



A CORRELATIONAL-COMPARATIVE STUDY OF GRADE 12 STUDENTS' USE
OF ENGLISH LEARNING STRATEGIES AND ENGLISH ACADEMIC
ACHIEVEMENT FOR LEARNING ENGLISH AS A FOREIGN LANGUAGE
ACCORDING TO GENDER AT A PUBLIC HIGH SCHOOL IN YUNNAN
PROVINCE, CHINA

Xuan Bai

I.D. No. 6229546

A Thesis Submitted in Partial Fulfillment of the
Requirements for the Degree of
MASTER OF EDUCATION
in Curriculum and Instruction
Graduate School of Human Sciences
ASSUMPTION UNIVERSITY OF THAILAND

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ABSTRACT

I.D. No.: 6229546

Key Words: ACADEMIC ACHIEVEMENT, ENGLISH AS A FOREIGN LANGUAGE, LEARNING STRATEGIES, GENDER, LEARNING ENGLISH AS A FOREIGN LANGUAGE, A PUBLIC HIGH SCHOOL IN YUNNAN, CHINA

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The purposes of this study were as follows: 1) To identify the level of English learning strategies and English academic achievement of Grade 12 students using mean and standard deviation. 2) To determine the relationship between the use of English learning strategies and English academic achievement for learning English as a foreign language according to gender of Grade 12 students using Pearson's correlation coefficient. 3) To compare the use of English learning strategies for learning English as a foreign language according to the gender of Grade 12 students using 2-tailed *t*-test. 4) To compare the English academic achievement for learning English as a foreign language according to the gender of Grade 12 students using 2-tailed *t*-test. A total of 518 Grade 12 students of target school participated in the study. The study used the Oxford's Strategy Inventory for Language Learning (SILL) questionnaire to determine the

English learning strategies of 12 Grade students. To determine Student’s English academic achievement the National College Entrance of English test was used.

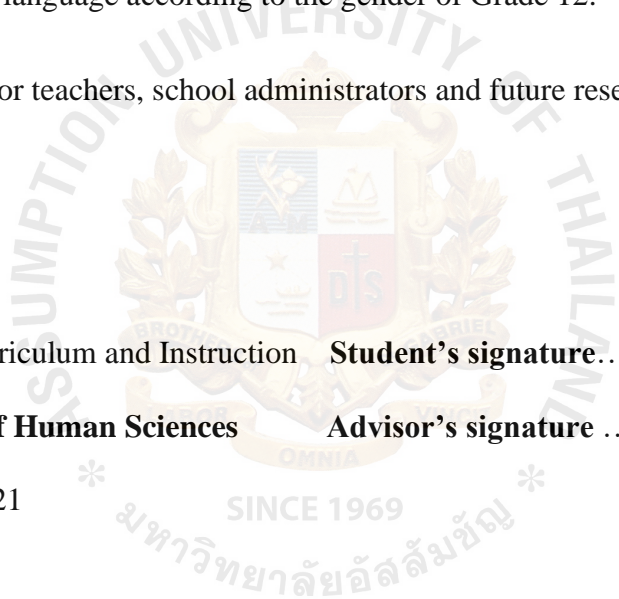
The findings of the study were as follows: The level of the Grade 12 students’ English learning strategies of was medium usage and the level of the Grade 12 students’ English academic achievement was fairly good. The data from SILL indicated that there was a significant relationship between the use of English learning strategies and English academic achievement of Grade 12 students according to gender. Moreover, the findings indicate that there was a significant difference in the use of English learning strategies for learning English as a foreign language according to the gender of Grade 12.

Recommendations for teachers, school administrators and future researchers are provided in the study.

Field of Study: Curriculum and Instruction **Student’s signature**.....

Graduate School of Human Sciences **Advisor’s signature**

Academic Year 2021



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LIST OF ABBREVIATIONS

EFL	Learning English as a Foreign Language
LLS	Language Learning Strategies
L2	Second Language
NCEE	National College Entrance Examination
NEAA	National Education Examinations Authority
SILL	Strategy Inventory for Language Learning



CHAPTER I

INTRODUCTION

This chapter presents the background of the study, statement of the problem, research questions, research objectives, research hypotheses, theoretical framework, conceptual framework, scope of the study, then follows definitions of terms and significance of the study.

Background of the Study

English language is an important carrier of communication, it is a channel which people can understand different cultures and deeply communicate with each other, it has been widely spread and applied nowadays, especially in the international occasion. China is one of the countries covered by a giant population in the world, the needs of English language skill is increasing. In China, English as a foreign language (EFL) has been conducted in education more than one century. English as one of the three major subjects of senior high school, it plays an essential role in the study and the high school students always pay much attention to it. However, students often encounter some obstacles during studying English, since the students are confronting with differences in cultural background and lacking of language environment. Most students of senior high school not only have low interests, but also have problems in English learning.

There are no doubts that many of experts and teachers who are involved in foreign language paid a lot of time and efforts on searching for effective methods to teach English, but with little success. English learning is a complex process, the factors influencing English learning are various as well. In the early 1980s, a lot of researches on learning strategies have been done from several aspects by experts and scholars. According to Wen (1996), there is no significant

correlation between gender and academic performance. However, Wu (1993) stated that females are good at using English learning strategies much better than males. There is currently no unified conclusion on this issue. In recent years, more and more researchers focus on the learners' individual factors to explore that how to improve English language learning. The researchers paid much attention to the language learners' differences in the learning concept, learning motivation, learning strategies, personality, intelligence, gender etc. In these non-intelligence factors, learning strategies is believed to be one of the most important factors of affecting foreign language learning, which has been the research subjects for educators and psychologists. (Oxford, 1989; Ellis, 1999; Cohen, 2000; O' Malley & Chamot, 2001; Wen, 2003).

