

# THE IMPLEMENTATION OF VOCABULARY TEACHING TECHNIQUES FOR EFL STUDENTS AT ISLAMIC SCHOOL THAILAND

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## ABSTRAK

**Abstrak:** Mengembangkan kosakata juga memungkinkan pelajar untuk memahami konsep dan ide yang kompleks. Teknik pengajaran kosakata bermanfaat untuk belajar bahasa Inggris karena merupakan salah satu proses kunci dalam penguasaan empat keterampilan. Penelitian ini bertujuan untuk membahas terkait (1) teknik kelas yang digunakan guru dalam mengajar kosakata dan tujuan penggunaan teknik tersebut, (2) peran guru dalam menerapkan teknik tersebut, (3) unsur kosa kata yang ditingkatkan dalam penerapan teknik tersebut. Penelitian ini menggunakan metodologi penelitian deskriptif kualitatif dengan desain studi kasus, dengan pengumpulan data dilakukan melalui wawancara dan observasi terhadap guru bahasa Inggris di Padhung Islamic School, Thailand. Analisis kualitatif digunakan untuk menganalisis data yang dikumpulkan dari responden. Hasil penelitian ini menjelaskan bahwa guru menggunakan beberapa teknik untuk mendorong penguasaan kosa kata siswa, termasuk pemahaman yang sesuai konteks, penggunaan alat bantu visual, dan penggabungan kegiatan interaktif seperti permainan. Teknik-teknik ini terbukti efektif dalam memfasilitasi pemahaman pelajar dan retensi kosakata bahasa Inggris. Temuan penelitian saat ini juga menunjukkan bahwa peran guru telah berubah dalam rangka mengembangkan kemandirian peserta didik dalam belajar. Mereka sering kali beralih ke penjelasan yang memungkinkan adaptasi strategi yang berbeda. Studi ini juga menemukan bahwa visualisasi menawarkan keuntungan dalam pengajaran dan pembelajaran kosakata bahasa Inggris, khususnya bagi pelajar EFL Thailand. Visualisasi membantu siswa memahami kata-kata sulit dengan mudah dengan melihat gambar. Implikasinya adalah bahwa menggabungkan berbagai teknik pengajaran dan mengadopsi metode berbasis visual dapat sangat memudahkan proses pembelajaran.

**Abstract:** Developing vocabulary also enables learners to grasp complex concepts and ideas. Vocabulary teaching techniques are beneficial for learning English because it is one of the key processes in mastering the four skills. This research aims to discuss about (1) the classroom techniques used by the teacher in teaching vocabulary and the purposes of using the techniques, (2) the teacher's role in implementing the techniques, (3) the elements of vocabulary improved in implementing the techniques. The study adopted a descriptive qualitative research methodology with study case design, with data collection conducted through interviews and observations of English teachers at Padhung Islamic School, Thailand. Qualitative analysis was used to analyze the data collected from the respondents. The study's findings revealed that the teachers employed several techniques to encourage learners' mastery of vocabulary, including contextualization, the use of visual aids, and the incorporation of interactive activities such as games. These techniques were found to be effective in facilitating learners' comprehension and retention of English vocabulary. The current study's findings also indicate that teachers' roles have changed in order to develop learners' independence in learning. They will frequently turn to explanation which allows for the adaptation of different strategies. The study also found that visualization offers advantages in teaching and learning English vocabularies, especially for Thai EFL learners. Visualization helps the students to understand the difficult words easily by looking at the pictures. The implication is that combining various teaching techniques and adopting a visual-based method can facilitate the learning process to a great extent.

## A. INTRODUCTION

The importance of vocabulary in language learning cannot be doubted (Alqahtani, 2015). However, the phenomenon that occurs in students at Phadung Islamic School Thailand shows that students' vocabulary mastery is still far from what is expected. Based on observatio and interview with the tecaher's, showed that the level of students' vocabulary mastery is still very low. Students have difficulty understanding the meaning of words, pronouncing words and making sentences in English. These difficulties stem from various factors such as disparities between their native language and English, and a lack of motivation to learn English (Adara et al., 2023)(Sultra & Baharudin, 2020). Another cause is that students who mostly come from underprivileged families do not have adequate learning facilities (Pradana & Syarifuddin, 2021). This can be seen from the lack of enthusiasm during English learning (Li & Qiu, 2018)(Yusup & Munawaroh, 2023). Teachers also rarely provide opportunities for students to interact using English (Teravainen-Goff, 2022). Management class is still not optimal so that the learning process learning process has not been going well (Getie, 2020)(Akbarjono et al., 2022).

