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Title: Vocabulary learning strategies; The case of Greek native students and migrant Albanian students in Thassos.

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Table of Contents

Table of Contents	3
Acknowledgements	4
Abstract	5
1. Introduction.....	7
2. Theoretical Background.....	11
2.1 Learning strategies	11
2.2 Classification of learning strategies.....	15
Definition strategies	16
Social strategies.....	17
Memorization Strategies	17
Cognitive Strategies.....	17
Metacognitive Strategies.....	17
2.3 Definition of Vocabulary.....	21
2.4 Vocabulary learning strategies.....	24
2.4.1 Indirect techniques of learning vocabulary.....	26
2.4.2 Sound Pattern Strategy	27
2.4.3 Word cards theory.....	27
2.4.4 Incidental learning theory	27
2.4.5 Intentional learning theory	28
2.5 Definition of the word meaning	29
2.6 Definition of the word recognition.....	29
2.7 Individual Factors	30
2.7.1 Linguistic/cognitive abilities	31
2.7.2 Personality.....	31
2.7.3 Biological Factors.....	31
2.7.4 Emotional Factors.....	32
2.7.5 Motives.....	32
2.7.6 Self – effectiveness	33
2.7.7 Linguistic factors of difficulty.....	33
3. Literature Review	34
4. Research Methodology.....	41
4.1 Research Contribution to the field	41

4.2 Participants.....	42
4.3 Research Procedure.....	43
4.5 Data analysis.....	44
4.6 Research ethics.....	45
5. Research Results.....	45
6. Discussion.....	63
7. Limitations	76
9. References.....	78
10. Appendix.....	83

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Abstract

The present research discusses and intends to detect the vocabulary learning strategies that particular students consider efficient. More specifically, the participants are Greek native students of the fifth and the sixth grade that attend the primary school in the region of Thassos along with bilingual students that attend priority classes of type 2 at the same schools in the region. Another aim of the research is to explore the association between variables such as gender and age and the association between the suggested strategies affect the learning outcome. As far as the results are concerned, learners choose to use vocabulary learning strategies that are associated with vocabulary memorization rather than with reading, writing or listening. Some of the

most common vocabulary learning strategies are bilingual dictionary, oral and written repetition, asking for the meaning of the words, studying for the spelling and guessing from the context, to ask what new words mean in order to learn them and repeat the new words. Furthermore, the students seem to use more strategies to repeat and learn new words. The native students were found to adopt more frequent strategies to learn, repeat, remember and use new vocabulary and words in contrast to the bilingual ones because they possess higher self – efficacy in terms of vocabulary learning strategies in contrast to bilingual ones because they seem to have stronger language schemes and less cognitive workload when they acquire new vocabulary. Moreover, it was found that girls despite their nationality more often used strategies to learn new words or to use new vocabulary. In terms of language learning, girls were able to speak and learn a new language more easily than boys and they seem to have an advantage regarding language learning and verbal fluency whereas boys seem to have an advantage as far as the verbal analogy is concerned. What's more, the higher the students' age, the more often they used strategies to repeat vocabulary. This happens because older students develop more advanced cognitive skills and they are able to process and deploy more complex vocabulary learning strategies. Finally, there is a multitude of studies that explored the efficiency of adopting vocabulary learning strategies, there are a few studies that examine the association between the age and the gender of the participants. Moreover, a few studies addressed a comparison between native and bilingual students concerning the selection of vocabulary learning strategies. The significance of this thesis is very important since the findings can inform educational policies about the vocabulary learning strategies instructions and how we can deploy them from both the teacher's and student's perspective, aiding in the development of targeted language programs for native and migrant students. Understanding effective vocabulary learning strategies can contribute to more tailored and efficient language teaching methods.

Key words: vocabulary learning strategies – language learning – native/migrant students.

1. Introduction

Europe and Greece have received a massive wave of migrants because of the instability of the geopolitical situation that was triggered in the Middle East. This condition has influenced the social – economic – political – cultural relations both in our country and Europe creating new contexts within the Greek society which is gradually being turned into a multicultural society.

This situation also appears in the context of education where different dynamics arise in contrast to the traditional educational environment that used to exist in the previous years. Neither the government nor the learners are ready to face the new situation that was triggered in the school environment since cases of discrimination – racism – social exclusion are present. However, education is a constitutional right for the children and as a result the government and the instructors should make sure that they offer an appropriate learning environment for the students taking into consideration the special needs that they have. (Kotrogiannos, 2019).

Greece is considered to be a major receiver of refuge and migrant flows due to its geopolitical position. It is considered to be a transit country through which a lot of refugees and migrants find their way to Europe. The number of migrants and refugees that were situated in Greece in 2020 was 112.330 while the refugee children were estimated at a number of 42.500 and from which 31.000 were at school age and 4.815 were unaccompanied minors (UNICEF, 2020). The majority of these children does not participate in the formal education in Greece while those who are provided with education are not in a favorable position (UNICEF, 2020). In spite of the increasing population of the migrant and refugee children that arrive in Greece and participate in the education process, the quality of the education that they receive seems to be problematic (Simopoulos & Magos, 2020).

The most vital medium of social inclusion for migrant and refugee students is the Greek language as they seek to become active members of the educational reality within and out of the classroom. English, also, is a language that is widely spoken in Greece and all around the world respectively since it is considered to be a lingua franca and as a consequence a large majority of migrants and refugee choose to communicate through it in order to approach Greek society. However, that's not the case for the refugee and

migrant students that are not competent in English and as a result they can only socially survive by interacting in the Greek language.

As far as the educational policies regarding migrants are concerned, in March 2016, the ministry of education founded a scientific committee with a view to integrating migrant students into the school community (Ministry of Education, 2017). Based on this plan, 111 refugee education host structures (REHSs) with 145 classes were established, involving over 2000 students. This initiative was coordinated by refugee education coordinators (RECs). In some school communities, students attend regular classes with additional educational assistance. For the majority of the migrant students, their goal is to receive international protection through participating in the school community (Zsofia, 2018). Moreover, migrant students have the opportunity to attend classes scheduled by NGO's or the ministry of education in order to assist migrant students fully integrate in the Greek school community.

Moreover, there was a high – rate of school – drop out and many students were proved not to attend classes at school because of the poor conditions that refugees live in and the educational deficiencies of the REHSs in the majority of the situations. The school drop – out in Greece was 10 – 40 % in primary school and 45- 56% in high school (Ministry of education, 2017). Furthermore, it was observed that the educational initiatives of the ministry faced problems or they didn't fulfill their purpose because of the fact that the educators didn't gather the necessary skills for the given concept and a critical problem was proved to be the continuous rotation of them around the country. Apart from that, the massive movement of the refugees in large numbers in the mainland was not organized accordingly and with the proper coordination. In order to assimilate into Greek schools and society at large, an increasing number of children from diverse cultural and linguistic origins are now expected to acquire Greek as a second language (L2) in addition to their native tongue. Learning vocabulary is essential to this endeavor. But for a long time, the value of teaching vocabulary was overlooked and the focus was mostly on grammar.

During the COVID-19 pandemic and a lot of research was motivated by the difficult and never-ending process of learning a second language (L2), in which the unique characteristics of each learner are crucial. Additionally, the unavoidable

occurrence of distance education was another factor (Tsouri, 2018). Educational policies in Greece promotes the memorization techniques used to teach vocabulary (Vlaco, 2017). The memorization techniques are employed in face-to-face instruction and distance learning when it comes to the tactics teachers employ to help multilingual learners memorize vocabulary. Actually, reading aloud, using synonyms and antonyms, and connecting the new word to the learners' prior experiences are the most frequently employed methods (Tsouri, 2018). By far, the least frequently used strategy is creating semantic/conceptual maps. The minimal use of the body movement approach in face-to-face instruction is another intriguing study finding that is not supported by more studies. Lastly, the strategy usage assessment showed that, for the most part, instructors' perceptions of a technique's effectiveness or significance were closely correlated with how frequently it was used.

This conclusion demonstrates the empirical nature of instructors' selection of vocabulary memorizing techniques and highlights concerns regarding the calibre of teachers' evaluation processes as well as their assessment literacy. More research might look into the relationship between teachers' choice of particular tactics and their years of experience, education, and/or training. The COVID-19 pandemic in Greece lasted longer than predicted, occasionally causing a constant switch from in-person to online learning. The line between distance and in-person learning was blurred by this constant rotation, which occurred without the teachers' prior training in distant education. Rather than employing effective teaching practices, teachers chose to focus on survival during this catastrophe. Actually, the majority of the time, teaching methods remained the same; just the tools were altered. Put differently, the delivery of remote education was essentially identical to that of in-person instruction, with the distinction that teachers interacted with students through the use of cameras and microphones (Tsouri, 2018).

As far as the vocabulary is concerned, it plays a key role in the acquisition of a foreign language. It is not only the meaning of each word but the different aspects that each word triggers, too. What does it mean to know a word? There are 7 degrees/aspects of realizing the meaning of a word; knowledge of the frequency of the word in language; knowledge of the register of the word; knowledge of collocation; knowledge

of morphology; knowledge of semantics; knowledge of polysemy and knowledge of the equivalent of the word in the mother tongue (Taylor, 1990). Students even when they are aware of the meaning of a word, they are not always capable of using the word suitably with regards to the context. Given the limited opportunities for target-language input, output, and interaction in the context of foreign language learning, it is important to employ effective learning strategies that are also motivational. The challenge of vocabulary learning and teaching encompasses a broad range of significant factors, including but not limited to word frequency, saliency, learning burden, and the specific vocabulary needs and desires of learners. Studies have revealed that an inadequate knowledge of vocabulary can be a major factor in learners' reluctance to engage with reading and listening skills, both in foreign and secondary language contexts (Grabe & Stoller, 2018). This highlights the importance of effective vocabulary instruction in language learning (Grabe & Stoller, 2018). While some educators may believe that acquiring new vocabulary is a simple task, learning and retaining new words has always been a challenge for learners. For migrant students with a limited lexicon and diversified needs due to their different cultural background, the educational implications are profound. Those who lack adequate vocabulary or word-learning strategies often struggle perpetuating a cycle of disappointment and failure (Van de Wege, 2018). Developing independent vocabulary skills necessitates a high level of motivation on the part of the learner and is a dynamic process involving multiple variables and a range of skills to be practiced. The strategies employed by students are dependent on the individual learner. In the classroom, teachers have the ability to demonstrate these strategies, remind students of their importance, and encourage independent development of vocabulary skills. This allows students to take ownership of their learning. Recently, there has been a surge in interest in learning strategies aimed at improving students' acquisition and development of vocabulary (Van de Wege, 2018). Language learning strategies research encompasses two crucial areas. One such area is the documentation and classification of the strategies employed by language learners. The other area of research is focused on the correlation between language learning strategies and L2 performance. Several studies have established that the implementation of effective strategies is closely linked to listening comprehension, reading comprehension, writing, and oral production (Gu, 2019).

Most of the times L2 teachers teach the vocabulary in a predetermined and absolute way that doesn't apply to the needs of every student and without discerning native speakers from non – native ones such as migrant and refuge students and without taking into account their cultural and cognitive background. So, the importance of the application of different vocabulary learning strategies and the efficiency of them in every migrant student is an important field that needs to be explored.

2. Theoretical Background

2.1 Learning strategies

Learning strategies entered the instructional process through psychology in the late seventies depicting the actions that a learner used to take in order to achieve his/her cognitive goal. Since 1970s there is a great interest regarding learning strategies in the field of language and vocabulary learning. This interest was a key – change that came into realization when the learners stopped being considered as passive receivers but rather as active participants that interact with their instructors that are considered to be their partners.

The word strategy derives from the ancient Greek word “strategia” which means the art of war and involves planning, analysis, conscious manipulation and setting of a goal (Oxford, 1990). A lot of researchers have tried to define the term learning strategies using different labels such as “skills”, “tactics”, “techniques” throughout the literature review. Learning strategies are defined as the techniques that learners use in order to obtain new sets of rules. Learning strategies are claimed to be cognitive processes that the learner uses in order to choose – obtain – assimilate new knowledge (O' Malley & Chamot, 1990). They claim that since this process is complex and learners choose to implement it when learning, this situation can be taught through the cognitive, associative, autonomous stages of learning. This process can be conscious or subconscious. According to the previous cognitive framework, Chamot and O'Malley (1990) developed the Cognitive Academic Language Learning Approach (CALLA), an instructional model designed to promote students' achievement in English as a Second Language (ESL) by focusing on explicit language learning strategy instruction. It includes a five-phase instructional sequence: a) preparation, b) presentation, c) practice, d) evaluation, and e) expansion, where strategies in the form of declarative knowledge

are explicitly taught, practiced and evaluated to help turn this knowledge into procedural gradually.

L2 learning strategy started in 1970s when the “good learner strategy” deployed and focused on the behaviors of successful learners speculating that they might be doing something different that distinct them from their poor counterparts. After gathering data from comparisons between the strategies that “good” and “poor” learners deployed, a conclusion was drawn that good learners used more or different strategies in contrast to their counterparts in language and vocabulary learning.

These days, second or foreign language (L2) learning and usage strategies are the focus of language study worldwide. That being said, there are still doubters in the sector. In reality, there exist those who believe that the focus on learner techniques is no longer necessary and that the phrase should be abandoned in favor of "selfregulation." This is where the element of choice matters because it's what makes a plan unique. Even if they aren't being fully noticed, the learner is also at least somewhat aware of these movements. It should be noted that although this is a contentious topic, the idea of consciousness is included in the definition of strategies (Cohen, 2014). That thing that sets strategies apart from non-strategic activities is the consciousness component. There are other ways to further categorize strategies, including for instance, strategies based on language skill area, strategies for learning versus using language, and strategies categorized by function (i.e., metacognitive, cognitive, emotional, or social) (Oxford, 2016). Below, we'll examine each of these classification schemes. The question of how to refer to the language being learned—as the target language (L T), the foreign language (FL), or the second language (L2)—also needs to be considered. In technical terms, learning a second language entails studying a language that is spoken in the community in which the language is being acquired, as opposed to learning a foreign language in a language that is not spoken there. In the working definition above, the phrase "target language" simply means the language being studied, be it a foreign or second language. In actuality, a language that is commonly spoken in a particular group can occasionally still acquired as a foreign language because the learners might not have much or any direct interaction with speakers of the language (many native Hebrew speakers in Israel, for example, speak Arabic) (Cohen, 2014). Similarly, in certain contexts (e.g., learning Hebrew while residing in an area of Los Angeles with a high concentration of native Hebrew speakers), learners of foreign languages locate or

establish for themselves a sizable community of language speakers, making the learning process more akin to learning a second language. Learners of the main language spoken in the community will be referred to as second language learners; in contrast, the term "foreign language learning" will only be used to describe circumstances in which the language is not thought to be spoken in the community (Graffiths, 2015). Unless otherwise indicated, the general term "L2" will be used to refer to both second and foreign language acquisition for the sake of simplicity. It should be noted, however, that language researchers must consider these very minor differences when interpreting language use statistics, particularly when it comes to achievement, as L2 and FL acquisition may vary in various ways.

Afterwards, Rubin is considered to be the "facilitator" of the idea of language learning strategies since she started analyzing the strategies that good learners implement (Psaltou-Joycey, 2010). Learning strategies are presented as explicit instruction and in specific practices can be used autonomously to increase learners' L2 efficiency and self – confidence. In general, learning strategies can assist learners to improve themselves, to become independent, more motivated and they start building the know-how in order to acquire the necessary knowledge and accomplish their cognitive goals.

Moreover, there are a lot of factors that affect the use of learning strategies in L2 acquisition namely language proficiency level, age, gender and motivation. (Psaltou-Joycey, 2010). According to Mahmud and Nur there is a different set of learning strategies that male and female learners use (2018). Although there is no significant difference, female learners use cognitive, compensation and affective strategy more often, while male learners use memory, metacognitive strategy and social strategy more often. Moreover, female learners found to be eager to discuss while learning investing on social interaction and communication, while male learners were eager to express their ideas in a reasoning way and they were found to be better in coordination. Male and female learners have differences with regards to the way they express themselves and how they conceptualize the world around them. According to Mahmud and Nur, males and females can appear to have differences in the selection of the learning strategies in the same given context. However, those differences can be varied and there is not a general norm that applies for every situation. According to research evidence, it is stated that learners differ in a high degree regarding their

strategy use due to individual and social variables. However, based on more recent evidence, the idea that “good learners” employ more successful strategies in contrast to their counterparts starts to fade away. Strategies are not considered to be anymore as successful or not successful but rather their efficiency depends on the way that are used.

According to a recent study, the performance and the selection of the learning strategies of the learners is closely related to the skills, will and motivation of the learners (Hattie & Donoghue, 2016). It suggests that the selection of the learning strategies is different in each stage of the process of the learning. The initial stage involves a combination of pieces of information that is conceptually isolated and as a result the learner has difficulty in navigating himself/herself with regards to the learning destination. At the intermediate stage, learners are expected to make a mental scheme which will connect those pieces of information. They are supposed to identify similarities and connections among those conceptually isolated pieces. At the final stage, learners are expected to connect the pieces of information and integrate the target knowledge. Moreover, the selection of the strategies is related to the learning goal. For example, a different set of learning strategies are effective when it comes to surface learning (the content) and a different one for the deep learning (Hattie & Donoghue, 2016). To acquire surface knowledge is essential to be able to make conclusions, summarize and connect the learning objectives to prior learning knowledge. After this stage, learners are supposed to be involved in intentional training, revising through the course of time and learn how to seek and receive feedback in order for them to improve their performance (Hattie & Donoghue, 2016). To acquire deep learning is vital to obtain the set of learning strategies that demand careful planning and assessment. Moreover, it involves the ability to monitor this process by intervening and adjusting optimizing the learning outcome. This process is considered to be a cognitive one and it is formulated by experience and on field practicing. Surface learning is closely related closely to the content and underlying skills, while deep learning is associated with relationships and the extensions of ideas and concepts (Hattie & Donoghue, 2016). During the surface learning stage, the goal is to help learners to overlearn specific knowledge and therefore the needs of their working memory and engage in new facts while proceeding with the deep learning. Hattie and Donoghue highlight that learning strategies fail at some point because learners do not possess the required experience in order to analyze the facts and choose an effective strategy (2016). They argue that in

problem – based learning, learners should explicitly be taught deep learning process since there is no assumption that learners will detect on their own the facts that need to be addressed in different concepts.

