LEARNING STRATEGIES OF GREEK LANGUAGE VOCABULARY IN ALBANIAN-GREEK BILINGUAL SCHOOLS

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ABSTRACT

Objective: This study aims to investigate the strategies employed by students in Albanian-Greek bilingual high schools in Albania for learning Greek vocabulary. The goal is to identify and analyze these strategies to enhance the teaching process in bilingual settings.

Theoretical Framework: The research is grounded in language learning strategy theories, including memory, cognitive, metacognitive, definition, and social strategies. These frameworks provide a comprehensive understanding of the mechanisms students use to acquire vocabulary in a bilingual context.

Method: The study follows a mixed-methods approach. In the first phase, 50 students from various backgrounds (Greek minority, bilingual, and monolingual Albanian families) were identified and categorized based on their Greek language proficiency (beginner, intermediate, advanced). Two questionnaires were developed: one to assess language levels and another to identify vocabulary learning strategies.

Results and Discussion: Results suggest diverse strategy usage among students, influenced by their language proficiency and family background. These findings are contextualized within the theoretical framework, highlighting key implications for vocabulary acquisition. The discussion also addresses potential discrepancies and study limitations.

Research Implications: This research offers practical and theoretical insights into effective vocabulary teaching methods in bilingual schools. It suggests tailored strategies to improve language instruction, benefiting educators and policymakers in multilingual educational settings.

Originality/Value: The study contributes to the literature on bilingual education by providing a detailed analysis of vocabulary learning strategies in Albanian-Greek schools. Its originality lies in its focus on a unique bilingual context, offering valuable recommendations for enhancing Greek language teaching.

Keywords: Language Learning Strategies, Greek Language, Bilingual Education, Vocabulary Acquisition, Albanian-Greek Context.

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sua proficiência na língua grega (iniciante, intermediário, avançado). Foram desenvolvidos dois questionários: um para avaliar os níveis de linguagem e outro para identificar estratégias de aprendizagem de vocabulário.

**Resultados e Discussão:** Os resultados sugerem uso diversificado de estratégias entre os alunos, influenciado pela sua proficiência linguística e antecedentes familiares. Essas descobertas são contextualizadas dentro do referencial teórico, destacando as principais implicações para a aquisição de vocabulário. A discussão também aborda possíveis discrepâncias e limitações do estudo.

**Implicações de pesquisa:** Esta pesquisa oferece insights práticos e teóricos sobre métodos eficazes de ensino de vocabulário em escolas bilíngues. Sugere estratégias personalizadas para melhorar o ensino de línguas, beneficiando educadores e decisores políticos em ambientes educativos multilingues.

**Originalidade/Valor:** O estudo contribui para a literatura sobre educação bilíngue ao fornecer uma análise detalhada das estratégias de aprendizagem de vocabulário nas escolas albanês-grego. A sua originalidade reside no foco num contexto bilíngue único, oferecendo recomendações valiosas para melhorar o ensino da língua grega.

**Palavras-chave:** Estratégias de Aprendizagem de Idiomas, Língua Grega, Educação Bilíngue, Aquisição de Vocabulário, Contexto Albanês-Grego.

**ESTRATEGIAS DE APRENDIZAJE DEL VOCABULARIO DE LA LENGUA GRIEGA EN LAS ESCUELAS BILINGÜES ALBANÉS-GRIEGO**

RESUMEN

**Objetivo:** Este estudio tiene como objetivo investigar las estrategias empleadas por los estudiantes de escuelas secundarias bilíngues albanés-griego en Albania para aprender vocabulario griego. El objetivo es identificar y analizar estas estrategias para mejorar el proceso de enseñanza en entornos bilingües.

**Marco teórico:** La investigación se basa en teorías de estrategias de aprendizaje de idiomas, incluidas estrategias de memoria, cognitivas, metacognitivas, de definición y sociales. Estos marcos proporcionan una comprensión integral de los mecanismos que utilizan los estudiantes para adquirir vocabulario en un contexto bilíngue.

**Método:** El estudio sigue un enfoque de métodos mixtos. En la primera fase, 50 estudiantes de diversos orígenes (minoría griega, familias albanesas bilíngues y monolingües) fueron identificados y categorizados según su dominio del idioma griego (principiante, intermedio, avanzado). Se desarrollaron dos cuestionarios: uno para evaluar los niveles del lenguaje y otro para identificar estrategias de aprendizaje de vocabulario.

