



MEMORY STRATEGIES EMPLOYED BY PREP-SCHOOL STUDENTS IN LEARNING VOCABULARY

Arif Sariçoban

Introduction

Vocabulary, as a powerful carrier of meaning, is viewed to constitute the most significant part of a language. The skeleton of language consists of vocabulary, the vital organs just like language structures. Harmer (1991, p.153) states that if language structures make up the skeleton of language, then it is the vocabulary that provides the vital organs and the flesh. Words are carefully chosen and used to express meaning, emotions, feelings, and ideas to others during the communication process only because communication is a mutual relationship between the two interlocutors; namely, the speaker and the listener and/or the writer and the reader. On the condition that the listener or the reader possesses sufficient knowledge of vocabulary, he will be able to comprehend and decode the message. Therefore, vocabulary has always gained utmost importance in teaching a language, in our case English as a foreign language (EFL). According to Nunan (1995, p.116) the status of vocabulary within the curriculum has varied considerably over the years. Learners were exposed to the memorization of grammar rules and vocabulary items in Grammar Translation Method (GTM) and the important place of vocabulary continued up to the communicative era in which forms, meanings, functions, and using vocabulary are focused.

In this research, of the memory strategies classified by Oxford (1990), the most favored ones which are employed by the prep-school students at Ufuk University in learning vocabulary items will be unearthed.

Importance of Teaching Vocabulary

The status of vocabulary has been considerably enhanced as a result of the development of communicative approaches to language teaching, and partly through the stimulus of comprehension-based methods such as *the Natural Approach* (Krashen and Terrell 1983) in which the foreign language input should contain language slightly over the current level of students' competence (i+1) to encourage the acquisition of both grammar and vocabulary to take place (Ridgeway, 2003:65).

Rivers (1981:125) also argued that the acquisition of an adequate vocabulary is essential for successful second language use because, without an extensive vocabulary, we will be unable to use the structures and functions we may have learnt for comprehensible communication.

Since the beginning of the 20th century, direct vocabulary teaching has been emphasized in *Grammar Translation Method (GTM)* and *the Reading Approach*. The former focused on literary vocabulary studies in long lists of practiced through sentence translation. Students read a passage either silently or aloud. Then they are asked to translate sentences from the passage. Teacher gives the explanations of the grammar points and the vocabulary in L1. Students are asked to answer the comprehension questions on the passage and are

required to memorize target language vocabulary lists and their native language equivalents. The latter puts heavy emphasis on vocabulary than grammar since both the acquisition and the expansion of vocabulary are more prominent than structure. Therefore, very recently, methodologists and linguists have increasingly been turning their attention to vocabulary and stress its importance in language teaching and reassess some of the ways in which it is taught and learnt. It is now clear, for example, that the acquisition of vocabulary in meaningful contexts is just as important as the acquisition of grammar – though the two are obviously interdependent- and teachers should have the same kind of expertise in the teaching of vocabulary as they do in the teaching of structure.

In following era *the Reform Movement* came as a reaction to the GTM. Richards and Rodgers (2001:10) asserted that vocabulary should be given in meaningful contexts in sentences. Therefore, it can be asserted that, regarding the importance of vocabulary in communication, students should be provided with meaningful contexts as much as possible.

In *the Direct Method*, second/foreign language learning is almost like first language learning. Any foreign language could be taught without translation if meaning is conveyed directly through demonstration and action. Target language should be used actively in the classroom. Language is primarily spoken, not written. As is commonly known, there is a direct association between form and meaning and therefore vocabulary should be introduced through classroom objects, mime, drawings and explanations for effective learning.

As to *the oral approach and situational language teaching*, speech is regarded as the basis of language, and structure is viewed as being at the heart of speaking ability. Thus, new structures and vocabulary are taught orally. Knowledge of structures must be linked to everyday situations in which they could be used. These approaches make use of language drills (Ridgeway, 2003:63), which carry the features of behaviorist habit-learning theory.

The audio-lingual method views language as a set of habits and as a system of structurally related elements for the encoding of meaning, phonemes, morphemes, words, structures and sentence types. Elements in a language are linearly produced in a rule-governed (structured) way: *Phoneme-morpheme-word-phrase-clause-sentence*. According to the principles of this method speech is the basis and it has a priority in language teaching since many languages do not have a written form. This method dwells on the fact that, in the presence of grammatical fluency, exposure to foreign language leads to vocabulary development (Coady 1993:4 in Hişmanoğlu, 2005:53).

