

COMPARATIVE ANALYSIS OF VOCABULARY LEARNING STRATEGIES: DIFFERENCES BETWEEN INDONESIAN AND PAKISTANI UNDERGRADUATE STUDENTS

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Received: April 14, 2025 Revised: Mei 20, 2025 Accepted: July 09, 2025

ABSTRACT

Vocabulary acquisition remains a persistent challenge for EFL learners across different educational systems, making effective learning strategies essential for academic success. This study examines Vocabulary Learning Strategies (VLS) used by undergraduate English students in Indonesia and Pakistan focusing on differences influenced by educational and cultural contexts. Using a descriptive quantitative method, data was collected through a closed-ended questionnaire from 114 students across seven universities. The questionnaire, adapted from Goundar (2019) and based on Gu and Johnson's (1996) framework, categorized VLS into meta cognitive, cognitive, memory, and activation strategies. Data analysis using SPSS included descriptive statistics, normality tests, t-tests, Mann-Whitney U tests, and Kruskal-Wallis analysis. The results revealed significant differences in VLS preferences, with cognitive strategies being the most dominant in both groups. However, Pakistani students demonstrated higher meta cognitive strategy use than their Indonesian counterparts. These findings highlight the impact of educational systems on VLS selection. The study suggests incorporating meta cognitive and activation strategies into language learning curricula to enhance students' vocabulary acquisition.

Keywords: Comparative, Indonesia, Pakistan, Vocabulary Learning Strategies,

INTRODUCTION

Vocabulary Learning Strategies (VLS) play a crucial role in language acquisition. It helps students retain and use vocabulary. For English department students, vocabulary mastery is fundamental for academic success and communication. In the classroom, reading learning also supports vocabulary development, as students engage with various texts that expose them to new lexical items and diverse language structures. However, vocabulary learning is often challenging, as students employ different strategies influenced by cultural, linguistic, and educational contexts. Strong vocabulary knowledge also improves speaking skills (Dalimunthe & Haryadi, 2022). Understanding how students navigate these strategies in different educational environments is essential for improving language instruction and fostering more effective learning practices.

English holds different statuses in Pakistan and Indonesia, significantly influencing students' approaches to vocabulary learning. In Indonesia, English is

taught as a foreign language (EFL), primarily within formal classroom settings, with minimal exposure outside academic contexts. The Indonesian education system typically emphasizes structured learning, relying heavily on rote memorization and teacher-centered instruction (Laila et al., 2023). In contrast, Pakistan considers English a second language (ESL), granting it a more prominent role in education, government, and professional sectors. Pakistani students are generally exposed to English more frequently and are encouraged to adopt self-regulated learning strategies such as planning, monitoring, and evaluating their vocabulary acquisition (Sultana, 2024). These distinctions in instructional methodologies and language exposure directly impact the VLS used by students, making a comparative study crucial for understanding their effectiveness in different learning settings.

This study aims at analyzing and compare the VLS employed by undergraduate English students in Indonesia and Pakistan. By identifying the most commonly used strategies in each country, the research seeks to determine the key factors shaping students' learning behaviors. Additionally, it aims at evaluating the effectiveness of these strategies and provide insights for educators to enhance vocabulary instruction. The study also investigates how environmental and linguistic differences influence students' choices and usage of VLS, contributing to a broader understanding of vocabulary acquisition in diverse educational contexts. The objectives of this research include is determining significant differences in the implementation of VLS between these two groups.

While numerous studies have explored VLS, comparative research on Indonesian and Pakistani students remains limited. Most existing studies focus on individual countries, overlooking cross-cultural differences in vocabulary learning approaches. Previous research has highlighted the dominance of cognitive strategies in reinforcing vocabulary acquisition through repetition and practice, as found in Malaysian EFL learners (Yaacob et al., 2019). Similarly, meta cognitive strategies have been emphasized as a key approach for vocabulary retention (Al-Khresheh & Al-Ruwaili, 2020; Goundar, 2019). It is contrast from Kocaman finding's (2018) where activation strategies are the most effective way to improve

vocabulary retention. Despite these insights, direct comparisons of VLS usage across different linguistic and educational contexts remain scarce

This study fills an important gap in existing research, as comparative investigations of VLS between the two countries are still limited, despite differences in educational systems, cultural backgrounds, and language learning environments. By directly comparing the strategy preferences of learners from these two countries, this research offers a novel insight into how context influences vocabulary learning behavior. The findings provide essential insights for language educators policymakers and curriculum designers to develop teaching methodologies that are more adaptive, effective, and responsive to the specific needs of students in different learning settings.

