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English Lecturers' Beliefs and Practices in Vocabulary Learning

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Abstract

Vocabulary has an important role in language learning at the college level, but in teaching practice, various obstacles are experienced by lecturers in implementing effective vocabulary learning. This study took place in Batam, Indonesia, and aims to investigate the English lecturers' beliefs and practices in vocabulary learning; the phenomena of how they negotiate their teaching practices and what determines their choice of teaching methods when it comes to vocabulary learning. Five English lecturers from different universities were interviewed. The results of the interview were transcribed and analyzed based on the themes that appeared from data. The results showed that a requirement for practicality in class, curriculum, student atmosphere, and lecturers' confidence in applying the right methods have effects on vocabulary learning. Lecturers have combined vocabulary learning with reading, writing, listening, and speaking in

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class. The main reference of a coursebook as the main guidance of the vocabulary learning varied between one class and another. All lecturers stated that they should find their own way to adopt external sources such as songs, vocabulary learning programs, and games to combine with their coursebook to beneficially meet the students' preference. The new technology of teaching and learning is now part of classroom activities. Henceforth, this study concludes that the lecturers' beliefs in the vocabulary learning approach are important. In practice, the lecturers need to combine them with various methods as the class situation do not always count on academic interests.

Keywords: Vocabulary learning, lecturers' beliefs, lecturers' practices, contextual factors.

1. INTRODUCTION

An essential part of learning English that forms the basis of students' ability in higher education is the extent to which they master the vocabulary (Nation, 2012). It is a crucial factor in successful language acquisition (Nordlund & Norberg, 2020). Although vocabulary is an important part, it is not explicitly mentioned in the Syllabus for English in higher education of Indonesia. In the English language learning curriculum for higher education, it is stated that the aim of learning English is to create graduates who can communicate in the international world. To have this proficiency requires rich vocabulary in accordance with the scientific disciplines they pursue. English language learning in higher education, both for students who are majoring in English and those who are not, is to build the value of students and alumni according to the needs of university stakeholders. Thus, the curriculum taught from one tertiary institution to another is likely to be different. Yet, the main emphasis is the ability to communicate in English after graduation. According to the Indonesian Minister of Education and Culture Number: 232/U/2000, the orientation of an English course in a higher-level education is determined by each institution in accordance with the characteristics, focus, and human resources. The special characteristics of higher-level education are related to the subject matter and academic scope of the study program. At the same time, English is very dynamic along with the development of science, technology, and global network. The dynamism of English in the context of tertiary education can be measured in at least two things, namely scientific discipline based English learning or study programs known as English for Academic Purposes and learning English oriented to the interests of professions or occupations.

The teaching of foreign languages related to vocabulary has been viewed differently from time to time. Grammar translation method and reading approaches are more respected than vocabulary (Cahyono, 2009). This could be the reason why vocabulary achievement among Indonesian students is not satisfied. Based on some vocabulary studies employing vocabulary level upon students in Riau and Kepulauan Riau Province, there were less than 1% of students achieve vocabulary skills, even at the lowest level, 2000 vocabulary groups (Novianti, 2017; Susanto, 2017; Susanto et al., 2019a). From the index of perception of English lecturers towards their students is their weakness in vocabulary (Susanto et al., 2019b). Based on various theories about the basic abilities that must be possessed by foreign language learners is the mastery

of vocabulary, in fact from the last few studies, their weaknesses are precisely there (Liu, 2016; Susanto, 2017).

There were periods when too much vocabulary learning was considered as positive but not recommended (Meara, 2005; Meyer, 2002). This means that even though students have a rich list of English words, they may not be able to produce coherent sentences to convey their ideas more comprehensively. The existence of teaching practices originated from the language theory of the Audio-Lingual Method (ALM), for example, improve the teaching of grammar but still use very minimal vocabulary. Because the main purpose of language teaching in ALM theory is to establish the phonological and grammatical basic patterns of language learning through habit formation (Meara, 2005; Meyer, 2002). This view has left a narrow space for vocabulary teaching practice. Another view which also considers that vocabulary learning is the second most important is still ongoing even though ALM's prominence is reduced. In terms of research, in the field of foreign language education, the same neglect can be seen until around the end of the 1980s. The limited study on vocabulary can be caused by two main reasons (Shahjahan et al., 2013). First, research attention has focused on grammatical elements because it is believed to be the most important basis for building Chomsky's linguistic theory (1957). The theory reveals the syntactic structure, which is then widely followed and quoted in several scientific discussions and publications. The second reason is the absence of appropriate models that can clearly explain the acquisition of foreign language vocabulary in literature. The situation hindered a better understanding of the pivotal role of vocabulary in foreign language teaching. However, the view that vocabulary learning is less important language pedagogy yet exists although the ALM has been getting less popular. Language learning and teaching are still strongly influenced by tradition in which words are separated from context; for example, the use of textbooks and translation from the mother tongue into the target language is one of the most common methods (Lundahl, 2014). Meanwhile, non-traditional vocabulary learning, which is distant, independent, and open, is at least equal or in some respect can be superior over the traditional achievements (Cazden, 2001). Some critics of the two approaches in some cases fail to control hidden variables that affect achievement. However, based on research that has been done by many scholars, vocabulary learning is traditionally weak in terms of difficulty, motivation, and minimal change over time compared to non-traditional (Cazden, 2001). This kind of traditional approach is now considered obsolete, referring to the latest research recommendations in several learning modules, especially to the tertiary level students (Musset et al., 2012).