The implementation of vocabulary teaching techniques for English as a Foreign Language (EFL) students is an important aspect of language education (Alqahtani, 2015). If students want to be able to speak English well and correctly, then they need to master vocabulary first (Junaid et al., 2023). This phenomenon arises from the recognition that effective vocabulary acquisition contributes greatly to language proficiency and overall communication skills (Afzal, 2019). Learning vocabulary is not easy for students especially in Phadung Islamic School, Thailand. Because the differences in grammatical structure and vocabulary between English and Thai can also make it difficult for students to understand and mastery English. In a classroom where students have limited knowledge of the English language, using engaging vocabulary exercises can capture their interest and facilitate language learning. This study explores diverse teaching techniques aimed at enhancing vocabulary acquisition in the classroom.

Using techniques to teach vocabulary can make the process more effective (Sotlikova, 2023). For instance, visual aids such as pictures, diagrams, and videos can help students understand the meaning of

words better (Furidha, 2022). Using activities that reach all learning styles can help students learn new words more effectively (Minda & Perdana, 2023) (London, 2022). Different techniques are appropriate for different learners and contexts (Dunlosky et al., 2013). Teachers should use a combination of these techniques to make vocabulary learning more effective (D. Kim, 2020).

These realities of course really require the role of the teacher to handle it. Teachers are one of the factors that affect the quality of learning (Pawlak, 2021). Usman (2009) stated that the teaching and learning process and student learning outcomes are largely determined by the role and competence of teachers (Risdiyany, 2021). In relation to learning problems, teachers are expected to be able to find ways so that these problems can be resolved. All learning components are used to complement each other, and support each other in learning activities in order to achieve the expected goals (Kim et al., 2022). In connection with the low mastery of vocabulary possessed by students, then efforts are to improve vocabulary mastery through vocabulary teaching techniques (Munna & Kalam, 2021).

Learning vocabulary has important significance for students in Thailand and elsewhere, one of which is that as an international language (Saengpakdeejit, 2014), the ability to speak English opens up opportunities at a global level. A strong vocabulary allows students to speak English more confidently and fluently, opening up educational and career opportunities at an international level (Destika, 2022). The importance of vocabulary in language learning is also illustrated by Thornbury (2002), who states that without grammar, little can be conveyed; without vocabulary, nothing can be conveyed (Keiler, 2018).

Learning vocabulary can be challenging for students, particularly for those learning English as a foreign language (EFL learners) (Bao, 2023). This difficulty arises from the disparities between their native language and the language they are trying to acquire. Afzal (2019) has highlighted the complexities faced by non-native English speakers, encompassing issues with understanding new word meanings, spelling, pronunciation, appropriate word usage, and grasping meanings from context (Abdul-Majeed & Adnan, 2020).

The relevant of study on vocabulary teaching techniques have been researched before, including in the aspect of studying the impact of collaborative dialogue techniques on students' vocabulary acquisition carried out by Fajaria and Syarifah (2018). The use of make a match technique has been done by (Nikmah & Husein, 2018)(Destika, 2022). In terms of the aspect analysis technique teaching vocabulary for young learner has been done by Sjamsir et al. (2018)(Istifadah, 2019). An investigate the use of drama technique has a significant effect on students' vocabulary acquisition carried out (Suezdi & Denada, 2018). Examining the use of sing-along techniques to enhance English vocabulary development has been done by Ennie et al. (2019). In the aspect of measuring the effectiveness of morphological analysis techniques in teaching vocabulary to eighth grade students has been done by (Eviyuliwati et al., 2019). Rohmah & Lilawati (2019) found a significant increase in vocabulary mastery through the implementation of clustering techniques and picture as instructional tools. The use of beare's vocabulary chart technique to improve students' English skills, showing significant improvements in vocabulary attainment (Winarsih, 2019). Examining participants' opinions regarding Games, Mind-mapping, and Twitter Hashtags (GMT) techniques to improve students' vocabulary skills, showed a significant improvement in the experimental group has been done by Alhajaji et al. (2020). The use of crossword technique carried out by (Ramadhan & Adawiyah, 2020). Proposed a semantic feature technique for memory of new words, highlighting the challenges students face in applying this technique has been done by Adakhiel (2021). Thi Lan Anh et al. (2021) assessing the effect of story telling on vocabulary retention in adult English language learners. An investigate of the use short story has been done by (Bhatti et al. (2022), (Mansoor et al., 2023). In the aspect of the use of digital storytelling can be effective in increasing students' vocabulary knowledge carried out by Sembiring and Simajuntak (2023). Measuring the impact of mind mapping techniques on students' vocabulary retention has been done by (Feng et al., 2023)(Hung et al., 2023). Investigate the use of word webbing technique increased students' vocabulary achievement significantly has been done by Fahada and Hanim (2023).