MATERIALS AND METHOD

Materials

1. Learning Strategies

Learning strategies represent a key factor that shape how students apply learning techniques and strongly influence their English language performance, as Chamot (1978 in Wael et al., 2018) explains that these strategies involve deliberate actions used to understand and retain linguistic information. Although many students work hard, they still struggle with speaking, writing, and comprehending vocabulary, which shows that effort alone is not enough and that learners need approaches suited to their individual learning preferences. Carter & Nunan (2001) supports this view by emphasizing that the effectiveness of a strategy depends on the learner, the task, and the learning context, noting that learning styles correspond to specific types of techniques, which he categorizes into cognitive, interpersonal, linguistic, emotive, and creative. These perspectives highlight that students must recognize and adopt the strategies most compatible with their needs to improve their English.

According to Chuin & Kaur (2015), the use of language learning strategies can improve learners' language performance because it involves active mental engagement to achieve specific goals through various techniques. These strategies refer to the activities students carry out to reach their learning objectives effectively

and efficiently, while learning techniques are the actions that support and enhance their learning experience. Both play an important role in helping learners develop a stronger understanding of a foreign language.

1.1 Learning Strategy Classifications

Students are exposed to various learning methods and need proper strategy training to recognize and apply the approaches that suit them best. Cohen and Griffiths in (Ang et al., 2017) explain that effective learners take responsibility for their learning by reflecting on the target language, practicing it consistently, and using additional strategies to handle complex learning tasks. Several experts have proposed different classifications of learning strategies, including O'Malley, as cited in the work by Gerami & Baighlou, 2011, who groups them into meta cognitive and socio-emotional strategies. Meta cognitive strategies involve planning, monitoring, and evaluating learning; cognitive strategies deal with direct manipulation of learning materials through activities such as repetition, translation, grouping, and visualization, while socio-emotional strategies relate to social interaction and cooperation. Oxford (1990 in Rohayati, 2019) classifies language learning techniques into two types and six types of strategies. Strategy classification scheme suggests that there are two types of language learning techniques: direct and indirect strategies (Oxford & Crookall, 1990).

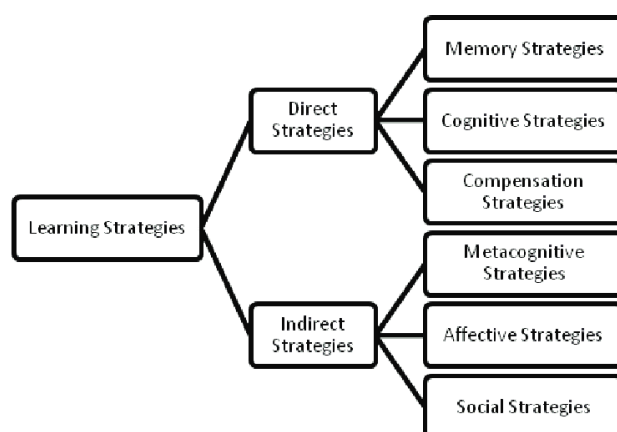


Diagram 1. Oxford's (1990) Strategies Classification

The diagram above shows two types of language learning techniques: direct strategies and indirect strategies. Direct strategies require a mental language acquisition process that is supported by three groups of strategies: memory, perception, and compensation, while indirect strategies require three groups of

strategies: meta cognitive strategies, emotional strategies, and social strategies. This research focuses on the six tactics listed above. This categorization will be the basis for defining memory, cognitive, compensatory, meta cognitive, emotional, and social strategies.

Oxford (2013 as cited in Hardan, 2013) proposed the Strategy Inventory for Language Learning (SILL). This inventory outlines various language learning procedures used by students to help them acquire a new language. Memory, cognitive, compensatory, meta cognitive, affective, and social techniques are the six categories of language acquisition strategies.