The National English Curriculum Standard (2017) in China stated that teachers should develop students' English disciplinary-based core qualities, which consists of language ability, cultural awareness, moral quality and learning ability. Learning ability refers to students who can apply their own use of English learning strategies to learn and use it to improve learning and learning efficiency.

Recently, the individual differences in students' learning outcomes have become increasingly popular among researchers. Many studies have been done to find out the factors that might affect students learning proficiency, however, the present studies on correlation among senior high school students' use of English learning strategies and English academic achievement according to gender is insufficient. To deeply get to know and acquire effective learning strategies of learning English for the students, the researcher conducts the present study at the target school.

Statement of the Problem

Over the years, there is an increasing attention in English language teaching and learning in most schools in China. The target school as one of public high schools in remote China has also paid much attention on English language teaching and learning.

According to the researcher's observation, the current problems have been found at the target school included very academic achievement seems not very high and exist in differences between male and female students. Regarding what factors may affect students English learning and how those influence students' learning achievement. As to the importance of gender variable, although, many researchers hold the opinion that it is an inessential factor in language learning. But it still being a factor that possibly affect learning, as Vandergrift (1996) admitted that gender could possibly be a factor on the employing of learning strategy. Oxford (1989) stated that gender and as determinants of strategy use. Obviously, gender has been explored as one of factors that might affect the students' English proficiency. However, there are less studies on the relationship, difference between the use of English learning strategies and academic achievement based on gender at present at the target school.

The researcher believed that the main problem can be rooted in the uncertainty of students' use of English learning strategies towards gender difference.

The researcher would like to conduct a research study to determine the relationship between the use of English learning strategies and English academic achievement according to gender. It also hoped to find out the difference by comparing the use of English learning strategies and English academic achievement according to gender.

Research Questions

Based on the discussions above, the research questions for this study are as follows:

1. What is the level of the use of English learning strategies for learning English as a foreign language of male students of Grade 12 at the public high school in Yunnan province, China?
2. What is the level of the use of English learning strategies for learning English as a foreign language of female students of Grade 12 at the public high school in Yunnan province, China?
3. What is the level of English academic achievement for learning English as a foreign language of male students of Grade 12 at the public high school in Yunnan province, China?
4. What is the level of English academic achievement for learning English as a foreign language of female students of Grade 12 at the public high school in Yunnan province, China?
5. Is there a significant relationship between the use of English learning strategies and English academic achievement for learning English as a foreign language according to the male students of Grade 12 at the public high school in Yunnan province, China?
6. Is there a significant relationship between the use of English learning strategies and academic achievement for learning English as a foreign language according to the female students of Grade 12 at the public high school in Yunnan province, China?
7. Is there a significant difference in the use of English learning strategies for learning English as a foreign language according to the gender of Grade 12 students at the public high school in Yunnan province, China?

8. Is there a significant difference in English academic achievement for learning English as a foreign language according to the gender of Grade 12 students at the public high school in Yunnan province, China?

Research Objectives

The research objectives are as follows:

1. To determine the level of the use of English learning strategies for learning English as a foreign language of male students of Grade 12 at the public high school in Yunnan province, China.
2. To determine the level of the use of English learning strategies for learning English as a foreign language of female students of Grade 12 at the public high school in Yunnan province, China.
3. To determine the level of English academic achievement for learning English as a foreign language of male students of Grade 12 at the public high school in Yunnan province, China.
4. To determine the level of English academic achievement for learning English as a foreign language of female students of Grade 12 at the public high school in Yunnan province, China.
5. To determine whether there is a significant relationship between the use of English learning strategies and English academic achievement for learning English as a foreign language according to the male students of Grade 12 at the public high school in Yunnan province, China.
6. To determine whether there is a significant relationship between the use of English learning strategies and English academic achievement for learning

English as a foreign language according to female students of Grade 12 at the public high school in Yunnan province, China.

7. To determine if there is a significant difference in the use of English learning strategies for learning English as a foreign language according to the gender of Grade 12 students at the public high school in Yunnan province, China.
8. To determine whether there is a significant difference in English academic achievement for learning English as a foreign language according to the gender for Grade 12 students at the public high school in Yunnan province, China.

Research Hypotheses

According to research questions and research objectives, the research hypotheses are as follows:

1. There is a significant relationship between the use of English learning strategies and English academic achievement for learning English as a foreign language according to the male students of Grade 12 at the public high school Yunnan province, China at a significance level of .05.
2. There is a significant relationship between the use of English learning strategies and English academic achievement for learning English as a foreign language according to the female students of Grade 12 at the public high school Yunnan province, China at a significance level of .05.
3. There is a significant difference in the use of English learning strategies for learning English as a foreign language according to the gender of Grade 12 students at the public high school in Yunnan province, China at a significance level of .05.

4. There is a significant difference in English academic achievement for learning English as a foreign language according to the gender of Grade 12 students at the public high school in Yunnan province, China at a significance level of .05.