In *silent way*, which is an offspring of the humanistic approach, learning is facilitated if the learner discovers or creates rather than remembers and repeats what is to be learned. Learning is facilitated by accompanying physical objects and by problem solving. Hence, functional vocabulary is a key issue to the spirit of the foreign language our students are trying to learn. Here, teacher models a word, phrase or sentence and then elicits learner responses. Learners create their own utterances by putting together old and new information. Responses to commands, questions and visual cues constitute the basis of class activities.

In *desuggestopedia* dialogues consisting of daily vocabulary are utilized to teach a foreign language. Lexis seems to be central and lexical translation rather than contextualization is stressed. It aims at delivering advanced conversational proficiency as much quickly as possible.

In *the lexical approach* building blocks of language learning and communication are not grammar, functions or notions, but lexis. Centrality of vocabulary in linguistic description is an important aspect in communication process. Even if students are aware of the structural points like morphology and syntax, it does not necessitate their active participation in the conversations. The proponent of this approach, Lewis (1997:7 in Hişmanoğlu, 2005:54), asserts that language does not only consists of traditional grammar but also of multi-word

prefabricated chunks that learners use to develop their fluency. That's why classroom procedures typically involve the use of activities that draw students' attention to lexical collocations and seek to enhance their retention and use of collocations.

Finocchiaro and Brumfit (1983:127) states that *the notional-functional approach* dwells on identifying vocabulary as "function or structure words and content words," and a distinction is made between teaching vocabulary for production and recognition (in Ridgeway, 2003:64). This approach takes its roots from the Direct Method in the sense that it puts emphasis on vocabulary learning through such visuals as pictures, realia, and real life situations.

In *communicative language teaching* using language functions as well as grammar structures is placed emphasis. The basic principle is that learners should use the language to communicate creatively in real-life situations. According to Ridgeway (2002:243-244) new vocabulary should not be presented in isolation, but in meaningful context of situation because words do acquire meaning when they appear within a particular context. At this point we agree with Thornbury (2002:14) who pointed out that very recently foreign language course-books incorporate communicative activities in which target vocabulary items are presented since the lexis has a meaning-giving role in communication.

The Cognitive Approach that took its theoretical base from Chomky's Transformational-Generative Grammar requires the acquisition of sufficient vocabulary without which students could not become successful second/foreign language users. In these settings there should be a nice transition from competence to performance which can be realized in three phases; presentation, practice and application. As to the teaching of lexical items, such techniques as contextualization, demonstration, drawings, flashcards, using real objects, etc. are used extensively.

Lastly *Content-based Instruction* puts emphasis on the use of vocabulary in contexts by using authentic texts in forms of sentences and paragraphs because of their motivating context since it is a meaning-based approach. Additionally, specially written texts or other materials can also be used. Ridgeway (2003:67) states that vocabulary in this approach is completely contextualized, and courses that have carefully designed the scope and the spiraling sequence of the content manage to recycle both the content and the associated vocabulary.

Language Learning Strategies

It is not really surprising to hear that language learning strategies are defined in various ways by different scholars. Rubin (1987) classifies them into three categories. (1) learning strategies, (2) communication strategies, and (3) social strategies, whereas Chamot and Kupper (1989, 14) classify them as (1) cognitive strategies: the activities that take place during learning process, (2) meta-cognitive strategies: they are used to plan the learning process and evaluate one's own efforts to learn, and (3) socio-affective strategies: learners are provided with opportunity to communicate with not only their teachers, but also their peers. However, the more detailed classification has been made by Oxford (in Brown, 2000: 124-133) who asserts that all the language learning strategies are for the communicative competence of the learners. Oxford classifies them into two general categories as (1) direct and (2) indirect.

A. The direct strategies are:

1. Memory Strategies : They help retain knowledge in our memory, create mental linkages, apply images and sounds, review and employ action.
2. Cognitive Strategies : They involve more direct manipulation of the learning material. They help practice, receive and send messages, analyze and reason, and create structure for input and output.

3. Compensatory Strategies: They involve compensation for missing knowledge. They help guess intelligently and overcome limitations in output skills (speaking and writing).

B. The indirect strategies are:

1. Meta-cognitive Strategies: They involve arranging, planning, and centering learning, monitoring one's own production or comprehension, and evaluating learning after an activity is completed.
2. Affective Strategies: They help lower anxiety, encourage learning and take one's emotional temperature.
3. Social Strategies: They help ask questions, cooperate and empathize with others.

