ABSTRACT

This study was aimed to determine whether there was a significant relationship of the use of language learning strategies and the academic achievement of the first-year junior high school students at a public secondary school in China. A conveniently chosen sample of 109 students, enrolled in the target school during the academic year 2021-2022, participated in this study. For the data collection, Yang's (1992) Chinese version of the Strategy Inventory of Language Learning (SILL), and the English subject's final test, were used. From performing descriptive statistics on the collected data, it was found that the level of use of language learning strategies held by the participants, in terms of direct and indirect strategies, was moderate. The overall levels of use of memory, cognitive, compensation, metacognitive, affective and social strategies for learning English held by first-year junior high school students at the target school were also interpreted as moderate. The overall level of the participants' academic achievement in English language class was interpreted as a failure.

From a correlational analysis, it was found that the use of language learning strategies (in terms of memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies and social strategies) was not only significantly and strongly correlated with the participants' academic achievement in English language class, but also accounted for 45% of its variance. Based on the research findings, recommendations for students, teachers, administrators, curriculum developers and future researchers are provided.

Field of Study: Curriculum and Instruction   **Student's Signature:** ………………….

Graduate School of Human Sciences   **Advisor's Signature:** ………………….

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