Based on the mapping, the novelty of this study is in aspects of the subject and location of the research, which in this research focuses on observing vocabulary teaching techniques used by three English teachers at Phadung Islamic School, Thailand and this has never been researched before. Apart from that, previous studies mostly used quantitative methods with an experimental approach, whereas this research using qualitative methods with a case study approach to explore more deeply and explain it. This research contributes to presenting in-depth information about the application of specific vocabulary teaching techniques in a real context at Phadung Islamic School. This can be a significant contribution as a case study, the research can provide an in-depth understanding of the challenges, successes, and strategies in a specific context. The different geographical locations, cultures, or education environments can provide new insights into a problem.

Based on the background of the study mention above, this research purpose to explain of the Implementation of Vocabulary Teaching Techniques of Thai EFL Students: A Case Study at Phadung Islamic School, Thailand in 2022/2023 Academic Year.

## B. METHODS

This research applied the qualitative method with a study case approach in describing the technique of teaching vocabulary used by the teacher at Phadung Islamic School, Thailand, since the method is appropriate for explaining the data in this study. The object of this study is the implementation of teaching techniques used by the teacher to teach EFL students. The subject of this study are three English teachers at Phadung Islamic School who used the techniques to teach vocabulary to EFL students.

The data of this research are information in words taken from the observation and interview technique (Sugiyono, 2019). The data are collected from the classroom observation of teaching and learning vocabulary, and to support the valid data, in addition to using observation techniques, the researcher also uses interviews as data to prove the information obtained. The interview technique used in this research is interview semi-structured which will be carried out to teacher. The purpose of the use of semi structured interview is to find out the problems more openly, the interview can be asked to state opinions

and ideas. In addition, the researcher also obtained additional data that would support the interview and observation data. The data is in the form of class documentation, as well as from archives related to the theme of the research (Creswell & Guetterman, 2018).

In this study, the researcher employ triangulation as a method to mitigate potential issues related to claims, biases, and the researcher's perspective. Triangulation involves utilizing multiple sources of data to validate and enhance the credibility of the findings. In this particular research, observational fieldnotes, documentation, and interviews are the types of data being utilized, allowing for a comprehensive and well-rounded approach to gathering information (Creswell, 2012). The data analysis technique used in this research refers to the concept of Miles and Huberman (1994) that consists of data collection, data reduction, data display, conclusion drawing/ verification (Miles et al., 2014).

### C. RESULT AND DISCUSSION

The research conducted to improve student vocabulary using various kinds of teaching techniques that use from the technology and media such as Collaboration Dialogue, Make a Match, Drama, Sing-Along, Morphological Analysis, Clustering Technique, Beare's Vocabulary Chart, GMT Technique, Crossword Technique, Semantic Feature Technique, Story Telling, Short Story, Digital Story Telling, Mind-Mapping Technique, and Word Webbing Technique (Fajaria & Syarifah, 2018)(Nikmah & Husein, 2018)(Destika, 2022)(Alhajaji et al., 2020).

Based on this mapping, this study is different from previous research. The difference lies in aspects of analyzing the purpose of implementing teaching technique used by the teacher. Another difference is the use of research methods. This research use qualitative analysis with a case study approach at the Phadung Islamic School in Thailand which has not been analyzed in previous research. Apart from that, this research is different from previous research that mostly focused on the final results of the effectiveness of using various techniques, while this research analyzing the teacher's role and the vocabulary elements improved by teachers in the implementation of vocabulary teaching techniques. This is the novelty of the current research compared to the previous research reviewed. This research also contributes to presents in-depth information about

the application of specific vocabulary teaching techniques in a real context at Phadung Islamic School. This can be a significant contribution as case study, research like this can provide an in-depth understanding of the challenges, successes and strategies in a specific context. This topic will be discussed in depth as follows :