**Resultados y discusión:** Los resultados sugieren un uso diverso de estrategias entre los estudiantes, influenciado por su dominio del idioma y sus antecedentes familiares. Estos hallazgos se contextualizan dentro del marco teórico, destacando implicaciones clave para la adquisición de vocabulario. La discusión también aborda posibles discrepancias y limitaciones del estudio.

**Implicaciones de la investigación:** Esta investigación ofrece conocimientos prácticos y teóricos sobre métodos eficaces de enseñanza de vocabulario en escuelas bilíngues. Sugiere estrategias personalizadas para mejorar la enseñanza de idiomas, beneficiando a los educadores y formuladores de políticas en entornos educativos multilingües.

**Originalidad/Valor:** El estudio contribuye a la literatura sobre educación bilíngue al proporcionar un análisis detallado de las estrategias de aprendizaje de vocabulario en las escuelas albano-griegas. Su originalidad radica en su enfoque en un contexto bilíngue único, ofreciendo valiosas recomendaciones para mejorar la enseñanza del idioma griego.

**Palabras clave:** Estrategias de Aprendizaje de Idiomas, Lengua Griega, Educación Bilingüe, Aquisición de Vocabulario, Contexto Albanés-Griego.

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1 INTRODUCTION

This research explores the vocabulary learning strategies used by students in Albanian-Greek bilingual high schools in Albania. Recognizing the unique educational needs of these students, the study aims to identify effective methods for enhancing Greek language acquisition. By examining various strategies such as memory, cognitive, metacognitive, definition, and social techniques, the research provides insights into the diverse approaches students employ. This study not only contributes to the academic understanding of bilingual education but also offers practical recommendations for improving language instruction, thereby supporting the educational development of students in bilingual environments.

2 THEORETICAL FRAMEWORK

Learning a second or foreign language is undoubtedly one of the most challenging issues that most people will face in their lifetime. The challenges that come with mastering a new language range from the advantages of personal and professional development to a sense of appropriate and integrated identity. In an increasingly global world, where intercultural and interlinguistic communication is vital, the ability to learn and meet communicative needs in foreign languages is necessary. Many argue that learning and acquiring the vocabulary of a S/FL is probably the most challenging aspect of becoming proficient in the target language. The vocabulary is an inexhaustible bag of knowledge that enables the understanding of texts and the construction of communication in a foreign language. Daily interaction and repetition practice help gradually improve language skills. Learning vocabulary in a second language is fundamental in using the language and understanding and expressing thoughts and ideas. While grammar and syntax provide the basic structure of a language, vocabulary enables the sensitive expression of nuances and details of a message. Through vocabulary, students gain

Skourtou, E. (2002). Διγλωσσία και Διδασκαλία Δεύτερης Γλώσσας. Πατρα: Ελληνικό Ανοικτό Παπατρα, Υλικά για τη θεματική Ενούτης: Διαπολιτισμική Ελληνικής, Τόμος Ι.
the ability to communicate more sensitively and express their feelings with a wide emotional
and cultural spectrum. Basically, learning a second or foreign language is a different cognitive
and emotional journey for everyone. The impact of vocabulary learning, cross-cultural
interaction and the development of communication skills are an integral part of this rich and
influential process\textsuperscript{8}. By adapting the combination of these elements, students are prepared to
communicate confidently and competently in an increasingly diversified and intercultural
environment\textsuperscript{9}.

The acquisition of new vocabulary plays an important role in the process of language
acquisition because vocabulary is the main pillar of a language, and without an adequate
command of words, it is difficult to communicate successfully\textsuperscript{10}. This aspect is especially
important for people who are learning the language in a mixed bilingual context such as the
case of the Albanian-Greek Language combination. For individuals in this context, the
vocabulary is more than just a tool for expressing thoughts; is a sample of their identity
intertwined and enriched by two cultures and languages\textsuperscript{11}. Learning vocabulary in this case is
a significant challenge that contains not only the mastery of new words, but also the
construction of a powerful communication tool that it reflects their unique experience and
identity.