The vocabulary acquisition was generally being neglected in the research field during the 1970s to the mid-1990s (Lightbown & Spada, 2013; Shuell, 2001; Cameron, 2002). However, recently this has been changed since the vocabulary mastery becomes one of the most active fields in second language acquisition research (Lightbown & Spada, 2013). English lecturers' perspective to design curriculum adapts to their tertiary institution. Most of the English teachers believe that the teaching approach they choose has a significant impact if the vocabulary learning component can be prioritized according to the field of science they pursue in college (Cahyono, 2009).

The phenomenon of the low ability of student vocabulary in tertiary institutions as found by Susanto (2017) encourages this research to be conducted. A study is needed to find out lecturers' beliefs in choosing vocabulary learning in English classes at the universities where they have worked for many years. As lecturers' beliefs affect

their perspective and the actions, they take in each class they teach. This research is also to find out how lecturers negotiate their teaching practices according to students' situations and environment and the topics discussed among English students and non-English students. There are two research questions about the present research:

1. How are the English lecturers' beliefs in vocabulary learning?
2. What contextual factors affect the English lecturers in teaching vocabulary?

The results of this study answer the research questions and other information that may be sought by lecturers going forward.

2. LITERATURE REVIEW

There are many aspects involved in knowing words. Language learners should realize that mastering a word must happen before the word can be of any use (Nation, 2012). The kinds of knowledge about a word, the language learners must master the meaning(s), written, spoken, grammatical, collocation, register, associations, and frequency of the word (Nation & Waring, 1997; Nation, 2012). To know the words' spelling or pronunciation is the most common assumption by a layperson (Nation, 2012; Schmitt, 2007). The different types of word knowledge are not necessarily learned at the same time as being able to use a word in verbal does not require the ability to spell it (Nation, 2012). Learners will probably know at least one meaning for a word before knowing all of its derivative forms. Each of the word-knowledge types is likely to be learned gradually, but some may develop later than others and at different rates. From the perspective, vocabulary acquisition must be incremental as it is impossible to gain immediate mastery of all these word knowledge simultaneously. Thus, allegedly to say that the curriculum must always include the vocabulary in every single step of an English lesson (Schmitt, 2007; Susanto, 2017).

Nowadays, many educators in Indonesia have focused on vocabulary research on the strategies, teaching methods, and motivation for learning vocabulary (Susanto et al., 2019a; Susanto et al., 2019b). Although physically, we cannot see how the vocabulary moves in the brain so that neurologists provide detailed physical descriptions (Schmitt, 2007). What can be known is how experts and researchers in the field describe models and invent theories about how a foreign language learner thinks and acquires vocabulary.

2.1 Lecturers' Beliefs in Vocabulary Learning

Beliefs are an important issue in every area that is related to human behavior and learning (Dörnyei, 1998). The perceptions, beliefs, and attitudes that learners bring with them to the learning situation are essential factors in language learning (Bernat & Gvozdenko, 2005). Beliefs have a key role in language teaching and depict memories and adjust the understanding of occurrences (Xu, 2012). Lecturers' beliefs identify their real behavior towards their learners. If lecturers can determine their learners' abilities, they will be able to choose and modify their behavior and educational choice appropriately (Xu, 2012). Beliefs play a key role in lecturers' classroom practices and their professional development. Lecturers make decisions about their classroom teaching based on the beliefs they have about language teaching and learning (Kuzborska, 2011). Lecturers' beliefs have a significant impact on their aims,

procedures, motivation, and help them get a particular approach to language teaching (Barnard et al., 2002).