So far we have looked at the classification of language learning strategies from general point of view. However, in this study we will examine only one variable, memory strategies, in vocabulary learning.

Memory Strategies and Vocabulary Learning

Language learning strategies are believed to be certain tactics and/or techniques which contribute and reinforce the learning process in the target language to solve a problem and to increase the communicative ability. They do not only include the cognitive processes but also the meta-cognitive processes like planning, assessing, and one's own learning. That is, learners become responsible for their own learning. Furthermore, these techniques facilitate to comprehend and retain what is taught (in our case the vocabulary) in the foreign language instruction. Chamot and Kupper (1989:13) identify strategies as techniques learners use to comprehend, store in and recall from memory (in Bekleyen, N., 2006:29). Therefore, it can be asserted that a memory strategy is a tactical positioning of related vocabulary retaining skills on the part of the learner. There are several types of memory such as short-term memory, long-term memory, semantic memory, and strategic memory. The learning of vocabulary items heavily depends on semantic memory. Whatever there is in the semantic memory must be transferred into the long-term memory: this must be the prime job of foreign language teachers.

In the field of foreign language teaching, the following cases are generally considered memory strategies employed by second/foreign language learners. As is known different learners employ different strategies in learning vocabulary. Hence, this article aims at depicting the most favorable strategies used by the students at Ufuk University Prep-School. Furthermore, it will also give some insights to the second/foreign language teachers to gain awareness about the issue so that they can design their vocabulary teaching activities to fit the needs of their students in the classroom situation.

One of the most useful manuals of strategy based instruction is Oxford's (1990) practical guide for teachers (in Brown, 2000:131). Therefore, Oxford's strategy classification system was used for the purpose of this study and the researcher designed his questionnaire accordingly.

A. Creating Mental Linkages

1. Grouping

A. Topic

- a. Using topics and categories to organize
- b. Using index cards
- c. Diagrams and word trees
- d. Using a vocabulary box with cards, which can be used for revision/recycling regularly.

B. Lexical Categories

- a. Nouns
 - b. Verbs
 - c. Adjectives
 - d. Adverbs
 - e. Prepositions, etc.
2. Associating
 3. Placing new words into a context
- B. Applying Images and Sounds**
1. Using imagery
 2. Semantic mapping
 3. Using keywords
 4. Representing sounds in memory
- C. Reviewing Well, in a Structured Way**
- D. Employing Action**
1. Physical response
 2. Sensation
 3. Using mechanical techniques
 - A. Visuals
 - a. Flash cards
 - b. Photographs
 - c. Drawings
 - d. Wall charts
 - e. Realia
 - B. Code-switching
 - a. Figuring out a form in the non-L2 language in the oral use.
 - C. Translation
 - a. Recalling lexical items from memory for the appropriate contextual use.

It is clear that memory strategies in vocabulary learning require a crafty handling of the material to be presented to the students. It is right here that we must think of the psychological realities that direct the learning styles of students. Then, it can be claimed that no healthy vocabulary learning can take place without using proper memory strategies.

Method

As to the method used in this research the subjects will be defined and the procedure for data collection and analysis will be explained.

Subjects

The subjects (n=88;female=57 and male=31 at upper-intermediate level) of this study were those who attended foreign language education courses in the preparatory section of the ELT department at Ufuk University during the first semester in 2006-2007 academic year. The subjects ranged in age from 17 to 22.

Data Collection (The Instruments)

The data regarding the purpose of the study were collected through a questionnaire which was designed by the lecturer according to the classification of memory strategies

developed by Oxford (in Brown, 2000:131).

After the researcher has translated the questionnaire of memory strategies in Turkish for clarity, the viewpoints of the field experts are considered sufficient for us regarding the validity of the questionnaire. Later on the pilot study was conducted and it was observed that there was no problem for students to understand and answer the questions. Therefore, no change was made in the questionnaire. As for the reliability level of the translated version in Turkish, the Cronbach Alpha was found .81.