3 METHODOLOGY

3.1 THE PROJECT

The project, financed by the budget for scientific research at the Faculty of Foreign
Languages, University of Tirana, aims to research and improve the learning strategies of the
Greek language lexicon in higher secondary education in Albanian-Greek bilingual schools\textsuperscript{12}.

\textsuperscript{8}Ζάγκα, Ε. (2005). Μάθηση και Διδασκαλία μιας Δεύτερης Γλώσσας: Από τα μοντέλα διδασκαλίας της γλώσσας
«με βάση το περιεχόμενο» σε προσεγγίσεις με «έμφαση στο περιεχόμενο» με χρήση στρατηγικών. Επιστήμες
Αγογής. Θεματικό τεύχος, 69-77. Πανεπιστήμιο Κρήτης: ΠΠΔΕ.

\textsuperscript{9}Σπυριδούλα Βαρλοκώστα, Λήδα Τριανταφυλλίδου. 2005. Η ελληνική ως δεύτερη γλώσσα: Καθορισμός
επιπέδων γλωσσομάθειας του προφορικού λόγου αλλοδαπών μαθητών. Εθνικό και Καποδιστριακό Πανεπιστήμιο
Αθηνών (ΕΚΠΑ). https://www.openbook.gr/i-elliniki-ws-deyteri-glwssa-kathorismos-epipedwn-glwssomatheiastou-
proforikou-logou-allodapwn-mathitwn/

10.4324/9781315833835.

\textsuperscript{11}Χατζηδάκη, Α. (2005). Μοντέλα Διγλωσσικής συμπεριφοράς σε οικογένειες αλβανών μαθητών: Δεδομένα από
εμπειρική έρευνα. Επιστήμες Αγογής. Θεματικό τεύχος, 79-102. Πανεπιστήμιο Κρήτης: ΠΠΔΕ.

\textsuperscript{12}LEARNING STRATEGIES OF GREEK LANGUAGE VOCABULARY IN ALBANIAN-GREEK
This effort aims to contribute to the development of teaching practices by identifying and analyzing the techniques and strategies used by the students themselves during the acquisition of Greek language vocabulary.

The main aim of the project is to identify, analyze, evaluate, and compare the strategies used by students during the acquisition of the lexical vocabulary of the Greek language. The research includes methodology and analysis of strategies used by students to evaluate the effectiveness of these strategies in the acquisition of Greek vocabulary.

The results achieved will provide a complete overview of the strategies used by students in the acquisition of Greek language vocabulary and will be the basis for recommendations for improving the teaching process in Albanian-Greek bilingual schools. The main product of the project will be a Manual/Guide, serving as a guiding and collaborative tool for improving the skills of teachers and contributing to the improvement of teaching practices in the teaching of the Greek language in bilingual schools.

3.2 THE STUDY

The study aims to identify the relationship between the types of strategies used by beginner, intermediate and advanced Greek language learners to acquire Greek vocabulary, and the time spent by them to acquire this vocabulary. Research questions will help identify strategies (depending on language levels). These results will contribute to the recognition of the special needs of these age groups, offering an important contribution to the drafting of concrete recommendations for the improvement of the teaching process in Albanian-Greek bilingual schools.

3.3 IDENTIFICATION AND INTERACTION WITH THE EDUCATIONAL INSTITUTION

Identification and interaction with the educational institution has been a critical phase in the realization of this project. THE PROTAGONISTS SCHOOL, part of the FRYMË DASHURIE FOUNDATION, selected for this research has been carefully selected due to several factors that make it an important subject for the study of Greek language lexicon learning strategies in higher secondary education (High School) in Albanian-Greek bilingual schools. Before starting the project, an identification phase took place, where we got to know

13 THE PROTAGONISTS SCHOOL [https://www.protagonistschool.org/](https://www.protagonistschool.org/)
the bilingual school in the area of interest and assessed its potential to contribute to our research. Interaction with the school Principal was critical in securing his support and permission to conduct the study on their premises. During this process, the purpose of the project, the methodology used, and the advantages that the institution could benefit from participating in this research were presented. The choice of this school was because it represents an excellent model of bilingual Albanian-Greek schools and has a good balance between students from the Greek and Albanian communities. In addition, the school has shown a high sensitivity to the needs of their students in learning the Greek language, thus making it suitable for this research.