Some factors play a role in how language and words are acquired, especially for second language learners. Student's first language, culture, belief, and motivation are some examples of factors that influence the acquisition of second language vocabulary (Schmitt, 2007; Susanto et al., 2019a). The first language can contribute to the ability of a second language or foreign language (Schmitt, 2007). This means that the acquisition of second language vocabulary occurs according to the same principles as for first language learners but under different circumstances. Learning first language vocabulary is similar to the process of learning a foreign language for its ideal learners is incidental and explicit (Schmitt, 2007). Verbal conversations and reading are examples of activities that can lead to the acquisition of unintentional words (Susanto, 2017; Susanto et al., 2019b). The amount of exposure in the target language plays a vital role in how successful a learner is in acquiring vocabulary. When a student is exposed to a new word for the first time, they will most likely take on the impression of being limited to the form and meaning of the word (Schmitt, 2007). Students' understanding of this new word is also influenced by the context in which the word appears, and this could be based on the lecturers' beliefs in how it would work in the class. Learning words is a cyclical process, in which the knowledge of words is built up over time (Cameron, 2002). The L1 language learners even never stop getting new vocabulary throughout their lives, moreover to foreign language learners. This means that students must meet words in different contexts to build knowledge and understanding of how these words are used in foreign languages (Cameron, 2002). Knowing a word requires many different types of knowledge, and not all of these can be learned simultaneously (Schmitt, 2007).

There is not one single best method for everyone in all contexts, and not one teaching method is inherently superior to the others (Alemi & Tavakoli, 2015). It is the beliefs of English lecturers as educators that it is not always possible and appropriate to apply to the same methodology to all learners, who have different objectives, environments, and learning needs. Despite the vocabulary learning process in the first or second or foreign language, and various methods that can be used by English lecturers in vocabulary learning, the ALM is still one of the options. It is an approach that emphasizes vocabulary and trains grammatical sentence patterns based on the context and with no error. What is believed through this approach is that much practice of the dialogues would develop oral language proficiency (Alemi & Tavakoli, 2015).

2.2 Contextual Factors of Vocabulary Learning

Strong traditions tend to regulate the way lecturers teach and how students should learn (Lundahl, 2014). Either to English major students or non-English major students, these traditions find their basis in different theories about how learning takes place and the specific purpose of education. These traditions bring to the situation whether the vocabulary is taught directly as per the curriculum plan or unplanned. The curriculum planed is then transferred to the teaching plan (Decarrico, 2001). Unplanned vocabulary learning refers to vocabulary being taught unsystematically, arising because some students have a problem with a word that has come up in the lessons and the lecturers think that an important vocabulary item is unknown to the

majority of the students. Planned vocabulary learning refers to two types: one incidental to the objective of the lesson and the other one specifically designed as vocabulary lesson (Decarrico, 2001). Whether vocabulary classes are taught planned or not, both can be in traditional and non-traditional conditions. In the traditional context, the order of class discourse begins with teacher initiation, then student responses, and finally teacher evaluation and feedback (Cazden, 2001). Whereas non-traditional discourse is documented in a class plan where explanations are accepted as answers, lecturers investigate students to broaden their thinking, and students listen more frequently, too, refer to, and even disagree with each other's comments. Avoiding either approach, lecturers should have a teaching plan structure and teaching styles (Cazden, 2001). Vocabulary teaching is aimed at enabling learners to understand the concepts of unfamiliar words, gain a greater number of words, and use words successfully for communicative purposes (Cahyono & Widiyati, 2008). In some cases, lecturers do not always use one approach in each class equally.

The greatest dividing line regarding the role of education approach might be found between those who role students at the center and those who emphasize knowledge (Lundahl, 2014). It may be difficult to understand the difference between these two positions but putting students at the center requires a so-called discovery-oriented approach to learning and formative assessment (Lundahl, 2014). The students as the subject should be active to form their own questions as independent learning approaches through different learning strategies (Susanto et al., 2019a). However, in Vocabulary learning, students should initially be taught a large productive vocabulary of at least two thousand high-frequency words (Decarrico, 2001). They are the basic vocabulary of several hundred words by reading restricted sorts of text and graded readers (Decarrico, 2001; Nation, 2012). Students should learn a very large vocabulary when they start to acquire the target language. Emphasizing knowledge means that the lecturers play a role as the center of knowledge. The lecturer is a doer who should transfer the correct knowledge to students (Lundahl, 2014). In a non-traditional approach, students are required to take the language as a language user instead of as the object. Through this approach, students as language learners are to make the learning process step by step to which distinct entities as an underlying assumption (Ellis, 2001). Therefore, to the higher-level step, the two thousand words are not adequate. The learners with the special goals, e.g. University study, should acquire a further high-frequency word beyond (Decarrico, 2001).