#### 1. The Classroom Techniques Used By The Teacher In Teaching Vocabulary And The Purpose Of Using The Techniques

The findings were gained by using classroom observation and teacher interview. Based on the observation which was conducted three times, the researcher acquired the techniques that the teacher used in teaching English vocabulary and the reason why the teacher used those techniques. Teaching vocabulary is a challenging task for most teachers (Munna & Kalam, 2021)(Suardi & Sakti, 2019). The teacher should apply the appropriate ways to keep words in the learner's long-term memory and help them to understand types of words, from idioms to expressions (Kayaalti, 2018). There are three steps to teaching vocabulary: presenting, practising, and revising (Spinelli & Siskin, 1992). The author only mentions the first step of vocabulary instruction in this study. The most crucial stage in vocabulary education is the presentation stage (Cornu, 1979). Teachers must convey and assist pupils in understanding the meaning, spelling, usage, and pronunciation of new words. Teachers must use a variety of tactics to excite and draw pupils to their classes (Sotlikova, 2023).

There are some techniques used in the presentation of new vocabulary items by the teacher in the classroom (Phung, 2021). During the 2022/2023 Academic Year at Phadung Islamic School in Thailand, teachers adopted Allen's vocabulary teaching technique to enhance students' language skills (Elmahdi & Hezam, 2020). At this school, the teacher applies a structured approach to vocabulary instruction, incorporating pre-teaching, while-teaching, and post-teaching strategies. Each session is tailored to the students' proficiency levels; for instance, beginners are introduced to vocabulary using visual aids such as pictures and flashcards, along with simplified English. This teaching method, influenced by Allen (1983) and other researchers like Shahnai (2021), emphasizes the use of drawing techniques to enhance vocabulary acquisition and

comprehension. Utilizing vocabulary enhances the appeal, enjoyment, and effectiveness of lessons (Susanto, 2017). Teaching intertwined with enjoyment is highly favored by both educators and students (Bavi, 2018). Sowell (2018) emphasized the significance of infusing fun into language lessons. There has been a rise in the use of games in language classes, with Hashemi (2021) noting their dual role of entertainment and education. Scholars such as (Haleem et al., 2022) and (Puspitarini & Hanif, 2019) advocate for employing games as a teaching medium to enrich the classroom environment and promote effective learning.

Visual techniques show the meaning of the word visually (Kędra, 2018). This is the most common way in the stages to present the meaning of a new word (Sadeghi & Farzizadeh, 2013). There are different types of visual aids that help language teachers facilitate their teaching process (Pateşan et al., 2018). According to Gairns and Redman (1986), these techniques can include flashcards, photographs, blackboard drawings, wall chart, realia, facial expressions, gestures and mine. These techniques attract the students, gives them the comfort to study and helps students associated material in a meaningful way (Phung, 2021). Flashcard and pictures are very useful tools which are used presenting vocabulary (Komachali & Khodareza, 2012). Rijavec (1991:51) states that " Pictures can be employed to enrich the context, add vividness and reduce boredom" (Phung, 2021). In presenting new words, flashcards and pictures allow learners to brainstorm and present their ideas on thought. Teachers find flashcards and pictures on magazines, newspapers, textbooks or the Internet (Widya et al., 2020).

Realia refers to real objects which are around or brought into the classroom and used for teaching and learning (Humaira et al., 2023). Using realia is an effective way of presenting new words (Phung, 2021). Realia illustrates meaning more directly and quickly than through verbal explanation (Baginda, 2018). Using gestures and mime is a useful and effective way of introducing words since it can promote students' understanding and meaningful retention of new items (Phung, 2021). This technique creates good brainstorming, develops students' imagination and observation ability (Nurmala, 2020). Visual support helps learners understand the meaning and helps to

make the word more memorable (Alqahtani, 2015). In addition, students often feel comfortable and relaxed while learning vocabulary with the help of visual aids (Phung, 2021). Students have a chance to get involved in the lesson. When teachers use visual aids such as pictures, real objects, facial and gesture expression, etc., will create an enjoyable atmosphere in the classroom (Haleem et al., 2022). Students can observe the visual aids, listen to the teacher's explanation and guessing the meaning of the new words (Phung, 2021).

Prior to implementing vocabulary teaching techniques, teacher should ensure to greet students before initiating the lesson. The teacher consistently introduces fresh vocabulary before commencing the lesson, which is captivating as it piques students' curiosity about the upcoming content (Meliana et al., 2018). Using the techniques, it's not just the teacher who is actively engaged, but the students as well. The teacher consistently prompts students to speak up and respond regarding the recent vocabulary words, and also encourages them to explain the meanings of the vocabulary. This demonstrates the students' comprehension of the lesson. Such an approach to vocabulary instruction proves highly engaging for students at Phadung Islamic School in Thailand.