Data Analysis

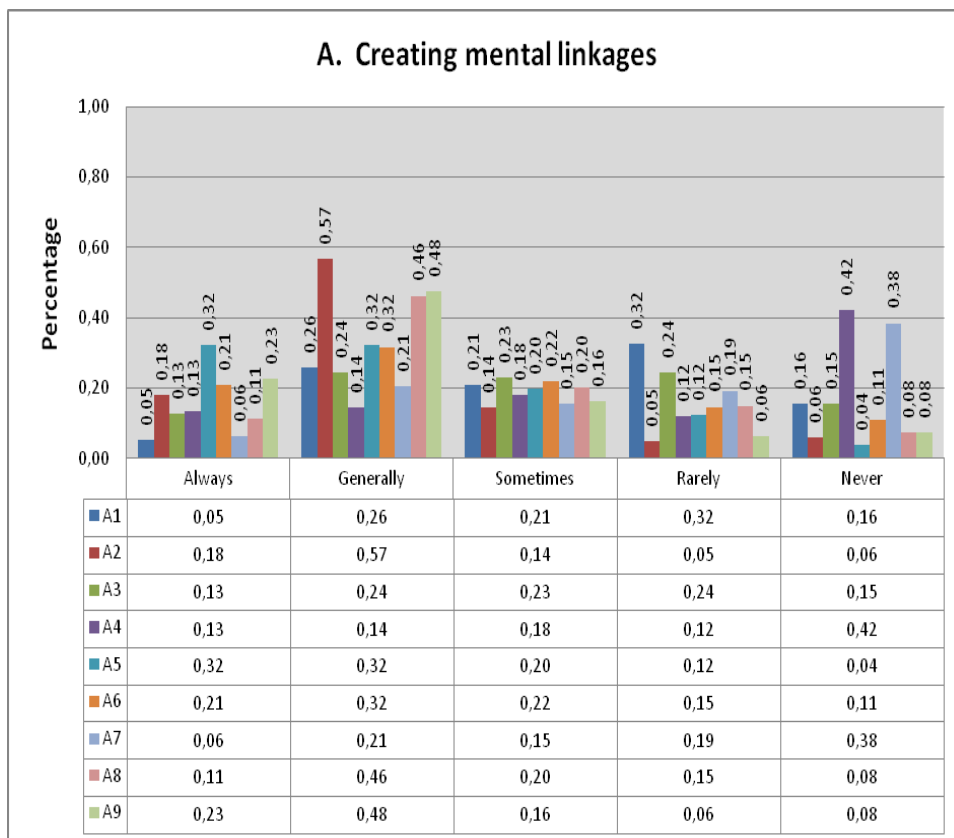
The responses were evaluated depending on a five-point likert type (Always:5, Generally:4, Sometimes:3, Rarely:2 and Never:1). As to the data analysis a descriptive methodology in which a percentage study was used was employed. In the Likert-Scale the first three options (Always, Generally and Sometimes) were calculated together since they were considered to reflect the students' preference of this strategy use. Therefore, the percentages for each item were calculated accordingly by using SPSS statistical program.

Limitations of the Study

In this study, variables such as the gender and high school backgrounds of the subjects were left out of the scope of the study since the previous studies have already investigated the issue from the point of view of general strategy use (Bekleyen 2006, Oxford & Nyikos 1989, Sheorey 1999 and Lee 2003).