2.2 Classification of learning strategies.

Classifying the learning strategies is considered to be a rather difficult task. Throughout the literature review there is a number of strategy classifications. As researchers starting with the “good language learner” studies have attempted to categorize the learning strategies that learners were noticed to apply with a view to passing them onto less efficient learners. Cohen commented that the classification system of strategies was characterized by “inconsistencies and mismatches”, since there is a lack of consent on the various criteria deployed by researchers in their attempt to name and group learning strategies (1996).

The most famous taxonomies are those stated by Rubin (1981), O’Malley and Chamot, (1990), Oxford (1990) and Cohen (1996). The first classification system was created by Rubin (1981) who drew a line between direct and non -direct impact strategies. O’Malley and Chamot (1990) divided strategies into cognitive, which play a part regarding L2 processing input, metacognitive, which assist students check and evaluate their own performance and social/affective strategies, which set a frame of communication with others. At the same time, Oxford (1990) in an effort to offer a comprehensive learning strategies divided strategies into direct and indirect strategies; the former is related to the L2 and involves subcategories of memory, cognitive, and compensation strategies, while the latter helps the general management of learning and includes subcategories of metacognitive, affective, and social strategies. A more recent distinction given by Cohen (1998) has divided strategies into two important groups, L2 learning strategies, which have as a goal to establish language learning, and L2 use strategies, which gives an emphasis on assisting students use the L2 to whatever extent needed. Another strategy distinction is related to the language skills (reading, listening, speaking, writing) where specific strategies can be used to boost the development of each of these skills (Chamot, 2005).

As Rubin further points out, there are three kinds of strategies; learning strategies, communication strategies and social strategies (1987). Learning strategies can directly contribute to language learning, while communication strategies and social strategies only contribute to language learning in an indirect way. Apart from those strategies, there are other classifications of the learning strategies. In particular, there are cognitive and metacognitive strategies (Oxford, 1997). Cognitive strategies are related to stages and steps that learners use while learning a new language in contrast to metacognitive learning strategies that plan – monitor – evaluate the previous cognitive steps. As far as the communication strategies are concerned, they highlight the impact of practice while engaging in a discussion. Lastly, “social strategies” are related to the chances that a learner has while interacting in the target language. They differ from the communication strategies. Social strategies do not offer chances for the learners to interact, practicing the acquired knowledge.

As it was mentioned earlier since 1970s, the “good learner studies” focused on the active role of the learners that are not anymore passive receivers but rather active participants and partners of their instructors (Rubin, 1981). According to CERF, an action – oriented approach has been promoted that enhance learners’ use of different strategies that eventually increases their communication competence (2001). Autonomy is closely related to the concept of learners deciding upon their strategy of learning, making decisions about their educational progress in the field of foreign language. It promotes the element of independence, self – monitoring and responsibility of the learner. At the same time, instructors claim new roles such as “initiators – facilitators – guides – advisors” who lead the learners through the educational process and assist them to choose over a wide variety of learning strategies and how to use them in order for them to become more autonomous (Oxford, 2011).

Oxford (1990) classifies the learning strategies with the inclusion of techniques below;

Definition strategies

- Define the class of the word
- Analysis of the morphological units of the word (root – prefixes – suffixes)

- Use of the text environment
- Use of dictionaries
- Flash cards

Social strategies

- Translation of the word in the mother tongue
- Provide a synonym of the word
- Provide a definition of the word
- A sentence that depicts the meaning of the word
- Group activity

Memorization Strategies

- Pictures and mental representation
- Relative words
- Grouping of key words
- Spelling or phonological type of the word
- Map that represents and connects meanings.

Cognitive Strategies

- Oral or written repetition of the word
- Word lists and Flashcards/word cards
- Keeping notes in the class

Metacognitive Strategies

- Interaction with the target language through all possible means such as songs, stories, movies, conversations

- Self – evaluation with tests

Although there is a notion that strategies play a part in efficient language learning and usage, which is why the topic interests both teachers and scholars, there is currently no universally accepted theory. Instead, at least according to Cohen this group of specialists seems to disagree somewhat on certain concepts and definitions and to agree to varying degrees on others (2014). Although some may find these results discouraging, the purpose of this type of survey is to identify areas where a variety of opinions are present rather than to make assumptions. consensus, particularly when it comes to the terms and ways in which professionals utilize them in their own work. The beauty of polling experts in this way is that it serves as a reminder that even on seemingly settled issues, professionals in a field may hold differing opinions (Oxford, 2016).

At least four subgroups of strategies are needed to use the content, regardless of one's current level of mastery (Cohen, 2014): retrieval, rehearsal, coping, and communication strategies. Retrieval strategies involve using whatever memory-searching techniques the learner can manage to retrieve language content from storage. Retrieval methods are those that are used to help remember when and how to produce the present subjunctive in the subjunctive example given above. Similarly, a language use method can involve retrieving the meaning of a specific vocabulary term by applying a keyword mnemonic. Another subset of language usage techniques are rehearsal strategies, or methods for practicing target language structures. Form-focused preparation, like learning the Spanish subjunctive forms for various verb conjugations so you may use them correctly in a midterm test, is an example of rehearsal. In order to prepare for employing a subjunctive form communicatively in a Spanish request for a day off from work, a learner could also practice using it.

Certain rehearsal techniques may be used in both language acquisition and language use, as previously mentioned. You utilize the structures in a real communication encounter after first learning them through practice and committing them to memory. Coping methods fall into two categories: those that students employ to make up for a deficiency in a particular language skill and those that they use to give the impression that they are in control of the material when in reality they are not.

As previously mentioned, the former are known as compensating strategies, while the later are known as cover strategies. Lexical avoidance, simplification, and approximation are examples of compensatory methods that you could employ if you are under pressure to remember a word precisely or if you just don't know it at all. As a result, you might use word innovation or paraphrasing. The second kind of coping approach, called "cover strategies," is seeming to be able to communicate in order to avoid coming across as ill-prepared, silly, or even dumb. When employing these tactics, a learner's main goal is not required to communicate authentically or even to acquire any language content. Using a memorized and possibly only partially understood phrase in an utterance during a classroom practice, for example, to keep the action moving, is an example of a cover approach. Sometimes the outcome is that the students produce an utterance in which they only employ the portion of the phrase that they can understand. In other situations, the students' work might demonstrate a sophisticated and nuanced evasion (Cohen, 2014).

A fourth category of language usage techniques is communication strategies, which concentrate on methods for giving the reader or listener a message that is both instructive and meaningful. Traditionally, communication methods have been thought of as verbal (or nonverbal) first aid tools that can be utilized to address issues or breakdowns in communication. Even when things don't go according to plan, these tools help students stay engaged participants in the communication process. For instance, they could employ inventive means of expressing their meaning, veering the conversation away from troublesome topics, or giving themselves more time to reflect and work through the more challenging aspects of their communication with their conversation partner until all is understood. As a result, by extending the learners' communication capabilities beyond the limitations of L T proficiency, these tactics also aid in boosting their linguistic confidence. Conversational tactics, like floor maintenance techniques, are also included in communication strategies. Examples include asking for assistance, requesting clarification or affirmation, and employing fillers, like umm and uhm, when halting in speech. Other delaying techniques include repeating words (Cohen, 2014).

Beyond the learning vs. use divide, there is also a second approach to categorize strategies: by skill area (Oxford, 2016). Strategies are the ways through which one

operationalizes a skill, keeping in mind that a skill is the ability to accomplish something (such as searching up a term in a dictionary or paraphrasing a book). Thus, strategies are seen in terms of their function in operationalizing the productive skills of speaking and writing as well as the receptive skills of reading and listening when employing the skills-based approach.

Skills that fall outside of these fundamental skill categories, such as acquiring and using grammar and vocabulary, as well as translating, also require strategies. When it comes to vocabulary, for instance, learners must master some words merely so they can comprehend what they hear (particularly when spoken slang is involved). On the other hand, other words are necessary for writing or speaking (such as when extending an informal greeting or writing certain written formalities like the elegant ways to begin and end business letters). To understand reading material, one must also learn additional words (e.g., academic terminology or crucial newspaper jargon) (Oxford, 2016).

Grammar is a second area of expertise. Grammar-related issues present a rich field for strategy creation, as the Spanish Grammar Strategies webpage at CARLA demonstrates. The application of methods can help you recall difficult grammatical rules and when and how to utilize them.

Translation strategies constitute a third area that spans all four skills. When learners are listening to someone talk or watch TV, they may translate strategically, meaning they may translate specific words or phrases to aid in understanding instead of trying to translate everything. While word-for-word translation is still feasible these days thanks to internet dictionaries, a strategic use of translation in reading would also entail identifying the words and phrases that are truly necessary for basic comprehension and translating them. Translation techniques can also be useful for writing and speaking clearly.

One topic of interest is the difficulty of doing research on consciousness in the context of LLS. What a student genuinely pays attention to and is aware of will influence how they develop. potential emergent character of strategies, strategy teaching, and a connection between what students learn and the strategies they choose. Thus, consciousness offers a framework for refining our conceptualization of LSS and for comprehending the ways

in which learning tasks and teacher education can benefit from such conceptualizations (Oxford, 2016).

Are the strategies teachable? Certain researches have reached highly unfavorable findings on the teachability of strategies. Griffiths for example, claims that initiatives to teach students how to apply learning strategies more successfully have not been incredibly prosperous (2015). The student's age, educational background, life experience, the demands of the curriculum, different cognitive types, culture, and the teacher and student's divergent views on language acquisition are all potential causes. Rees-Miller (ibid.) wonders if it would be more effective to teach the language directly instead of focusing on increasing awareness of strategy use, considering the amount of unresolved discussion around the topic. Positive outcomes have been reported by other research, nevertheless. For example, Cohen presents the findings of a University of Minnesota study with 55 intermediate-level students who selected to be placed in either the experimental (N = 32) or comparative (N = 23) groups. The study had three tasks: repeating a tale, describing oneself, and describing a city. The results are "complex and occasionally somewhat contradictory," according to Cohen (ibid.: 225), but he comes to the conclusion that "if instructors systematically introduce and reinforce strategies... their students may well improve their performance on language tasks" (2014).

2.3 Definition of Vocabulary

As Vocabulary we can define the knowledge of the meaning of words. A word is a unit which consists of a sound or a combination of sounds. To know a word is to possess not only its meaning but at the same time the register, the association, the collocation, the grammatical behavior, the written form, the spoken form and frequency. All these properties are known as "word knowledge". (Schmitt, 2000).

A person's vocabulary is crucial to their ability to acquire, comprehend, and use a language. Acquiring knowledge of language is crucial since it may be used every day both inside and outside of the classroom (Oxford, 2016). In the classroom, vocabulary serves as a conduit between instructors and learners. In the meantime, vocabulary comprehension is crucial since it aids pupils in comprehending spoken language. The next step is communication, which is crucial since vocabulary is what first acts as a bridge during the communication process. One of the four language abilities that is

required is vocabulary (Oxford, 2016). One of the key components of language that supports speaking, listening, reading, and writing is vocabulary. Language learners can benefit from knowing how crucial vocabulary is to effective communication. The justification for the vocabulary's significance in understanding written English. Furthermore, some specialists suggest that vocabulary plays a significant role in language acquisition. Writers are able to produce more sophisticated documents when they have a greater vocabulary. Oxford states that when students' vocabulary grows, they will be able to employ a greater variety of descriptive terms to more effectively express their ideas during an activity (2016). Additionally, it will help the student comprehend what they are reading or hearing better, which helps improve memory.

Additionally, according to Cohen, a little vocabulary can hinder a learner's ability to communicate because vocabulary acquisition is important for second language acquisition (2014). The significance of vocabulary in language learners: those who possess it can succeed in the classroom, in their social lives, and in their ongoing language learning process. Language learners can convey their true thoughts, ideas, and feelings when they have a broad and diverse vocabulary that helps them choose the proper words to use at the right moment. We can see from the researchers' assertion that vocabulary is crucial to language learning and comprehension as well as effective communication.

Active and passive vocabulary are the two categories into which some specialists separate vocabulary. Cohen stated that she insisted on being able to distinguish between these two categories of terminology (2014). The vocabulary that the pupils have been taught and are expected to be able to utilize is referred to as the first kind. The second, on the other hand, refers to terms that children are likely not able to pronounce but will recognize when they encounter them. Receptive and productive vocabulary are the two categories of vocabulary that Cohen identified (2014). 1) Sensitive Word Power The ability of the kids to comprehend written and spoken material is known as receptive vocabulary. Activities involving reading and listening are two instances of receptive vocabulary skills. Students who read or listen to texts are able to comprehend the meaning of the receptive vocabulary knowledge. Oxford states that teaching receptive vocabulary typically entails teachers giving students the definition of a word, using it in a sentence, and only asking them to spell and pronounce the term (2016). 2) Effective Word Power Students with productive vocabulary

knowledge awareness are those who can pronounce and comprehend words. Speaking and writing are two instances of vocabulary-building activities that include abilities. The words that kids can correctly pronounce, comprehend, and utilize in both writing and speaking are known as productive vocabulary. For instance, in speaking class, the instructor asks the students to participate in class discussions, speeches, and opinions. The students will have to come up with thoughts, ideas, codes, and messages for meaningful communication. Another instance would be when students compose theses, research papers, books, journals, etc.

These are exercises in employing systematically created codes or symbols to convey thoughts, experiences, and information in the form of notes that are understandable to others. Students can actually utilize these terms in writing and speaking with success. Thus, the process of creating active words can be considered the basis of productive language, enabling pupils to express their ideas and emotions in a way that is comprehensible to others. Learning vocabulary is a crucial part of being a proficient language user. Learning vocabulary words is essential to become a successful reader, writer, speaker, and listener. The vocabulary pieces in the following image can be categorized according to their kinds, definitions, and purposes. The image serves as a basis for classifying language into four primary categories: meaning/oral, literate/written, receptive, and productive. All vocabulary words, however, have similar meanings and purposes.

As far as the association is concerned, we can classify four key – core elements. The first one is called coordination; Words cluster together on the same level of meaning. For example, “bananas and grapes”, (Aitchison, 2003). Secondly, there is superordination; Some words are considered to be umbrella terms for other words. For example, when it comes to “animals” people associate words such as “dog or snake”. Thirdly, we have synonyms; words that possess similar or the same meaning such as “sad” and “miserable”. Lastly, there is the term collocation; words that appear often together as a pair. “salty water”. As Nation points out collocations are divided into two basic categories; semantic collocations and grammatical collocations. (1990). Semantic collocations denote that two words with equal meaning cluster together to create a new

meaning. For instance, “salty water”. Grammatical collocations are related to a key word that is accompanied by a functional word “interested in”.

As far as the grammatical behavior is concerned, there are two major categories; word class and morphology (Schmitt, 2000). There are four basic categories of word class; noun, adjective, verb and adverb. Morphology is related to the construction of a word namely prefixes (un-, in-, pre-, re-) or suffixes (-ive, -al, -ful, -ous). Supposing that a learner knows the word class classification and the morphology patterns, he/she is more likely to retrieve the meaning of a word since these concepts offer a multitude of information about the word.

As far as the word form is concerned, Nation highlights that there are two kinds of word forms (1990). Written and oral form. Written form is associated with the spelling and spoken form is associated with the pronunciation of the word. Lastly, frequency refers to the amount of times that a word “occurs” in the discourse. The basic vocabulary of a language consists of the 5.000 most frequent. (Antoniou, 2008).

2.4 Vocabulary learning strategies

When it comes to vocabulary learning strategies, learners should be aware of the critical targets that they are eager to achieve regarding vocabulary (Nation, 1990). After deciding the vocabulary goals, learners should be aware from where to retrieve this vocabulary. This process is identified as vocabulary planning; choosing words. Vocabulary selection is based on the linguistic frequency of the words and the level of the difficulty (Nation, 1990). The linguistic frequency of the words is estimated through their appearance in a representative text. As a result, a beginner will start learning the most basic and frequent words and by the course of time he/she will start learning less frequent words. The more frequent a word is, the more available becomes for retrieval from the memory. Moreover, the selection of the vocabulary is related to the personal interests of the learners, their age, their competency level, their specialized needs and their mother tongue.

Secondly, it is crucial for a learner to decide upon the sources of vocabulary and to retrieve information from them. While struggling with unknown and tough

vocabulary learners should be aware of any useful information. For example, being aware of the morphology of the words (prefixes and suffixes), the possible connections with other words (synonyms and collocations), the context can provide a useful insight on vocabulary learning. Thirdly, it is crucial while retrieving vocabulary and making it available for use. As Nation suggests, a normal interaction with a word is considered to be between (5-16 times) through activities and exercises in order for the learner to be able to obtain – retrieve – preserve the word (1990). Retrieving is strengthening the connection between the cue and the retrieved word. The retrieving process must be followed by long breaks in order for the learner to strengthen his/her long term memory. After retrieving a word, there is the process of generating a word. This process further strengthens the process of learning the vocabulary.

Below there is a detailed representation of how we choose and teach vocabulary that is related to the topic “sea” (Nation, 1990)

- Selection of words that more popular and common “ship versus tanker”
- Selection of a thematic category at a time. For example, 1. Toys on the sand (ball, rackets, pebbles) – 2. Tools of the fisherman (cane, bet, fishing line, net) – parts of a boat (storeroom, stern, bow, deck)
- Selection of words that are more easily in terms of their structure
- Involve of the selected words in meaningful activities such as (sentences, texts, songs, jokes)

Nation points out that the vocabulary learning strategies must be complex and must offer the opportunity to the learner to choose which strategy suits him/her the best (2001). As a consequence, these strategies must involve further steps that will make the learners increase their effectiveness. According to Nation, there are three groups of Vocabulary learning strategies (2001).

- The first group of strategies is related to the organization and the words that are to be learnt.
- The second group of strategies is related to the sources from which we retrieve information about the words.