In interviews, teachers elaborated that they often utilized tangible items like images or pictures, toys, flashcards, to introduce vocabulary to students. Additionally, gestures, mimics, and actions were identified as effective means of aiding comprehension. The Total Physical Response (TPR) technique, incorporating physical movements to enhance language acquisition, was commonly employed by teachers. (Baiq Sumarni et al., 2022)(Zulpan, 2018), especially when combined with songs, the incorporation of various techniques in teaching vocabulary to young learners is essential to cater to their diverse learning styles and facilitate successful vocabulary acquisition (Sotlikova, 2023).

When introducing a targeted vocabulary item, the teacher typically blends multiple techniques instead of relying on a single approach. This study reaffirms earlier research suggesting that teachers should diversify their vocabulary presentation methods (Pinter, 2006). The results indicated that employing a combination of techniques enhances the likelihood of students grasping the vocabulary item and aids in its retention in their long-term memory.

The study findings indicated that the teacher utilized various techniques for presenting the meaning and form of vocabulary, each with distinct purposes. For conveying word meanings, the teacher often relied on the Real Objects technique (Awaluddin, 2013), particularly suitable for young learners who primarily grasp concrete words. Additionally, techniques such as Meaning Definition and Contextual Example were employed for more tangible words (Mestres-Missé et al., 2014). On the other hand, for presenting the form of vocabulary, the teacher predominantly utilized the Presentation through Graphic Form technique, as it was the sole method available for presenting the written form of the targeted vocabulary. This approach was consistently employed for all planned vocabulary throughout the lessons (Afzal, 2019)(Darling-Hammond et al., 2020).

## **2. The Teacher's Role In Implementing The Techniques**

The importance of the teacher role in encouraging strong motivation for learning a second language cannot be emphasized enough. (Fu et al., 2022). A teacher's effectiveness in facilitating second language acquisition in school significantly influences student achievement (Betal & Banerjee, 1996). The more adept the teacher is at directing and encouraging students' proper adjustment, the more proficient they become in promoting successful student learning.(Keiler, 2018). Teachers, as the primary influencers of motivation and demotivation, hold considerable sway in potentially discouraging students (Kim et al., 2019).

Teachers with teaching expertise, enthusiasm, and an openness to new ideas and methodological methods will provide learners with engaging and successful lessons (Falcon et al., 2023). Other aspects that influence students' attitudes and motivation in language learning classes include the teacher's personality features and classroom behaviour (Madrid et al., 1993) (Fauziati, 2214). As a result, teachers should constantly be cheerful, helpful, and eager to assist pupils with their learning difficulties (Baiq et al., 2022)(Dunlosky et al., 2013).

Based on the observation and interview the researcher found there are the teachers' role in process of teaching learning to develop students' English vocabulary at Phadung Islamic School such as teaching individual words, teacher

providing rich and varied language experiences, and teaching word directly.

In teaching vocabulary by teachers is an approach that focuses on teaching words separately or individually. In this context, the teacher pays special attention to each word, teaching its meaning, spelling, pronunciation and context of use one by one. The focus on individual words allows students to understand the specific meanings and nuances of each word, enriching their vocabulary with more detail.

The teachers have a significant role in providing rich and varied language experiences when teaching vocabulary. One example is seen in the learning activity using real object technique and mime and gesture technique through the "touch your body" game. In this game, the teacher provides direct experience to students by utilizing real objects and using body movements (mime and gesture). Students are invited to actively participate by touching their own body parts according to the teacher's instructions. This creates an interactive learning environment, allowing students to directly engage in the learning process and understand body vocabulary in English. The use of real object and mime/gesture techniques in the "touch your body" game not only improves students' understanding of vocabulary, but also creates a fun and memorable learning experience. The teacher as a provider of rich language experience through this kind of activity helps students relate vocabulary to real situations, enriching their vocabulary acquisition in English

Researchers witnessed the teacher's role in teaching vocabulary by teaching word directly, one of which was seen in the activity of using picture techniques through word search game worksheet media. The teacher directly guides students by giving detailed instructions, highlighting key words, and making sure students understand the meaning of each word. This approach shows how teachers not only provide knowledge about the meaning of words, but also ensure students' understanding and skills in applying the vocabulary through interesting and relevant activities.