2. Vocabulary Learning Strategies

Success for EFL students is primarily based on their command of language. Vocabulary refers to the ability to recognize words and connect their meanings to specific letter combinations. Hornby (1995) defined vocabulary as a list of terms with their definitions and the total number of words known or used in a language. Other scholars such as Nation (2006), Schmitt, n.d (1997), Ur (2011) appear to define word similarly, they believe that English vocabulary refers to the words learners use to support communication. Obviously, there is not an enigma to success in learning a new language (Gonca, 2016).

Learning is a conscious process through which learners acquire new knowledge. Wilson and Peterson (2006) explain that learning involves active construction shaped by social and personal experience. Min (2013) and Stein (1999) emphasize the important role of teachers in designing strategy for expanding students' vocabulary. Bei (2011) adds that youngsters who mimicked the language of others around them, such as teachers, were given positive reinforcement for their efforts. To improve vocabulary knowledge, students also need access to various learning methods (Nation, 2001).

Vocabulary development is an essential aspect of learning English (Feng, 2023). A limited vocabulary prevents students from expressing ideas clearly and smoothly. Numerous researchers have identified a variety of vocabulary learning techniques that can be taught to students (Asgari et al., 2010). Oxford (2003) explains that learning strategies are actions that learners employ to make learning easier and more effective. With these techniques, students can learn languages

independently with or without teacher guidance. Different learners may use different strategies, so it is important to teach them how to apply these methods. As a key component of any language, vocabulary plays an essential role in language use (Astika, 2016).

VLS according to Gu & Johnson (1996) are approaches used by learners to acquire, recall and apply new vocabulary in the process of learning a foreign language. These strategies provide practical guidance to maximize vocabulary learning in an organized and effective way. Gu and Johnson classify VLS into four main categories, meta cognitive, cognitive, memory, and activation strategies, each of which has a unique role in supporting the vocabulary learning process.

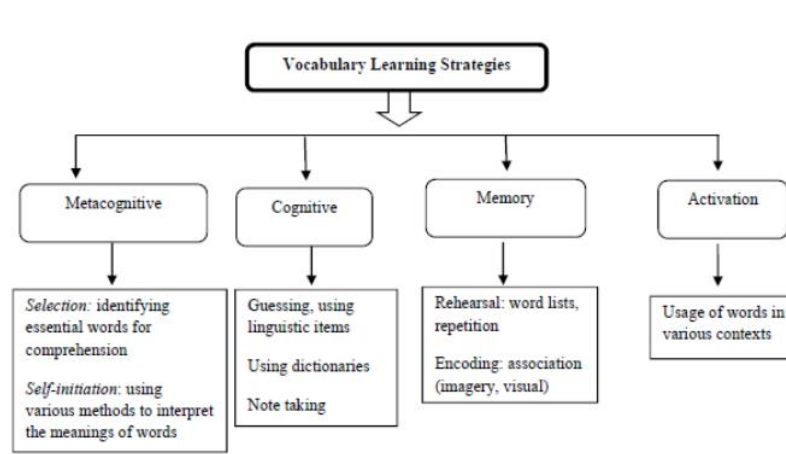


Diagram 2. Gu and Johnson's (1996) VLS Classification

Meta cognitive strategies help learners plan, monitor, and evaluate their vocabulary learning by selecting relevant words and actively seeking their meanings. Cognitive strategies involve mental processes such as guessing word meanings from context, using dictionaries, recording new vocabulary, and organizing words into categories. Memory strategies support long-term retention by associating new words with images, experiences, sounds. Activation strategies strengthen mastery by encouraging learners to use new vocabulary in real contexts such as conversations, sentence construction, or writing tasks. Together, these strategies complement one another and can be adapted to individual learning needs to enhance the overall effectiveness of vocabulary acquisition.

B. Method

This study employs a descriptive quantitative approach to examine VLS used by undergraduate English students in Indonesia and Pakistan. This approach is appropriate because it enables the identification of clear patterns and differences in students' VLS through measurable and comparable data. Data were collected through an online closed-ended questionnaire distributed via WhatsApp to students from two Indonesian universities (Sebelas Maret University and Muhammadiyah University of Surakarta) and five Pakistani universities (Air University, Quaid-e-Azam University, National University of Modern Languages, Allama Iqbal Open University, and Bahria University). These universities were selected to represent different English learning contexts, where English as a Foreign Language (EFL) in Indonesia and English as a Second Language (ESL) in Pakistan. A total of 114 participants (57 Indonesian and 57 Pakistani) were selected through purposive sampling based on their enrollment in English departments, completion of at least one English course, and willingness to participate.

