

A COMPARATIVE STUDY OF GRADE 12 STUDENTS' USE OF DIRECT AND INDIRECT SECOND LANGUAGE LEARNING STRATEGIES ACCORDING TO THEIR GENDER AND CLASSES AT LUCHUAN HIGH SCHOOL, GUANGXI, CHINA

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Abstract: 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, Guangxi, China. A total of 120 students from grade 12 in this study. The data were collected based on the questionnaire of learning strategies for English learning. The study found that 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. There is a significant difference of students' use of second language learning strategies according to their classes.

Keywords: Second Language Learning Strategies, Direct Strategies, Indirect Strategies, Learning English as Second Language, Grade 12 Students.

Introduction

In the last few decades, the researchers notice that second language learning strategies is a key factor influence second language learning. The early research focused on successful language learner, Rubin (1975) realized the successful language learners are similar in use of learning strategies, and they concern the second language learning strategies are teachable. O'Malley (1990) and Chamot (2004) considered strategies are helping the students acquire and get new information. Oxford (1990) classified strategies of foreign language learning into two main categories: direct learning strategies and indirect learning strategies. In China much research has been devoted to second language learning strategies since 1980s.

With the economic development of China and the international cultural impact, a growing number of Chinese students are willing to learn English. In order to let the high school Chinese students and teachers realize the effects of the second language learning strategies as well as to improve English learning and teaching practice in

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