- The third group of strategies is related to the process that is necessary in order for the learners to preserve the words learnt.

Further Vocabulary learning strategies for the acquisition of new words;

- Analyze the structure of a word
- Divide the word into meaningful morphs in order to recognize it
- Divide the word into meaningful morphs in order to understand it
- Group the words according to the word class
- Make a picture of the new words
- Put the words into a list with irrelevant words
- Use the words into meaningful sentences
- Use word – cards

Finally, as far as the vocabulary learning strategies are concerned, there is the concept of demonstration of what a word is; demonstration of the meaning of a word through objects, pictures, photos, drawings, gestures and pantomime. Moreover, there is the concept of explanation; The use of a detailed explanation in relation to what a word is. This can be accomplished with the following way; 1. Using the mother tongue of the learners. 2. Using the target language 3. Using synonyms 4. Using a sentence that defines its meaning.

2.4.1 Indirect techniques of learning vocabulary

When it comes to the indirect techniques of learning vocabulary, there are some requirements that are necessary to be fulfilled. First of all, there is a need to check how familiar are the learners with the topic of the text. Moreover, it is necessary to check the proportion of known and unknown words in the text. If there are too many unknown words, then the incidental learning strategy won't be effective. What's more, the structure of the text needs to be cohesive and clear in terms of how the meanings are

expressed. The existence of key – words so as for the learners to understand the general gist of the text is crucial. Finally, we should consider if the word – target has an equal counterpart in the learners’ mother tongue.

2.4.2 Sound Pattern Strategy

Sound pattern plays a crucial role when it comes to retrieving a word from your memory. Aitchison suggests that the majority of learners tend to remember better the initial and the final parts of the words rather than the middle part (2003). As a result, it is obvious that the prefixes and the suffixes are meaningful ingredients that help learners to remember a word more easily and associate the word with specific concepts (Antoniou, 2008). For example, the word creative is more easily retrieved from the learners memory because of the suffix “- ive” which is a common suffix when it comes to adjectives and what’s more it is considered to be a meaningful unit since it denotes the concept of material most of the times (Antoniou, 2008). What’s more, learners tend to associate words that have similar pronunciation between the target language and the mother tongue.

2.4.3 Word cards theory

The most common strategy for learners to acquire vocabulary is the use of flash – cards. Flashcards consist of cards that have the word written from the one side and the translation from the other. The mission of the learner is to go through a lot of wordcards and try to recall their meaning. Learning through word cards is considered to be a type of decontextualized learning which means that learners do not have any clue regarding context that can assist them to grasp the meaning and the usage of the word. (Nation, 2000). However, it assists learners to get familiar with the written form of the word and learn fast and effectively.

2.4.4 Incidental learning theory

Making a guess depending on the context in order to retrieve the word meaning constitutes one of the most popular strategy when it comes to vocabulary learning. It is related to learning that is not associated with a conscious goal of

acquiring vocabulary (Nation, 2000). In other words, it refers to learning while learners engage in other activities that do not have the acquisition of vocabulary as a primitive conscious goal but rather it refers to a subconscious process.

Context offers evidence about the meaning of the word. The more evidence, the easier to guess the meaning of the word. A crucial factor when it comes to word guessing is the density and the proportion of the known and the unknown words. When the proportion is in favor of the known words, then it is easier for the learners to guess the meaning of the word. Acquiring vocabulary through the incidental process of guessing through the context is claimed to be very effective since a majority of studies demonstrate that 15% of unknown words are obtained through this process (Nation, 2000). Incidental learning theory is claimed to be a type of learning that is associated with activities such as reading, listening, speaking or writing while learners are focused on the information of the texts or songs – stories - conversations. As a result, we could say that incidental learning is a by – product of learning something else and it comes to contrast to the intentional learning which is a strategy formed and executed consciously by teachers in accordance with the learners.

Vocabulary learning is different when it comes to L1 and L2 contexts. A learner should possess 40.000 words in L1 context but only 10.000 words when it comes to L2. It is obvious that without the process of incidental learning theory, it is considered to be almost impossible to learn such a great number of words through cognitive learning. When learners are involved in incidental vocabulary learning through reading, the key is not to learn the new unknown words but rather to understand them and assign possible meanings to them.

2.4.5 Intentional learning theory

Incidental learning theory is not the exclusive way to obtain vocabulary. Intentional learning theory is another way to acquire vocabulary when it comes to vocabulary learning. According to Hulstijn, intentional learning theory is related to the process of a learner storing a lexical item in his/her memory (2001). This process involves explicit learning and vocabulary teaching which should be oriented to the high-frequency words which learners need in order to communicate in L2. There are

approximately 2.000 words which are in high – frequency used and which teachers should focus on providing instructional teaching. Coady et al points out that the instruction should focus on words placed in a specific context (1993). Teachers should focus their instruction on a number of multiple activities such as matching, collocations, sorting or classifying. It is common that in foreign languages the vocabulary instruction involves a clearly explicit orientation focusing on L1 activities. If the target is to make students learn vocabulary in a high degree, much time and attention should be devoted to the instruction of the form and meaning of words; if the target is to make learners familiar with certain lexical items that they face in texts in order for them to recognize them in another context and slightly learn them, incidental exposure to vocabulary learning is adequate.

2.5 Definition of the word meaning

There are two theories regarding the definition of the word meaning. The first theory suggests that for a every word there is a unique – basic meaning. As a result, when students manage to retrieve this basic meaning, he/she acquires the core – meaning of the word (Schmitt, 2000). Unlikely, the second theory suggests that there isn't a core meaning for every word but instead the meaning of every word is closely related to the context that each word is placed (Schmitt, 2000). For example, the word “bright” means “shining” but it also means “intelligent”. It is the relationship between the content, the sender, the receiver, the situation and the purpose that develops the meaning of a word (Carthy 1990). Moreover, word meaning deviates through the course of history. Every word through the course of history obtains new meanings and this is the reason why we call them polysemous (multiple meanings).

2.6 Definition of the word recognition.

Word recognition is connected with the process of identifying the visual input, the sound and the meaning of a word. It is a fast – autonomous – automatic process; once the eye comes across a word, the reader will automatically access its meaning from the memory (Oxford, 2011). Automatic word recognition is associated with efficient readers, while inefficient performers often do not possess word recognition skills, who, as a result, are discouraged from further reading, since they feel

disappointment. Instant word recognition involves the combination of orthographic, phonological, semantic, and morphological processing, which are delineated below (Oxford, 2011).

Orthographic knowledge is a procedure that related to the creation of inter-letter connections and demands bigger exposure to visual word input. Knowledge of how morphemes are placed together to create words leads to vocabulary development and indirectly to the procedure of reading comprehension.

Phonological knowledge includes compatibility of graphemes with phonemes, that is, how letters visualize sounds (Psaltou-Joycey, 2010). “phonological information extraction demands splitting spoken words into their phonological parts, so the acquisition of this ability is clearly establishes by children’s understanding of the structures of speech sounds”. The skill to turn visual input into phonological information is essential as far as word recognition and new word learning are concerned.

Morphological knowledge involves the evaluation of suffixes and prefixes of words, which assists readers detect known parts in an unknown word, and as a result retrieve partial information from known word parts (Psaltou-Joycey, 2010).

Semantic editing is associated with the “ability to integrate lexical and contextual information”. In other words, efficient semantic procedure depends on accessing to stored word information and context constraints.

2.7 Individual Factors

Individual factors are related to factors that affect the process of learning and they are subjective. They cannot be measured and affect the performance of the learners in a unique way. Individual factors are connected to the linguistic/cognitive abilities of the learners, the personality, the biological factors, the emotional factors and the motives of the learner.

2.7.1 Linguistic/cognitive abilities

Ability of phonological coding; it refers to the ability of each individual to recognize different sounds and to codify unfamiliar sounds in such way that can be retrieved later if necessary from memory.

Grammatical sensitivity; it refers to the ability of each individual to recognize the functional role of the words in a sentence

Deductive ability of learning a language; it refers to the ability of an individual to process the teaching material and be able to make the necessary connections and discern the new cognitive achievements that he/she unlocked.

2.7.2 Personality

Every individual possesses a unique personality/character that involves certain abilities – needs – experiences. However, when it comes to young learners and especially migrant and refuge ones, they possess the ability to overcome this linguistic and cultural shock that they experience with a new language and a new culture. They have the ability to overcome this obstacle without fears of possible deterioration of their mother tongue. Moreover, the motivation of the participation in the Greek society and especially within the school reality is an additional one for the migrant and refuge learners that cope with social exclusion and marginalization.

2.7.3 Biological Factors

There are biological factors that affect the process of learning namely the gender and the age.

As far as the sex is concerned, a majority of linguistic studies suggests that girls are superior in contrast to boys in terms of linguistic development (Nash, 1973). In particular, girls are proved to be more interested in interacting in the target language even when they use non -linguistic elements in order to achieve the purpose of the communication. On the other hand, boys are not interested in communicating in the target language. They prefer to interact with individuals at the same age and with the same mother tongue. They do not seem enthusiastic when they interact in the target language. (Nash, 1973). One of the most popular studies regarding the differences that

appear between boys and girls in terms of their linguistic development in the target language is the one of Slik, Hout & Schepens (2015) which was conducted in 88 countries. This study demonstrated that young girls are more competent when it comes to the speaking abilities of a second language.

As far as the age is concerned, the age of the exposure in the target language which usually is the same with the age of the migrant children when entering the transit country is crucial since the human brain is more functional regarding languages at a young age (Flege, YeniKomshian & Liu, 1999). Those researchers suggest that the age and the functionality of the brain is associated more with the acquisition of the second language (Flege, YeniKomshian & Liu, 1999).

2.7.4 Emotional Factors

Emotional factors are related to the motivations of the learners, the self – effectiveness, the tolerance of fuzziness and anxiety.

2.7.5 Motives

There are two types of motivations; integrative orientation motivation and instrumentally oriented motivation. Integrative orientation involves the positive attitude of a migrant towards a foreign culture and the will of the individual to be part of this culture (Ehrman et al, 2003). Unlikely, the instrumentally oriented motivation is related to the will of the individual to use the target language in order to upgrade his/her academic skills or to use this particular competence for professional purposes. In contrast to this theory, others psychologists like Deci and Ryan suggested that there are two other types of motivations namely (intrinsic motivation) and (extrinsic motivation). Intrinsic motivation derives from the individual and is connected with the identity of the individual and the what he/she considers as prosperity. Learners who possess the intrinsic motivation enjoy their progress while improving themselves in terms of the acquisition of the target language. They get the feeling of self – efficacy (Ehrman et al, 2003). Teachers and instructors possess the ability to cultivate and boost the intrinsic motivations of the learners by responding to their needs, providing them with

satisfaction. As a result, the motivations are also depended on the educational process, the individuals and the factors that take place in it.

2.7.6 Self – effectiveness

Studies have shown that learners with high motivation usually achieve a high performance. This is a result of the high self – effectiveness that they can achieve. In other words, they possess a source of self – control and they are able to monitor in a wide range their performance. Moreover, they believe that their success is associated with their own self and it is not related to other external factors such as the fate or the teacher. These factors highly affect the acquisition of the target language and that’s why they shouldn’t be taken for granted. However, due to the fact that these factors possess a subjective character they cannot be easily integrated in educational systems or patterns that they will optimize the performance of the learners.

2.7.7 Linguistic factors of difficulty

- **Pronounceability;** It is associated with the level of difficulty regarding the pronunciation of certain words. For example, “doo”, “boo” are easily pronounced (Schmitt, 2000). The type of phonemes – combination of phonemes – syllable structure – phonological limitations are factors that affect the pronounceability of a word. As Nation points out, it is considered better for the learners to start with words that are easily pronounced before engaging in more difficult ones.
- **Incompatibility of pronunciation – writing between the target language and L1;** Some languages follow a different system of writing. For example, Russian (cyrilic alphabet) and Albanians speakers (latin alphabet) may have difficulty in adjusting in the Greek alphabet and the sounds that each letter symbolizes. As a result, this incompatibility increases the level of difficulty. As Cohen highlights, the correlation among spelling – morphology – meaning is a technique that can assist learners who struggle during this process (1998). For example, the suffix “-er” denotes a person that usually has a professional identity.

- **Word length;** Word length affects the level of difficulty since it affects the time a learner devotes to recognize a word. However, morphologically transparent words are easily recognized even if they are long in terms of length (Cohen, 1998).
- **Case Complexity;** The deviation of the normal grammar rules in the formation of plural or any other grammatical case constitutes another factor that affects the level of difficulty when it comes to the process of learning (Cohen, 1998).
- **Derivation Complexity;** The ability of the learners to identify smaller lexical units (morphs) can assist them when it comes to word recognition, retrieval and generation of the word. (Cohen, 1998). Sometimes meaningful lexical units can deceive a learner.

3. Literature Review

Vocabulary learning strategies and language acquisition has been studied extensively throughout the years. There are numerous of studies that have been conducted abroad and the same is true for Greece. The studies that are going to be presented below are going to set the theoretical background on which the present research will be based on.

To begin with, according to Brown, a critical point when it comes to the selection of a strategy is considered to be the personality of the learner, the nature of the L1 and the knowledge of it, the level of competence in the target language, the educational level, the socio-economic level and the cultural background (1994). Fan conducted an important study among the college students of Hong Kong during the acquisition of English as a second language (2003). It concluded that when students realized that a strategy was more beneficial than the others, they kept using this strategy neglecting all the other strategies. However, students that were highly competent in terms of vocabulary were found to use a multitude of strategies, although they did not consider all of them useful. This element proves that the students could use much more strategies, if their teachers convinced them about their usage. Moreover, Gu managed to gather all the latest studies and to make conclusions about the fields that needed more research

(2003). He demonstrated that as far as the strategies are concerned, there is not an apparent pattern regarding their use from the learners. It concluded that the choice, the usage and the effectiveness of the vocabulary learning strategies are subjective and it is depended on a multitude of factors (2003). What's more, Mitic explored possible differences and deviations in terms of the selection of learning strategies when it comes to the acquisition of new languages among 932 monolingual and 307 multilingual learners (2016). The participants were students of Gymnasium who filled in a questionnaire of self – control regarding the learning strategies in the acquisition of the English Language. The results demonstrated that multilingual learners used a wide range of learning strategies in contrast to monolingual learners. Finally, Almosa's study examines vocabulary learning strategies for obtaining vocabulary among students that study foreign language (2024). The research is quantitative. The research used a questionnaire to explore the factors that play a role in the acquisition of foreign language vocabulary among 230 undergraduate students. In particular, this study tries to shed light on the participants' attitudes regarding vocabulary acquisition as well as their implementation of learning strategies. The participants were selected using a randomized method, and was conducted via an online platform. As far as the results are concerned, the metacognitive strategy was the highest utilized strategy, with the greatest frequency, while the cognitive strategy was used least frequently. The results suggest that participants would benefit from additional instruction in Vocabulary Learning Strategies so as to amplify their proficiency with a broad range of types of foreign language vocabularies. Moreover, a study conducted by Afzal concluded that the vocabulary learning strategies that native speakers of the language as well as those learning it as a second or foreign language possess is essential to their proficiency in English (2019). While expanding one's vocabulary is important, it can provide a number of challenges, particularly for non-native English speakers. In a variety of university-level language skills, linguistics, literature, and translation courses, students with limited vocabulary knowledge performed poorly academically. In particular, this study examined the difficulties English majors at Prince Sattam bin Abdulaziz University (PSAU) in Saudi Arabia faced studying vocabulary. Additionally, it suggests certain vocabulary-learning techniques to reduce any possible issues. The responses of 100 undergraduate students who were randomly selected from five different levels of PSAU's four-year BA English program comprise the data. The data for this quantitative study was gathered using an online questionnaire. The findings showed that non - English majors dealt with

difficulties when learning new vocabulary, including not just remembering and writing new words correctly, but also understanding their definitions and accurately pronouncing them. This study adds to the body of knowledge by highlighting the value for the bilingual students to develop and deploy mnemonic strategies as a part of a broad vocabulary learning strategy in order to acquire the English language. The study suggests that bilingual students should adopt vocabulary learning strategies that are associated with grammatical structure of words, guessing the meanings from the context and others. A study conducted by Wu concluded that Vocabulary size and vocabulary-learning procedures have a positive correlation (2019). Learners' vocabulary performance is positively impacted by cognitive, metacognitive, and social techniques. There is a strong correlation between learners' vocabulary size and the meta-cognitive approach, in particular, which functions as an internal and executive element in vocabulary performance. In the current study, learners employed cognitive strategy overall somewhat regularly, but neither meta-cognitive nor social/affective strategy are used frequently. Cognitive strategy was closely connected with age since older students seem to have developed more advanced cognitive skills. A study from Ghalebi et al concluded that students with varying degrees of education employed various methods for learning vocabulary (2020). For postgraduate students and in general for older students, metacognitive methods were shown to be the most commonly employed strategy. It demonstrated how firmly MA and PhD students were in charge of their education using a set of vocabulary learning strategies. One of the main components of independent learning is taking charge of one's education. The second tactic employed by Iranian postgraduate EFL students was cognitive strategy. Given that cognitive methods were found to be a good predictor of general proficiency, it may be assumed that the MA and Ph.D. learners in this study had sufficient general English proficiency, which led to the frequent usage of these strategies. Following data analysis, students most commonly employed memory and determination procedures. The students' preference for simple vocabulary learning procedures that required less mental effort and processing was evident from the high usage of these tactics. The fact that memory techniques were discovered to be the most often employed tactics may have to do with the widespread use of rote learning among instructors and pupils. Students who employ memory and note-taking techniques are better able to retain material and refer to it later. Deeper tactics like imagery, differencing, and keyword approach require more active manipulation. Additionally, Fu looked into the methods

employed by English teachers in Chinese primary schools, and the findings revealed that the majority of them stuck to more conventional methods of teaching vocabulary memorization rather than taking into account their pupils' learning preferences (2009). Furthermore, Goundar made an effort to examine the application of several vocabulary acquisition techniques among 53 adult English language learners and to identify the benefits and drawbacks of each technique. Regarding memory techniques, it was shown that only 28% of the weak learners dissected words into their component components, but 77% of the weak learners repeated words aloud and 62% saw the new word (2019).