The study employed a questionnaire adapted from Goundar (2019) and based on Gu and Johnson's (1996) VLS framework. The instrument used a five-point Likert scale and included 47 items that reorganized into four strategy categories (meta cognitive, cognitive, memory, and strategy). Data were collected online and respondents were given 30-45 minutes to complete the questionnaire.

The data were analyzed quantitatively using SPSS to compare Indonesian and Pakistani students' VLS. Descriptive statistics were first calculated for each strategy. Normality was assessed using the Shapiro-Wilk test to determine the appropriate inferential analysis. Normally distributed data were analyzed using independent t-tests, while abnormal data were examined using Mann-Whitney U tests. Kruskal-Wallis analysis was employed to identify the dominant strategy type and effect sizes were calculated to determine the magnitude of differences between groups.

RESULTS AND DISCUSSION

This section presents the findings of the study, starting with the normality test to determine the appropriate statistical analysis for comparing VLS between Indonesian and Pakistani Undergraduate students. The normality test results serve

as the basis for selecting either parametric or non-parametric tests for further inferential analysis.

1. Normality Test

Normality test is conducted to determine whether the data is normally distributed or not. The normality test is conducted using the Shapiro-Wilk test with the test criteria used at a significance level of 5%, if the p-value > 0.05 then the data is normally distributed. The results of the normality test are presented as follows

Table 1. The Result of Normality Test

Country		Shapiro-Wilk			Notes
		Statistic	Df	Sig.	
Meta Cognitive Strategies	Indonesian	0,968	57	0,142	Normal
	Pakistani	0,973	57	0,227	Normal
Cognitive Strategies	Indonesian	0,957	57	0,040	Abnormal
	Pakistani	0,968	57	0,140	Normal
Memory Strategies	Indonesian	0,970	57	0,168	Normal
	Pakistani	0,906	57	0,000	Abnormal
Activation Strategies	Indonesian	0,943	57	0,010	Abnormal
	Pakistani	0,930	57	0,003	Abnormal

The results of the normality test show that only the meta cognitive strategy scores were normally distributed for both groups. Therefore, an independent t-test was used for this variable. Cognitive, memory, and activation strategies did not meet the normality assumption, so Mann-Whitney U test were applied.

2. Inferential Statistics

The inferential statistical test conducted in this study was to determine whether there were significant differences between Indonesian and Pakistani in each VLS. The hypotheses proposed are as follows.

- Ho: There is no significant difference
- H1: There is a significant difference

At a significance level of 5%, the test criteria are obtained if the p-value < 0,05 then Ho is rejected and H1 is accepted. The results of the t-test and effect size calculation on each category are presented as follows

Table 2. The Results of T-Test and Effect Size Calculation

Category	Country	Mean	SD	P-Value	Notes	Effect Size
Meta Cognitive Strategies	Indonesian	43,79	4,869	0,002	Ho rejected	0,6089
	Pakistani	46,75	5,051			
Cognitive Strategies	Indonesian	68,60	7,995	0,013	Ho Rejected	0,5837
	Pakistani	73,26	10,661			
Memory Strategies	Indonesian	30,26	3,935	0,011	Ho Rejected	0,4815
	Pakistani	32,16	5,993			
Activation Strategies	Indonesian	27,14	3,512	0,005	Ho Rejected	0,5444
	Pakistani	29,05	4,987			

The results of the t-test in Table 2 show that all VLS categories have p-values below 0.05. It means that the null hypothesis is rejected and significant differences exist between Indonesian and Pakistani in the used of all four strategies. The effect size values for all categories fall within the moderate to large range, indicating meaningful differences in how each group applies these strategies. These findings suggest that while both groups use similar types of VLS, the frequency and intensity to their use vary considerably. To further explore these variations and identify which strategy category is most dominant, the Kruskal-Wallis analysis was

conducted. The results of Kruskal-Wallis analysis are presented in the following section.

3. Comparative Test

This comparative test was conducted to determine the most frequently used strategies of each student based on the country. The test analysis was conducted using the Kruskal-Wallis test. The test results are presented as follows.