The traditional views consider the foreign language learning reproduced in a policy document and guideline for college. The campus curriculum is considered as a full of learner-centered ideal (Lundahl, 2014). The curriculum is campus-specific, and it is designed in accordance with the view on language teaching and learning represented in the campus output orientation. Through the curriculum document, lecturers as users and students as learners are seen primarily as social agents. This situation is sometimes not an exclusively language-related. The basic view is that the students should, as efficiently as possible, be able to participate in different communicative situations (Lundahl, 2014). It should be a belief that no lecturer as a teacher in college can exist as in a single independent atom free from the influence of contextual factors (Phipps & Borg, 2009). Given the important role of Lecturers' beliefs and the fact that vocabulary learning in various contextual factors is significant in the process of language learning and teaching, the present study takes these

references as the base of investigating the English lecturers' beliefs and practices in vocabulary learning.

3. METHODS

This research refers to the qualitative method as it is concerned with the phenomenon of lecturers' behavior in teaching vocabulary and aims at discovering the underlying beliefs and practices, using in-depth interviews for the purpose, as suggested by Kothari (2004). There are five sub-parts of the method used, namely ethical considerations, the selection process and participants, structured interviews, interview procedures, and data analysis (Kothari, 2004; Sugiyono, 2016). Ethical consideration means the researchers took a neutral position before conducting the research. The researchers contacted the participants through phone, email, and WhatsApp group for participation as suggested by Kothari (2004). The researchers invited the participants to be part of the contributors to the research. Once the lecturers were confirmed, the researchers then scheduled the interview. The proposal was sent to the participant candidates, and as soon as the participants were ready, the interview was then conducted.

To get suitable respondents, the researchers did some selection process. A list of questions was sent to prospective respondents who works as English lecturers for some tertiary institution in Batam. The first lecturer interviewed was coded as #A. He had 4.5 years of experience in teaching English linguistics. The interview was recorded and transcribed. The second lecturer was interviewed and coded as #B. He had 1.5 years of experience in teaching English. He has a master's in linguistics. The interview was carried out through online applications and the result of interviews was recorded and transcribed. The third lecturer we interviewed, coded as #C. He is an English language lecturer who has 11 years of experience in the English language and literature. Interviews are carried out through chat communication in writing due to social distancing issue and the respondent refused to meet to face to face. The fourth lecturer interviewed is coded as #D. He is an English language lecturer who has 3 years of experience. He is a master's in English education. Interviews were carried out through recording and then was transcribed. The fifth lecturer interviewed is coded as #E. He is an English lecturer with 4-year experience in the management study program. He is a master's in English education. The interview was carried out through the recording and then was transcribed.

Table 1. Respondents' profile.

Respondent's code	Years of experience in teaching English	University's code	Subject taught	Gender
#A	4.5	#1	Translation, Linguistics, Reading, Grammar	Male
#B	10.5	#2	Listening, linguistics, General English	Male
#C	11	#3	Linguistics, General English	Female
#D	3	#2	Literary Research Methodology, Free Conversation, General English	Male
#E	3.5	#4	General English	Female

3.1 Structured Interviews

A structured interview was employed to reduce bias and assist the respondents in making an objective decision as each was asked the same set of questions, responses were recorded and grouped (Gubrium & Holstein, 2005). There were five English lecturers who were interviewed. Interviews as a method are often employed in qualitative studies because of their efficiency in accessing people's thoughts, opinions, experiences, and feelings about a topic (Kothari, 2004; Sugiyono, 2016). Interviews were the most suitable and effective way to achieve the objectives of this study and answer the research questions. In preparation for the interview, the researchers constructed the list of questions (see Appendix). The list of questions was carefully constructed related to the purpose of this study. The first two questions were closed-ended. It was used at the beginning of the interview to gather information about the lecturers. The last eight questions were open-ended. The researchers did not direct lecturers who teach in various universities to preferred answers. English lecturers as the respondent could answer questions based on their own words and space for answers. The four research questions, numbers 3, 4, 5, and 6, were combined to explore the English lecturers' beliefs in vocabulary learning. For the second research question about what contextual factors affected the way the English lecturers in teaching vocabulary, the researchers addressed the respondent the other four questions, i.e. question numbers 7, 8, 9, and 10. The interviews were conducted in English as the researchers expected to keep the conversation more realistic in the context of learning English at the college level.

3.2 Interview Procedure

One day before the interview, the researchers notified the respondents via WhatsApp's message about the topic that would be discussed during the interview. It was to set the time with the respondents for the interviews. In the same message, the researchers also asked permission to record the interview. The recording is very important to ensure the validity of the interview (Kothari, 2004). Moreover, the recording would allow the interviewer to analyze the respondent's answer multiple times. The researchers allowed the respondent to decide on the day, time, and place of the interview. There were three of the five outdoor interviews that were informal, but quiet and uninterrupted. One interview was conducted in a classroom and another one through chat communication only. The length of the interview varied, but it was held within the range of 15 to 40 minutes.