3.4 STUDENTS PARTICIPATING IN THE STUDY

To identify the students participating in the study, a group of 50 students from this Albanian-Greek bilingual school in Tirana were randomly selected. This group included 5 parallels with 10 students each. To ensure an appropriate representation, students will be part of different categories, including students from the Greek minority in Albania, those from bilingual Albanian families, and those who are part of monolingual families but have learned Greek through lessons in this school. To separate the groups, a language level criterion was first used, distinguishing between beginner, intermediate and advanced Greek language learners. This process of selecting and identifying students ensured a broad and objective representation for our research.

3.5 INSTRUMENTS USED

The questionnaires are carefully and professionally designed, considering the certification models of the Greek Language Center and the Schmitt’s (1997) Questionnaire. The templates used for each questionnaire were adapted in accordance with the specific purpose of the study, ensuring accuracy and high standards in the assessment of Greek language knowledge and vocabulary learning strategies of the participants.

a) For the drafting of the VOCABULARY SIZE QUESTIONNAIRE, the materials of the Greek Language Center, the official institution authorized by the Ministry of Education, Research and Religious Affairs in Greece to conduct Greek Language

14The Center of Greek Language. Πιστοποίηση Ελληνομάθειας [https://www.greek-language.gr/certification]
Certification Exams, were taken into consideration. For safety and accuracy, we have used a diagnostic test adapted to the levels of the Common European Framework of Reference for Languages\textsuperscript{15} for the language levels (A1, A2, B1, B2, C1, C2) of this Center, including especially the part of the questions that is directly related to the vocabulary and adapting the questions according to the specific purpose of our study. This process has ensured that our questionnaires meet the required standards and are in line with the levels set by the Greek Language Center for assessing candidates’ knowledge of the Greek language at their vocabulary level;

b) The drafting of the questionnaire VOCABULARY LEARNING STRATEGIES QUESTIONNAIRE was carried out based on the Schmitt’s Questionnaire (1997)\textsuperscript{16}, which was translated and adapted into the Albanian language. This questionnaire was divided into two main parts. In the first part, questions are included that aim to identify some demographic information of the participants, including gender, age, and class, while the second part of the questionnaire contains 39 questions divided into five different categories: 1) memory strategies, 2) cognitive strategies, 3) metacognitive strategies, 4) determination strategies, and 5) social strategies. Participants were able to express their agreement with each statement through a Likert rating scale, ranging from 0 (never), 1 (sometimes), 2 (often), 3 (usually) and 4 (always). This assessment methodology enabled a detailed analysis of the selection of use of vocabulary learning strategies.

\textsuperscript{15} Description of levels A1, A2, B1, B2, C1, C2 according to the global scale of the Common European Framework of Reference for Languages - MINISTRY OF EDUCATION, SPORTS AND YOUTH - INSTITUTE OF EDUCATION DEVELOPMENT. CURRICULUM SUBJECT GUIDE FOR FOREIGN LANGUAGE. IZHA 2018 http://www.izha.edu.al/

\textsuperscript{16} Schmitts Questionnaire (1997) - Schmitt, N. & McCarthy, M. (1998). Vocabulary; Description, Acquisition and Pedagogy (Cambridge Language Teaching Library) 1st Edition. New York: Cambridge University Press. ISBN-10 – 0521585511 p. 207, has been translated and adapted into Albanian. The questionnaire contains 39 questions which are classified into five categories: 1) memory strategies, 2) cognitive strategies (cognitive strategies), 3) metacognitive strategies, 4) determination strategies and 5) social strategies. 1) Memory strategies: realized through photographs/images; new words can be related to words that the student knows, for example, synonyms; through the grouping of new words; through the orthographic or phonological forms of the word. 2) Cognitive strategies: they are realized through repetition and the use of mechanical tools to study vocabulary, as well as through written and oral repetition, writing or saying the new word over and over. 3) Metacognitive strategies: used by students to check and evaluate how much they have to learn, having a general overview of the learning process. 4) Determining strategies: if students do not know a word, they have to find out its meaning by guessing from their structural knowledge of the language, guessing from the relevant Language 1, guessing from the context, using reference materials or asking someone other. 5) Social strategies: one way to find out the meaning of the new word is by asking someone who knows language 2. Teachers can often be asked to help in different ways; by providing translation in Language 1, by giving a synonym, giving a definition or paraphrase or using the word in a sentence.
strategies by the participants, helping to identify their patterns and preferences in the use of these strategies.