Theoretical Framework

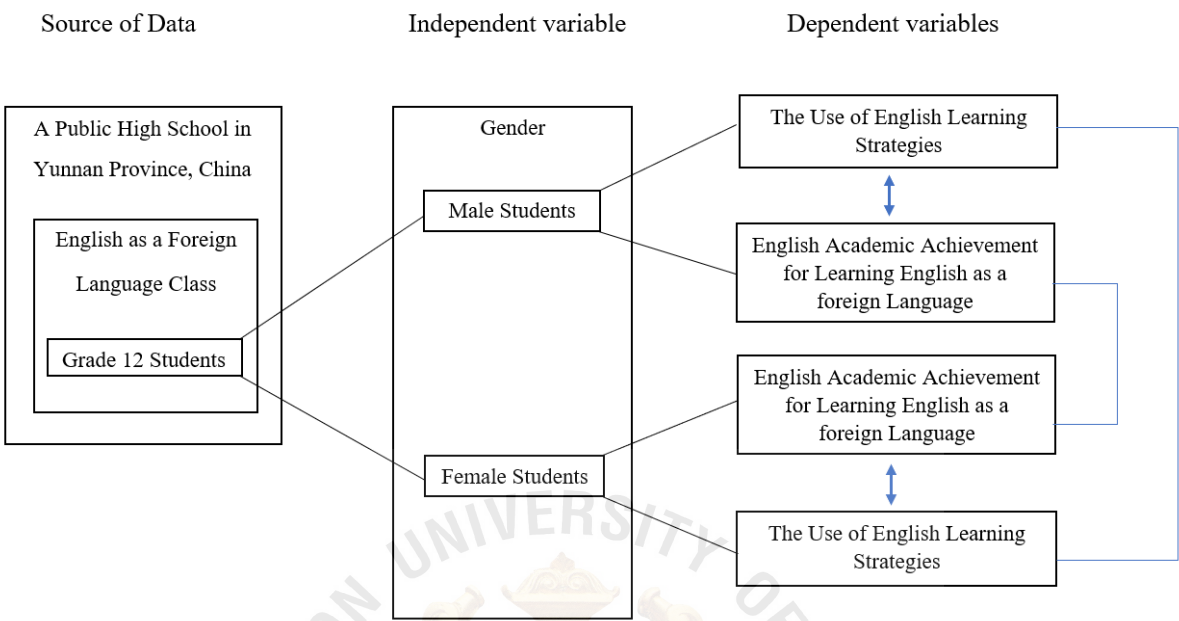
In this study, the researcher used the Second Language Learning Strategies to develop the whole framework. In this research, the researcher conducted the study by mainly focusing on Oxford's classification of learning strategies. By referring to the literature, Oxford (1990) divided language learning strategies into two main categories, direct and indirect strategies which are also subdivided into six groups. Direct strategies, which involve the new language directly, are divided into memory, cognitive and compensation strategies. Oxford (1990) stated that all of the direct strategies require mental processing of the language. Indirect strategies consist of metacognitive, affective and social strategies. Indirect strategies provide indirect support for language learning by employing different strategies such as focusing, arranging, evaluating, seeking opportunities, and lowering anxiety Oxford (1990).

Conceptual Framework

The study aims to find out the relationship and difference of the Grade 12 students' use of English language learning strategies and English academic achievement between gender of the target school. In this study, there are three main variables. Among them, gender is an independent variable, English learning strategies and English academic achievement as dependent variables.

The following figure shows the conceptual framework of this study.

Figure 1. Conceptual framework of this study.



Scope of the Study

In this research, the population was targeted the Grade 12 students who are enrolled in academic year 2020-2021 at the public high school in Yunnan province, China, total in 518 participants. The range of the study focused on the level of the use of English learning strategies and English academic achievement according to gender of Grade 12 students at the target school.

The theoretical scope is based on Oxford’s language learning strategies (1990). In this study the language learning strategies was defined by language learning strategies theory. To measure and examine it, the Strategy Inventory for Language Learning (SILL) survey questionnaire was used. SILL has been regarded as one of the most popular questionnaires to assess the level of use of language learning strategies for second language learning in the most of countries and regions. For the students’ English academic achievement, the study collected the information and grades by conducting the final English test to the target participants.

Definitions of Terms

For the purpose of the study, some main terms are defined as below.

A Public High School in Yunnan Province, China

It refers to one of the public high schools in Luchun county, Yunnan province, China which located in the further southwest of China.

English as a Foreign Language

It refers to learning English as a foreign language by non-native speakers in countries or regions where English is not the dominant language. In this research, it involves learning English as a foreign language at target school in China.

English Academic Achievement

It refers to the students' performance that have attained their short or long-term subject goals. In this study, it represents the proficiency of students' English test based on previous national college entrance English examination.

Gender

It is defined as biological differences between sexes; in this study, gender means male and female students participated in the study of the target school.

Grade 12 Students

It refers to the third year of senior high school in China. In this research, it is the specific, targeted populations that are participated in the investigation for the study.

The Use of English Learning Strategies

It refers to a specific learning skill or method that is used by students to acquire and enhance English language learning according to self-regulated habits in daily learning.

Significance of the Study

The research is based on investigating the students’ English learning strategies, students’ English academic achievement according to gender at the target school. The findings will be helpful for the following groups.

