USING MIXED STRATEGIES AND TECHNIQUES TO ENRICH AND ENHANCE L2 VOCABULARY LEARNING

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ABSTRACT: *Vocabulary plays an important role in any language. However, learning vocabulary is one of the challenges that learners face during the process of second language learning. This research paper aims to enrich teachers' knowledge and improve their teaching methods in the area of vocabulary instruction. First, it discusses the issues that learners have in L2 vocabulary learning in order to help teachers understand these issues and follow the principles that will help them to develop effective vocabulary instruction. In addition, this paper reviews the current research on the most effective teaching strategies and techniques for L2 vocabulary learning and teaching. The results of the study emphasize the importance of vocabulary instruction on vocabulary learning. Therefore, teachers should evolve their vocabulary instruction to be more effective which will affect positively on their learners' vocabulary development. In addition, this paper familiarizes teachers with various useful teaching methods and techniques to enhance vocabulary teaching and learning processes.*
KEYWORDS*: L2 vocabulary learning, issues, vocabulary instruction, teaching methods, techniques.*

INTRODUCTION

Using Mixed Techniques and Strategies to Enrich and Enhance L2 Vocabulary Learning
English language is considered as a global lingua franca and it is the language of technology and Internet. In some countries, English is either the official or the second language. It is the common language that enables people to understand one another. Therefore, millions of people want to learn English to be able to communicate with others. Basically, learners have to master four skills to acquire English as a second language: listening, speaking, reading and writing. To acquire these skills, the learners need to learn three language components: vocabulary, pronunciation, and grammar. Vocabulary is a fundamental competence in second language acquisition because without adequate vocabulary, it is difficult to communicate with others.

Vocabulary is the set of words of a language that includes separate items and phrases of several words that convey a certain meaning. The role of acquiring vocabulary is important because individuals cannot communicate without the knowledge of words, but they may be able to communicate to certain degree even if they do not know grammar. In the process of second language (L2) vocabulary learning, learners face several problems that make vocabulary learning difficult, such as the size of the vocabulary that students need to know and the complexity knowledge of the words. Therefore, it is crucial for teachers to devote enough time and effort in teaching vocabulary to students. L2 teachers should not rely on one teaching method that may be valuable for some students but does not work for some others. Thus, there

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is no one best method for vocabulary instruction. Teachers should combine various methods and strategies for vocabulary instruction to help students overcome the difficulties that they face and help them acquire the vocabulary effectively.

The purpose of this paper is to address several issues that learners face in vocabulary learning. It also presents some principles for effective instruction that may help to improve vocabulary learning. In addition, this paper outlines the findings of the current research about the effective vocabulary strategies and techniques for vocabulary teaching and learning. This study gathered information from previous studies to answer the following questions:

1)   What are the issues that students face in vocabulary learning?
2)   What do the current studies say about the effective techniques and strategies for vocabulary teaching /learning?

Issues in Studying L2 Vocabulary

Recent research indicates that vocabulary learning can be problematic for students (Schmitt, 2010; Rahimi & Rahman, 2008; Schmitt, 2007). Therefore, effective vocabulary instruction can help students to overcome these issues. While vocabulary instruction is not difficult to teach, it is much more difficult to teach in a way that students learn vocabulary successfully. Many teachers continue to look for ways to teach students efficiently, and for them to be satisfied with results. This section will present some specific problems that are involved in vocabulary learning to help teachers understand these issues while attempting to demonstrate how teachers can resolve them.

