

I. categories:  
discovery strategies  
and consolidation  
strategies.



**ASSIGN  
BUSTER**

I.

Vocabulary has a crucial role in language learning process. Thus, it can also be said that it is the pillar of the language learning process. It is known that, in the language learning process, learners individually use and prefer different materials and ways according to their cognitive skills or their interests. Scarcella & Oxford (1992) defines learning strategies as “ specific actions, behaviours, steps, or techniques- such as seeking out conversation partners, or giving oneself encouragement to tackle a difficult language task — used by students to enhance their own learning (as cited in Oxford, 2003, p. 2). In addition, vocabulary acquisition is one of the fields in which language learners benefit from learning strategies constantly. As a result, vocabulary acquisition has become many research studies’ focal point since 1970. In these research studies, various learning strategies, which help the learner improve his/her learning, have been suggested.

Moreover, some researchers created a categorization framework to clarify these learning strategies for vocabulary (Schmitt & McCarthy, 1997). There are three remarkable categorization frameworks. These belong to O’Malley (1985), Oxford (1990), and Schmitt (1997) respectively. In the first taxonomy, O’Malley, Chamot, Manzanares, Kupper and Russo (1985) divided language learning strategies into three main categories with their subcategories: metacognitive strategies (selective attention, self-management, etc.), cognitive strategies (repetition, note-taking, etc.), and social mediation (cooperation) (pp. 33-34).

The second taxonomy, which was suggested by Oxford (1990), consists of six main categories: cognitive strategies, metacognitive strategies, memory strategies, compensatory strategies, affective strategies, and social strategies (as cited in Oxford, 2003). In 1997, Schmitt suggested a new categorization system, which is also our last taxonomy, after realizing Oxford's classification is suitable but inadequate in categorizing vocabulary-specific strategies in many senses. This last taxonomy includes two main categories: discovery strategies and consolidation strategies. They are also separated into six main subcategories in themselves: determination strategies, social strategies, memory strategies, social strategies, cognitive strategies, and metacognitive strategies (pp. 199-227).