For the teachers, this research will be helpful for the teachers to understand the students’ English learning and it will provide some new potential perspectives to view English language teaching and learning. This study will provide some suggestions and potential solutions for the possible problems that might have in the current teaching and learning.

For the students, the study will be helpful to have an awareness and a sense of the importance of learning strategies for learning a second language. The findings may help students to find a proper better way to learn English and improve the current learning status.

For the school administrators, they will understand the conditions of students’ English language learning. The findings will be helpful for them to consider taking actions to assist English language teaching and learning. The school administrators will pay more attention on training the teachers professional competency, improving the comprehensive teaching quality and also students’ English learning performance.

For the future researchers, they can learn from the research and take it as a previous study, an example. Moreover, the research can inspire the future research to conduct more studies in the same field by further, deeper, more diverse way.

CHAPTER II

REVIEW OF RELATED LITERATURE

In the previous chapter, the researcher presented the research questions and objectives as well as the importance of the study. In this chapter, the researcher organizes the chapter from the following sections: First, Language learning strategies, Second, categories of language learning strategies, Third, previous study on language learning strategies and academic achievement according to gender, Fourth background of the target school, Fifth summary of the Related literature review.

Language Learning Strategies

According to studies that conducted by the previous scholars and experts, the language learning strategies have been defined vary from researcher to researcher and classified in different ways (Liu, 2006). Oxford (1990) argued that for language learners, the strategies are extremely essential since they are tools for active, self-directed involvement, which is essential for developing communicative competence. She believes that an improved proficiency and greater self-confidence will be based on the appropriate language learning strategies. In addition, Oxford (1990) explained in detail and elaborate that the learning strategies are the specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective and more transferable to new situations. She believes that foreign or second language (L2) learning strategies are specific actions, behaviors, steps, or techniques students use often consciously for improving their progress in apprehending, internalizing, and using the L2. Wenden and Rubin (1987) defined learning strategies are any sets of operations, steps, plans, routines used by the learner to facilitate the obtaining, storage, retrieval, and the use of information. Chamot (1987) stated that learning strategies are techniques, approaches or

deliberate actions that students take in order to facilitate the learning, recall of both linguistic and content area information.

Stern (1992) noted that learning strategy is dependent on the assumption that learners consciously engage in activities to achieve certain goals and learning strategies can be regarded as broadly conceived intentional directions and learning techniques. Cohen (1998) defined learning strategies are the learning processes which are consciously selected by the learner. The element of choice is important here because this is what gives a strategy its special character. These are also move which the learner is at least partially aware of, even if full attention is not being given to them. According to Cohen's view, the way of defining the learning strategies and the way of understanding consciousness is so vital for that it might make strategies distinguish from each other's learning skills. From the perspective of methods and techniques, Rigney (1978) defined the concept of learning strategies are the operations and procedures used by students to acquire, maintain, and extract a variety of knowledge and assignments. From a process perspective, Liu (1997) stated that learning strategies are the strategies to improve the effect and efficiency of learning for learners. Moreover, Liu believed that the learning strategies also are the purpose, a consciously formulated complex plan for the learning process.

Categories of Language Learning Strategies

Learning strategies that language learners employ in the process of learning a new language have been identified and described by the researchers. As a result, these strategies have been classified by many professional experts in the area of language learning (Oxford, 1990; O'Malley & Chamot, 1990; Stern, 1992; Ellis, 1994). This progress not only helped categorize strategies and link them to a variety of cognitive processing phases during language learning, but also assisted in creating instructional frameworks (Pezhman, 2012). Below O'Malley's (1985),

Rubin's (1987), Oxford's (1990), and Stern's (1992) categories of language learning strategies were handled.

The classifications of language learning strategies demonstrated as follows:

O'Malley (1985) Classification of Language Learning Strategies

O'Malley (1985) divided language learning strategies into three main categories. Metacognitive, Cognitive, and Social or Affective strategies. It is emerged from interviews with experts and novices and theoretical analyses of reading comprehension and problem solving. Metacognitive strategies is as a term to express executive function, strategies which require planning for learning, thinking about the learning process. Metacognitive strategies is involving knowing about learning, controlling learning, monitoring and evaluating the learning activity. For cognitive strategies, it has been stated that cognitive strategies involve the manipulation or transformation of the material to be learned, such as resourcing, repetition, grouping, deduction, imagery, auditory representation, key word method, elaboration, transfer, inferencing, note taking, summarizing, recombination and translation and inferencing are among the most important cognitive strategies, And Social or affective strategies have close relationship with social-mediating activity and interacting with others. Social or affective strategies mainly involve the learner in communicative interaction with another person, for example, when collaborating with peers in problem-solving exercises (Brown, 2007).

Rubin's (1987) Classification of Language Learning Strategies

Rubin, who pioneered much of the work in the field of strategies, makes the distinction between strategies contributing directly to learning and those indirectly. According to Rubin, there are three types of strategies used by learners that contribute directly or indirectly to language learning. These are learning strategies, communication strategies and social strategies. Learning strategies, which include cognitive learning strategies and metacognitive learning

strategies contribute directly to the development of the language system constructed by the learner. Communication strategies are less directly related to language learning since their focus is on the process of participating in a conversation and getting meaning across or clarifying what the speaker intended. Communication strategies are used by speakers when faced with some difficulty due to the fact that their communication ends outrun their communication means or when confronted with misunderstanding by a co-speaker. Social strategies are those activities learners engage in which afford them opportunities to be exposed to and practice their knowledge.

