulary Instruction. *Ebony --- Journal of English Language Teaching, Linguistics, and Literature*, 5(1) 2025, 79-91.

international language, is becoming more and more important. The importance of learning English can be seen from the many learning books written in English. Hence, the learners are expected to be able to read and understand these books. Considering how importance of learning English is, the government has made English a compulsory subject that has been introduced from elementary school level up to university level (Rokhyati, 2013; Septiana, 2018; Fitria, 2023).

Vocabulary learning becomes a never-ending activity. When someone learns a language, then that person must continue to learn it. Language learning must be continuous, because learning vocabulary does not only mean memorizing words, but how to better understand the meaning of these words in a context. So does in learning English, one who has a strong vocabulary will have little trouble mastering the four main components of English, namely listening, speaking, reading and writing (Asyiah, 2017). Furthermore, one who truly understands a word is not limited on knowing its definition. Additionally, he also knows how that word functions in various ways or contexts. Knowledge of a word includes understanding how the word's sound, how it is written, how it is used as a part of speech, and its various meaning (Juel & Deffes, 2004) in Sedita (2005). However, most students know that word-for-word translation is enough in applying English in the classroom, without realizing how important it is to understand the vocabulary itself. Without adequate vocabulary knowledge, a person will not be able to communicate effectively or express their thoughts both orally and in writing. This is because the lack of vocabulary knowledge that a person has will certainly be one of the inhibiting factors for someone to learn a foreign language, in this case English. When someone who is learning a language is unable to increase their vocabulary knowledge, then there will also be a loss of interest in learning English. It is generally known that students who successfully learn English vocabulary are students who like to learn English.

The use of effective strategies and approaches by educators is a component that impacts the success of English language learning. The selection of vocabulary learning strategies for students at the higher education level must be adjusted to the needs or characteristics of students. Teachers' strategies, techniques and methods in learning English vocabulary at the higher education level need to be known earlier so that the learning model to be applied is known, considering that college students have highly demands students' skills in foreign languages, especially English. For this reason, teachers are required to always innovate and apply strategies that are most appropriate and in accordance with the needs of students, besides teachers are also expected to always conduct continuous evaluations in an effort to find out the most relevant strategies and apply strategies that are considered to make significant changes to the development of students' vocabulary. According to Bai (2018) vocabulary learning strategies define as “behaviors or actions which learners use to make vocabulary learning more effective”. In addition, this research is also to find out which strategies are interesting and motivate students to be more active in learning English, especially at tertiary level so that it can be used as a reference and consideration for other teachers.

As a result of increased focus on language, vocabulary instruction is often overlooked in English language classrooms. Instead, teachers tend to emphasize the practical aspects of

English as a foreign language (Khalifa, 2015). Teachers now must take into consideration to this situation. In order to fulfill their professional responsibilities, educators must be well-versed in and competent in creating engaging, innovative, and effective learning models that align with the education level's unit curriculum. So, to create learning models that fit students' personalities, it's necessary to use suitable learning tactics, models, and methodologies. The learning process should produce the impression of meaningful learning for students, so as to foster students' enthusiasm and motivation to learn English. The choice of learning model used will greatly affect the improvement of student achievement in learning English. In this case, the application of appropriate and interesting strategies, methods and techniques that are tailored to the needs of students will spur students to continue their enthusiasm for learning. The students will also feel that learning English is interesting and useful because the teacher uses the right techniques and methods in learning new vocabulary, because the students feel that it is in accordance with the nature of the students. Therefore, how to make students skillful in English depends on how teachers motivate their students during the learning process. A teacher's approach to teaching English vocabulary is crucial for students' success in the language. Because, having more vocabulary knowledge will greatly affect the process of students' understanding in learning English. The students' level of engagement increases as they get more word knowledge. Thus, pedagogical approaches and methods facilitate an enhanced learning environment for educators and students alike (Akramy et al., 2022).