3.3 Data Analysis

The researchers listened to the recordings and took notes when the lecturers said something interesting or relevant to the research. After the interview, the researchers analyzed the notes and searched for patterns to structure the analysis. The researchers then compared the notes from the interviews, transferred them into tables, and categorized them under specific topics related to the different answers. By doing so, the focus was based on the similarities and differences among various answers given by the respondents. Considering the time, the researchers only transcribed the parts that were relevant and not the whole interview session. The process of taking notes

about relevant topics of the interview is called tape analysis (Dörnyei & Griffee, 2010). Doing separation between relevant discussion comments, careful listening, and taking some notes would save a lot of time (Kothari, 2004; Dörnyei & Griffee, 2010). Additionally, the researchers encoded and symbolized “(.)” when the lecturer paused while speaking, a longer pause “(...)” when words were not understood “(xxx)” and “[...]” to filter out irrelevant information. The researchers conducted the interviews in English to ensure the interview was relevant to the present research.

4. RESULTS

This section presents the data from the structured interviews with five English lecturers (#A, #B, #C, #D, and #E). The result is presented in categories corresponding to the questions during the interview.

4.1 The Way of the Lecturers in Teaching Vocabulary

All lecturers agreed that the students in English class were expected to be able to speak English, but no single method was suitable for all types of classes. Vocabulary learning could be part of speaking, writing, reading, or listening courses. For English major or non-English major students, they combined all those activities, and vocabulary learning was part of them. Lecturers #B and #C stated that they were against using glossaries in every meeting but only once in a while. Sometimes they traditionally gave homework based on the glossary. Both of them agreed to motivate students by choosing one or two smart students in the classroom that could introduce glossary to other students. They tried to combine the vocabulary learning based on glossary and lyrics or poem to maintain the students’ positive mood to acquire English vocabulary during the class.

E1 “Vocabulary is important, but teaching them to the class would depend on the situation. For example, the use of glossary, I only take some to my class, and take some from others and combine with poems, song lyrics, etc.” (Lecturer #B, and similar with Lecturer #C).

The teaching of vocabulary, especially new vocabulary, to the students, they mostly directed them to memorize the words. Most of the students refused to follow the instruction and tend to get the word-meaning in their mother tongue instantly though an online dictionary. The students responded that learning vocabulary was very boring. Students assumed that learning only vocabulary commonly spoken and heard was enough; meanwhile, getting to know the new ones or low-frequency word classes were not relevant to their needs. The students’ responses through all five respondents were in line with what Lecturer #E expressed that what was taught was what had been planned. Several stages of learning could not fully incorporate vocabulary learning structure with user expectations. The users expected students as the doer and the environment. Students in the classroom often do not see the relationship between vocabulary learning versus practicality such as in their work environment because of the demands of the English curriculum emphasis on practicality in a limited time of the class duration. All respondents concluded that the students’ expectation of the practicality was due to the common belief that learning English is more on the

grammar learning and the habit of listening to lecturers' voice on the use of pattern drills. The students pretended to follow the correct repetition on the lecturers instead of finding the meaning of the words as per sentence context. However, all of the respondents came out with one statement, that is they spent more effort to encourage students to learn vocabulary using their own vocabulary learning strategies.

- E2 “Nowadays, the students prefer to be able to speak, but not sure that the skill relates to the vocabulary skills. Due to the curriculum requirement, we combine the vocabulary with other teaching approaches, like pronunciation, grammar, and including the speaking drill, like asking the students to listen and repeat to whatever the lecturers voice, like mimics and echoing.” (Lecturer #E).

4.2 Vocabulary Acquisition

Apart from the way they work, all of them agreed on the importance of learning vocabulary. Four lecturers (#A, #C, #D, and #E) claimed that word knowledge means being able to use words in context, using words correctly in sentences, pronouncing words, and spelling them correctly. Vocabulary ability also means understanding the lexical meaning of words. Conversely, lecturer #B did not prioritize spelling as a very important aspect. According to Lecturer #B, spelling accuracy was challenging to teach to Indonesian students who can say it is not the same as the expectation of English spelling. In other words, the lecturer does not have to wait for students to correctly pronounce a certain word before teaching that word. According to Lecturer #B, it was more important for students to use the word when speaking and writing in an appropriate context.

- E3 “Some students do not pronounce the words as they should, but they understand the meaning when reading. I do not know how their brain work keeping the words in memory. Some students know the words in context and can comprehend the text as they are reading. But some students can pronounce the words as they should, in some other cases they cannot comprehend the text, seems they do not know the meaning of the words”. (Lecturer #B).