Results and Discussions

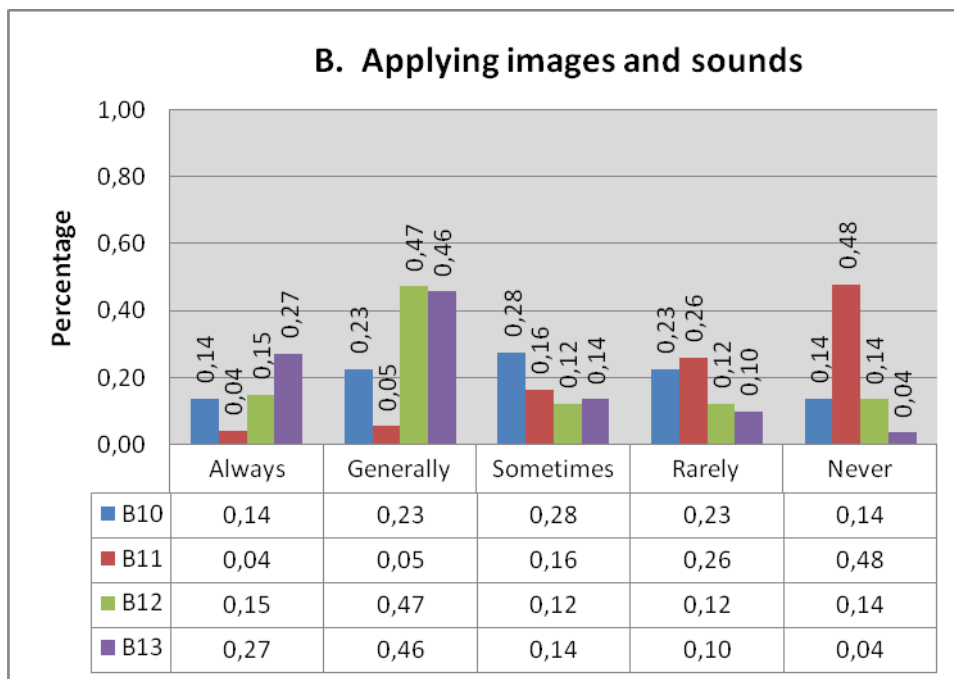
Table 1. Creating Mental Linkages



A. Creating Mental Linkages					
Questions	Always	Generally	Sometimes	Rarely	Never
A1	4	20	16	25	12
A2	15	47	12	4	5
A3	10	19	18	19	12
A4	11	12	15	10	35
A5	26	26	16	10	3
A6	17	26	18	12	9
A7	5	16	12	15	30
A8	9	37	16	12	6
A9	18	38	13	5	6

As seen in Table 1 the strategies A2 (89 %, n=74), A9 (87 %, n=69), and A5 (84 %, n=68) respectively are most favored by the subjects of this study. This indicates that the subjects learn the words in context, try to recall the words to be able to use them in the relevant context and use vocabulary list and regularly review this list. In order to retain the correct meaning of vocabulary items, such a conduct here is required.

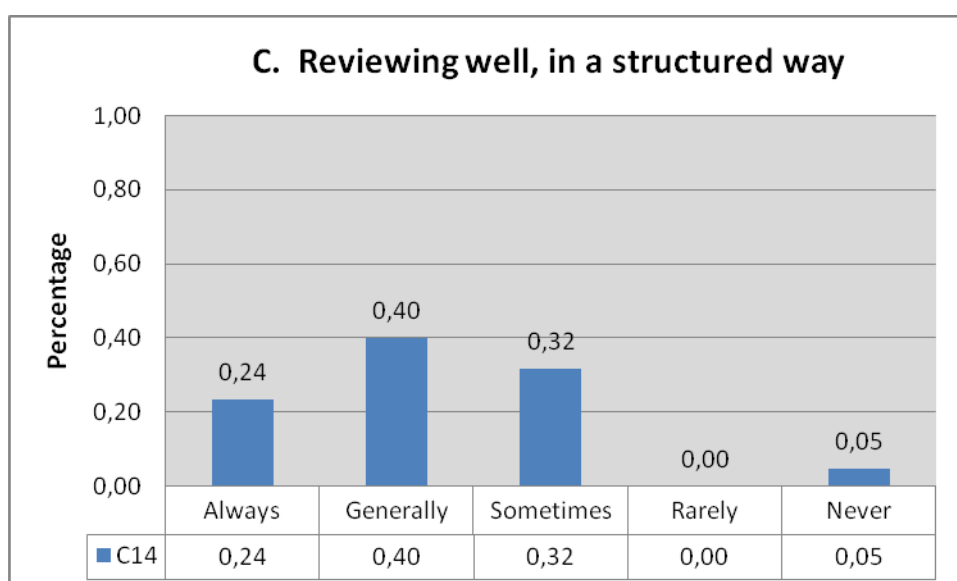
Table 2. Applying Images and Sounds



B. Applying images and sounds					
Questions	Always	Generally	Sometimes	Rarely	Never
B10	11	18	22	18	11
B11	3	4	12	19	35
B12	11	35	9	9	10
B13	22	37	11	8	3

As to the analysis of Table 2 the subjects of this present study have reported that they try to represent sounds in their memory (B13:87 %, n=70) and also they pay special attention to the use of the key words in their vocabulary learning process (B12:74 %, n=55). It is apparent that audiovisual connections on learning vocabulary items function as establishing powers.