The vocabulary problem is particularly relevant for those whose first language is not English, since they frequently struggle to find the right words to express themselves in written and spoken forms. Additionally, due to a limited vocabulary, they experience demotivation when reading and listening (Ghalebi et al., 2020). How to memorize a large number of unfamiliar words is one of the initial challenges faced by language learners. Developing the ability to work independently with words is an ongoing process that calls for a great deal of intrinsic desire from the student and incorporates a wide range of factors and skill sets. While each student's approach to learning new words is unique, teachers can inspire their pupils to develop their own techniques by modeling them for them, discussing them with them, and giving them opportunities to practice. There are substantial challenges for certain student groups in acquiring a sufficient vocabulary to thrive academically: 1) people whose first language is not English; 2) kids whose only exposure to literature is in the classroom; 3) pupils who experience difficulties in reading and learning; 4) kids whose vocabulary is small when they start school (Sedita, 2005).

According to studies conducted on the subject of vocabulary training, there isn't a single optimal way to teach the subject. Rather, it is recommended to teach vocabulary in both direct and indirect ways (National Reading Panel, 2000). As an example, teaching vocabulary before reading a selection is an example of direct instruction. Explicitly teaching 400 words every year to students is the ballpark (Beck et al., 2002). Analyzing word roots and affixes (suffixes and prefixes) is another kind of direct instruction. It is impossible to provide pupils with a comprehensive vocabulary list in a single lesson. Thus, indirect techniques of training, such as reading aloud to pupils and introducing them to a large vocabulary, are essential components of vocabulary instruction. As part of indirect

education, teachers can guide their students to gain a love of language and find joy in using it (Baumann et al., 2003). However, recently some studies have figured out that vocabulary teaching through short story can help students to recall most of the words and it was proved to be fruitful (Kutuk, 2007; Amiriyousefi, 2011; Nazara, 2019; Leong et.al., 2019, Wong, et.al., 2020; cited in Ali Mansoor et al., 2023)

Research on Libyan students preparing for university has shown that various vocabulary acquisition tactics have a significant impact on their academic performance (Khalifa, 2015), the analysis of vocabulary teaching strategies in non-English major students in university (Bai, 2018). English teachers' belief and practices in teaching vocabulary (Mardali & Siyyari, 2019); the effective techniques of teaching vocabulary in Afghan EFL classrooms used by the English teachers (Akramy et al., 2022); and the exploration of Afghan undergraduate EFL learners' beliefs about vocabulary learning (Rahmani, 2023). The purpose of this study is to explore the teachers' perspectives and experiences on teaching vocabulary in higher education, particularly in religious higher education in Palangka Raya, Central Kalimantan Province. This study aims to describe the strategies used by English teachers to teach vocabulary and to explore teachers' perceptions of the effectiveness of specific vocabulary teaching approaches. The following questions were posed for further investigation in light of the study's objectives: 1) How do teachers at religious higher education use vocabulary learning strategies (VLS) to teach students new words? 2) How do teachers at religious higher education perceive and experience the use of vocabulary learning strategies? 3) What are the obstacles to teaching new words in higher education?

## METHOD

Narrative research design was employed in this study, in which the researchers collected the story from individuals and composed related to their experiences (Creswell, 2012). To select the participants who understand the central phenomenon that could provide the data needed on perspectives and experiences on the strategies employed in teaching vocabulary at higher education, the purposive sampling technique was engaged. By limiting the site of the study only at one of religious higher education located in Central Kalimantan and by choosing the English teachers under the criteria that have been working as permanent English teachers minimally in four years, five permanent English teachers were enrolled in this study. Then, in order to maintaining the ethics of this study, the researchers replaced the teachers' name by pseudonyms and the name of religious higher education as the location was not mentioned directly in this study.

The main technique for collecting the data in this study was unstructured open-ended interviews. It is done in order to reveal the teachers' perspectives and experiences on vocabulary learning strategies (VLS), their feeling related to the success on applying different vocabulary teaching approaches, and their obstacles experienced during teaching vocabulary at higher education.