Table 3. The Result of Kruskal-Wallis Test

Category		N	Mean Rank	P-Value
Indonesia	Meta Cognitive Strategies	57	142,11	0,000
	Cognitive Strategies	57	199,82	
	Memory Strategies	57	72,50	
	Activation Strategies	57	43,58	
Pakistani	Meta Cognitive Strategies	57	142,30	0,000
	Cognitive Strategies	57	199,78	
	Memory Strategies	57	68,41	
	Activation Strategies	57	47,51	

Table above shows that cognitive strategies have the highest mean ranks for both countries. It indicates that this strategy is the most frequently used by both groups. The p-value of 0.000 indicates a statistically significant difference across strategy. It confirms that the distribution of VLS use varies meaningfully between the types of strategies applied by students.

DISCUSSION

Based on the independent t-test and Mann-Whitney U-test, all categories have p-values < 0.05, indicating that the nul hypothesis (Ho) is rejected and the alternative hypothesis (H1) is accepted. This confirms that Indonesian and Pakistani

students employ significantly different VLS. Furthermore, the effect size calculation shows values falling into the large category across all strategies, highlighting the strong distinction between the two groups. Kruskal-Wallis analysis further revealed that cognitive strategies were the most dominant among both Indonesian and Pakistani students, as evidenced by the highest mean rank.

Although English holds different statuses in both countries, EFL in Indonesia and SLA in Pakistan. Both contexts share a common characteristic: limited exposure to English in everyday life. Unlike countries where English is widely spoken in social and professional settings, students in both countries primarily engage with English mostly in academic environments. This lack of immersive exposure may explain why the findings of this study reveal similar patterns in VLS use, particularly the strong reliance on cognitive and meta cognitive strategies while activation strategies remain less favored.

The results of this study align with Yaacob et al. (2019), who found that cognitive strategies were the most commonly employed by EFL learners in Malaysia, highlighting their role in reinforcing vocabulary acquisition through repetition and practice. Similarly, Goundar (2019) emphasized the dominance of meta cognitive strategies among university students in Fiji, supporting the notion that learners actively regulate their learning processes to enhance vocabulary retention. The findings also resonate with Al-Khresheh & Al-Ruwaili (2020), who reported that meta cognitive strategies, particularly planning and self-monitoring, play a crucial role in vocabulary learning across different educational settings.

This study differs from Kocaman et al. (2018), who emphasized the importance of activation strategies in improving vocabulary retention and practical language use on Turkish students. Activation strategy higher used in countries where English is more widely spoken, as greater exposure to English provides learners with more opportunities to practice vocabulary in real-life contexts. Overall, this study supports previous research on the importance of meta cognitive and cognitive strategies, it also highlights differences in the use of memory and activation strategies, which can be influenced by cultural, pedagogical, and environmental factors.

Despite these significant insights, this study has several limitations. The relatively small sample size (57 Indonesian and 57 Pakistani) may not fully represent the broader student population and the reliance on quantitative methods. Future research should adopt a mixed-methods approach. Expanding the sample size and investigating external factors would further enhance these findings.

CONCLUSION

This study highlights the patterns of VLS employed by Indonesian and Pakistani undergraduate students. While cognitive strategies emerged as the most dominant in both groups, meta cognitive strategies were also widely used, with no significant difference between the two. These findings indicate that both groups actively engage in planning, monitoring, and evaluating their vocabulary learning processes. However, memory and activation strategies were the least preferred. The lower preference for activation strategies can be influenced by limited exposure to English-speaking environments, as students in countries with a higher number of English speakers tend to engage more in real-life language application. These findings underscore the role of contextual factors, including educational systems, language environments, and cultural influences, in shaping students' VLS preferences.

The results of this study hold practical implications for educators, curriculum designers, and policymakers. By understanding the variations in VLS use, educators can develop targeted instructional approaches that incorporate a balance of cognitive, meta cognitive, memory, and activation strategies. Additionally, integrating more interactive and self-regulated learning techniques into curricula could enhance students' vocabulary acquisition and overall language proficiency. Future studies should explore longitudinal and intervention-based research to assess how instructional modifications influence students' VLS over time, ensuring more effective and adaptive learning strategies in diverse linguistic environments.

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