What separates Lecturer #D from the others was that he mentioned that word knowledge consisted of two levels that are the high and low frequency:

- E4 “Words consist of some levels; they are high and low frequency. In teaching, I mostly refer to high-frequency words, especially in reading. In most of the case, the high-frequency words are more important for students that take English as their informal communication. They need to use common words and master them. Those words categorized as low-frequency words are the specific words and mostly apply in science reading”. (Lecturer #D).

4.3 The Texts When Teaching Vocabulary

All the respondents interviewed expressed somewhat similar views regarding the use of the coursebook prepared before the classes start, related to the vocabulary used when it was delivered to the students. For Lecturer #A, in addition to the coursebook of English subject, he created “incomplete sentences” and asked students to find the correct words and fill them in the blanks. The right words must be correspondent to

the sentence and context in the reading texts in the coursebook. In some cases, the lecturer went beyond the coursebook by having the reading text through the internet or other book references. The references were situational, depending on the topic and issue they were discussing in the reading text. However, some lecturers clearly stated that they went beyond the coursebook in most of the English classes they taught. Lecturer #C managed the class by combining the teaching and learning vocabulary with songs and games that the students preferred. Although some of the students were adult learners, they were a little passive in analyzing the song lyrics when they were singing. They could pronounce and knew the lyrics but cannot grasp the meaning of some words they sang.

E5 “To me, refer to book of modules as a textbook for the subject is one point to follow to be able to manage the class following curriculum instruction. We can modify the vocabulary learning, for example, by making questions to the students with an incomplete sentence, then they are to find the missing word by comprehending the reading text”. (Lecturer #A).

Many websites on the internet can be taken as reference for vocabulary learning for students who have different backgrounds. Lecture #B mentioned the common problem in using a coursebook. The students thought that they should learn words just because they were in the book and not because the words might be useful in the future. In addition, Lecturer #C stated that, in English class, she did not stick to the teaching material that has been planned in the modules or teaching plans. She preferred to teach students using various types of texts from different sources on the internet. She also sometimes utilized vocabulary learning applications downloaded free on the internet, e.g. English Vocabulary Builder, journals, and articles that were more relevant to the majors of students. In teaching the subject of linguistics to English major students, vocabulary was taught as per the context and expression. Thus, vocabulary was a significant part of the linguistics courses. Lecturer #D contributed another view on the role of using coursebooks in English class. As an English lecturer, he needed not to reinvent the wheel every time he was in the English class. If lecturers have prepared the teaching plan, termed as *Rencana Pelaksanaan Pembelajaran* in Indonesian, they should use them.

A coursebook is part of the teaching plan which has been developed much earlier before the semester starts even years before the class begins. The coursebook is considered a part of the plan and action to the lecturers. It also outlines how far the students can achieve the teaching target as per the plan, and how many of the glossaries of the coursebook are acquired by students. He said that nowadays, technology should be a part of the curriculum, especially when teaching vocabulary. Some applications were suitable for vocabulary learning on the internet, and they could be downloaded for free. However, those applications should have been included in the coursebook before the lecturers were able to utilize them in the English class. Students tended to ask how to deal with the applications before the class started. Lecturer #E implied that the coursebook was to help her achieve the goals and objectives of the curriculum. In addition to the coursebook use, Lecturer #D worked according to the teaching plan. For him, it was imperative to expand students' vocabulary acquisition based on the glossary of the coursebook, and it was never completed through the whole meetings. The combination of glossary list and vocabulary out of coursebook in the vocabulary

learning was found in all interviewed lecturers' classes. In conclusion, lecturers need to be extra active to combine glossaries and internet sources.

- E6 “How far the lecturer sticks to the textbook, can be triggered from the teaching realization, so we follow all of them, but during the class, we can combine glossary and other sources”. (Lecturer #E).

4.4 Impact Factors to the Lecturer in the Choice of Teaching Method

All respondents interviewed said that they did not at all times repeat the words during teaching, but they chose the words that were commonly used, namely high-frequency words, especially if English courses were taught to non-English major students. However, if English courses were taught to English major students, they tended not to repeat words, because they assumed students had their own strategy to guess the meaning per the context.

- E7 “Sometimes, I repeat the words if the sound is not common to the students' ears...especially...when I am teaching English to the non-English major students. But to the English major students, I believe they can still recall the words that they found somewhere before, or guess the meaning as per the context”. (Lecturer #E).