The procedure of analyzing the data was began by collecting the stories from the individuals that reflected to their personal and social experiences on using the vocabulary learning strategies (VLS) during vocabulary instructions. Then, the data collected were reported and validated using triangulation of data sources in order to reduce bias and to

provide a more comprehensive understanding. Thus, the researchers do not solely describe the results of this study based on one perspective, but they also consider the results of observation toward classroom practices during vocabulary teaching, as well as the results of studying the document, namely the lesson plan that is used by the teachers in teaching English.

## RESULTS

The results of this study reveal that English teachers at a religious higher education institution in Palangka Raya, Central Kalimantan, have diverse strategies, perceptions, and challenges when it comes to teaching vocabulary. The findings are divided into three main categories: the vocabulary instruction strategies, the teachers' perspectives and experiences, and the challenges in vocabulary instruction.

### Strategies of vocabulary instruction

When teaching students new words, teachers typically use one of three approaches: first, to help students understand the meanings of the words, second, to help students learn the words, and third, to help students recall the words. According to Mrs. T3, she stated that these three strategies are familiar to her and she believes that they should be involved in teaching vocabulary in such integrated way. This statement is also supported by other teacher who stated *"Yes, as an English teacher, I want my students to not only acquire new words, but also to retain them for future use"* (T2). Although, there is a teacher that only employ part of these strategies.

Here are some strategies for helping students learn new words: have them look up the word's part of speech, see if there are any prefixes or suffixes that can tell us what it means, see if there are any pictures or gestures that can help us understand what it means, guess based on what we read in the text, use a bilingual or monolingual dictionary, or even work in groups to figure it out. Every teacher has different views based on their own experiences in the classroom. It can be seen by the following excerpts of the interview:

*"Guessing from context is my most favorite way of introducing new vocabulary to my students. This effectively facilitates comprehension of the text. One word can have different meanings in different contexts. For example, the word 'date' has more than one meaning. When my students read "My date bought me flowers after our dinner". They would not think the word 'date' to mean a type of fruit or a number on the calendar. Therefore, understanding words in their context is the most effective in my opinion"* (T2).

Then the other teacher, stated:

*"I have employed all of them in my classes. However, based on my experiences, the most effective activities of learning vocabulary are guessing from textual contexts, guessing from pictures and gestures, checking for L1 similarity, as well as using dictionary from the Internet"*. (T3)

Meanwhile, the other teachers used to employ look up a bilingual dictionary and analyze any available pictures or gesture, guess from textual context, look up a bilingual dictionary, and work in groups to discover the meaning, since they found those activities are more familiar and more effective activity and can make the students engaged in English classroom.



In the strategies of learning new words, there are some activities that should be associated by teachers. Some examples include working in groups to study and practice, making a list of words and their definitions, using flashcards to write down definitions, labeling real-world things in English, and keeping a vocabulary notebook. Based on the result of interview, it is found that the more dominant activity used by teachers is asking students to study and practice in groups to discover the meaning of the words. On top of that, there are a variety of other things you may do, such saying the word out loud, seeking up examples of its usage in context, making educated guesses, using a bilingual dictionary, and maintaining a vocabulary notebook with both single words and their example sentences. This can help the students to remind of the words are used within context.

The next strategy of vocabulary learning is the strategies to remember new words. Based on the observation in classroom activity, most of teachers agreed that asking students to repeat the new words or using drill method. Besides, other activities, like making sentences using certain words also help them to memorize the new words. Digital versions of word games like crosswords, hangman, word guessing, matching games, etc., are also often used by teachers.

In general, the five educators that participated in the researcher's interviews agreed that incorporating a variety of learning strategies is crucial for keeping students interested in and engaged with the material. It is in line with the result of interview as follows:

*“Teaching activities that engage students are through games and songs (T1) “Using interesting short videos like from Tik Tok and then ask students to guess the meaning of unfamiliar words (T2)*

*“I find out that teaching the new vocabulary through reading texts and songs is the most engaging one” (T3)*

*“The most engaging one is game” (T4)*

*“The activities I find the most engaging such as learning from songs, analyzing pictures or paintings, watching movies, and role play” (T5)*

Based on the statements above, it can be taken into account that some learning strategies that can engage students when learning vocabulary are learning through games, listening songs, watching videos, role playing and the newest one is learning through social media, like Tik Tok. Previous studies have proved that the use of social media in teaching was successful and it give beneficial learning (Ayaz & Faheem, 2016; Zainal, Z., & Rahmat, 2020, 2016). The use of songs in learning vocabulary (Phisutthangkoon, K., & Panich, 2016); (Triwardani, 2022). Learning vocabulary through games (Kayaalti, 2018; Fatimah & Masduqi, 2021).