As far as the Greek reality is concerned, a paper from Psaltou discusses the learning strategies of 177 students learning Greek as a second/foreign language in an academic setting (2008). The study highlights the frequency of the learners' strategy use and the influence of factors in the selection of learning strategies. The results pointed out that objective factors such as gender and age, language proficiency level and cultural background. The last one was found to be the most decisive factor when it comes to essential differences in the selection of the learning strategies. Moreover, the results of the study indicate that students of Modern Greek try to interact in the L2 as they are eager not only to learn the new language but to integrate in the Greek reality/society. Moreover, students were found not to adopt frequently strategies such as memory and affective strategies. Adults learners, also, do not use those strategies. Moreover, it indicates that there are no significant differences depending on variables such as age – gender – proficiency level. However, the factor of cultural background indicated major differences on the results because of the desired integration of the migrant students in the school community and in general in the society. This element affects the selection of the learning strategies as the learners of this study found to choose strategies that are in favor of deduction and memorization rather than using strategies of communication that require interaction. Another, study that was conducted by Psaltou who developed a prototype pattern of the learning strategies of Oxford which was focused on monolingual and multilingual learners (Psaltou –Joyce et al, 2014). The implementation took place among learners of 12 – 15 in schools of the province of Thrace. The results demonstrated that the age is the most important factor when deciding a learning strategy or a group of strategies since young learners seem to choose a wide range of strategies in contrast to the older ones. Moreover, one of the studies that is considered to be a turning point regarding the Greek reality, it is the one that was

conducted by Petroyiannis (2016) on the vocabulary learning strategies as they were designed by Oxford (1997). It was related to the Greek and Turkish language since a lot of learners were Turkish migrants that came to Greece as political refugees in the recent years. The study took place among 1308 students of 16 schools in five different provinces of the country. The study demonstrated that the Vocabulary learning strategies were effective for both primary school and high school students. There were deviations depended on the sex and the level of education. According to Petroyiannis there is a different set of learning strategies that male and female learners use (2016). Although there is no significant difference, female learners use cognitive, compensation and affective strategy more often, while male learners use memory, metacognitive strategy and social strategy more often. Moreover, female learners found to be eager to discuss while learning investing on social interaction and communication, while male learners were eager to express their ideas in a reasoning way and they were found to be better in coordination. Male and female learners have differences with regards to the way they express themselves and how they conceptualize the world around them. Males and females can appear to have differences in the selection of the learning strategies in the same given context. However, those differences can be varied and there is not a general norm that applies for every situation. Furthermore, Dosi's (2019) project aimed to determine if a systematic improvement in the vocabulary and morphosyntactic development of migrant and refugee children could have a positive impact on their language abilities through teaching interventions. The study involved ten adolescent refugees and migrants, half of whom were assigned to receive only literacy support in Greek through schooling, making up the control group. The other half received additional support (two hours per week) through teaching interventions and formed the experimental group. To achieve this goal, the participants' lexical abilities, including receptive and expressive vocabulary and expressive morphosyntax, were tested before (pre-test) and immediately after (immediate post-tests) the teaching interventions. The results revealed that the control group had higher scores in receptive vocabulary in the pre-tests; however, this difference disappeared after the teaching interventions. No other differences were observed between the groups. The results demonstrate that there are no apparent variations in expressive abilities when considering groups who have received literacy, however, receptive abilities can be improved even in a brief timeframe. Furthermore, there were correlations discovered between morphosyntax and both expressive and receptive vocabulary, implying that vocabulary and morphosyntax

have a mutual influence on each other. What's more, Olioumtsevit's study gives essential hints regarding the efficiency of particular L2 vocabulary teaching strategies for primary school students with a refugee background in the Greek context (2022). A conclusion for migrant and refugee education is that strategies that include icons and movement may be more suitable for children with low proficiency and low literacy skills, while strategies that demand advanced abilities, such as memorizing words through contextual cues, might not be so appropriate. Moreover, the results of this study state that word category does not affect the efficiency of any of the target interventions. Nouns and verbs appear to be memorized in the same extent through the teaching strategies including flashcards, pantomime, and contextual cues. Finally, the findings illustrate that particular research limitations can be appeared when the focus is on refugee populations. These results demand further empirical and systematic research on the given issues. Finally, Vlachou's study provides an insight on how native and bilingual students use the vocabulary learning strategies in the region of Achaia, in Greece (2017). The participants were students of the primary school (10-12 years old) native and Roma students who are considered to be bilingual. The study concluded that as far as the repetition of the new words is concerned, students tend to repeat the new words in order for them to remember it. Moreover, they stated that the two most popular techniques that they use are to ask the definition of the word and understand which part of the speech is the new word. What's more, the study concluded that the language that students use at home affects the selection of the strategies between the native and the bilingual students. Bilingual students found to use more often strategies to recall the previously learnt vocabulary. As far as the gender is concerned, the study highlighted that there is no difference between the male and the female participants regarding the selection of the strategies. Finally, as far as the age is concerned, the study claims that there is some difference among the participants. However, it suggests that it shouldn't be taken as a reliable fact since the sample was limited. Griva's study aimed to determine the methods of learning that are employed when inadvertent vocabulary learning occurs (2014). Additionally, an evaluation of the correlation between vocabulary performance and method use was conducted. Regarding vocabulary learning, the findings showed that some learning strategies were more successful in helping students pick up new vocabulary words, and that students have preferences for the learning strategies they employ while learning foreign language terms something that aligns with the findings of this paper. Questionnaires, video recordings, and the

researcher's journal were used to gather data. 65% of the students in the sample, selected and employed the memory tactics. By making associations in their minds between unfamiliar and familiar terms and by using their imagination, students were able to recall knowledge and comprehend language that they were unfamiliar with. For instance, the majority of students who identified a word they were familiar with in the foreign language attempted to mimic its pronunciation in their native tongue. Thirteen out of seventeen students, or 76% of the pupils, employed cognitive methods, mostly skimming and scanning the texts to extract information and translating it into their native tongue. Three of the six teams that used online dictionaries and search engines (like Google) to acquire new terminology also used these tools to send and receive communications. Recombining words that are already known to create longer, more complicated phrases was another cognitive method that was employed by all study teams and was primarily seen in written materials. Finally, the learning of new language was improved since all six teams took notes in their journals both during the education phase and throughout the playtime. 82% of the students (14 out of 17) said they favored social techniques because most of them were driven to work with their peers to accomplish a shared objective of winning the game. They also frequently questioned the researcher and their peers for clarification or even correction. If there was a match between the teaching style and the students' learning styles, the learning process would be more effective. Multilingual students who took Greek language classes in the winter and summer at the University of Ioannina, Greece's Center for the Teaching of Greek Language and Culture, took part in Tsouri's study (2018). One of the most significant conclusions was that the majority of participants said they look up unknown terms in a text by using morphological analysis, which involves looking up the word's stem, suffix, and other constituents.

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4. Research Methodology

4.1 Research Contribution to the field

Considering the relevant literature review, While there is a multitude of studies that explore the efficiency of adopting vocabulary learning strategies, there are few studies that examine the association between the. Moreover, few studies address a comparison between native and bilingual students' use of vocabulary learning strategies. The significance of this thesis is very important since the findings can inform educational policies about the vocabulary learning strategies instructions and how we can deploy them from both the teacher's and student's perspective, aiding in the development of targeted language programs for native and migrant students. Understanding effective vocabulary learning strategies can contribute to more tailored and efficient language teaching methods. Although Greece is considered to be a transit country where a lot of migrant flow go through or decide to stay, it has not yet developed sufficient educational policies regarding the integration of the migrants in the educational domains. The research can shed light on the linguistic challenges faced by migrant students, facilitating their integration into the Greek educational system. Tailoring teaching strategies based on empirical evidence can enhance inclusivity and support academic success. The outcomes of the research can influence teacher training programs, equipping educators with evidence-based strategies to address the specific linguistic needs of migrant students. This can enhance the overall effectiveness of language instruction. Teachers in Greece are not trained at all while interacting with diverse groups in terms of culture and language (UNICEF, 2020).

Research Aims and Questions

The main purpose of this research is to detect the vocabulary learning strategies that the native speakers of the Greek language and migrant students that are considered to be bilingual adopt and to compare and contrast those two groups in order to reach a conclusion about which strategies are useful as far as the acquisition of vocabulary is concerned. Finally, the thesis, also, explores in what way variables such as gender and age and the association between the suggested strategies affect the learning outcome.

1) Which Vocabulary learning strategies are more frequently used by the students?

- 2) Is there a difference in the selection of the Vocabulary strategies between the native speakers of the Greek language and the migrant students?
- 2) Is there an association between the gender and students' self-reported strategies?
- 3) Is there an association between the age and the students' self-reported strategies?

4.2 Participants

Participants are Greek native students of the fifth and the sixth grade that attend the primary school in the region of Thassos along with migrant students that attend priority classes of type 2 at the same schools in the region. Type 2 priority class is a class in which participate migrant students that are capable of using the Greek language at least in an intermediate level and they can interact and communicate in it (B1 –B2). Students are from different countries. The majority of them is from Albania. Their age is between 11- 12 years old, i.e., between the fifth and sixth grade of the primary school. Moreover, we could say that according to CERF which provides the criteria for language competence students are between B1-B2 since they are able to describe themselves, their family, their surroundings and their immediate needs even though they sometimes commit grammatical and syntactical mistakes (CEFR). The selection of the region is not randomly chosen since it is a place that gathers a lot of migrant students mostly Albanian and this a major key regarding the methodology. (Cohen, 1994). The Albanian majority is fully integrated in the Greek reality and they don't face incidents of social inclusion such as xenophobia and discrimination. From this we can assume that the region of Thassos and in particular the schools' community is a friendly environment for the migrant students as they collaborate and they have developed social and economic relations with the native population. The way of living is the same as of the native population. The financial level of the Albanian minority that resides in Thassos is high and it can be compared to the native population since the island offers a lot of opportunities in terms of employment and salary. They usually work in the hospitality sector.

Migrant students are considered to be second generation migrants, in other words, their parents live in the transit country the last five years and they brought their children in a very young and at least one of the parents is migrant or refuge. As far as

the Albanian language is concerned, it is considered to be a language with a lot of similarities with the Greek one as both languages share common words. This is a derivative of the loan words from the Albanian language into the Greek one and also loan words from third languages such Turkish, Slavic and latin (Spyrou, 2003). Migrant students of second generation especially the Albanian ones are considered to be bilingual in terms of family since their parents communicate with them not only in their mother tongue but also in the target language and apart from one of the two parents in migrant families is Greek (Spyrou, 2003).

As far as the age is concerned, it is not a random choice. Children of that age are proved to follow and use a multitude of learning strategies. So, it would be very useful to analyze which strategies are considered to be more efficient according to their opinion. It seems that the earlier the better. The participants that are boys reach 53.5%, while the participants that are girls occupy the rest 46.5% of the sample.

4.3 Research Procedure

The thesis is distinguished among the theoretical part and its empirical part. The empirical part of the thesis is conducted with the method of the quantitative research since it involves a questionnaire in order to gather scientific data about the strategies that the learners use. Questionnaires are a quantitative research tool of high importance, given the fact that they enable the researcher to abstract useful information from a great number of persons. Moreover, Nunan and Bailey describe them as the most appropriate tool for the identification of participants' beliefs and attitudes (2009). The participants' anonymity constitutes another advantage of the specific method since they feel more comfortable speaking their minds than in face-to-face interviews (Munn and Drever, 1990). The questionnaire will be an online one and it will be sent to the parents of the students. Children will answer the online questionnaire in accordance with their parents ensuring the credibility of the process. At the end of the questionnaire, the respondents will fill in with some of their personal information about their gender, age, place of birth, parents' place of birth and future perspectives about attending school and university. The questionnaire involves 20 close – ended questions and it is based on the theoretical view that the taxonomy of the vocabulary learning strategies in the

acquisition of the second language as it was developed by Cohen, Oxford, Chi (2005). The initial form of the questionnaire (Inventory Language Use by Cohen, Oxford and Chi, 2002) consisted of 90 suggestions – strategies according to four different types of skills such as (comprehension and generation of written and oral speech, the acquisition of vocabulary and translation skills). Also, these questions are divided into 6 subcategories (strategies regarding the oral speech, the vocabulary, the writing skills, reading, generation of oral speech and translation). The level of reliability of the questionnaire as a scientific tool possesses a strong ratio of Cronbach alpha 0,91 (Yoong, 2010). In this thesis, there is a part of the initial questionnaire that is related to the acquisition of vocabulary. The questions of the initial questionnaire are modified in order to fit the needs of the research and of the students' profiles. The questionnaire uses the scale Likert which involves four descriptive categories; (I always use it and it helps, it sometimes helps and I will use it again, I have never used it and I will, it does not help). The first part of the questionnaire consists of 14 suggestions – strategies, seven out of which are related to the acquisition of new words, two out of which are related to vocabulary revision, three with vocabulary retrieval and two with the usage of new vocabulary. The second part of the questionnaire consists of 6 personal questions. The proposed questionnaire has been adapted again in a similar research study in the Greek educational domains as far as the vocabulary learning strategies are concerned in association with migrant and native Greek students (Vlachou, 2017). As a result, we can draw the assumption that the proposed scientific method of conducting this thesis is considered to be reliable.

4.5 Data analysis

The data was analyzed through the SPSS v25 program, while the Microsoft Excel program was also used. Then a statistical analysis was conducted and the collected data was coded and then means, standard deviations, frequencies and percentages were calculated to present all the findings. Also, in order to answer the research questions the Pearson correlation and the parametric t-test were used. The above are presented in tables and graphs that were created by the researcher in the mentioned programs.

4.6 Research ethics

Ensuring ethical integrity is a cornerstone of this study on the vocabulary learning strategies used by native Greek and bilingual migrant students. A key focus is placed on safeguarding the confidentiality and anonymity of all participants, a matter of heightened importance given the involvement of young students. We secure informed consent from their parents or guardians, making certain they have a clear understanding of what the study entails, its objectives, and the methods involved. The study is designed to honor and respect the diverse cultural and linguistic identities of the participants, thereby eliminating any potential for biased treatment between the native Greek and migrant student groups. The approach to questionnaire design and its implementation is carefully tailored to be age-appropriate and educationally relevant, ensuring it does not cause any discomfort or undue pressure to the participants. Strict protocols are followed for data handling, which is used exclusively for the purpose of this research and kept under stringent security. In reporting the findings, we take great care to maintain the anonymity of individual responses. Furthermore, our ethical responsibility includes the accurate and fair presentation of our research findings, steering clear of any misinterpretation or overgeneralization. This dedication to ethical research practice is not just about maintaining the study's integrity; it's also about fostering a respectful, secure, and supportive environment for everyone involved.

5. Research Results

In the following chapter the results of the questionnaire are presented according to the research questions.

Here you can find an overall table of the participants' traits.

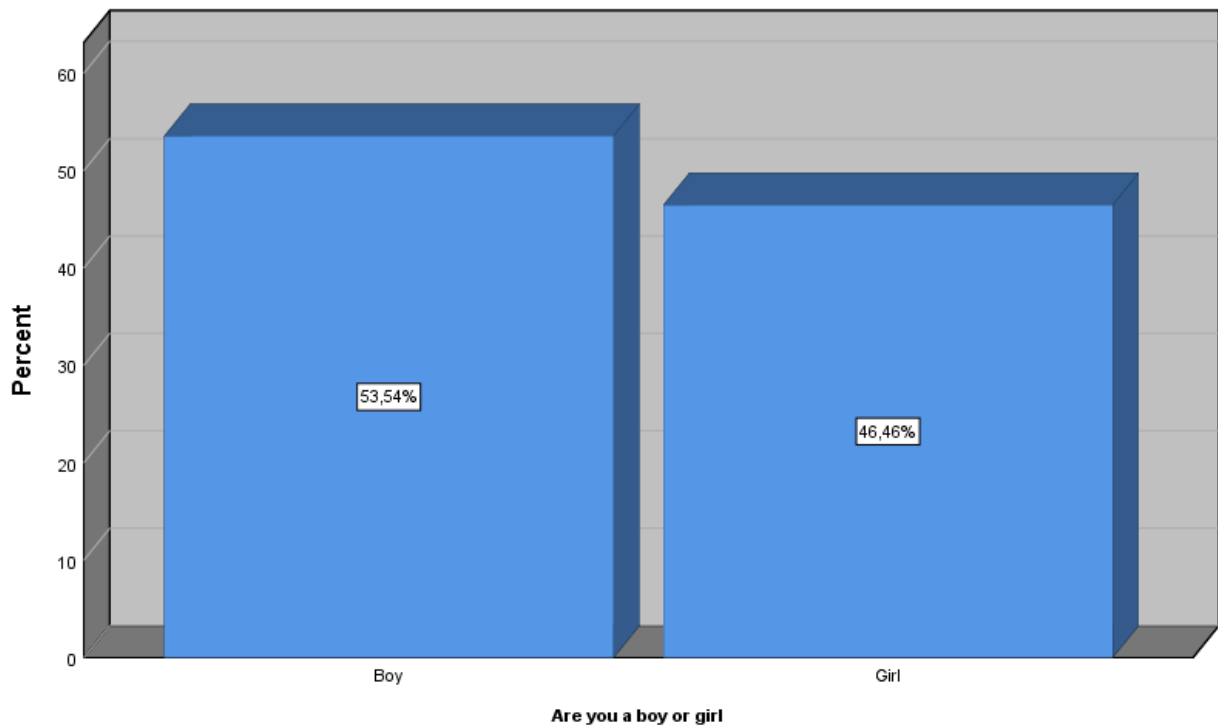
Participants traits	
Age	11 (51,97%) – 12 (48,03%) years old (5 th and 6 th grade of primary school)
Place of stay	Thassos, Kavala, Greece
Nationality	Greek students (56,69%) - Albanian students (43,31%)
Level of language competence for bilingual students	B1 – B2 intermediate level
Gender	Boys (53,54%) - girls (46,46%)
Country of birth	Greece (81,89%) - Albania (18,11%)
Parents' place of birth	Greece (72,44%) - Albania (27,56%)
Language that they use at home	Greek (82, 68%) - Albanian (17,32%)

In Table 1 and Graph 1, the participants' gender is investigated. The participants that are boys reach 53.5%, while the participants that are girls occupy the rest 46.5% of the sample.