4 RESULTS AND DISCUSSION

4.1 INTERPRETATION OF RESULTS

✓ According to the results of the VOCABULARY SIZE QUESTIONNAIRE, the participating students showed differences in the level of knowledge of the Greek language based on age and gender. Specifically: the representation of language levels based on the percentage of positive answers is: at level A1, the percentage of positive answers is 88%, at level A2, this percentage drops to 76%, at level B1, only 52% of answers are positive, while at the B2 level, this percentage drops to 20%, at the C1 level, only 1% of the answers are positive, while at the C2 level, there are no positive answers.

✓ According to the results of the VOCABULARY LEARNING STRATEGIES QUESTIONNAIRE, in the first part, on some demographic information of the participants (gender, age, class), we have the following data: girls represent 66% (33) of the total participants, while boys represent 34% (17); the predominant age is 17 years, while the class with the highest participation is class XI (52%).

In the second part of the questionnaire, the analysis of the percentages of responses in each of the strategies and the ranking of the questions from the most preferred to the least preferred is important information for teachers and teaching curricula to better adapt the lesson/teaching to the needs and preferences of students to achieve a more effective and successful learning. Specifically, by ranking the questions from the one with the most level 4 responses (always) to the one with the least level 4 responses (always), we have the following results:

✓ in definition strategies, Question 8 (Checks for the meaning of the new word at the end of the text (on the list of new words)) shows 16 answers (32%), while Question 7 (Uses a monolingual dictionary (Greek - Greek)) has received 3 responses (6%);

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✓ in social strategies, Question 9 (Ask the teacher how the new word is translated into Albanian) shows 41 answers (82%), while Question 12 (Ask classmates about the meaning of the word) has 15 answers (30%);

✓ in memory strategies, Question 14 (Imagines the meaning of the word through images) has 31 answers (62%), while Question 27 (Learns the new word through physical action (movements)) has 10 answers (20%);

✓ in cognitive strategies, Question 28 (Frequently repeats the new word orally) shows 35 responses (76%), while Question 34 (3 responses (7%);

✓ in metacognitive strategies, Questions 36 (Uses media in Greek (songs, movies, news, etc.)) and 39 (Continues to study the word over time) show the same number of answers, that is, 12 answers (24%), while Question 37 (Test yourself through vocabulary tests (physical or online tests)) has 5 answers (10 %);

Based on the analysis of the vocabulary learning strategies questionnaire, it seems that the students prefer social and memory strategies more. Social strategies, such as the question to ask the teacher about the translation of the new word in the Albanian language, received a high percentage of positive answers, 82%. On the other hand, the determination strategies and some of the cognitive strategies show a lower preference. For example, the use of a monolingual dictionary was rarely selected, with only 6% of positive responses. This can be explained by the fact that social and memory strategies can provide a closer and more collaborative feeling, while defining strategies can be presented as less effective or more difficult to use in practice.
Table 1
The table outlines various strategies students use when encountering new Greek vocabulary, categorized by frequency of use: 4 (always), 3 (usually), 2 (often), 1 (sometimes), and 0 (never). Strategies are divided into different types, such as Direct Strategies (DS), Social Strategies (SS), Memory Strategies (MemS), Cognitive Strategies (CS), and Metacognitive Strategies (MetS). For example, the strategy "Ask the teacher how the new word is translated into Albanian" (SS 9) is always used by 41 students, while "Use a monolingual dictionary" (SP 7) is never used by 32 students. This data provides insights into the preferred methods for vocabulary learning among students in bilingual settings.