Furthermore, the last two questions in this session related to the easiest strategy used in vocabulary instruction at higher education is vary amongst the English teachers. Each teacher has experienced some strategies in order to know which of the strategies the easiest one is. The following are the teachers' statement on this.

*“Using interesting short videos from Tik Tok and then asks students to guess the meaning of unfamiliar words. This is the easiest because the videos are unlimited and can be searched based on the interest. Native speakers create the videos and they use colloquial words and even slangs. The words learned are within the context” (T2)*

*“Teaching vocabulary through reading texts and songs is the easiest. Based on my experiences, this strategy works because students learn the new vocabulary through texts and contexts. It eases them to find the meanings. Besides, this strategy is enjoyable and engaging, because the activities that follow are fun, such as through reading something interesting and singing along” (T3)*

*“Study and practice in groups is the easiest, because practice makes perfect” (T4)*

*“Role play is the easiest strategy for the students because the students are forced to remember their word in a fun way” (T5)*

Based on those statements, it was indicated that every teacher has employed various strategies in order to find which of the strategies meet to the students, and or in other word, teachers always try to employ the strategies based on the students’ need. Finally, the result of interview related to other strategies out of the three strategies used by the teachers, it is found that there is no other strategy sound new. Even, the is one teacher elaborated that she uses the language games, like ABCD’s guessing games, it does not seem to differ from the previous games’ strategies mentioned before.

### **Teachers’ perception and experiences**

The interview data shows that teachers have different views and experiences when it comes to the common vocabulary instruction tactics used to teach students new words. When asked first about introducing vocabulary outside of textbook exercises, instructors had varying answers. In general, teachers believe that teaching words in context or through a reading text is easier rather than to teach the words separately from the textbook exercises. It can be seen from the excerpts of the interviews with the five teachers of religious higher education in Palangka Raya, Central Kalimantan as follows.

*“... I found that my students looked easier to learn and memorize the new English words through text” (T1)*

*“... it is easier for my students to understand words within context (T2)*

*“... I usually teach new words/ vocabulary through a reading text” (T3)*

At the same time, another educator was reluctant to teach vocabulary outside of textbook activities without providing an explanation, but the other one is on board with the idea, in which she stated *“Yes, I teach word classes and I teach these words apart from textbook exercise” (T5)*. The majority of the time, the word list was utilized by teachers when discussing reading comprehension or delivering lessons. Then, it is asserted by the result of the interview that four out of five teachers agreed that using word list really help students in introducing new words (T1, T2, T3 & T5).

In term of using flashcard in the classroom to teach vocabulary, some teachers do not agree to use flashcard in higher education level, but there are some teachers agreed to employ flashcard in teaching vocabulary in higher education level considering that students have different proficiency level. For those students particularly the students with low English proficiency level, the present of flashcards in the classroom is still needed. The teachers found it is great for those students who are at the elementary level. The flashcards help them to recognize and memorize the words. In fact, teachers have already integrated the

technology to more engage their students learning English vocabulary, such as using digital flashcards.