Learning vocabulary, as has been said above, is a very difficult and complicated process. It is not possible to understand the meaning of the message if a word is used incorrectly even if the grammatical

structure is correct (Afzal, 2019). Teachers have adapted their roles to cultivate learners' independence in the learning process. This often involves utilizing explanations that enable the implementation of various strategies. (Dunlosky et al., 2013)(S. Kim et al., 2019). Some of these strategies include physical demonstration, using a similar word, translation, indicating objects, or using visual aids such as pictures from magazines. (Humaira et al., 2023)(Phung, 2021).

### **3. The Elements Of Vocabulary Improved In Implementing The Techniques**

The research findings indicated that the teacher implement various techniques with distinct purposes in the process of teaching English vocabulary. (Meliana et al., 2018). Based on observations and interviews with English teachers, the study discovered that teachers employed diverse technique for selecting, presenting, and practicing vocabulary to effectively teach students. Vocabulary selection often depended on its alignment with the curriculum, student interest, and frequency of usage in English. Presentation methods varied, including the use of visual aids and contextualization, aimed at enhancing students' comprehension and memory of new words. Through interviews with teachers, it was revealed that a variety of techniques have been implemented to enhance students' English vocabulary proficiency. These techniques encompass phonetic exercises, listening activities, and spelling and writing exercises to reinforce accurate pronunciation and usage. Additionally, teachers incorporate games like Spelling Bee competitions to enhance students' vocabulary skills in English learning (Fauziati, 2017). Engaging in word games during classroom activities not only provides entertainment but also enhances students' learning, critical thinking, and cognitive skills (Vu et al., 2022). The clear advantage of participating in word games is the enhancement of language proficiency. By engaging in these games, students acquire numerous new words they may not encounter otherwise. Additionally, they grasp the appropriate usage of words within sentences (Saleh & Althaqafi, 2022). An extensive

vocabulary empowers students to articulate their ideas both verbally and in writing. (Gupta, 2023).

Moreover, teacher employed a range of methods to reinforce vocabulary practice among their students, including incorporating games, activities, and collaborative exercises (Sotlikova, 2023). Hence, visualization proves beneficial in English vocabulary instruction, particularly for Thai EFL learners. (Ghaedi & Shahrokhi, 2016).

Consequently, it can be concluded that visualization helps the students to understand the difficult words easily by looking at the pictures (Ghaedi & Shahrokhi, 2016).

The main objective of this study was to outline the classroom methods employed by teachers for teaching vocabulary at Phadung Islamic School, Thailand during the 2022/2023 Academic Year, along with their intended purposes. The findings indicate that teachers utilized a variety of strategies, techniques, and activities to effectively teach vocabulary to young learners. They employed diverse vocabulary selection methods, presentation approaches including visual aids and contextualization, and various practice techniques such as games and collaborative exercises to reinforce newly acquired words. The teachers aimed to enhance students' vocabulary mastery and overall English comprehension. Employing multiple teaching techniques is essential to cater to diverse learning styles and ensure effective vocabulary acquisition among young learners (Sotlikova, 2023).

The findings of the current study also suggest that teachers have adapted their roles to foster learners' independence in the learning process. They often rely on explanations, which enable the implementation of various strategies (Phung, 2021). These strategies include physical demonstrations, synonyms, translations, pointing to objects, and utilizing visual aids such as magazine pictures. (Humaira et al., 2023).

The study also revealed that visualization is beneficial for teaching and learning English vocabulary, particularly for Thai EFL learners. Visual aids, such as pictures, help students comprehend difficult words more easily (Ghaedi & Shahrokhi, 2016). Using pictures enhances vocabulary learning by making it enjoyable and interesting; students can recall the meanings of challenging words through association, eliminating the need to ask others or consult a dictionary (Sadeghi & Farzizadeh, 2013).

Moreover, the visualization technique promotes active participation in class and keeps students engaged, while the use of pictures sparks their curiosity to learn new vocabulary (Ghaedi & Shahrokhi, 2016).

#### D. CONCLUSION AND SUGGESTIONS

The research highlights teachers' use of diverse techniques, such as contextualization, visual aids, and interactive activities, to enhance learners' vocabulary mastery. Teachers adapt their roles to foster learner independence by explaining concepts using various techniques. Visualization is particularly advantageous for Thai EFL learners, aiding comprehension through pictures. Combining different teaching techniques, especially visual-based approaches, can significantly improve the learning process. This study emphasizes the importance of tailored strategies considering students' preferences and needs. It offers valuable insights for language educators, curriculum developers, and policymakers, suggesting personalized approaches to vocabulary instruction. Further research is encouraged to explore additional aspects of vocabulary teaching across various proficiency levels and classroom contexts.

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