This research mainly focused on the Chinese Grade 12 students’ use of second language learning strategies during the academic year 2016-2017, at Luchuan High school, China. This study used a quantitative research methodology. The data were collected based on the questionnaire of learning strategies for English learning. The use of learning strategies included the use of direct strategies and indirect strategies. The study results were in the following main findings: Grade 12 students used both direct strategies and indirect strategies for their English learning at a medium level; the use of overall learning strategies was also at a medium level. There was no significantly difference of students’ use of second language learning strategies according to their gender, the direct strategies and indirect strategies, at Luchuan.
High school. However, a significant difference of students' use of second language learning strategies according to their classes was founded. Based on these results, the research recommended the local English teachers to be aware of and focus more on the Chinese students' use of second language learning strategies, so as to help the different classes’ students improve their achievement effectively.