Most videos on TikTok are interesting and have subtitles (in English) for my students (T2), so it's a great way for them to learn new words while they're having fun. Teachers can also ask their students to learn new words from English-language newscasts, songs, TV shows, and movies. Teachers hardly ever have their students acquire new words from other forms of media, such as advertisements, flyers, exhibits, or newspapers, according to the observation. Besides, based on the result of interview, most teachers agreed not to involve these kinds of media in their teaching. It is aligned with the argument of the teacher that stated:

*"I rarely ask my students to learn new words from newspaper, displays, flyers, advertisements and the others. Those are less engaging. I use them only when introducing words that specifically appear in announcement and invitations".*

### **The challenges in vocabulary instruction**

Different challenges in vocabulary instruction were contributed by various factors. Based on the result of interview, one factor that contributed the challenges of students in vocabulary instruction is the influence of mother tongue, or the first language. The other factors caused challenges are the different level of English proficiency. Besides, the students learning style, background knowledge and motivation also contribute challenges in vocabulary learning.

On the other hand, any personal learning preference or style would impact the students' ability to grasp and use new vocabulary. The students' preference might be in the form of auditory, kinesthetic, read/ write. Considering the phenomena, teachers attempt to encourage students to explore new fun ways to get language input. Be it online comics, videos, songs, etc. by this way, students will find the one they enjoy so much and they will keep doing it without any specific instruction, for instance, if the students are interested in anything Korea. Teachers can employ texts that talk about *Kpop* or *Kdrama* and contain the target of vocabulary.

Providing the context of schemata to students that relate to the new vocabulary is really needed. Instead of do a lot reading also expected by teachers. Besides, according to Mrs. T3 finding out more new technology/ tools that are applicable to help higher education students to learn new vocabulary is her hope. Other teachers asserted about the changes or additions in current vocabulary teaching strategies in higher education is "on the learning process" and "the form" of learning must be more authentic." (T1, T4 & T5).

## **DISCUSSION**

This section looked at and studied the findings related to the three main focus of data analysis, namely the strategies in vocabulary instruction, teachers' views and experiences, and the challenges during vocabulary instruction. Workie & Feleke (2020), found that there were no best strategies can employ to improve learners' vocabulary learning. However, this study highlights effective ways to teach vocabulary instruction. They are some strategies used by teachers, such as teaching words in context, providing word list to introduce new words, and utilizing the digital technology sources and devices were the common strategies which successful engage students in learning vocabulary.



Fortunately, students who have a strong vocabulary are better able to express themselves and excel in all four areas of language study: reading, writing, listening, and speaking. Therefore, a learner's ability to communicate themselves effectively grows in direct proportion to the amount of vocabulary he or she masters (Ghalebi et al., 2021). In reality, there are five fundamental elements of reading instruction—vocabulary included—that are necessary for teaching youngsters to read. Phonics and word study, phonemic awareness, fluency, vocabulary, and comprehension are the essential components (National Reading Panel, 2000). The ability to access one's past information, articulate one's thoughts and communicate them effectively, and grasp new concepts all depend on one's vocabulary. Students with larger vocabularies are better able to grasp complex ideas and concepts than those with smaller vocabularies, which indicates a substantial correlation between students' word knowledge and their academic performance. Students' ability to understand what they read will suffer if they do not consistently and sufficiently increase their vocabulary, according to studies by Chall, J.s. & Jacobs (2003). So, it is crucial that teachers at all grade levels focus on building students' vocabulary. A student's reading vocabulary should grow by an average of 2,000 to 3,000 words every year due to the enormous number of new words that pupils are required to acquire (Beck et al., 2002). A student's knowledge of a word goes beyond its meaning after he has mastered it. There are a variety of scenarios in which he is proficient with the word. A word's many meanings, as well as its phonetic, orthographic, grammatical, and lexical forms, are all components of a word's knowledge (Juel & Deffes, 2004 cited in Sedita, 2005).

Based on the findings, utilizing advertisements, flyers, exhibits, or newspaper in introducing new vocabulary to student was not too effective. It reflects that teachers should try to revisiting the use of this sources by selecting the materials or topics that may beet to the learners' need and it should also be adjusted to the learners' particular discipline.