Oxford's (1990) Classification of Language Learning Strategies

Oxford (1990) defined the aim of language learning strategies as being oriented towards the development of communicative competence. Oxford divides language learning strategies into two main classes, direct and indirect, which are further subdivided into six groups. Direct strategies, which involve the new language directly, it consists of memory, cognitive and compensation strategies. Oxford (1990) stated that all of the direct strategies require mental processing of the language. Memory strategies are those used for storage of information, cognitive strategies are the mental strategies learners use to make sense of their learning, and compensation strategies help learners to overcome knowledge gaps to continue the communication. Indirect strategies include metacognitive, affective and social strategies. those strategies provide indirect support for language learning by employing different strategies for example, focusing, arranging, evaluating, seeking opportunities, and lowering anxiety (Oxford,1990). In Oxford's system, metacognitive strategies help learners to regulate their learning. Affective strategies are concerned with the learner's emotional requirements such as confidence, while social strategies lead to increased interaction with the target language. Language is a form of social behavior and learning it involves other people, and it is extremely important that learners employ appropriate social strategies in this process (Oxford,1990).

Stern's (1992) Classification of Language Learning Strategies

According to Stern (1992), there are five main language learning strategies: management and planning strategies, cognitive strategies, communicative experiential strategies, interpersonal strategies and affective strategies. Management and planning strategies are related with the learner's intention to direct his own learning. A learner can take charge of the development of his own program when he is helped by a teacher whose role is that of an adviser and resource person. Cognitive strategies are steps or operations used in learning or problem solving that require direct analysis, transformation, or synthesis of learning materials. Stern's cognitive strategies are like those of Rubin's, in which clarification / verification, guessing inductive inference, deductive reasoning, practice, memorization, monitoring is concluded. Communicative-experiential strategies are techniques used by learners so as to keep a conversation going, such as circumlocution, gesturing, paraphrase, or asking for repetition and explanation. The purpose of using these techniques is to avoid interrupting the flow of communication (Stern,1992). Interpersonal strategies refer to learners who should contact with native speakers and cooperate with them. Learners must become acquainted with the target culture. Affective strategies are strategies language learners employ to handle their emotional problems. Good language learners try to create associations of positive affect towards the foreign language and its speakers as well as towards the learning activities involved.

The above four taxonomies are widely accepted, used and discussed by many researchers. However, in the current study the researcher will employ Oxford's categorizing of strategies as a criterion. As Ellis (1994) pointed probably Oxford provided the most comprehensive classification of learning strategies to date. The former classification focused strategies that directly involve the target language in the sense that they require mental processing of the language (Oxford,1990). While the latter it provided indirect support for language learning through focusing, planning, evaluating, seeking opportunities, controlling anxiety, increasing

cooperation and empathy and other means (Oxford,1990). The scheme is marred by a failure to make a clear distinction between strategies directed at learning the L2 and those directed at using it; however, learning or using a L2 is not completely separated in the process of second language acquisition and furthermore the way how the specific strategies formulated organized this taxonomy is impressive (Ellis,1994).

Previous Study on the Use of Language Learning Strategies and Academic Achievement According to Gender

Since early in the 1970s, the focus of second language acquisition research has gradually shifted from studying how teachers teach to how students learn (Cohen, 1990). The study of second language learning strategies has received widespread attention, and many valuable research results have been obtained. Research and exploration by scholars from all over the world have shown that effective use of learning strategies is helpful for language learning. Learning strategies revealing individual differences in foreign language learning are of great significance (Oxford, 1990; Green & Oxford, 1995; Wu, 1993; Wen, 1996). Learning strategies can also promote students' autonomous learning (Wenden, 1991). Understanding of knowledge helps to develop individual teaching and provide guidance to teachers and students (Reid, 1998).

By referring the literature, it has been found that some empirical studies in China that are related to the research. Those studies explained that how the factors affect student's English academic achievement that English as a foreign language. However, in most of the studies, the researchers carried out their studies by focusing on motivation, learning preferences, learning styles and some other factors, but less studies have been done on the factors gender toward the use of English learning strategies and students' academic achievement.

Regarding the most previous studies about learners' choice of the use of learning strategies for second language learning based on gender, the early research was mainly carried

out the study in the aspect of physiological gender, and the researchers mainly got two aspects finding. One is the relationship between gender and the choice of language learning strategies, that is learners of different gender show different preference in the choice of the use of language learning strategies; the other is the relationship between gender and the frequency of the use of language learning strategy, it shows the frequency of the use of learning strategies is inconsistency between gender.

Studies based on choice of language learning strategies, Ehrman and Oxford (1995) found that women have a clear advantage in the use of compensation strategies. Women use more compensatory strategies such as actions and guessing in the process of language learning and communication. Women clearly outperform men in the use of four categories of language learning strategies: general learning strategies, functional practice strategies, semantic communication strategies, and self-management strategies. In a survey of language learning strategies by Vandergrift (1996), men and women have little overall differences in the use of language learning strategies, and there are differences between men and women in the use of certain learning activities or specific strategies. Women generally use a variety of different types of strategies in the process of listening activities, while men use fewer types and numbers of strategies. At the same time, it is found that women use metacognitive strategies more widely than men. Among the cognitive strategies, women use more self-evaluation strategies, and men prefer to use repetitive strategies.