<table>
<thead>
<tr>
<th>Language learning strategies</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4 (always)</td>
</tr>
<tr>
<td>DS 1. Identify which part of the lecture it belongs to (labeling parts of the lecture)</td>
<td>5</td>
</tr>
<tr>
<td>DS 2. Identify the affixes (prefixes or suffixes) or its root</td>
<td>9</td>
</tr>
<tr>
<td>SP 3. Check if there is a word with the same or similar meaning in the Albanian language</td>
<td>13</td>
</tr>
<tr>
<td>SP 4. Ask if you can identify the new word through an image</td>
<td>8</td>
</tr>
<tr>
<td>DS 5. Understand the meaning of the new word from the context (i.e., from a word or a group of words or a text)</td>
<td>12</td>
</tr>
<tr>
<td>SP 6. Use a bilingual dictionary (Greek - Albanian)</td>
<td>10</td>
</tr>
<tr>
<td>SP 7. Use a monolingual dictionary (Greek - Greek)</td>
<td>3</td>
</tr>
<tr>
<td>DS 8. Check the meaning of the new word at the end of the text (on the list of new words)</td>
<td>16</td>
</tr>
<tr>
<td>SS 9. Ask the teacher how the new word is translated into Albanian</td>
<td>41</td>
</tr>
<tr>
<td>SS 10. Ask the teacher about the paraphrase, synonym, or antonym of the new word</td>
<td>28</td>
</tr>
<tr>
<td>SS 11. Ask the teacher to say a sentence using the new word</td>
<td>35</td>
</tr>
<tr>
<td>SS 12. Ask your classmates about the meaning of the word</td>
<td>15</td>
</tr>
<tr>
<td>SS 13. Try to interact with native speakers of the language</td>
<td>18</td>
</tr>
<tr>
<td>MemS 14. Illustrate the meaning of the word</td>
<td>31</td>
</tr>
<tr>
<td>Learning Strategies</td>
<td>Frequency</td>
</tr>
<tr>
<td>---------------------</td>
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</tr>
<tr>
<td>MemS 15. Connect the new word with a personal experience</td>
<td>16 6 10 10 8</td>
</tr>
<tr>
<td>MemS 16. Match the new word with its synonyms or antonyms</td>
<td>16 4 13 10 7</td>
</tr>
<tr>
<td>MemS 17. Group new words together to study them</td>
<td>24 6 11 6 3</td>
</tr>
<tr>
<td>MemS 18. Create sentences with the new words</td>
<td>28 12 7 1 2</td>
</tr>
<tr>
<td>MemS 19. Group new words together and creates a story</td>
<td>16 6 10 6 12</td>
</tr>
<tr>
<td>MemS 20. Scribble new word</td>
<td>25 7 7 5 6</td>
</tr>
<tr>
<td>MemS 21. Study the sound of the new word</td>
<td>20 5 10 8 7</td>
</tr>
<tr>
<td>MemS 22. Say the new word out loud when you learn it</td>
<td>22 4 7 8 9</td>
</tr>
<tr>
<td>MemS 23. Remember affixes (prefixes or suffixes) and the root of the new word</td>
<td>16 6 9 9 10</td>
</tr>
<tr>
<td>MemS 24. Remember the part of the lecture where the new word is the part (labeling parts of the lecture)</td>
<td>11 6 12 6 15</td>
</tr>
<tr>
<td>MemS 25. Paraphrase the meaning of the word</td>
<td>24 5 8 8 5</td>
</tr>
<tr>
<td>MemS 26. Learn new words through idioms or proverbs</td>
<td>16 7 10 6 11</td>
</tr>
<tr>
<td>MemS 27. Learn the new word through physical action (movements)</td>
<td>10 5 11 13 11</td>
</tr>
<tr>
<td>CS 28. Repeat the new word orally</td>
<td>35 4 3 5 3</td>
</tr>
<tr>
<td>CS29. Repeat the new word in writing</td>
<td>19 11 7 7 6</td>
</tr>
<tr>
<td>CS30. Create a list of new words</td>
<td>22 5 10 9 4</td>
</tr>
<tr>
<td>CS31. Take notes in class about new words</td>
<td>23 4 6 5 8</td>
</tr>
<tr>
<td>CS32. Use the vocabulary section in your textbook (if available)</td>
<td>4 3 9 12 22</td>
</tr>
<tr>
<td>CS33. Listen to the new words on the audio (example, listens to the new lesson on the audio)</td>
<td>5 7 7 9 22</td>
</tr>
<tr>
<td>CS34. Place Greek language labels on physical objects</td>
<td>3 1 10 11 24</td>
</tr>
<tr>
<td>CS35. Keep a vocabulary notebook</td>
<td>21 5 8 5 11</td>
</tr>
<tr>
<td>SM 36. Use media in Greek (songs, movies, news, etc.)</td>
<td>12 8 14 11 5</td>
</tr>
<tr>
<td>MetS 37. Self-test vocabulary test tree (physical or online tests)</td>
<td>5 5 11 14 15</td>
</tr>
<tr>
<td>MetS 38. Ignore the new word when you don't understand it</td>
<td>7 8 10 11 14</td>
</tr>
<tr>
<td>MetS 39. Continue to study the word over time</td>
<td>12 10 11 9 8</td>
</tr>
</tbody>
</table>
5 CONCLUSIONS