Table 1. Participants' gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Boy	68	53,5	53,5	53,5
	Girl	59	46,5	46,5	100,0
Total		127	100,0	100,0	

Graph 1. Participants' gender



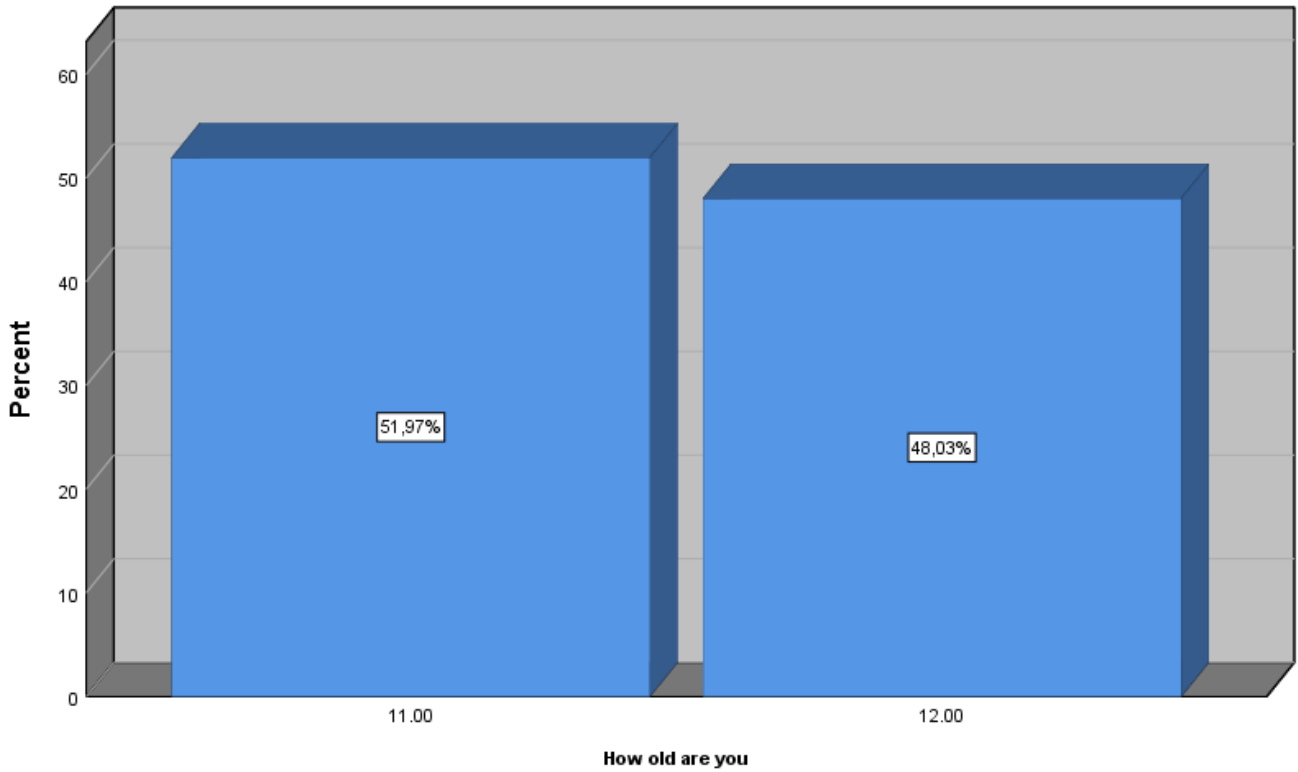
In Table 2 and Graph 2, the participants' age is investigated and analyzed. The participants that are 11 years old occupy 52% of the sample, while the children that are 12 years old reach 48%.

Table 2. Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	11,00	66	52,0	52,0	52,0

	12,00	61	48,0	48,0	100,0
Total		127	100,0	100,0	

Graph 2. Age



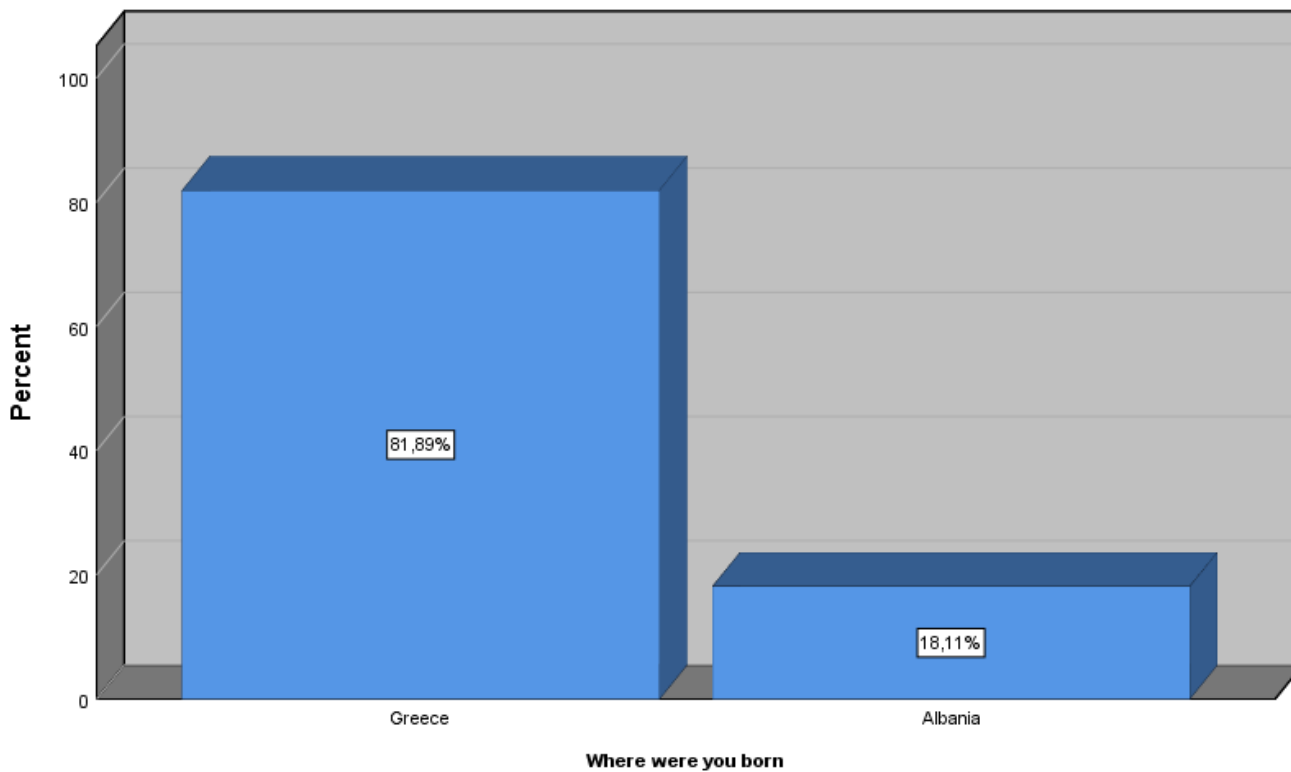
In Table 3 and Graph 3, the country in which the children were born is investigated. Most of The participants, that is 81.9%, mentioned that they were born in Greece, while 18.1% were born in Albania.

Table 3. Country in which you were born

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Greece	104	81,9	81,9	81,9

Albania	23	18,1	18,1	100,0
Total	127	100,0	100,0	

Graph 3. Country in which you were born



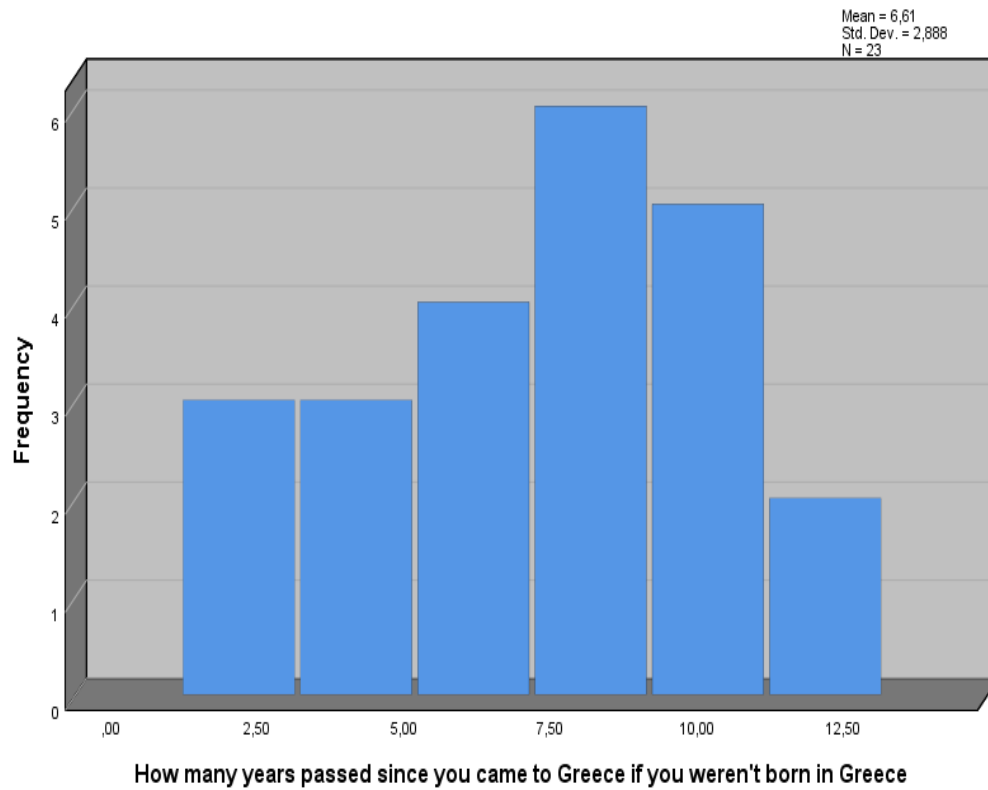
The children were also called to mention the years that passed since they came to Greece, in case they were not born in the country. The minimum value equals 2 years and the maximum reaches 11 years. Also, the mean of the years equals 6.60 years. The above figures, are presented in Table 4 and Graph 4.

Table 4. Years staying in Greece

N	Valid	23
	Missing	104
Mean		6,6087

Std. Deviation	2,88789
Minimum	2,00
Maximum	11,00

Graph 4. Years staying in Greece

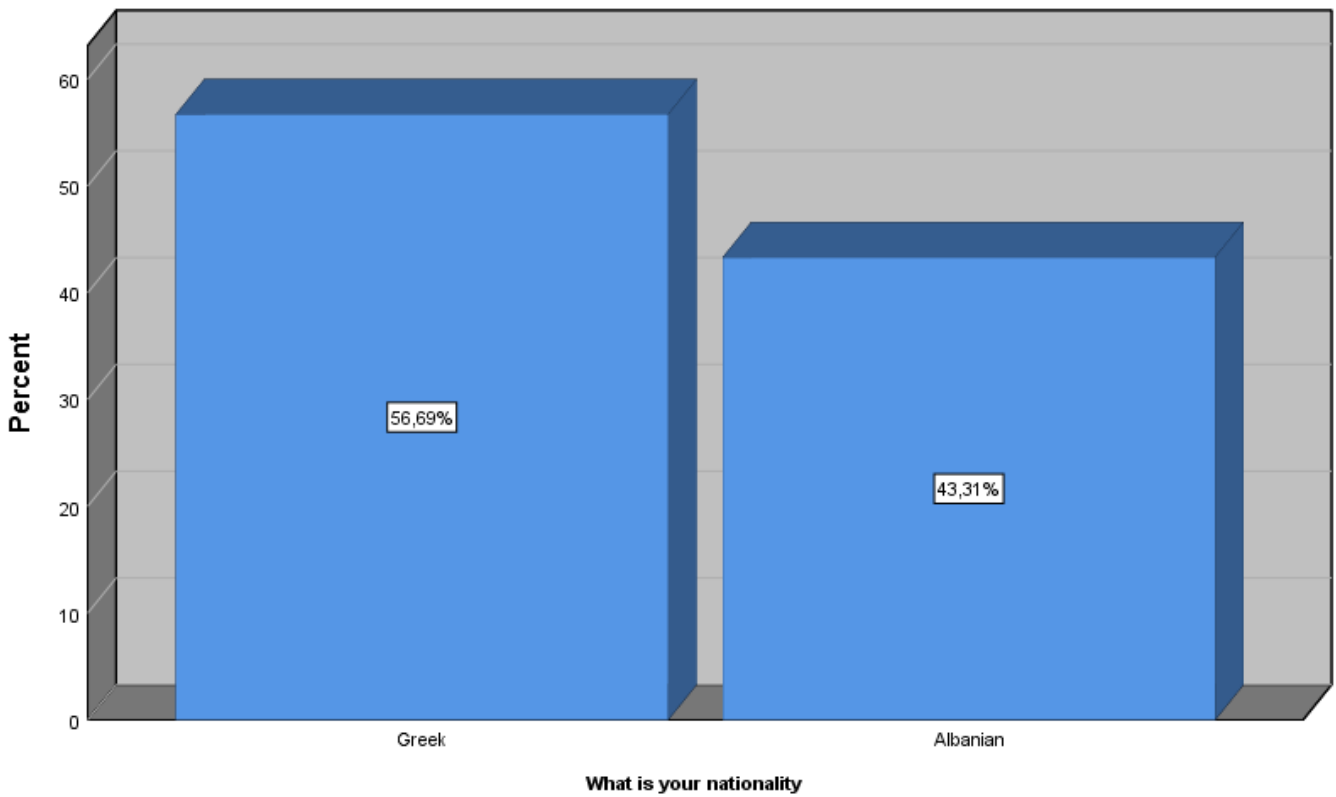


In Table 5 and Graph 5, the participants' nationality is analyzed. 56.7% of the participants are Greek, while 43.3% are Albanian.

Table 5. What is your nationality

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Greek	72	56,7	56,7	56,7
	Albanian	55	43,3	43,3	100,0
	Total	127	100,0	100,0	

Graph 5. What is your nationality



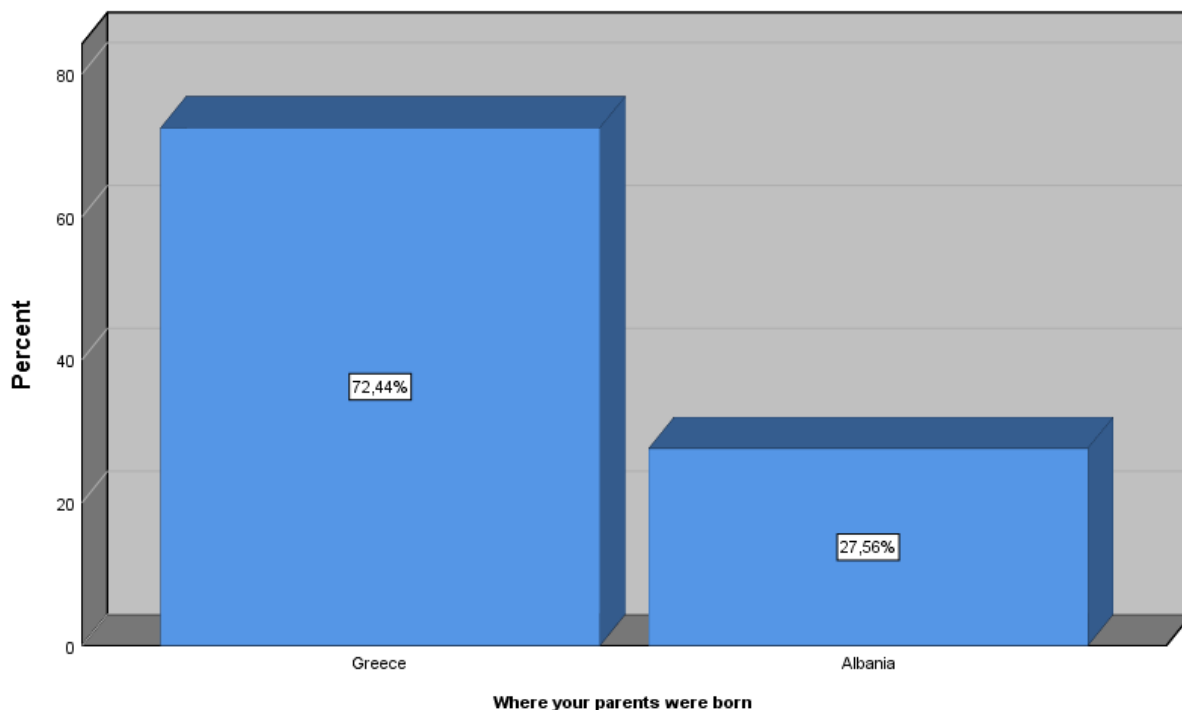
In Table 6 and Graph 6, it is revealed that 72.4% of the participants' parents were born in Greece. The participants, whose parents were born in Albania, reach 27.6%.

Table 6. Where your parents were born

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Greece	92	72,4	72,4	72,4
	Albania	35	27,6	27,6	100,0

Total	127	100,0	100,0
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Graph 6. Where your parents were born



In the following Table 7 and Graph 7, the language that the children speak at home, is presented. 82.7% of the students mention that they speak Greek, while only 17.3% speak Albanian at home.