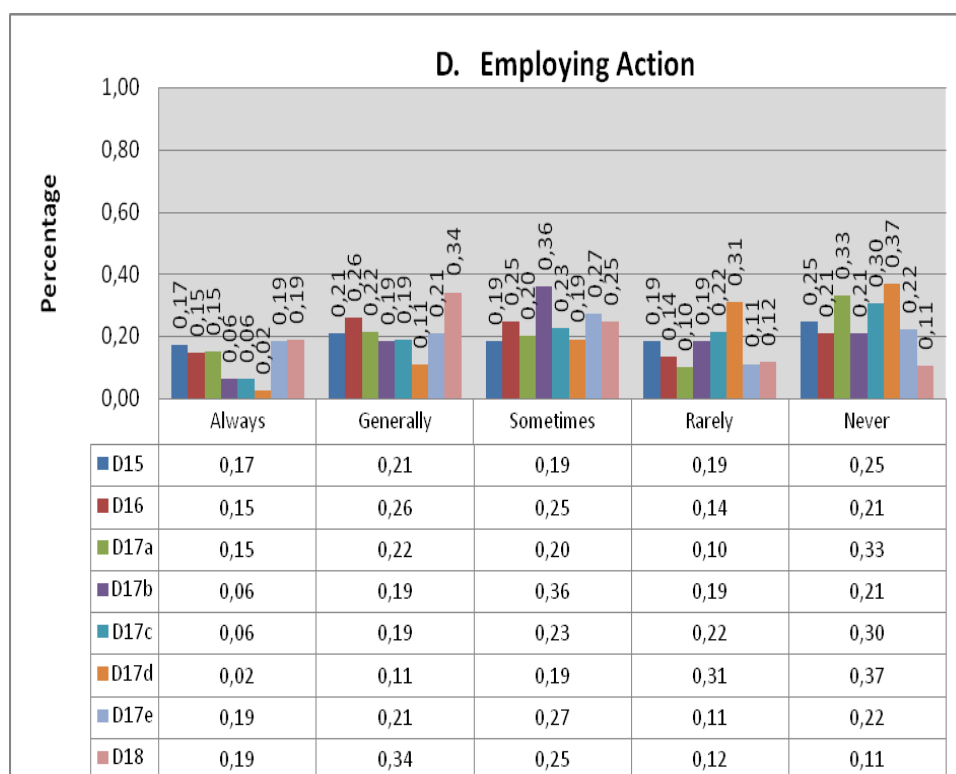
Table 3. Reviewing Well, in a Structured Way



C. Reviewing Well, in a Structured Way					
Questions	Always	Generally	Sometimes	Rarely	Never
C14	20	34	27	0	4

It is clearly observed in Table 3 that 96 % of the students (n=81) have reported that they almost always repeat and review the words they have learnt in their language studies. It must be noted that adequate dozens of repetitions, which constitute the cognitive strategies, function as reinforcers in the learning process.

Table 4. Employing Action



D. Employing Action					
Questions	Always	Generally	Sometimes	Rarely	Never
D15	14	17	15	15	20
D16	12	21	20	11	17
D17a	12	17	16	8	26
D17b	5	15	29	15	17
D17c	5	15	18	17	24
D17d	2	9	16	26	31
D17e	15	17	22	9	18
D18	16	29	21	10	9

As shown in Table 4 the subjects favor such strategies as using translation technique (D18: 78 %, n=66), using real objects (D17e: 67 %, n=54), using their ability to sense (D16: 66 %, n=53),

and using word memory cards (D17a: 57 %, n=45). Here, it is obvious that cooperative principles are at work.

CONCLUSION AND RECOMMENDATIONS

In conclusion, it can be asserted that foreign language students in prep-school at Ufuk University mostly prefer using the following strategies in terms of importance:

- 1.Repeating and reviewing the words they have learnt in their language studies (96 %, n=81),
- 2.Learning words in context (89 %, n=74),
- 3.Recalling words to be able to use them in the relevant context (87 %, n=69),
- 4.Representing sounds in memory (87 %, n=70),
- 5.Using vocabulary lists and regularly reviewing this list (84 %, n=68),
- 6.Using translation technique (78 %, n=66),
- 7.Paying special attention to the use of the key words in their vocabulary learning process (74 %, n=55),
- 8.Using real objects (67 %, n=54),
- 9.Using their ability to sense (66 %, n=53),
10. Using word memory cards (57 %, n=45).

Then it is suggested that we, the foreign language teachers, should use the following techniques in our classrooms to help our learners to learn more efficiently. They are:

- **Audio Techniques** include using audio-cassettes and the like as it must be noted that repetition is one of the *cognitive learning* strategies.

- **Visual Techniques**, which include *visuals*, (flash cards, photographs, drawings, wall charts, and real objects) *mime* and *gestures*, should be extensively used for conveying meaning in EFL classes.

- **Code-switching Techniques** require learners to figure out a form in *the non-L2 language* in the oral use of L2.