Large Amount of Vocabulary is Needed to Function in a Language

One of the biggest issues that learners face in vocabulary learning is the need for a large amount of vocabulary to function in the language. Without sufficient vocabulary students cannot do various activities in English such as understand texts and communicate with others. Therefore, Schmitt (2010) states that teachers need to know first the vocabulary size that students need to function in various activities in the language in order to help them. The first thing to find out how many words are needed for ESL learners is looking to the vocabulary size of native English speakers. Rasouli and Jafari (2016) states that native English speakers know between 12,000 to 20,000 words. Particularly, English native speakers learn 4,000 to 5,000 words by the age of five years and afterward, they learn 1,000 words each year. At the same time, to be able to speak fluently, there is a need to know between 6,000 and 7,000 words. Nevertheless, it does not mean that non-native speakers need to acquire this amount of words to function in English. According to Adolphs and Schmitt (2003), English learners need 2,000-word families to have a 99% coverage of spoken English to be able to communicate in daily life situations. Similarly, according to the result of Laufer and Ravenhorst-Kalovski's study on the lexical text coverage (2010), learners who have 8,000-word families will understand 98% of an average text while learners who have 4,000- to 5,000-word families would provide about 95% of coverage. As a result, the teachers should select the words that are most commonly used to help learners acquire the language for communication.

It is not easy to decide which words are most important. Therefore, Rasouli and Jafari (2016) claims that one of the important aspects that teachers can follow to choose the important words for ESL learners is word frequency. According to Schmitt and Schmitt (2014) the vocabulary is usually divided into four categories: high-frequency words, academic words, technical words and low-frequency words. It goes without saying, the high-frequency vocabulary is addressed most often. This high-frequency vocabulary includes 2,000-word families. This number has been calculated from the influence of the General Service List (GSL) that includes a little over 2,000 headwords. This means there are 2,000 essential word families that have been an important resource for many decades. In addition, these approximately 2,000-word families are sufficient to use to be proficient in everyday life.

There is also another method of choosing words that are used in everyday life, which is collocation. Duan and Qin (2012) emphasize that collocation is an important aspect in second language vocabulary acquisition. Acquiring multiple collocations provides students with the ability to speak fluently. In addition, it is important to acquire the collocations as a part of the vocabulary because malformed L2 collocations influence the processing speed negatively. Particularly, collocations convey precise semantic information; therefore, the correct use of collocations enriches the vocabulary while incorrect use may lead to misunderstandings. Also, the inability to use collocations appropriately shows a lack of expertise and vocabulary knowledge (Bardel, Lindoqvist, & Laufer 2013).

The Complexity of Word Knowledge
While vocabulary is referred to as the knowledge of words and their explanations, this notion is not that simple. Schmitt (2007) indicates that vocabulary refers to the ability to communicate using the meanings of words and knowledge of spelling and pronunciation as well as grammar functions of the words. In addition, Bardel et al. (2013) states that knowing each word consists of set of information. The first part of it is the actual meaning of the word and most of the words have diverse meanings depending on its use in context. The meaning is completed with the knowledge of spelling and pronunciation of the word. Knowing grammar characteristics of the word is also important because it helps students to use the word properly and thus be able to use it in actual communication. Furthermore, Schmitt (2007) comments that learners require the knowledge of form which not only includes the written and spoken form but also includes knowledge of the extra parts added to the word that change its meaning.

Technically, the vocabulary of each person is characterized by vocabulary depth and vocabulary breadth. Both aspects of vocabulary, breadth and depth, pose certain challenges to learners. Bardakçı (2016) conducted a study with Turkish students to explore the effect of vocabulary breadth and depth of vocabulary knowledge of these learners on their vocabulary profile. Bardakçı states that knowing the dictionary meaning of number of words that a person knows (vocabulary breadth) is not enough for meaningful production. Learners need to know many aspects of the word, which is called vocabulary depth, such as the multiple meanings of the word. Bardakçı concludes that vocabulary breadth and depth have a significant and solid effect on the vocabulary profile of EFL learners; specifically, depth of vocabulary knowledge

is a strong predictor of vocabulary profiles. He suggests that teachers should improve their students' understanding of L2 lexicon aspects.

Schmitt (2010) explains that learning vocabulary requires students to remember not only the meaning of words, but also their forms, grammatical characteristics, and collocations. While spelling and meaning are the simplest characteristics of the words for students to remember, contextual knowledge is one of the most difficult. To be proficient at vocabulary knowledge, students must know possible meaning senses of the words, while most learners may never reach the full mastery because even native speakers do not necessarily know all meaning senses of the words.