Through the interview, the researchers could get some important information about how the lecturers taught the vocabulary learning to the classes in different contextual factors. Length of teaching experience, peer relations, and creativity towards teaching materials are things that emerge from each lecturer in vocabulary learning. The researchers got some information on the practical situation among lecturers in various classes. There is a group of students who have mastered many words, do not need to discuss the same words at other meetings. However, to the more experienced lecturers, their beliefs in various vocabulary teaching approaches conducted are to make their class not monotonous.

4.5 The Purpose of Change in Teaching Vocabulary

At the beginning of her career as a lecturer since 2009, Lecturer #C already began making lesson plans before entering the classroom. The lesson plan included expectations and targets to be achieved. Some assignments of reading, other than listening, were given to the students. To non-English major students, translating English into Indonesian was the common practice in learning English allegedly, but understanding the context in reading was not popular and considered as difficult things to do. Sometimes lecturers accidentally made a change from the plan depending on the class atmosphere. Lecturers would help students translate word by word from English into Indonesian, to ensure learning running smoothly, even though it was not on the teaching plan.

- E8 “Lesson plan is important to be prepared before the lecturer enters the class, and I did it. What should I teach, what is my expectation, and target? Reading is not popular among students, but speaking is. Students prefer to translate word by word during reading activity instead of comprehending. It is not stated in the plan, but we help students to translate word by word in the reading text sometimes”. (Lecturer #C).

Lecturers #A, #B, and #D stated the same thing. They said that if vocabulary was taught too often in teaching English to non-English students, they always jumped to decipher words into Indonesian. Lecturers could not be entirely blamed if they did not understand the context of words in English because students would take shortcuts if they encountered non-familiar words. However, English major students made more efforts to understand new words that they did not know by guessing, browsing the internet, and looking up dictionaries. In conclusion, the lesson plan was not ultimately followed.

E9 “To my students, learning English vocabulary is to know the meaning in Bahasa Indonesia. Any word should be translated into their mother tongue”. (Lecturer #B).

E10 “Most of the class I have taught, the students prefer to know the word meaning instead of guessing. Knowing the word meaning is important, but this makes them get bored in learning English. Internet is an open source nowadays; they always check the word meaning there”. (Lecturer #D).

4.6 The Collegial Cooperation in Teaching Vocabulary

Lecturers often work in collaborative teams and communicate with other lecturers about their work. This collaboration is organized, but it varies among study programs and even among English lecturers.

E11 “I worked as I believe in teaching. Not merely dependent on other lecturers’ teaching method. I work with others in preparing the syllabus (Lecturer #E).

E12 “We share our teaching experiences during peer teaching (Lecturers #B and D have a similar response).

Lecturer #A stated that he did not know what the other lecturers were doing. He said that he was entirely alone in teaching English and modified the methods of vocabulary learning based on his experiences and beliefs.

E13 “To me, I do some innovation in teaching vocabulary based on what I believe and some trial and error in various classes. As a teacher in higher education, sometimes we should adapt to the students’ mood, and different teacher or lecturer has their own strategy in teaching (Lecture #A).

5. DISCUSSION

Based on the experiences, opinions, and thoughts from the English lecturer, the researchers have received input upon the English vocabulary learning beliefs and practices. Analysis was built based on the view that the greatest dividing line regarding the role of education is probably found between those who take the students at the center and those who take the knowledge as the most important (Lundahl, 2014). Based on the research results, the researchers conclude that either students or knowledge centered-beliefs could be identified. The belief has a powerful impact on how learning can take its role (Lundahl, 2014). This dichotomy is considered as a starting point, not

the end. How the lecturers' belief was created and shaped by the context are the aspects elaborated through this research.

Experience seems to be the major factor that contributed to the lecturers' beliefs. Even though lecturers' beliefs, as well as attitudes, are influenced by a variety of factors, yet well preparation can play an essential role in the formation of prospective lecturers' belief and attitude systems (Bateman, 2008). Through some teaching experience, lecturers' beliefs can be strengthened and extended and also be the source of new beliefs (Phipps & Borg, 2009). In the present study, we have explored and obtained the clue of some examples of this in the case of Lecturers #B and #C. Both lecturers have different perceptions of the general attitude towards traditional ways of working with the glossary. Both of the lecturers stated that a glossary list or list of difficult words, usually at the end of the book, was seen as not ideal for vocabulary learning for Indonesian students. The possible reason for the perception differences between Lecturers #B and #C with the other interviewed lecturers in the perception of vocabulary learning could be that Lecturers #B and #C had more than ten years of experiences in teaching English compared to the other lecturers, i.e. less than five years. Furthermore, differences in the approach to vocabulary teaching among the lecturers were also identified.