- **Using Word Memory Cards:** Word cards are almost similar to dictionaries. Students usually try to *put the new words in alphabetized order* for more efficient use. These word cards can easily be carried in a wallet or a purse. It is easy for students to *group the words for easy finding and not to mix them up*.

- **Using Reading Passages:** It is also a kind of "*meaning in context*" activity for upper-intermediate and advanced levels. However, in these levels it is a bit easy for the teacher to use long but challenging reading passages to make a suitable context for the *key vocabulary items* to occur in. In this way students will also develop their ability to sense (guess) the meaning from context.

- **Brainstorming:** This activity is mainly for *revising* words the class already knows but the new ones can be introduced with the circle of associations within a meaningful context. The teacher writes a single word in the center of the board and asks students to brainstorm all the words, the ones they can think of, that are connected with it. Every item that is suggested is written on the board with a line connecting it to the original word, so the end is a sun-ray effect.

- **Role Play for the Students' Own Use in Speaking:** Using role-play activities by the use of vocabulary is an effective way which enables the students to learn the new vocabulary item because people can *remember/recall* more easily the items which they are expected to use to express themselves. Similarly speaking activities are more lively activities for the students to send the new messages to *the long term memory*.

- **Combining Different Techniques:** a combination of techniques can be used to show the meaning of a word. Each technique is very quick and they all reinforce each other. For

example to present the word 'smile' draw a picture on the board (students easily remember things that are interesting and attractive) because facial expression gives meaning clearly



or translation can be used to make sure everyone understands. Another example of the combined technique of vocabulary presentation can be repetition-flash cards or photos-mime or gestures and lastly the other example can be using gestures-code-switching and role play.

Finally, it must be noted that memory strategies employed by prep-school students at Ufuk University emphasize the use of the ten items mentioned above. These ten aspects take place respectively; repeating and reviewing the words they have learnt in their language studies, learning words in context, recalling words to be able to use them in the relevant context, representing sounds in memory, using vocabulary lists and regularly reviewing this list, using translation technique, paying special attention to the use of the key words in their vocabulary learning process, using real objects, using their ability to sense, and using word memory cards. Yet, this kind of memory strategy handling is not a single-sided activity, but an eclectic one depending on the area like engineering, medical, literature or language students. This eclectic combination may show variations. All in all, repeating the words in adequate doses in proper contexts reinforces the active use of the memory strategies, rectifying the high use of meaningful learning. In this way students will be autonomous learners by moving themselves from being rote learners to meaningful learners.

Learning vocabulary items has an important set back: the psycholinguistic difficulty. This difficulty is inherent in the nature and the composition of vocabulary items. If the suggestions explored in this article are followed, the psycholinguistic difficulties involved in foreign language vocabulary learning will be reduced to the minimum. Thus, vocabulary learning will be a joyful, retainable skill engraved into the long term memory of the students.

References

- Bekleyen, N. (2006). İngilizce Öğretmen Adaylarının Dil Öğrenme Stratejileri Kullanımı. *Dil Dergisi*, 132, 28-37.
- Brown, H. D. (2000). *Principles of Language Learning and Teaching*. Addison Wesley Longman, Inc.
- Chamot, A.U., Kupper, L. (1989). Learning Strategies in Foreign Language Instruction, in *Foreign Language Annals*, 22, 13-24.
- Coady, J. (1993). *Research on ESL/EFL Vocabulary Acquisition: Putting It*, in Haynes, M., Coady, J. (eds.). *Context in Second Language Reading and Vocabulary Learning*. Norwood: Ablex, 3-23.
- Finocchiaro, M., Brumfit, C. (1983). *The Functional-Notional Approach*. Oxford: OUP.
- Harmer, J. (1991). *The Practice of English Teaching*. London: Longman.
- Hişmanoğlu, M. (2005). Semiotic Elements and Difficulties in Teaching Vocabulary Items, in *Language Journal*, 128, 51-67.
- Krashen, S. D., Terrell, T. (1983). *The Natural Approach. Language Acquisition in the Classroom*. Oxford: Pergamon.
- Lee, K.O. (2003). The Relationship of School Year, Sex and Proficiency on the Use of Language Learning Strategies in Learning English of Korean junior High School Students, in *Asian EFL Journal*, 14, (http://www.asian-efljournal.com/03_ind.html)
- Lewis, M. (1997). Pedagogical Implications of the Lexical Approach in *Second Language Vocabulary Acquisition. A Rationale for Pedagogy*. Coady, J. and T. Huckin (eds.). Cambridge: CUP. 255-270.
- Nunan, D. (1995). *Language Teaching Methodology*. Phoenix ELT.
- Oxford, R. L. (1990). *Language Learning Strategies. What Every Teacher Should Know*. New York: Newbury House.
- Oxford, R. L., Nyikos, M. (1989). Variables Affecting Choice of Language Learning Strategies by University Students, in *The Modern Language Journal*, 73, 300.
- Ridgeway, C. (2003). *Vocabulary for Tour Guiding through Readings. An Unpublished PhD Dissertation*.