Lack of Sufficient Input Sources
In the traditional classrooms, the students have only two sources to learn new words from: the teacher and the textbook. Therefore, learners lack exposure to the target language. Rahimi and Rahman (2008) explain that this limitation in sources may hinder students' development in vocabulary acquisition. Not all the words need be taught; a large amount of words is learned incidentally through communication in the target language or by understanding reading texts. Consequently, incidental learning requires various exposure to develop vocabulary learning but the problem that learners face is the lack of such exposure. Therefore, teachers should provide students with different sources to help them learn many words to be able to communicate with others and to be able to do various activities in English.

Rahimi and Rahman (2008) state that reading is one of the best sources to expose students to a large quantity of vocabulary. Therefore, the extensive reading method is considered as one of the important factors to combat the problem of lacking sufficient input. Extensive reading is defined as a learning strategy which is based on reading a large amount of authentic texts. Extensive reading increases encounters with unknown words, which helps students to see new words in their context of use (Pigada & Schmitt, 2006). According to Rosszell (2006), teachers should enhance and focus on the development of vocabulary in their teaching. If their students face a problem in having sufficient input, extensive reading is a great source that helps to meet their students' needs.

Rapid Forgetting of Learned Words
Pavičić Takač (2008) presents some factors that influence vocabulary acquisitions and he states that memory is one of these factors. Memory is crucial in learning a new language. It also plays an important role in the success of learners' acquisition of the second language vocabulary. According to the characteristics of human memory, the words that are not in use are forgotten in both long-term and short-term memory. Also, Mona (2013) states when learners learn new words, they will be retaining in short-term memory before passing to long-term memory. The biggest chance to lose the new word is at the end of the lesson or after 24 hours. In general, users forget vocabulary more than "other rule-based linguistic aspects like grammar" (Mona, 2013) because they did not learn valuable ways for remembering. If learners do not use ways

to memorize the new vocabulary, they "will not be reached" (Mona, 2013). Therefore, teachers should help their students to review the words that have studied as soon as possible.

According to Schmitt (2010) learning L2 vocabulary requires a consolidation of new and previously studied words. To consolidate vocabulary, students have to review and revise the words they already know. For better remembering, it is recommended to review the studied words 5-10 minutes after the studying, 24 hours after studying, one week, one month, and six months after study. Such a schedule of consolidating vocabulary provides the most certain result of remembering the words. Therefore, students must devote enough time not only to learn new words and collocations but also to study already known ones.

Principles of Effective Vocabulary Instruction
Teachers need to enrich their knowledge in the area of vocabulary instruction to help their students to face the issues that are discussed above. Therefore, various recent researches (Prince, 2012; Barcroft, 2004; Schmitt, 2007) provide some guidelines and principles which seek to aid teachers to develop effective approach in vocabulary instruction. Prince (2012) suggests that teachers should try to target the most frequent and the most usable words by adding the knowledge of synonyms and collocations to these words. This helps students to acquire the language more efficiently and makes them able to communicate. A minimum of 3,000 most frequent word families is necessary to understand the text. Around 8,000-word families are necessary to be acquired for students to be comfortable with the demands of L2 reading or listening.

In addition, Barcroft (2004) emphasizes presenting words as input to help learners have effective instruction. He encourages teachers to present the new words frequently and repeatedly in the input. These words can be presented in direct instruction such as using pictures or drawing or by using the indirect instruction such as presenting words with reading a passage or telling a story. The repeated review on the new words should be used to present students with various exposures to the new words and to enhance deep processing.

Various research (Prince, 2012; Sedita, 2005; Young-Davy,2014) elaborate that teachers should not teach the words individually, but they should use a combination of approaches and methods rather than choosing one technique. For example, acquiring new vocabulary through extensive reading must be accompanied with other activities, such as mnemonic learning, or using flashcards. Reading is helpful to acquire new words through incidental learning and various forms of elaborative processing to help learners consolidate their knowledge to remember target words better. In addition, teachers should expand their instruction with memorization techniques and a reading-based approach (Young-Davy,2014).