Bacon and Finnemann (1992) stated that in the use of different types of learning strategies, men and women also have different trends in their level of the use of strategies. Through their investigation and analysis of the use of learning strategies, he found that men and women have great differences in the choice of learning strategies. Male start from specific problems and use more analytical strategies, and the purpose of using strategies is more prominent, while female pay more attention to the use of overall strategies in the use of learning

strategies. In terms of gender and language learning strategy use frequency, most current studies believe that females use strategies more frequently than males. Ellis (2002a) believes that frequency is an important influencing factor in the process of language acquisition.

Politzer's (1983) survey of language learning strategies among college students found that women use social and emotional strategies more frequently than men. Politzer's study did not give a relevant explanation, so the study was highly skeptical.

Oxford and Nyikos (1989) conducted research on college student groups through classroom observations and surveys. Studies have found that men and women use different strategies in language practice, conversation, and general learning strategies. Women use these strategies much more frequently than men. The analysis believes that the reason for this result is that women's social tendencies, oral communication ability and the observance of traditional norms have a lot to do.

Oxford (1993) found that among the six types of language learning strategies, only compensation strategies are not related to gender, and the others are all related to gender. In terms of memory and metacognitive strategies, girls use strategies more frequently than men, but this difference is not obvious enough. The learning strategies that are obviously different in frequency of use include cognitive strategies, affective strategies, and social strategies.

There are many factors that affect language learning strategies, including congenital, acquired, and a mixture of congenital and acquired. Gender can also have a positive or negative impact on the use of English learning strategies. At present, the research on gender and English learning strategies by Chinese scholars is still relatively scattered, and the conclusions are also no consensus (Wen & Wang, 2004)). But in summary, it is mainly reflected in the two relationships between gender and strategy choice and strategy use frequency. Gender and language, gender

and language learning, gender and learning style, gender differences in classroom teaching, gender and learning strategies are research hotspots.

Wu (2012) stated that there no gender differences in memory strategies, cognitive strategies, compensation strategies and social strategies. However, there were significant gender differences in the affective strategies, and metacognitive strategies. Female were in these three strategies higher than male in use. she concluded that female have certain advantages in language learning. Compared with male, the female was better at absorbing knowledge and nutrition from multiple channels, cultivating their interest in learning, and effectively regulating their learning emotions. In her study, there was a difference in English academic achievement according to gender, the female has higher grades than male. She argued that learning strategies have a significant role in promoting English academic performance.

Background of the Target School

The target school is one of public high schools in China, was found in 1958, with long development story. It is located in Luchun county, Honghe Hani and Yi Autonomous Prefecture, Yunnan province, which is one of remote places in China. It is the only one high school that accept high school students at the county, where the birthplace of the standard pronunciation of Hani language. The Hani minority is one of the minorities in China, Luchun county has the reputation of "Hani Homeland Ecological Green Spring". The school was built as part of the former Luchun No. 1 Middle School and high school. It was relocated to the new school site in September 2019. As the only one high school, the local education department or the state education bureau have attached great importance to the development of students and their learning conditions.

Due to the remoteness, although some learning resources, the teacher team cannot keep up with the big cities, but the teachers in the school are very respectable and responsible for

every student learning. After communicating with the teachers who helped the researcher get connected with the school, the researcher has learned that the teachers of the school often provided opportunities to learn from other excellent school or institutions. By doing this, it enriches both teachers' teaching strategies and the students' learning. Especially in terms of English language teaching and learning as a foreign language. Recent years, some newly graduated college students, who were qualified as a professional English teachers joined the school. their join made the English teacher team of the school more diversified, colorful, and individualized, the newly teacher bring new to the English class at the school, one of teacher said.

English Education in China

English had taken considerable importance of learning in China, especially since the beginning of the China's reform and opening-up in 1980s. China has strengthened ties with other countries in the world, and people also aware of the importance of English in daily life. Nowadays, many parents start to pay more attention to children's English learning, moreover, it has been taught from middle school in most areas of China and has been one of the compulsory subjects in the National College Entrance Examination (NCEE) (Zhao, 2008). National College Entrance Examination is the largest standardized educational system even in the world wide, it designed to select high school graduates for higher education in China. a-year three-day nationwide examination is held in every June, since 1997, it consists of three mandatory subjects—Chinese, Mathematics, and English. English account for 22 percent of the total score. In the final total grades, it will add one or more additional subjects from the list of six. It generally standardizes the national academic levels.

The national curriculum arranged and approved by the Ministry of Education (MOE) China has followed by the target school, there is no doubt that English as a compulsory subject in

the school. Both of teacher and students regard National College Entrance Examination very importantly, and it is also a very demanding and important exam for this high school, most students in the target high school will take the exam. English as one of the important subjects, the students will be packed with many classes each school week, they have to take English class every day, it should have at least 3 lessons, almost 2 and a half hours in a day, except that, if they have English class for evening self-study class, they may have 6 lessons in a day.

For the teaching materials, the Ministry of Education (MOE) China advocates new teaching materials to create positive conditions for teaching communicative English. The common textbook the *New standard English* is used whole high school at the target school. The textbook was organized by listening, reading, writing and speaking like most of language books. Unfortunately, in the most English classes, speaking is ignored more or less by both the teachers and students. With things go on like this, the students have learned dumb English or mute English, which means, even the students can understand when look at a word or a sentence, but cannot speak it out. Especially, for the Grade 12 students, there is much time, energy focus on preparation for the National College Entrance Examination. During the class, both the teachers and students would like to put more attention on listening, reading, and writing practices get improved, great academic achievement.