- Hacettepe University, Institute of Social Sciences, Ankara, Turkey.
- Rivers, W. M. (1981). *Teaching Foreign-Language Skills*. Chicago: The University of Chicago Press.
- Şenel, M. (2002). *A Suggested Textbook for the Students and the Teachers of ELT Departments of the Faculties of Education for Approaches in ELT course*. Unpublished PhD Dissertation. Ankara: Hacettepe University.
- Sheorey, R. (1999). An Examination of Language Learning Strategy Use in the Setting of an Indiginized Variety of English, in *System*, 28, 173-190.
- Thornbury, S. (2002). *How to Teach Vocabulary*. Essex: Longman.
- Wilkins, D. (1972). *Linguistics in Language Teaching*, London: Edward Arnold.

Abstract

Language learning strategies contribute and reinforce the learning process in the target language to to increase the communicative ability. This article investigates specifically the memory strategies employed by prep-school students at university level in learning vocabulary items. To do so, 88 students attending foreign language education courses in the preparatory section of the ELT department at Ufuk University during the first semester in the 2006-7 academic year were administered a survey designed by the lecturer according to the classification of memory strategies developed by Oxford (Brown 2000:131). After the researcher translated the questionnaire of memory strategies in Turkish for clarity, the field experts' viewpoints regarding the questionnaire validity were considered sufficient. Later on in the pilot study students were noticed to have no difficulty in understanding and answering the questions, which required no change in the questionnaire. As for the reliability level of the translated version in Turkish, the Cronbach Alpha was found 81. Eventually, subjects were observed to mostly prefer using certain types of strategies.

Rezumat

Strategiile de învățare a unei limbi străine sunt metode sigure care consolidează și contribuie la procesul de învățare în limba țintă pentru dezvoltarea abilității de comunicare. Acest articol investighează strategiile de memorare întrebuințate de studenții din anii mici în învățarea elementelor de vocabular. Pentru realizarea studiului, 88 de studenți care au studiat engleză la Departamentul de limba engleză al Universității Ufuk au fost subiectul unei cercetări desfășurate în primul semestru al anului universitar 2006-2007. Cercetarea a fost proiectată conform clasificării strategiilor de memorare dezvoltate de Oxford (Brown 2000: 131). După traducerea chestionarului strategiilor de memorare în limba turcă, pentru a fi siguri de claritatea înțelegerii întrebărilor, experții au acceptat validitatea chestionarului. Apoi s-a desfășurat studiul pilot și s-a observat că studenții nu au întâmpinat dificultăți în înțelegerea întrebărilor și formularea răspunsurilor, nefiind necesară nici un fel de modificare a chestionarului. Nivelul de încredere al versiunii în limba turcă a fost notat cu 81 în scara de evaluare Cronbach Alpha. În final s-a constatat că subiecții au preferat anumite tipuri de strategii.

Résumé

Cet article fait une recherche des stratégies de mémorisation utilisées par les jeunes étudiants dans l'acquisition du vocabulaire. Pour réaliser cette étude, 88 étudiants du département d'anglais de l'Université Ufuk ont été les sujets d'une analyse développée pendant le premier semestre de l'année universitaire 2006-7. La recherche a été organisée conformément à la classification des stratégies de mémorisation proposée par Oxford (Brown 2000: 131). Après la traduction du questionnaire en turque, pour se rassurer de la clarté des questions, les spécialistes ont accepté la validité du questionnaire. Le développement de l'étude a montre que les étudiants n'ont par de difficultés dans la compréhension des questions et la construction des réponses; et ainsi on n'a pas du faire aucune modification du questionnaire. Le niveau de confiance de la version turque a reçu 81 dans le system d'évaluation Cronbach Alpha. Finalement, on a constate que les sujets ont préféré certains types de stratégies.