Furthermore, according to the studies that Rosszell, (2006) and Pigada and Schmitt (2006) conducted, teachers should understand the strong effect of extensive reading on vocabulary development. They conclude that extensive reading promotes the vocabulary acquisition effectively. Therefore, teachers should encourage their students to read more, which helps them

to encounter new words in context. The extensive reading increase in the chance of such encounters and help learners to improve their vocabulary knowledge significantly and help them also to improve their ability to read and understand more complex texts. At this point, the benefits of acquiring the word from the context are enhanced by the deep understanding of the meaning of the word. Providing multiple encounters of new words is important for better practical studying and use of the vocabulary.

Moreover, teachers should educate their students on how to use learning strategies to be independent learners and improve their vocabulary knowledge. Asgari and Mustapha's (2011) study emphasizes that most students are not aware of the use of vocabulary strategies to learn words except using dictionary and rote memorization. Therefore, this study shows the importance of teaching students about using these strategies to make the vocabulary acquisition much effective and promote vocabulary development. According to Schmitt (2007), teachers should take into consideration the proficiency level of their students and other factors such as "the L1 and culture of students, their motivation and purposes for learning the L2, the task and text being used, and the nature of the L2 itself" (p.755) in considering which vocabulary learning strategies are they going to introduce to their students.

Strategies and Techniques in L2 Vocabulary Instruction

Vocabulary teaching has an important role in the development of vocabulary knowledge. Therefore, teachers should improve and differentiate their instruction methods to help students learn vocabulary effectively. Teachers should not only focus on covering the words on word lists. They should use teaching strategies and techniques to help learners to know what it means to learn a lexical item. No one method is the best (Sedita, 2005), so teachers should vary their instruction with various methods that aid to develop instruction effectively.

Explicit and Implicit Vocabulary Instruction

Using explicit instruction in vocabulary teaching is fundamental and necessary because vocabulary "requires more focused attention in the classroom due to its complexity" (Young-Davy, 2014). According to Peregoy and Boyle (2013) in explicit instruction, teachers should focus on teaching individual words and word parts such as word roots and affixes in a clear and intentional way. Here, learners will learn how the individual word looks, how it sounds, and what it means by giving definitions which help them to see how words are built in English. Explicit instruction is useful for all learners at all proficiency levels but it helps the beginning learners who have limited reading vocabulary. Sedita (2005) notes that vocabulary instruction should include implicit instruction methods to vocabulary instruction. Implicit instruction is one of the effective methods which depends on learning the words from context. In implicit instruction, teachers teach the new words during reading to expand students' vocabulary knowledge and help them to understand the use of these words in context. Al-Darayseh (2014) conducted a study to investigate the impact of using both explicit and implicit vocabulary teaching strategies on improving students' vocabulary and reading comprehension. He divided the participants into two groups; the experimental group was taught vocabulary and reading texts explicitly and implicitly, while the control group was taught in the traditional vocabulary

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teaching method (listing and defining most new words, using translation, and memorizing the meaning). The findings of this study revealed that the combining of explicit and implicit vocabulary teaching strategies has greatly influenced learners' vocabulary size and also effect positively on their skills in reading comprehension.

Lexical Approach
Using the lexical approach provides various advantages for the language teachers to teach vocabulary effectively. According to Moudraia (2001) this approach is based on the idea that learning the language consist of understanding and producing lexical phrases as chunks (lexical and grammar). In the lexical approach, the instruction emphasizes fixed expressions that happened frequently in daily conversation. Coady and Huckin (1997) pointed out that this approach encourages teachers to teach students to learn the vocabulary as phrases rather than individual words, which aids vocabulary acquisition. Teachers should devote more time to raise learners' awareness of the lexical items, especially collocation and institutionalized utterances. The role of collection in lexical approach is important because it holds the meaning in written text as well as institutionalized utterances (lexical items used in spoken mode such as "I'll get it," "It's nothing to do with me.") which carry the meaning of spoken text. Coady and Huckin (1997) suggests that teachers should try to design activities based on authentic materials to help students to learn and process the lexical items in context.