Table 7. What language do you speak at home

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Greek	105	82,7	82,7	82,7
Albanian	22	17,3	17,3	100,0

Total	127	100,0	100,0
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Graph 7. What language do you speak at home

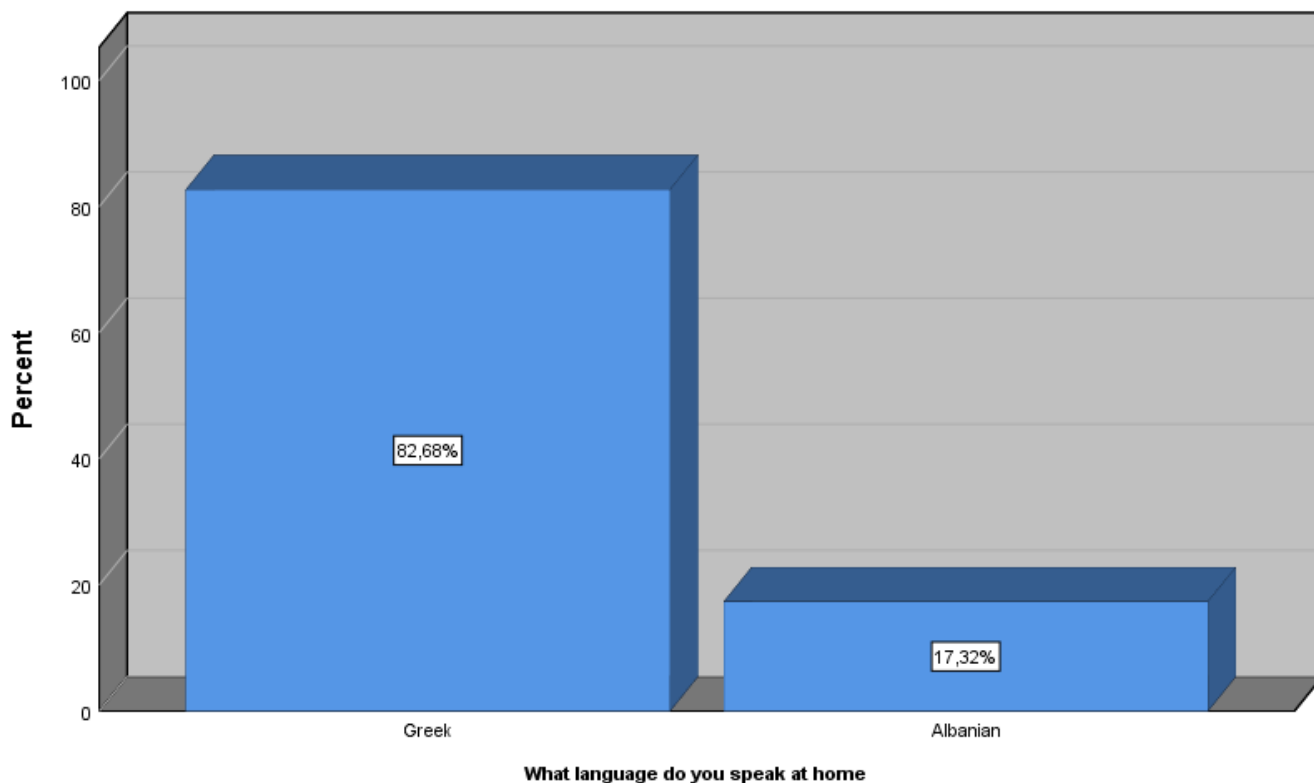


Table 8-12 Vocabulary learning strategies

In the following Tables 8-12 and Graphs 8-12, the vocabulary learning strategies that both groups of the participants use in relation to learning and remembering words in general, are analyzed. All the answers accept values from 1 up to 4 (1-No, it does not help me, 2-I have never tried before, but I will try it now, 3- It helps me sometimes so I will try it again, 4-Yes, I do it all the time and it helps me) and the higher the mean is, the more the participants use each strategy.

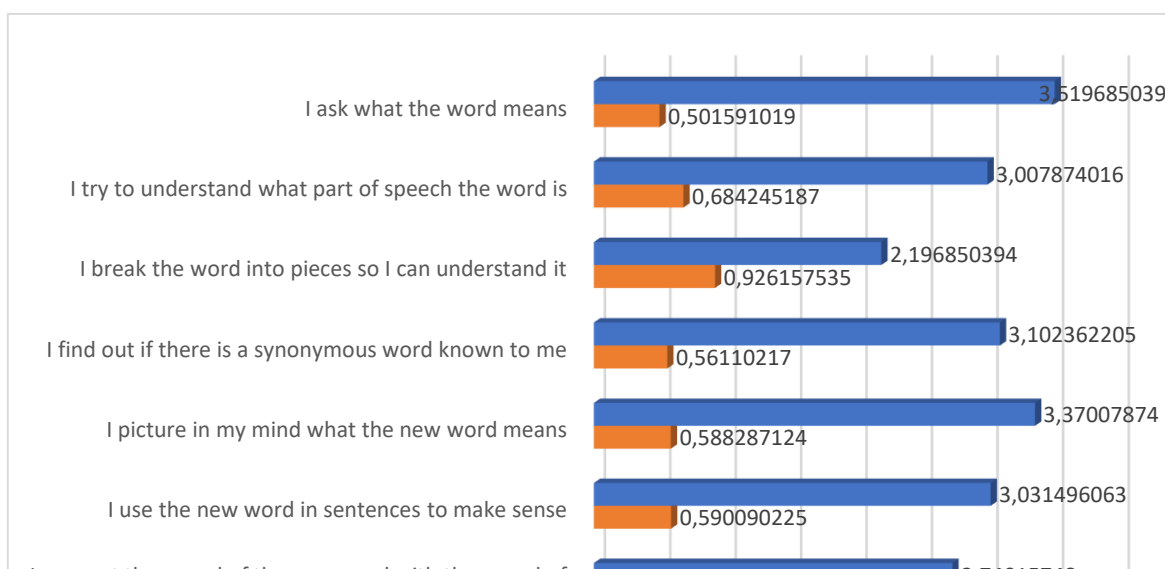
More specifically, In Table 8 and Graph 8, the strategies related to learning new words are investigated. The children are placed between the answers “It helps me sometimes so I will try it again” and “Yes, I do it all the time and it helps me”, leaning to the second one, about asking what new words mean (3.52), while they lean to the first one

about picturing in their mind what the new word means (3.37). Additionally, they mention that sometimes they find out if there is a synonymous word known to them when learning a new word (3.10), they use the new word in sentences to make sense (3.03) and that they try to understand what part of the speech the word is (3.01). Between the answers “I have never tried before, but I will try it now” and “It helps me sometimes so I will try it again”, leaning to the second one, the participants seem to be about connecting the sound of the new word with the sound of a word they already know (2.74). Lastly, they have never used before but will try in the future to break the word into pieces so they can understand (2.20) and that they use cards to learn the new word (1.80).

Table 8. Strategies used to learn new words

	Mean	Std. Deviation
I ask what the word means	3.52	0.502
I try to understand what part of speech the word is	3.01	0.684
I break the word into pieces so I can understand it	2.20	0.926
I find out if there is a synonymous word known to me	3.10	0.561
I picture in my mind what the new word means	3.37	0.588
I use the new word in sentences to make sense	3.03	0.590
I connect the sound of the new word with the sound of a word I already know	2.74	0.669
I use cards I make to learn the new word	1.80	0.867

Graph 8. Strategies used to learn new words

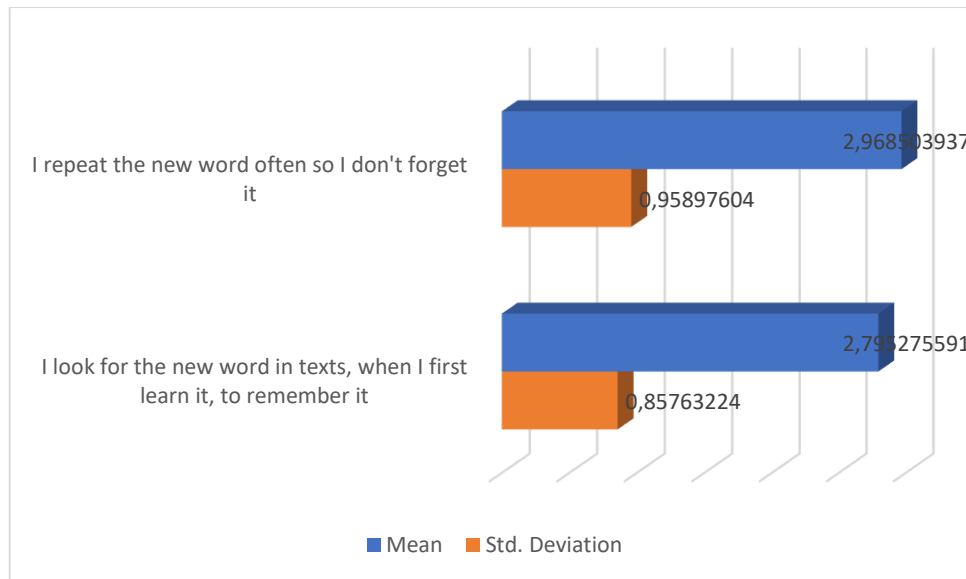


In the following Table 9 and Graph 9, the strategies used by the participants to repeat words and vocabulary are presented. The results indicated that among the frequently used strategies from the children are to sometimes repeat the new word often so they do not forget it (2.97) and to look for new word in texts when they first learn it in order to remember it (2.80).

Table 9. Strategies to repeat words

	Mean	Std. Deviation
I look for the new word in texts, when I first learn it, to remember it	2.80	0.858
I repeat the new word often so I don't forget it	2.97	0.959

Graph 9. Strategies to repeat words

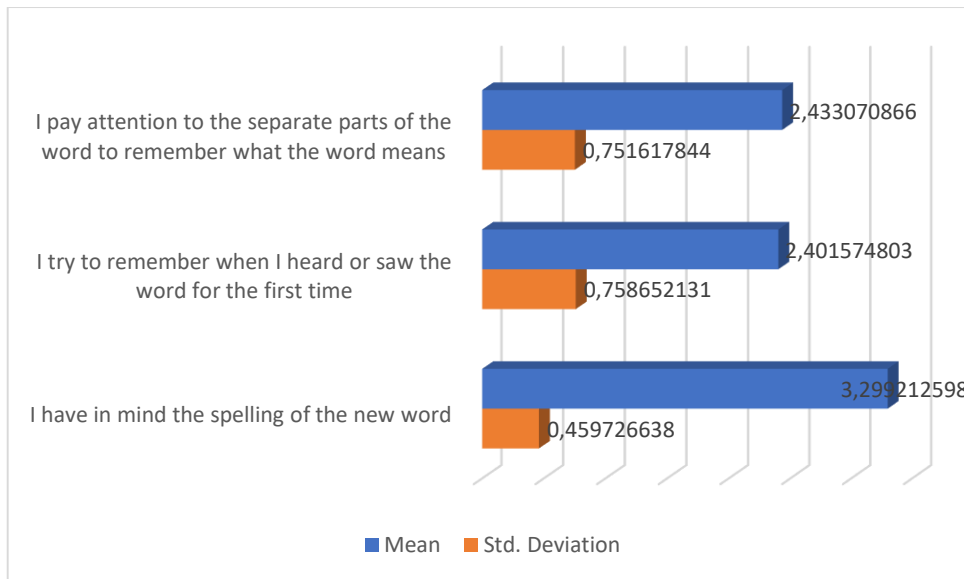


Moreover, the participants use strategies to remember words, is investigated. In Table 10 and Graph 10, it becomes clear that between the answers “It helps me sometimes so I will try it again” and “Yes, I do it all the time and it helps me”, leaning to the first one, are placed about having in mind the spelling of the new word (3.30). Furthermore, between “I have never tried before, but I will try it now” and “It helps me sometimes so I will try it again”, with a lean to the first one, they seem to be about paying attention to the separate parts of the word to remember what the word means (2.43) and to try to remember when they heard or saw the word for the first time (2.40).

Table 10. Strategies to remember words

	Mean	Std. Deviation
I pay attention to the separate parts of the word to remember what the word means	2.43	0.752
I try to remember when I heard or saw the word for the first time	2.40	0.759
I have in mind the spelling of the new word	3.30	0.460

Graph 10. Strategies to remember words

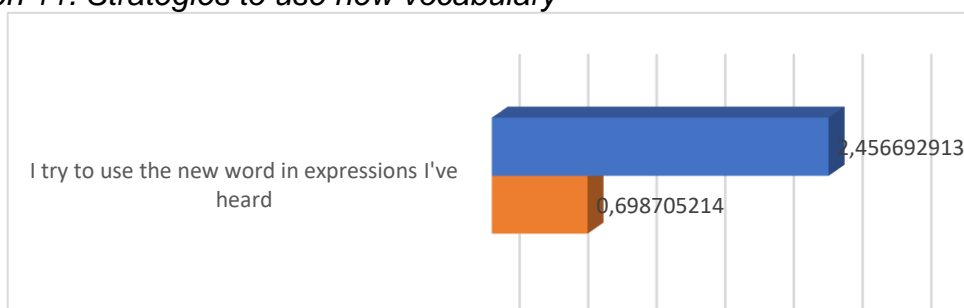


Through Table 11 and Graph 11, the strategies that the children adopt in order to use new vocabulary, are presented. In the scale between “I have never tried before, but I will try it now” and “It helps me sometimes so I will try it again”, with a lean to the second, they appear to be about trying to use the new word in different ways (2.52). In the same scale, but leaning to the first one, they seem to be about trying to use the new word in expressions they have heard (2.46).

Table 11. Strategies to use new vocabulary

	Mean	Std. Deviation
I try to use the new word in different ways	2.52	0.688
I try to use the new word in expressions I've heard	2.46	0.699

Graph 11. Strategies to use new vocabulary



According to the above groups, 4 new scores-variables were created from the mean of 8, 2, 3 and 2 statements respectively. All of them accept values from 1 to 4 and the higher the mean is, the more the children use each strategy to learn, repeat, remember and use new words. In Table 12 and Graph 12, it becomes clear that the participants use strategies mainly to repeat vocabulary (2.88) and to learn new words (2.84). Less frequently they use strategies to remember words (2.71), and even lower is the level in which they use strategies in order to use new vocabulary (2.48).

Table 12. New variables-scores

		Strategies to learn new words	Strategies to repeat vocabulary	Strategies to remember words	Strategies to use new vo- cabulary
N	Valid	127	127	127	127
	Missing	0	0	0	0
Mean		2,8455	2,8819	2,7113	2,4882
Std. Deviation		,39824	,83204	,45302	,42475
Minimum		2,00	1,00	1,67	1,50
Maximum		3,50	4,00	3,67	3,00

Graph 12. New variables-scores

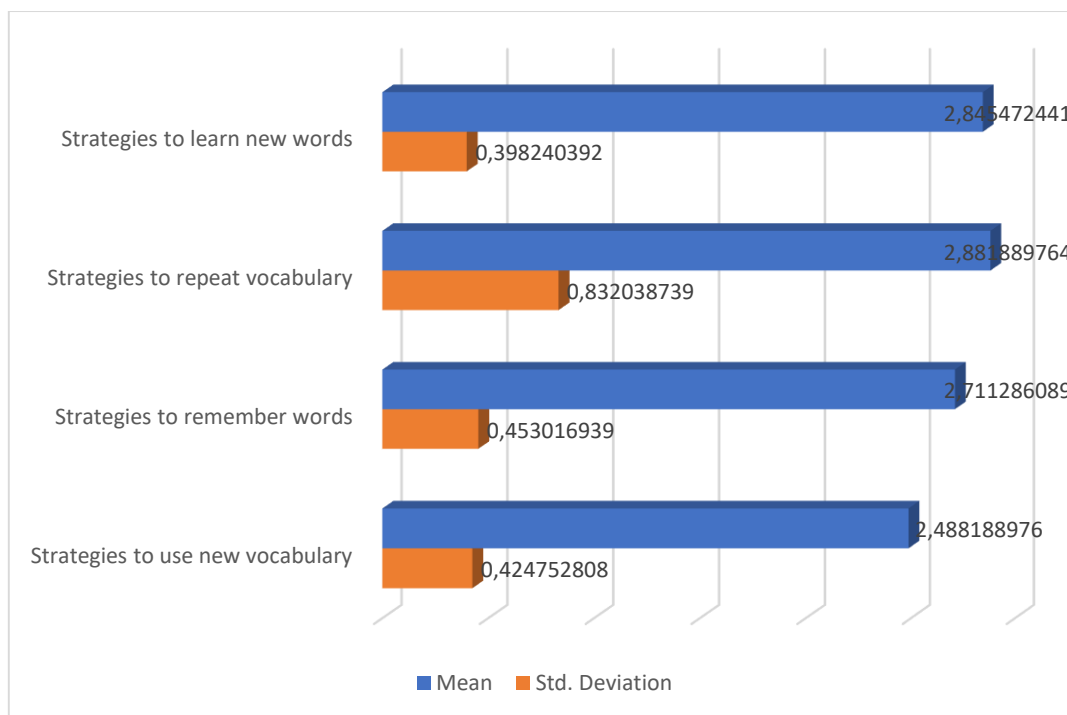


Table 13. Variation between native and bilingual students in terms of vocabulary learning strategies.

In order to reply to the second research question which is related to the differences that appear to be between the native and the bilingual students, the statistical analysis of t-test was used (see Table 13). As it seems, 4 statistically significant dependencies are revealed regarding the students' nationality.