Summary of the Related Literatures

Language learning strategies is essential for every language learner, especially for those who learn the second language, the way how to understand and define it will influence what learning strategies you might have mastered. By referring to the literatures, many research findings about the language learning strategies constantly showed the close relationship between the use of language learning strategies and the learning achievement based on gender difference. In the chapter, the researcher presents some concepts and development of language learning

strategies combines the former researchers’ view with her own understanding, and lists the different classifications of language learning strategies from different researchers. In addition, the researcher presents and sorts out some previous studies on language learning strategies and academic achievement based on gender. Finally, briefly introduces the target high school itself and its current English teaching and learning situation. In the following chapter, chapter 3, the researcher will present the research methodology and procedures of the study.



CHAPTER III

RESEARCH METHODOLOGY

In this chapter the researcher presents and elaborates the research methodology used in the study, the section including the research design, population and sample of the participants, research instruments, data collection process, data analysis and a brief summary of the whole research process.

Research Design

The current study is conducted with correlational-comparative design. The main objectives of this study are to determine if there is significant relationship and difference between the level of the use of English learning strategies and English academic achievement for learning English as a foreign language according to the gender of Grade 12 students at the public high school in Yunnan province, China.

Two research instruments were used in this research to address the research objectives. The level of the use of English Learning Strategies was measured by the Strategy Inventory for Language Learning Survey (SILL) questionnaire and the English academic achievement was measured by final English exam which created by National College Entrance Examination (NCEE). The collected data had been analyzed through descriptive statistics, means, standard deviations. Then, the Correlational analysis (Pearson's correlation coefficient) and independent samples t-test) were used to test the research hypotheses.

Population

The population of the study were 518 students of Grade 12 studying at the public high school in Yunnan province, China, academic year 2020-2021. Table 1 presents the numbers of the population by class and gender.

Sample

The sample of the research was the population sample comprised of all 518 students enrolled in Grade 12 at the public high school in Yunnan province, China. The total sample size of the population who participated in the study was as Table 1 shows:

Table 1

Numbers of Students of Grade 12 Used in the Study

Class	Male	Female	Sample
Class 1	26	27	53
Class 2	26	26	52
Class 3	26*	25	51
Class 4	25	26	51
Class 5	27	26	53
Class 6	27	27	54
Class 7	27	26	53
Class 8	26	25	51
Class 9	25	25	50
Class 10	24	26	50
Total	259	259	518

Research Instrument

In this study, two research instruments were used, the first is the Strategy Inventory for Language Learning Survey (SILL) questionnaire, the second is the National College Entrance Examination (NCEE). The SILL questionnaire was adapted to measure the students’ the use of learning strategies for learning English as a foreign language by collecting data from the sample in questionnaire method. For the Examination, the National College Entrance Examination of English (NCEE) was used to measure student’s level of the English academic achievement.

Strategy Inventory for Language Learning Survey (SILL) Questionnaire

The Strategy Inventory for Language Learning Survey (SILL) questionnaire consists of two sections. First, the basic information of the respondents to check gender and grades. Second, use of English language learning strategies. The questionnaire is comprised of 50 items. It consists of six parts, according to Oxford’s classifications (1990). Part I consists of 9 items which measured memory strategies in learning EFL adapted from, Part II consist of 14 items which is used to measure cognitive learning strategies, Part III consists of 6 items which is used to measure compensation strategies, Part IV consists of 9, which is to used measure metacognitive strategies, Part V consists of 6 items, which is used to measure affective strategies, Part VI consists of 6 items, which is used to measure social strategies. The following Table 2 describes the subscales and numbers of items in SILL.

Table 2

Subscales and Numbers of Items in SILL Questionnaire

Subscales	№ of each item for each component	Total number of items for each component
Memory Strategies	9	1-9

(Continued)

(Continued)

Subscales	№ of each item for each component	Total number of items for each component
Cognitive Strategies	14	10-23
Compensation Strategies	6	24-29
Metacognitive strategies	9	30-38
Affective strategies	6	39-44
Social strategies	6	45-50
Total	50	1-50

The questionnaire was used 5-point Liker scale to assess the mean and standard deviation of the items for English learning strategies. The scores range from 1, being “never or almost never true of me” and 5, being “always or almost always true of me”. The following Table 3 reveals the specific interpretations and scores of the SILL.

Table 3

Scores and Interpretations for the SILL Questionnaire

Agreement level	Scores	Scales	Interpretation
Always or almost always true of me	5	4.5 -5.0	Very High
Usually true of me	4	3.5-4.4	High
Somewhat true of me	3	2.5-3.4	Medium
Usually not true of me	2	1.5-2.4	Low
Never or almost never true of me	1	1.0-1.4	Very Low

Validity and Reliability of (SILL Questionnaire)

The SILL Questionnaire which was developed by Oxford (1990) has been widely used in the studies of foreign language learning field, especially in the countries where learning English as a foreign language. According to Lai (2005), the SILL has good predictive validity and is a highly reliable instrument to use for studies of foreign language learning strategies. Oxford (1999) reported the range of Cronbach alpha coefficients of internal consistency of the SILL questionnaire as .89 to .90 in English and the other language versions, the SILL questionnaire was translated into many languages, such as Korean, Japanese as well as Chinese. In this study, the translation approval for Chinese was not provided by the researcher, since the original Chinese translation vision was used directly from recent previous researchers. The Chinese vision was accepted by many researchers in China. Moreover, A recent Alpha values of the six categories of learning strategies alpha test presented below, which reported by Ranjeeva R et al. (2020). The detail is shown Table 4.