Present Words with Visual Stimuli
Using objects is one of the effective teaching techniques in teaching vocabulary. Teachers use real objects (such as color, fruits, vegetables, spices, food, etc.) in teaching new vocabulary to students. This technique is most often employed for beginners or young learners. According to Baihaqi (2014) real objects are used when presenting concrete vocabulary. It is possible to use objects when meanings of words are concrete nouns, and they mean certain objects that can be shown to the class. In addition, Alqahtani (2015) states that this technique is very effective for students to help them memorize the word through visualization. For such visualization, it is possible to use the objects from the classroom or bring things to the classroom when necessary. According to Alqahtani (2015) objects can also be drawn on the blackboard or flashcards, which is close to the technique of using illustrations and pictures for learning vocabulary. Coady and Huckin (1997) point out that using pictures for presenting new words help students to connect their prior knowledge to new words and new meanings. Pictures are easier to pick to illustrate new vocabulary. Pictures are an excellent means of making new unknown words clear. In addition, using pictures is simple; therefore, teachers use this technique as often as possible. Joklová (2009) states that teachers may use posters, flashcards, wall charts, magazine pictures, board drawings, stick figures and photographs to illustrate new words. It is possible to use even pictures cut out of newspapers and magazines. Today, there are a lot of attractive pictures that explain the meaning of basic words. Joklová (2009) suggests that teachers can also use various learning materials, including ones provided by the school, but they also can make their own visual aids to add more visual stimuli to the lesson. The extensive visual supports learners to acquire new meanings and new words and it makes new words more memorable.

Contrasting the Words

According to Rahimi & Rahman (2008) this technique is based on explaining new things through contrast. Contrasting helps to understand the meaning of the word from the words with the opposite meaning. At the same time, vocabulary is acquired well when the words are similar to the words that are already acquired. Such a method is often called the using of synonyms. Alqahtani (2015) states that teaching synonyms is a good way to expand the vocabulary and provides the understanding of how vocabularies are organized. When teaching synonyms, it is important to use monolingual dictionaries that use words to explain new words. In this case, teachers will help learners to use the dictionary as a vocabulary source for input.

Facilitating the Incidental Learning

According to Schmitt (2007), to facilitate incidental learning, teachers should maximize learners' exposure to English. Such exposure occurs when learners are engaged in reading, speaking, and interacting with others. The incidental learning of vocabulary is based on a complex process of reading, listening, speaking or writing. Particularly, this includes learning from extensive reading, participating in conversations, listening to stories, and watching films in the target language. Schmitt (2007) remarks that teachers should try to facilitate incidental learning through teaching students some strategies to deal with vocabulary that they meet, such as guessing from context, that will be discussed with other vocabulary learning strategies later in this paper. According to Ying He (2010) teachers can benefit from incidental learning to improve learners' vocabulary knowledge. Incidental learning is based on memorizing new words through guessing their meanings from the context. In this case, new words are remembered from the context that provides clues for understanding words. While the incidental learning of L2 vocabulary is based on many forms of activities, reading is considered one of the most effective ones. Pellicer-Sánchez (2016) indicates that the incidental acquisition of vocabulary is effective through reading. The experiments conducted with L2 learners revealed that there is a proven positive relationship between new vocabulary learning outcomes and reading. However, learners need to have a decent vocabulary size already to be able to guess and understand unknown words from the context. This method may be very effective also for broadening topical knowledge. Furthermore, Schmitt (2007) comments that teachers can help beginning learners to start with graded reading. Providing learners in at early age with exposure to language input aids their vocabulary development.

Furthermore, there are some teaching techniques that are useful for vocabulary teaching. For instance, the enumeration technique which is compiling and using a collection of items that are used to explain the meaning of a word. For example, the word "clothes" includes many various items, and using the enumeration it is easier to explain it (Rahimi & Rahman, 2008). A similar technique is the use of mime, expressions, and gestures. According to Alqahtani (2015) many words can be introduced or better explained using mime, expressions, and gestures, especially words that describe emotions and feelings. Teachers often use gestures a lot when explaining vocabulary items to young learners and/or beginners. In addition to the clearly explained meaning of the word, gesturing helps to capture attention and make the lesson more dynamic. Teaching gestures may be divided into several types: hand gestures, facial expressions,

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pantomime, etc. Moreover, Alqahtani (2015) remarks that the use of gesturing makes new words unambiguous to students and thus easy to understand and remember. Many experienced teachers say that it is often easier for students to retrieve a word when the teacher produces the gesture he used to explain the word during the lesson. As a result, there are many students who reproduce a teacher's gesture spontaneously when they use the word (Alqahtani, 2015).