The second finding was about the teachers' perception on the use of vocabulary learning strategies (VLS). Scholars agree that teachers' beliefs influence their instruction (Martinez et al., 2024). There are a lot of strategies for vocabulary instruction, but educators frequently resort to ineffective strategies in the vain assumption that they would one day see the flaws in their own practices and realize they need to make changes. Definition copying and context hints are examples of "well tried" but ineffective or false tactics. There are various forms that the strategy of copying definitions might take. To help their students learn new terms, some educators would write them down and then have them consult a dictionary or textbook glossary to find their meanings. Some teachers like to write definitions and terms on the board and have pupils replicate them. In comparison to searching for definitions, having students utilize context clues to deduce meaning is more effective because it encourages active participation and inquiry from the students. While using context clues and replicating definitions are two well-known ways to assist children acquire new words, none of these approaches fosters the relationship knowledge essential for a thorough comprehension of the topic they represent (Bulusan et al., 2019).

Furthermore, word selection, graphic organizers, reasoning and prediction, antonyms and synonyms, and word classification are effective tactics that teachers rarely use. Using these tactics to teach vocabulary calls for a greater level of cognitive processing according

to Bloom's Taxonomy, as well as increased student engagement. For terms to be chosen, they need to build on what pupils already know and make sense in light of what they already comprehend. The two-dimensional visual depiction of conceptual relationships is called a graphic organizer. Students are able to practice crucial skills for vocabulary acquisition, such as asking questions, clarifying ideas, and using words in context, in this way. Students can practice using their vocabulary and reasoning skills by being asked to guess the meaning of words both in and out of context. They can also practice finding terms with similar or opposite meanings and matching them up. Using antonyms and synonyms as a tactic helps students grasp the meanings of new words and expand their vocabulary. Teachers should raise their pupils' levels of self-awareness and provide them a variety of discourse tools, according to the word- classification technique (Phillips et al., 2008).

In relation to the use of VLS, every teacher has different views, the same strategy employed in different classroom resulted difference in experiences also. It implies that teachers ought to be creative and innovative in utilizing the strategies such as integrating the technology. As (Kustini et al., 2020; Kholis & Azmi, 2023; Djamdjuri et al., 2021; Hellwig et al., 2022) believed that multimodality acknowledges the use of multiple modes to make meaning. Here, employing multimodal sources through the selection of relevant topics combine with the use of images, video, audio, and many others can help students to learn new words by semiotic resources.

The third analysis discussed the challenges in vocabulary instruction. Workie & Feleke (2020) found some challenges in vocabulary instruction, namely the of the task, the complexity of the word knowledge, lack of creating genuine communication, students with limited or no knowledge of English, students with reading and learning disabilities, and students who enter school with limited vocabulary knowledge. Hence, this study is diverse with the previous study, in which the challenges of vocabulary instruction have been influenced by the internal and external factors, such as the learners background knowledge, the learners mother tongue, different learning styles, and also different English proficiency level. In this context, teachers need to consider and understand the learners' characteristics. Therefore, employing the differentiated instruction approach seems to be appropriate to cope the diverse need of the students. It is in line with Tomlinson (2001) stated that in a differentiated classroom, students' differences would become the important element in teaching and learning as well.

## CONCLUSION

Based on the result and discussion, it can be concluded that every teacher has a unique experience on vocabulary instruction activities. All of the teachers experienced the strategies to find the meaning of new words, strategies to learn new words, and strategies to remember new words. Then, based on the teachers' experience, these three strategies should be employed in integrated ways. The difference in proficiency level, learning style, and students' background, and also mother tongue is some of many other challenges might be faced during vocabulary learning. In order to cope these challenges, teachers must be able to adjust the strategies based on the situation needed, like teaching through songs, videos, English games, etc. Besides, leveraging the technology in vocabulary instruction is believed

to get the more meaningful learning. The presence study provides information of vocabulary learning strategies that can engage students enjoy in vocabulary instruction. Since the study only involved English teachers in one religious higher education in Palangka raya, Central Kalimantan, the results of the study cannot be generalized to the strategies used by other teachers. Hence, this study may provide information for teachers on the strategies used for teaching vocabulary, particularly in higher educational level, such as colleges or universities. It is recommended for teachers to conducts future research in larger scale of participants in order to gain the enrich data.

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