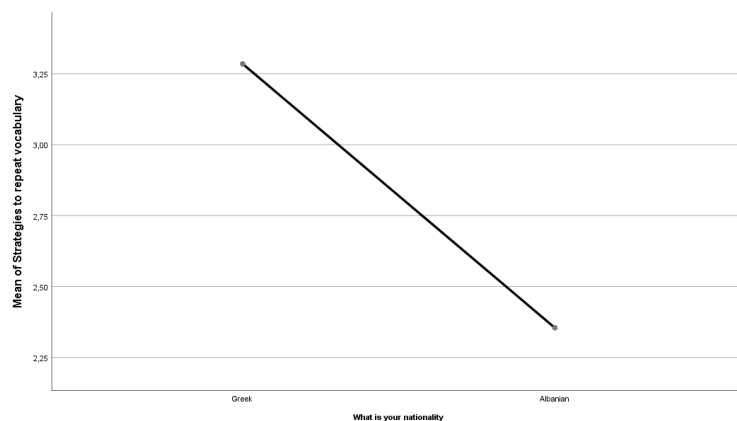
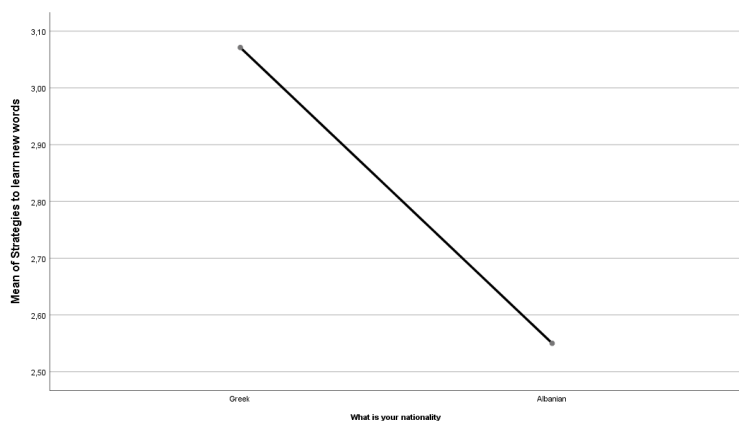
Table 13. Independent Samples Test as of the nationality

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
<u>Strategies to learn new words</u>	Equal variances assumed	,052	,820	9,589	125	,000	,52118	,05435	,41362	,62875

	Equal variances not assumed		9,681	120,090	,000	,52118	,05384	,41459	,62778	
Strategies to repeat vocabulary	Equal variances assumed	8,332	,005	7,482	125	,000	,93018	,12433	,68411	1,17624
	Equal variances not assumed		7,244	99,832	,000	,93018	,12841	,67541	1,18494	
Strategies to remember words	Equal variances assumed	2,046	,155	7,949	125	,000	,52769	,06638	,39631	,65907
	Equal variances not assumed		8,168	124,433	,000	,52769	,06461	,39983	,65556	
Strategies to use new vocabulary	Equal variances assumed	4,183	,043	2,294	125	,023	,17159	,07481	,02353	,31965
	Equal variances not assumed		2,227	101,297	,028	,17159	,07706	,01873	,32445	

In the following Graphs 13-16, the above statistically significant dependencies are revealed. It becomes clear that the Greek students use more strategies to learn, repeat, remember and use new vocabulary, compared to the students from Albania.

Graphs 13-16. Dependencies as of the nationality



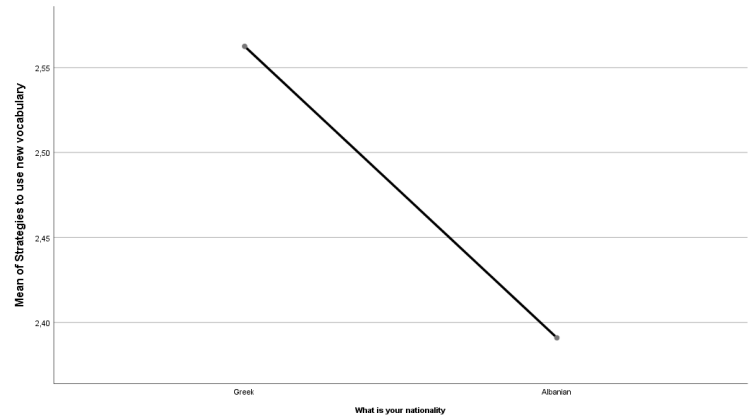
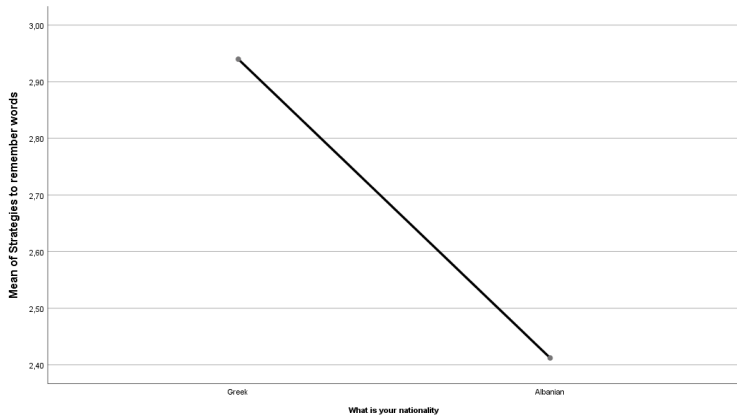


Table 13. Variation based on gender

Furthermore, in order to answer the third research question, that is investigating the statistical significant dependencies of the used strategies as of the gender, the statistical analysis of t-test was used once again. According to the results, it seems that there are 2 statistically significant dependencies as of the participants' gender.

Table 14. Independent Samples Test as of the gender

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Strategies to learn new words	Equal variances assumed	,269	,605	-2,685	125	,008	-,18572	,06917	-,32262	-,04883

	Equal variances not assumed		- 118,164	,009	- ,18572	,06966	- ,32366	- ,04779	
			2,666						
Strategies to repeat vocabulary	Equal variances assumed	8,154	,005	- 125	,111	- ,23642	,14711	- ,52757	,05474
			1,607						
	Equal variances not assumed		- 124,108	,105	- ,23642	,14477	- ,52295	,05012	
			1,633						
Strategies to remember words	Equal variances assumed	11,954	,001	- 125	,113	- ,12770	,08011	- ,28625	,03085
			1,594						
	Equal variances not assumed		- 105,879	,121	- ,12770	,08178	- ,28984	,03444	
			1,562						
Strategies to use new vocabulary	Equal variances assumed	,004	,949	- 125	,009	- ,19616	,07382	- ,34225	- ,05007
			2,657						
	Equal variances not assumed		- 124,338	,009	- ,19616	,07345	- ,34153	- ,05079	
			2,671						

In the following Graphs 17-18, the 2 statistically significant dependencies that were viewed above are analyzed further. It seems that the girls (despite the nationality) of the sample more often use strategies to learn new words or to use new vocabulary, compared to the boys of the same sample.

Graphs 17-18. Dependencies as of the gender

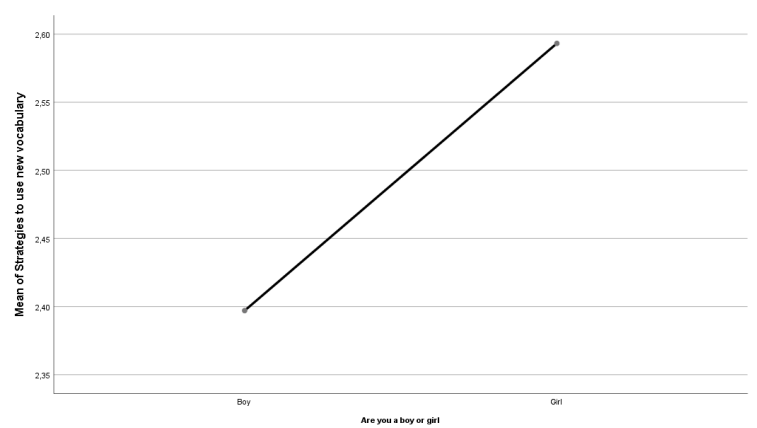
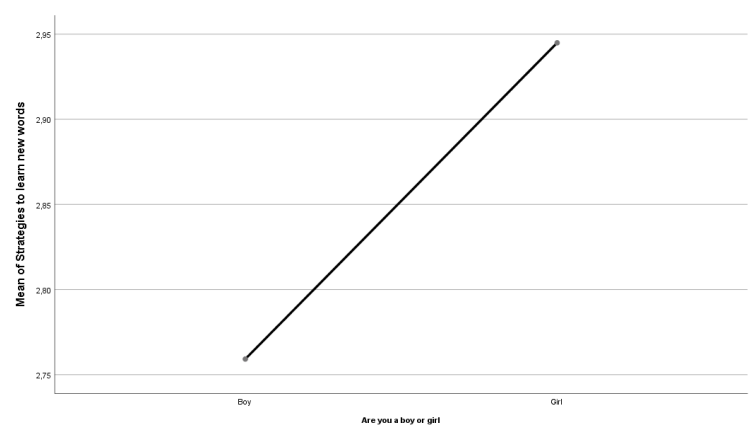


Table 15. Variations based on age

the Pearson correlations are presented, in order to reply to the fourth research question, that investigates how the students' age affects the strategies that they use. It becomes clear that there is one statistically significant correlation in a 95% trust level. More specifically, the older the students are the more they use strategies to repeat vocabulary. The correlation receives a value of 0.223 so it is a weak correlation.

Table 15. Pearson Correlations

		How old are you
Strategies to learn new words	Pearson Correlation	,077
	Sig. (2-tailed)	,392
	N	127
Strategies to repeat vocabulary	Pearson Correlation	,223*
	Sig. (2-tailed)	,012
	N	127
Strategies to remember words	Pearson Correlation	-,048
	Sig. (2-tailed)	,588
	N	127
Strategies to use new vocabulary	Pearson Correlation	-,104
	Sig. (2-tailed)	,247
	N	127

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

6. Discussion

The aim of the above research is to investigate the strategies that native and Albanian students adopt in order to learn, repeat, remember and use new words. The sample of the research consists of 127 participants in total and most of them were boys. Additionally, the majority is 11 years old, were born in Greece and are Greek as well. Furthermore, more often the participants mention that their parents were born in Greece

and that they speak Greek at home. A lot of researchers highlight the difficulty in selecting and using effective learning strategies in order to obtain vocabulary.

Investigating the first research question, it became clear that more often the participants ask what new words mean in order to learn them and repeat the new words. Also, in a higher frequency they have in mind the spelling of the new word and try to use it in different ways to learn it. Furthermore, the students seem to use more strategies to repeat and learn new words. Learners choose to use vocabulary learning strategies that are associated with vocabulary memorization rather than with reading, writing or listening (Zhang & Lu, 2015). Some of the most common vocabulary learning strategies are bilingual dictionary, oral and written repetition, asking for the meaning of the words, studying for the spelling and guessing from the context (Zhang & Lu, 2015). It is reported that learners choose those vocabulary learning strategies more often because they are keen on metacognitive strategies and they prefer to self – initiate the process of expanding their vocabulary knowledge focusing on those strategies including contextual guessing, contextual encoding, skillful use of the dictionary, note –taking, paying attention to word formation (Zhang & Lu, 2015). In addition, students prefer those strategies because the educational policy in Greece is in favor of memorization and instructors teach students at a young age how to deploy specific vocabulary learning strategies and learn how to acquire vocabulary more easily and effectively (Vlachou, 2017). So, students are adjusted on developing such skills and techniques that are based on that field and they feel more comfortable of using them because they involve less cognitive load (Vlachou, 2017). The mnemonic strategies that students use in those cases contribute to the expansion of vocabulary depth and breadth (Zhang & Lu, 2015). The vocabulary learning strategies associating with memorization are beneficial for the native speakers of the language as well as those learning it as a second or foreign language possess is essential to their proficiency (Afzal, 2019). There is a value for the students to develop and deploy mnemonic strategies as a part of a broad vocabulary learning strategy in order to acquire the target language. Students should adopt vocabulary learning strategies that are associated with grammatical structure of words, guessing the meanings from the context and others (Afzal, 2019). Furthermore, vocabulary size and vocabulary-learning procedures have a positive correlation for the students and that's why they prefer them more in contrast to other vocabulary learning strategies (Wu,2019).

There is a strong correlation between learners' vocabulary size and the meta-cognitive approach, in particular, which functions as an internal and executive element in vocabulary performance. That's why learners should employ cognitive strategies and mnemonic strategies. Finally, postgraduate students and in general older students, use metacognitive and cognitive methods that were shown to be the most commonly employed strategy (Oxford, 2016). Following data analysis, students most commonly employ memory and determination procedures. The students' preference for simple vocabulary learning procedures that require less mental effort and processing is evident from the high usage of these tactics. The fact that memory techniques were discovered to be the most often employed tactics may have to do with the widespread use of rote learning among instructors and pupils (Ghalebi et al, 2020). Students who employ memory and note-taking techniques are better able to retain material and refer to it later. Deeper tactics like imagery, differencing, and keyword approach require more active manipulation. Griva's findings showed that some learning strategies are more successful in helping students pick up new vocabulary words, and that students have preferences for the learning strategies they employ while learning foreign language terms something that aligns with the findings of this paper (2014). 65% of the students in the sample, selected and employed the memory tactics because it was easy for them to make associations in their minds between unfamiliar and familiar terms and by using their imagination, students were able to recall knowledge and comprehend language that they were unfamiliar with. For instance, the majority of bilingual students who identified a word they were familiar with in the foreign language attempted to mimic its pronunciation in their native tongue. Finally, the learning of the new language was improved for the bilingual students since all six teams of the sample took notes in their journals both during the education phase which was a means to acquire new vocabulary by using cognitive strategies. As a result, students prefer strategies that depend on memorization and mnemonic strategies in accordance with cognitive and meta – cognitive strategies in order to acquire new vocabulary.

Moreover, it is worth mentioning that the learning strategies mentioned above are effective only if they are used by the student in combination (Chamot, 2005). Moreover, as Fan concluded that students realized that when a strategy was more beneficial than the others, they kept using this strategy neglecting all the other strategies (2003). This conclusion is very useful for every teacher since it contributes to the

reconsideration of his/her role and as a result he/she has the opportunity to guide learners through the learning strategies so as to make a more efficient use of them. Students that were highly competent in terms of vocabulary were found to use a multitude of strategies, although they did not consider all of them useful. This element proves that the students could use much more strategies, if their teachers convinced them about their usage (Fan, 2003). Furthermore, Almosa suggests that participants would benefit from additional instruction in Vocabulary Learning Strategies so as to amplify their proficiency with a broad range of types of foreign language vocabularies (2024). Psaltou's study concluded that for the selection of the vocabulary learning strategies, cultural background was found to be the most decisive factor when it comes to essential differences in the selection of the learning strategies (2008). Moreover, the results of the study indicate that students of Modern Greek try to interact in the L2 as they are eager not only to learn the new language but to integrate in the Greek reality/society. This element of the cultural background affects the selection of the learning strategies as the learners found to choose strategies that are in favor of deduction and memorization rather than using strategies of communication that require interaction. This aligns with the results of this study since the participants found to use techniques of memorization and repetition in order to remember a word. As far as the Vlachou's study is concerned, it concluded that students tend to repeat the new words in order for them to remember it (2017). Moreover, they stated that the two most popular techniques that they use are to ask the definition of the word and understand which part of the speech is the new word. This is something that aligns with the results of this study.

In the second research question, it is revealed that native students adopt more frequent strategies to learn, repeat, remember and use new vocabulary and words in contrast to the bilingual ones. This happens because native students possess higher self – efficacy in terms of vocabulary learning strategies in contrast to bilingual ones because they have stronger language schemes and less cognitive workload when they acquire new vocabulary (Vlachou, 2017). As a result, they appear to have more confidence when it comes to vocabulary acquisition and vocabulary learning strategies and they do not face the fear of a possible failure (Cohen & Macaro, 2013). Moreover, native students have more exposure to the Greek language (oral and written form)

which leads to acquire useful experience in terms of vocabulary learning strategies (Nation, 2001). Bilingual students do not use such strategies since their primary goal is to achieve communication and integration within the school community and Greek society (Vlachou, 2017). Furthermore, bilingual students appear to need more explicit information when it comes to the use of those strategies and how to deploy them on the field in contrast to the native ones (Griffiths, 2015). Native students' experience in the Greek language is considered to be vital in this process while the bilingual students tend to blame themselves when they fail acquiring vocabulary or imposing an effective vocabulary strategy (Griffiths, 2015). This is mentioned as students' anxiety and it is considered to be a challenge for the bilingual students who have less chances to interact in the target language or to be familiar with certain vocabulary learning strategies (Griffiths, 2015). Furthermore, bilingual students face affordance and constraints that are derivatives of their cultural background (Griffiths, 2015). In short, learners' sense of identity is critical to whether they become successful language learners or not, and to the strategies they are willing or able to employ in order to achieve their goals. Another factor that successful language learners need to manage to attain their goals is the learning target. The learning objective is different from the context, even though it is occasionally seen as a context-related component. The target is focused on the future, while the context may be thought of as the current circumstances. It should go without saying that effective learners must be able to adjust to the changing requirements of various learning objectives, and teachers should ideally possess the skills and the disposition necessary to support this process. As a consequence, native students have been found to be more goal oriented with regards to their academic success while bilingual students are found to be more eager to achieve social integration and communication competence instead of focusing completely in the language learning process. (Vlachou, 2017). Moreover, a study conducted by Afzal concluded that the vocabulary learning strategies are essential for native speakers of the language as well as those learning it as a second or foreign language (2019). While expanding one's vocabulary is important, it can provide a number of challenges, particularly for non-native English speakers. In a variety of university-level language skills, linguistics, literature, and translation courses, students with limited vocabulary knowledge (such as the bilingual students) performed poorly academically since they are found to use less strategies to acquire vocabulary. Eleni Griva's study highlights that bilingual students face some constraints since they use mnemonic strategies with a view to acquiring new vocabulary

but some of them use the mother tongue too often at home or in a general scale and as a result they have a handicap in contrast to native students.

Over the years there are a lot of studies that are in favor of the one or the other opinion. Mitic concluded that there are not significant statistical differences between native and bilingual students as far as the autonomous strategies deployed (2016). Throughout the literature review, it is not clear whether vocabulary learning strategies are something that should vary between native and bilingual students or whether there are significant differences in the selection of strategies that each group makes (Psaltou-Joyce, 2010). The present thesis showed that the language that is spoken at home plays a major role in the use and selection of the vocabulary learning strategies and the same goes for the vocabulary acquisition. Based on the literature review, there are other more important factors that play an important role in the acquisition of a second language and the selection of the vocabulary learning strategies such as the personality of the student, the nature of the mother tongue, the socio-economic position of the student, the knowledge of the second language and his/her cultural background. In particular, the linguistic and social characteristics of the students depict that the bilingual participants have acquired a basic knowledge of the target language (B1-B2) according to CERF criteria and as a result they appear to have a handicap regarding the Greek language and the elaboration of the vocabulary learning strategies. Moreover, as far as the nature of the mother tongue is concerned, the bilingual students who are considered to be migrants of second generation use their mother tongue most of the times orally at home in order to communicate with their family. Therefore, they do not have the chance to absorb the necessary learning schemes and conceptualize in the right way the educational context. At this point, it is worth mentioning that these migrant students do not live excluded from the Greek society and school community and thus, it is easily concluded that more or less they have developed the same habits as far as the vocabulary learning strategies are concerned and the differences as well can be explained in terms of the factors that were mentioned before.