All lecturers agreed on the use of a coursebook where vocabulary learning is part of it. However, some lecturers pointed out that the book was only the trigger to make the class more interesting, they could still go beyond the coursebook (Hall, 2013), such as by having more resources on the internet. This could be due to the students' need to deal with the relevant vocabulary. Some lecturers even utilized song lyrics to make the discussion close to the students' preference. By doing so, it is expected that the focus shifts from the lecturer as the primary active role for transmitting knowledge to the students as proactive participants (Lundahl, 2014).

Even though lecturers are trying to include other sources as well as vocabulary application as the way to adjust their English class, they often presuppose textbook approaches to vocabulary learning. One point that the lecturers emphasized is that the application must be a part of the coursebook. It means the lecturers should prepare what to teach earlier before they come to the class (Littlejohn, 2011), not teaching by accident. It is believed that the different approaches to vocabulary learning can be connected to the diverse experiences and class environment. This research investigated the lecturers' belief and practice in vocabulary learning either to non-English major students or English major students. The researchers consider that English as a foreign language cannot be separated based on the two groups. The lecturers' knowledge and experience in some cases contributed to the colleagues through their peer teaching class discussion, but in practice, each lecturer had their own discretion.

Teaching English to non-English major students has a different level of difficulty compared to English major students (Lin & Warden, 1998). In the case of vocabulary learning, English for non-English major students tends to be too broad, and students have different expectations. In contrast, English major students already have their respective portions. In general, students wanted to be able to speak English fluently, but they were not sure that vocabulary was the skill that they needed to achieve. The lecturers had the same belief that vocabulary was essential in learning English, but due to curriculum demands, time constraints, lecturers might apply different ways. The condition of students' feelings even became their consideration.

6. CONCLUSION

This study investigated lecturers' beliefs and practices in vocabulary learning among college students. The conclusion is organized under the corresponding research questions. The first research question has been manifested into some questions about the lecturers' personal data and some preceded questions to grasp the lecturers' responses and dig more information about their beliefs and practices.

Lecturers in the tertiary education level have their own independent beliefs, that differed one to another, about the practicality of vocabulary learning. The interviews with five lecturers in Batam, Indonesia, have answered the research questions and gather some more information to some extent. The major findings of this study are that lecturers combined vocabulary learning with reading, writing, listening, and speaking. The main reference of a coursebook as the main guidance of the vocabulary learning varied between one class and another. The new technology of teaching and learning is now part of activities. Lecturers counted on the teaching plan, and the new program as a part of vocabulary learning, if there was, should be a part of the coursebook; otherwise, the students tended to be out of the mood. Lecturers' beliefs were also referred to as their teaching experience in some classes, that is vocabulary learning was not always possible to happen in every meeting. Students expected the shortcut of English learning due to the traditional belief that learning English is more on the repentance to acquire speaking ability regardless of the vocabulary skills. The result also reveals that vocabulary learning was challenging to run as planned. For example, the lecturer who referred to the glossary of the textbook needed to adapt it according to class conditions and student levels.

The second research question, on the factors, happened in various situations and approaches. All lecturers stated that they should find their own way to adopt external sources such as songs, vocabulary learning programs, and games to combine with their coursebook to beneficially meet the students' preference. Based on the theoretical background, we understood how contextual factors are more or less manifested in the practice of vocabulary learning. Some lecturers worked hard to follow the teaching plan that had been required in the curriculum. However, in some situations, they disregarded the teaching plan. From the contextual factor point of view, the present research also found that either the lecturers or students tended to adopt the Audio-Lingual Method to assimilate the content of the lessons without any type of boredom. In addition, the lecturers' beliefs and practices in teaching vocabulary were considered as a force of change.

The researchers consider that more research is needed to understand how different contextual factors affect vocabulary learning. This study has several limitations, such as the number of respondents, that is only five, observations have not been made into the classroom to see the phenomena that existed, and there were no comparative data between lecturers and students about vocabulary learning. For future research, it is of great benefit for exploring the phenomena of vocabulary learning with more respondents, direct observation in class, and student responses to vocabulary learning.

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APPENDIX

Questions to Respondents

1. How long have you worked as a lecturer?
2. What subjects do you teach?

How are the English lecturers' beliefs in vocabulary learning? (research question #1)

3. What does it mean to know a word, according to you?
4. In what way do you teach vocabulary in English?
5. Could you give me some examples of how you work with vocabulary acquisition?
6. Do you use any texts when teaching vocabulary?

What contextual factors affect the English Lecturer in teaching vocabulary? (research question #2)

7. What do you think has affected you in your choice of a teaching method?
8. Have you changed your way of working with vocabulary during your time as a lecturer? If yes, what do you think was the purpose of the change?
9. How does the collegial cooperation look like between you and the other lecturer in your college?
10. Do you think if others work the same way with vocabulary learning as you do?