5.1 SUGGESTIONS AND RECOMMENDATIONS

- Enhance Social Strategies: *Recommendation*: Encourage more classroom interactions and group activities where students can ask each other and the teacher about new words. *Example*: Organize vocabulary games like "word bees" where students compete in teams to spell and define new Greek words. This fosters a collaborative environment and helps students learn from each other, or organize weekly "vocabulary exchange" sessions where students work in pairs or small groups to discuss and quiz each other on new words they have learned;

- Utilize Memory Strategies: *Recommendation*: Incorporate techniques like visual imagery and physical actions to aid in memorizing new vocabulary. *Example*: Use flashcards with pictures for each new word. For instance, show a picture of a “καρέκλα” (chair) alongside the word to help students visually associate the term with its meaning, or use a "word wall" in the classroom where students can draw pictures or create physical gestures related to new vocabulary words;

- Incorporate Multimedia Resources: *Recommendation*: Use Greek media such as songs, movies, and news as part of the curriculum to provide context and practical usage of vocabulary. *Example*: Assign students to watch a Greek movie or listen to a Greek song and then discuss the new vocabulary they encountered. This provides context and practical usage of words;

- Regular Vocabulary Tests: *Recommendation*: Implement periodic vocabulary tests, both physical and online, to help students self-assess and reinforce their learning over time. *Example*: Conduct weekly quizzes on recently learned vocabulary. Use both written and oral formats to test comprehension and retention, such as spelling tests or oral definitions, or schedule a bi-weekly online quiz using platforms like Quizlet or Kahoot to test students on their recently learned vocabulary;

- Promote the use of Bilingual Dictionaries: *Recommendation*: Encourage students to use Greek-Albanian dictionaries to understand new words in their native language context. *Example*: Provide a classroom set of Greek-Albanian dictionaries and incorporate exercises that require students to look up and translate new words. This helps them understand new vocabulary within their native language context, or assign exercises that
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require students to find and write down the meanings of new words in both Greek and Albanian;

- Contextual Learning: Recommendation: Teach vocabulary in context rather than isolation by using sentences, stories, and practical examples. Example: Create sentences or short stories using new vocabulary. For example, use the word “σπίτι” (house) in various sentences: "Το σπίτι μου είναι μεγάλο" (My house is big). This shows how words are used in real-life situations, or create story-telling sessions where students have to use new vocabulary words to build and share their own stories;

- Customizing Teaching Methods: Recommendation: Adapt teaching methods based on the preferred strategies of different student groups. Example: For beginner students, use more visual and physical activities like drawing or acting out words. For advanced students, focus on discussion-based activities and deeper context usage, or for beginners, use flashcards and memory games; for advanced students, incorporate debates and discussions that require the use of advanced vocabulary;

- Interactive Learning Tools: Recommendation: Incorporate interactive tools such as language learning apps, online quizzes, and educational games. Example: Use apps like Duolingo or Quizlet that provide interactive and engaging ways to practice vocabulary. Set up weekly challenges for students to complete specific app-based exercises;

- Regular Feedback and Support: Recommendation: Provide regular feedback on students' progress and offer additional support where needed. Example: Schedule weekly one-on-one sessions to discuss each student's progress, address challenges, and provide personalized guidance. This can include reviewing incorrect quiz answers together;

- Cultural Integration: Recommendation: Integrate cultural elements of both Greek and Albanian communities in the learning process to make it more relatable. Example: Celebrate Greek and Albanian festivals in the classroom. Have students research and present on cultural traditions, using relevant vocabulary they’ve learned. This helps them see the practical use of their bilingual skills in their daily lives, or organize cultural exchange days where students can present on Greek and Albanian customs, festivals, and traditions, using new vocabulary they have learned.

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