As for the third research question, it is revealed that the girls despite their nationality more often used strategies to learn new words or to use new vocabulary. In terms of language learning, girls are able to speak and learn a new language more easily than boys (Cohen, 2014). Girls seem to have an advantage regarding language learning

and verbal fluency whereas boys seem to have an advantage as far as the verbal analogy is concerned (Cohen, 2014). Moreover, they show higher vocabulary acquisition, obtaining more specialized vocabulary in their arsenal compared to boys. This can be explained in terms of the highly frequent use of metalinguistic strategies that girls deploy from their arsenal compared to the boys (Cohen & Macaro, 2013). What's more, girls are statistically more frequent users of the phone and of the social media (Vlachou, 2017). As a result, they are stronger in terms of metacognitive strategies. Furthermore, girls have been found to use more vocabulary learning strategies to learn new vocabulary than boys since girls are considered to be more superior in terms of verbal ability, they are exposed more to the target language and also they take more notes as a result of their elaborated techniques that they use (Cohen, 2014). In addition, girls seem to be more interested to communicate (communication competence) and integrate socially since they use social strategies more actively whereas boys are found to be more followers of reasoning and supporters of the translation techniques (Vlachou, 2017). The reason given above explain why the girls use more often vocabulary learning strategies that are related to memory and the acquisition of new vocabulary. Moreover, another reason why girls adopt more often those techniques is because the educational policies in Greece lead students to adopt memorization techniques and the girls have the upper hand on that since boys are weak in terms of cognitive techniques and they often seem to be unable to use a number of strategies in order to learn in contrast to girls (Fan, 2003). A study from Petroyannis showed that there were deviations depended on the gender and the level of education (2016). According to Petroyiannis there is a different set of learning strategies that male and female learners use (2016). Although there is no significant difference between the genders as this study highlights, the study of Petrogiannis highlighted that female learners use metacognitive, compensation and social strategy more often, while male learners use memory and affective strategy. Moreover, female learners found to be eager to discuss while learning investing on social interaction and communication, while male learners were eager to express their ideas in a reasoning way and they were found to be better in coordination. Male and female learners have differences with regards to the way they express themselves and how they conceptualize the world around them. Girls were found to conceptualize the world and the educational context each time with a more detailed and complex way in contrast to the boys. Males and females can appear to have differences in the selection of the learning strategies in the same given context. However, those differences can be varied and

there is not a general norm that applies for every situation. In Griva's study social strategies were preferred by the 82% of the students (mostly girls), as most of them were motivated to cooperate with their peers in order to achieve a common goal in completing the game successfully (2014). They were also often asking questions for clarification or even correction both to their peers and the researcher.

Some studies claim that there is no significant difference between boys and girls in terms of stats. This aligns with the study of Sougari – Agathopoulou – Psaltou (2014) which concluded that there is low correlation between the gender and the selected strategies. Moreover, the study of Vlachou highlighted that there is no difference between the male and the female participants regarding the selection of the strategies (2017).

In the fourth and last research question, it seems that the higher the students' age, the more often they use strategies to repeat vocabulary. This happens because older students develop more advanced cognitive skills and they are able to process and deploy more complex vocabulary learning strategies and what's more they can combine different vocabulary learning strategies to acquire or repeat the new vocabulary. Moreover, they are able to identify their self- progress more easily and adjust the mixture of the strategies in order to achieve their goal (Oxford, 2016). Moreover, students as they grow older are able to identify how the techniques operate on the field and how they can use them more effectively on their favor. They are able to self – evaluate which techniques are compatible with each educational context (Oxford, 2016). What's more, students use memorization techniques as they grow older since the educational policy in the Greek school community favors those techniques especially in junior high school and high school where students know how to use them (Vlachou, 2017). Eleni Griva's study highlights that 76% of the pupils (aged 12 – 13 years old) in the sample employed cognitive methods, mostly skimming and scanning the texts to extract information and translating it into their native tongue. Recombining words that are already known to create longer, more complicated phrases was another cognitive method that was employed by the majority of the girls and was primarily seen in written materials.

According to Joyce, the age is the most important factor when deciding a learning strategy or a group of strategies since young learners seem to choose a wide range of strategies in contrast to the older ones (2014). A lot of studies proved that there is a

high correlation between the age and the adopted vocabulary learning strategies. According to another study of Sougari –Agathopoulou – Psaltou (2014) highlighted that the students of the span between 10-13 have similar preferences as far as the vocabulary strategies are concerned. Vlachou’s study highlighted that as far as the age is concerned, there is some difference among the participants (2017). Older participants again seem to prefer to use more complex strategies in order to revise and repeat the vocabulary. Another topic of interest is the difficulty of doing research on consciousness in the context of LLS. What a student genuinely pays attention to and is aware of will influence how they develop. Consciousness is also a matter of age and how fast every student is able to develop consciousness in order to process vocabulary learning strategies and understand how they function (Cohen & Graffiths,2015).

Consciousness offers a framework for refining our conceptualization of LSS and for comprehending the ways in which learning tasks and teacher education can benefit from such conceptualizations. Older students can conceptualize better since they have developed more in terms of cognitive skills (Graffiths, 2015). A study conducted by Wu concluded that vocabulary size and vocabulary-learning procedures have a positive correlation (2019). There is a strong correlation between learners' vocabulary size and the meta-cognitive approach, in particular, which functions as an internal and executive element in vocabulary performance. In the current study, learners employed cognitive strategy overall somewhat regularly. Cognitive strategy is closely connected with age since older students seem to have developed cognitive skills. Moreover, a study from Ghalebi concluded that older students use metacognitive and cognitive methods and a set of vocabulary learning strategies (2020). One of the main components of independent learning is taking charge of one's education and this is a derivative of age.

As far as the pedagogical implications are concerned, vocabulary learning strategies are considered to be a very useful tool in the hands of an instructor. As a result, it is an indispensable need for both teachers and students to familiarize with this concept and start using them in their arsenal. Apart from the use of those strategies, students need to learn how to enrich the range of the strategies as well as to learn how to use them effectively according to their needs and profiles. The role of the teacher is to promote the vocabulary learning strategies and teach the students how to become

more autonomous as the time goes by. In order for this to happen, the teacher needs to make students see their own needs, preferences, learning styles so as to make a careful selection. Based on the Greek educational system that promotes the mnemonic strategies and the memorization technique teachers should focus on making the students realize the available options regarding the memorization and the repetition of new words or strategies to recall previously learnt vocabulary. Apart from that, the ministry of education should develop the necessary textbooks and material that will be based on exercises and drills where the students will have the opportunity to encounter different vocabulary learning strategies and learn inductively how to use them and process them and in what educational contexts. Moreover, they will understand what works for them, under which circumstances and how they can optimize their performance by using the suitable strategies and combining them.

Moreover, as Fan concluded that students realized that when a strategy was more beneficial than the others, they kept using this strategy neglecting all the other strategies (2003). This conclusion is very useful for every teacher since it contributes to the reconsideration of his/her role and as a result he/she has the opportunity to guide learners through the learning strategies so as to make a more efficient use of them. Students that were highly competent in terms of vocabulary were found to use a multitude of strategies, although they did not consider all of them useful. This element proves that the students could use much more strategies, if their teachers convinced them about their usage (Fan, 2003). Furthermore, Almosa suggests that participants would benefit from additional instruction in Vocabulary Learning Strategies so as to amplify their proficiency with a broad range of types of foreign language vocabularies (2024). The instruction can optimize the performance depending on the teacher's ability to convey these strategies by keeping the balance between the explicit instruction and self – assessment of the students.

Some teachers cannot conclude which is the best strategy when it comes to the instruction of the vocabulary learning strategies (Fan, 2003). Vocabulary learning strategies are affected by the linguistic or psychological trends that dominate in each era. So, we have different approaches when it comes to the selection of the vocabulary learning strategies. There is the grammar – translation approach, direct approach, reading approach, cognitive approach, affective approach and communicative approach (Celce – Murcia, 1991). As far as the grammar – translation approach is concerned, it

is considered to be the translation approach where the teacher has the full power within the class. There is an emphasis on the grammar rules by presenting particular examples. Teacher is not supposed to speak the L2 and he/she provides the students with the definitions of the words when it comes to vocabulary. As far as the direct approach is concerned, it does not allow the use of the L2, so students cannot ask what the word means in L2. In reading approach, there is an emphasis on the reading through which vocabulary learning happens. Vocabulary acquisition is associated with the repetition of the words. Words that often repeat are acquired by the students. Cognitive approach is related to the student who is considered to be responsible for his/her progress (Celce – Murcia, 1991). The student decides which vocabulary strategies is going to follow and he/she is responsible to find out which technique is more suitable for him or her and he/she is responsible for his/her own progress. The teacher gives feedback to the student and the student is responsible how he/she is going to take advantage of this feedback. Affective strategy is related to the creation of a friendly atmosphere that relies on a mutual respect between the student and the teacher. The role of the teacher is to guide the students and help them, adjusting the teaching process to the needs of their students. Finally, the communicative approach invests on the definition of the new words and the way they function within the sentence. Moreover, it enables students to know the linguistic construction of the new words in order for them to remember them more easily. The teacher creates authentic situations in which students need to respond and his/her role is to guide students (Celce – Murcia, 1991).

Vocabulary teaching should not be examined only in the frame of the sentence. It should be examined in the frame of the context and individually. Moreover, students have the opportunity to learn a new word when they encounter it for at least ten or more times (Celce – Murcia, 1991). So, teachers should start their teaching instruction by accepting these principal that affect the selection of the teaching strategies. Moreover, Oxford suggests that the vocabulary instruction should be also based on the beliefs and the needs of the students (2016). The selection of the vocabulary learning strategies should be decided between the teacher and the learners based on the goals, the linguistic demands and the learning style of the learners. For example, the native students – participants of this study have as their goal the vocabulary expansion in order to achieve higher academic goals while the bilingual students are seeking ways to expand their vocabulary in order to achieve social integration and communication competence. As a

result, the vocabulary learning strategies instruction should focus on strategies that favor the native speakers' goals (memorization strategies, cognitive strategies) and the bilingual speakers' goals (social strategies, meta – cognitive strategies) (Vlachou, 2017). Apart from that, teachers should take into account the extent in which the bilingual students speak their mother tongue at home and how they can limit down the language constraints that deteriorate bilingual students from achieving their goals (Vlachou,2017). Also, the students should have the opportunity to modify every strategy and adjust it according to their needs. This adjustment can take the form of particular activities, explanations, elicitation, dialogues between the students and the teacher. Teachers should take into account the emotions, the needs, the stress and the motives of the students. As a result, it is very important for the teachers to individualize the vocabulary learning strategies taking into account those perspectives in order to achieve a successful result. Moreover, students should be able to evaluate themselves in order to provide teachers with the necessary feedback.

Vocabulary teaching constitutes something very difficult since teachers can't decide which practice or combination can be more effective. A conclusion that we should draw is that vocabulary teaching is affected by linguistic and other subjective variables. For example, younger students are found to use more simple vocabulary learning strategies in contrast to older students that start using more complex vocabulary learning strategies in order to acquire new vocabulary. So, the teacher is responsible for taking into account the age when instructing for vocabulary learning strategies. Moreover, gender is another important issue that the teacher should take into account when instructing since girls were found to be more cognitively developed compared to boys and using more vocabulary learning strategies than the boys. So, a teacher should adjust again his/her instructions. As far as the vocabulary teaching is concerned, we should mention some myths regarding this field. Researchers studied the process of vocabulary teaching in a practical field and they developed some suggestions. Haim et al highlights that the translation of the new words in the mother tongue is not considered to be forbidden (2014). On the contrary, it can be beneficial supposing that it is accompanied by images or examples that denote the meaning of the word. Moreover, he points out that vocabulary teaching is not bound only to the context of the sentence but rather it can be also taught autonomously. Finally, the mentioned

research suggests that learners have the opportunity to acquire a new word only if they encounter it at least ten or more times.

The ultimate goal of strategy instruction for the bilingual students, whether provided in-person or virtually (through websites, for example), is to empower students to identify their own language learning challenges and become more knowledgeable about the strategies that will best help them acquire and apply the language they are studying. This would include the metacognitive techniques for organizing, observing, and assessing (Cohen, 2014) their work as well as a willingness to experiment with applying techniques to novel contexts for learning and application. Without a doubt, bilingual students do not start L2 learning from scratch (Cohen, 2014) They might have a sizable toolkit of linguistic techniques, depending on their age and background in language acquisition. However, it is likely that they are not fully utilizing their repertoire in some areas of their language performance, and that they have some obvious gaps in their repertoire that are making them frustrated in the L T community (e.g., a lack of speaking strategies that enable them to initiate and maintain L2 conversations).

The phrase "bilingual learners' selecting the strategies that best suit them" is one that is easily said in passing. In actuality, though, they might still have to go through some trial and error. The nature of the language task (its structure, purpose, and demands), individual learner differences (such as age, gender, learning style preferences, language learning aptitude, prior experience in learning other languages, career orientation, and personality characteristics), and other factors all play a role in a learner's ability to select an effective strategy in the given context, as this volume's examples demonstrate. as well as the learner's targeted and existing language proficiency levels. No single strategy is going to be effective for every learner, or even for the same learner on every task. Even when different learners apply the same strategy, they may need to apply it differently based on their motivation, learning style, proficiency level, and other variables. Furthermore, it is important for students to record their outcomes, even while a favorable or unfavorable outcome from a single application of a particular tactic might not be a reliable predictor of how well they will perform generally when applying that tactic in other contexts that are comparable. Using strategies is not a precise science (Cohen, 2014).

To fit this new role that the bilingual students assume, teachers in L2 classrooms might need to change or broaden their perspective. Teachers start to appear less like the source of all information and more like coaches, facilitators, catalysts for learners' self-diagnosis, and coordinators of their academic progress. Teachers will not always be there when language users are using their L2 knowledge, thus while they still monitor and evaluate student performance, they try to assign as much of this responsibility to the learners as they can. Teachers can also take on the role of an L2 learner, particularly if they are native speakers of the language being taught (Cohen, 2014).

Cohen examined multilingualism from the standpoint of potential linguistic strategy selection by multilingual individuals (2014). It was observed that selecting the language or languages individuals employ to carry out the many cognitive tasks they encounter in their daily lives typically involves some degree of choice. The language used in contemplation can have important consequences for eventually mastering, utilizing, and losing a language or languages. Although L2 teaching and learning approaches are frequently based on the idea that students must think as much as possible in the language they want to learn, the book showed how these presumptions do not always dictate behavior. In fact, language users and learners may occasionally—or even frequently—revert to thinking in their L1 or L O in an effort to function in the L T. It has been seen that methods of using the L1, like mental translation when reading in the L T, can aid in the acquisition and use of the L T (Cohen, 2014).

7. Limitations

The cultural element is very crucial when someone engages in an educational process with migrant students. Educators are obliged to have a deep understanding of the culture and of the particular needs of the group that he/she engages in. In order for the researcher to retrieve reliable data the questionnaire along with the close –ended questions are adapted to the profile and the needs of the students. This thesis primarily focuses on Albanian migrant students as they constitute the large majority of the migrant of Thassos island. As a result, the findings may not be entirely generalizable to other migrant groups with distinct cultural and linguistic backgrounds. Different migrant communities may exhibit unique learning patterns and challenges that were not explored in this research. What's more, the thesis did not extensively delve into the

socioeconomic factors influencing vocabulary learning strategies. Variables such as parental education, family income, and access to educational resources could impact the outcomes but were not comprehensively examined. Although Quantitative Approach provides valuable statistical insights, it may not capture the rich qualitative aspects of individual experiences and nuances in vocabulary learning. A complementary qualitative study could offer a more holistic understanding. Acknowledging these limitations is crucial for interpreting the results accurately and provides directions for future research to address these gaps in understanding the vocabulary learning strategies of migrant students in comparison to native speakers.

8. Conclusion

The present research explored the vocabulary learning strategies that particular students consider efficient. Learners despite nationality were found to use vocabulary learning strategies that are associated with vocabulary memorization rather than with reading, writing or listening. Some of the most common vocabulary learning strategies were bilingual dictionary, oral and written repetition, asking for the meaning of the words, studying for the spelling and guessing from the context, to ask what new words mean in order to learn them and repeat the new words. Furthermore, they were found to use more strategies to repeat and learn new words. The native students were found to adopt more frequent strategies to learn, repeat, remember and use new vocabulary and words in contrast to the bilingual ones because they possess higher self – efficacy in terms of vocabulary learning strategies in contrast to bilingual ones because they seem to have stronger language schemes and less cognitive workload when they acquire new vocabulary. Moreover, it was found that girls despite their nationality more often used strategies to learn new words or to use new vocabulary. In terms of language learning, girls were able to speak and learn a new language more easily than boys and they seem to have an advantage regarding language learning and verbal fluency whereas boys seem to have an advantage as far as the verbal analogy is concerned. What's more, the higher the students' age, the more often they used strategies to repeat vocabulary. This happens because older students develop more advanced cognitive skills and they are able to process and deploy more complex vocabulary learning strategies. The significance of this research is very important since the findings can

inform educational policies about the vocabulary learning strategies instructions and how we can deploy them from both the teacher's and student's perspective, aiding in the development of targeted language programs for native and migrant students. Understanding effective vocabulary learning strategies can contribute to more tailored and efficient language teaching methods.

9. References

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10. Appendix

Online questionnaire

https://docs.google.com/forms/d/e/1FAIpQLSdQBz5RV9vdP7TuuddYnd-9atSfLlwMyKEY3V1BhDsuGcn7aQ/viewform?usp=sf_link