Empower Students Learning through Vocabulary Learning Strategies
Learning strategies are the processes or ways that language learners consciously use to help them to learn the language more effectively. According to Asgari and Mustapha (2011) teachers should be aware of the significance of these strategies to learners' vocabulary development. Ying (2010) indicates while there are many strategies of vocabulary learning, it is not easy to choose the most suitable ones. Usually, the most suitable strategy is the strategy that involves the choice of learners and consists of several steps. In addition, a suitable strategy must require certain knowledge and benefit from training as well as increase the efficiency of vocabulary learning and use.

One such strategy of learning vocabulary is a word cards theory. It is the method when students learn new words from word cards. Ostovar-Namaghi and Malekpur(2015) explains that learners write the foreign word on one side of a small card and its translation on the other side. When there is the entire set of such cards, learners perform multiple exercises with them. The main purpose of word cards is to form connections between words and their meanings. L2 vocabulary learners are going to benefit from word card strategy because it is very helpful in memorization.

In addition, guessing from context is another vocabulary learning strategy that teacher should teach to students to help them deal with the vocabulary in the text. This strategy is based on acquiring new vocabulary from context. According to Mart (2012), there are two types of contexts. The first type is the context within the text, while the second one is the general context. Learning from context takes place during extensive reading, listening to stories, and watching films and television. This technique is suitable for intermediate students and encourages learners to guess the meanings of words they do not know. Alqahtani (2015) points out that this strategy has an advantage of building fluency of the language and increase the self-confidence of students. To make this technique work, it is important to remind students that illustrations, similarities in spelling and/or pronunciation with their mother tongue, and general knowledge can be great helpers in guessing the meaning of new words from the context.

It goes without saying that it is possible to work on new vocabulary by eliciting (studying lists of words), and translation (translating English words to the mother tongue). However, these techniques can be effective from time to time and for beginner learners. Rahimi and Rahman (2008) remark that translation is also helpful because it allows noticing similarities and differences between the first and the second language when these are likely to cause errors. In addition, according to Rahimi and Rahman (2008) and Alqahtani (2015), drilling is the

technique that is employed to accustom learners to new words. Drilling makes learners closer with the word, and help them to memorize the word and recall them from memory.

DISCUSSION & CONCLUSIONS

As discussed above, vocabulary is a very important aspect of learning a second language. It helps L2 learners to communicate, and it is impossible to communicate with others without knowing words. Depending on the previous information, the process of acquiring the vocabulary is not an easy thing, so students usually face some difficulties. For this reason, special problems are discussed in this paper to provide an overview about these issues and introduce principles to improve the vocabulary instruction for helping learners overcome these issues. For instance, learning an adequate vocabulary is one of the great problems facing language learners. Therefore, teachers should develop more principled and effective vocabulary instruction to make the vocabulary learning process much easier. In addition, teachers need to educate their student with the use of vocabulary learning strategies to be independent learners and acquire English vocabulary more effectively.

There are many methods and techniques of teaching new vocabulary to students. Each of the methods has its own advantages and disadvantages. Therefore, there is a need to combine several methods to get the most efficient result. Good teachers usually use several methods or techniques and change them depending on the level of language and age of students. Younger students and beginner learners remember new words easier when the teacher uses real objects, pictures, gestures, and flashcards during the explanation of new words. Adult learners memorize new words better when they understand these new words from the context or remember them as synonyms.

In addition, it is a good practice to review teaching methods and techniques from time to time to make sure the methods are still actual. Such combination of teaching methods is a clue for the perfection of the teacher's work. In reviewing the research that is related to the issues that learners facing during vocabulary learning process, I found just few research address these issues. Therefore, this research suggests searching more about the specific problems that both teachers and students face during the vocabulary learning and teaching process for example, the issue of the complexity of words in learning English. It is one of the important issues in learning English, so it is important to examine this issue and help to define different ways to teach different words.

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