Table 4

The Cronbach’s Alpha test of Strategy Inventory for Language Learning Questionnaire

	Numbers of items	Cronbach’s Alpha
SILL (overall)	50	0.89
Memory strategies	9	0.65
Cognitive strategies	14	0.74
Compensation strategies	6	0.65
Metacognitive strategies	9	0.84
Affective strategies	6	0.60
Social strategies	6	0.72

Validity and Reliability of National College Entrance Examination of English (NCEE)

The National College Entrance Examination is the largest standardized educational system in China. The examination items are based on criteria of English subject test made by NEEA. The test has been frequently administered through the years as an assessment method by the NEEA. Table 5 presents the components and items included in the English examination of National College Entrance.

Table 5

Items of National College Entrance Examination of English

Contents	Items	Scores
Listening	20	30
Reading	20	40
Language comprehension	30	45
Writing	2	35
Total	72	150

Table 6 shows the score interpretation of the National College Entrance Examination of English.

Table 6

Score Interpretation of National College Entrance Examination of English

Scores	Interpretation
135-150	Excellent
120-134	Good
105-119	Fairly good
90-104	Satisfactory
<89	Poor

Collection of Data

To be able to collect data for the study, the researcher requested permission and obtained the approval from the target school in February 2021. Because of the researcher still stay in Thailand and as well as the serious COVID-19 pandemic, she didn’t go to school in person but published the SIIL questionnaire in an online platform and asked some teachers for help at the target school to collect the data. A total of 518 survey questionnaires were distributed to the ten classes of Grade 12 students at the target high school in Yunnan, China. For the questionnaire, the total of 518 was received, 259 from male students, 259 from female students.

Table 7

Timeline for Data Collection Process of This Study

Date	Data analysis
February 2021-March 2021	Keep developing Chapter I, II and III
June 2021- July 2021	Thesis proposal defense
August 2021	Distribute and collect questionnaire to 518 students at the target school
January 2022	Do the thesis Final defense

Data Analysis

Based on the research objectives, the following statistical methods were used to analyze the present study.

Table 8 illustrates the specific method to address each research objective.

Table 8

Data Analysis Method to Address the Per Specific Research Objectives

Research objectives	Data analysis
1. To determine the level of the use of English learning strategies for learning English as a foreign language of male students of Grade 12 at the public high school in Yunnan province, China	Descriptive statistics (mean and standard deviation)
2. To determine the level of the use of English learning strategies for learning English as a foreign language of female students of Grade 12 at the public high school in Yunnan province, China.	Descriptive statistics (mean and standard deviation)
3. To determine the level of English academic achievement for learning English as a foreign language of male students of Grade 12 at the public high school in Yunnan province, China.	Descriptive statistics (mean and standard deviation)
4. To determine the level of English academic achievement for learning English as a foreign language of female students of Grade 12 at the public high school in Yunnan province, China.	Descriptive statistics (mean and standard deviation)
5. To determine whether there is a significant relationship between the use of English learning strategies and English academic achievement for learning English as a foreign language according to male students of Grade 12 at the public high school in Yunnan province, China	Correlational analysis (Pearson’s correlation coefficient)

(Continued)

(Continued)

Research objectives	Data analysis
6. To determine whether there is a significant relationship between the use of English learning strategies and English academic achievement for learning English as a foreign language according to female students of Grade 12 at the public high school in Yunnan province, China	Correlational analysis (Pearson’s correlation coefficient)
7. To determine if there is a significant difference in the use of English learning strategies for learning English as a foreign language according to gender of Grade 12 students at the public high school in Yunnan province, China.	Independent samples <i>t</i> -test
8. To determine if there is a significant difference in English academic achievement for learning English as a foreign language according to the gender of Grade 12 students at the public high school in Yunnan province, China.	Independent samples <i>t</i> -test

Summary of the Research Process

Summary of the research process is presented in Table 9 below.

Table 9

Summary of the Research Process for This Study

Research Objectives	Source of Data or Sample	Data Collection Method or Research Instrument	Method of Data Analysis
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(Continued)

(Continued)

1.	To determine the level of the use of English learning strategies for learning English as a foreign language of male students of Grade 12 at the public high school in Yunnan province, China	259 students of Grade 12 at the public high school in Yunnan province, China	The use of English learning strategies for Learning English as a Foreign Language Questionnaire Developed by Oxford (1990)	Mean and standard deviation
2.	To determine the level of the use of English learning strategies for learning English as a foreign language of female students of Grade 12 at the public high school in Yunnan province, China	259 students of Grade 12 at the public high school in Yunnan province, China	The use of English learning strategies for Learning English as a Foreign Language Questionnaire Developed by Oxford (1990)	Mean and standard deviation
3.	To determine the level of English academic achievement for learning English as a foreign language of male students of Grade 12 at the public high school in Yunnan province, China.	259 students of Grade 12 at the public high school in Yunnan, province, China	Final English Test	Mean and standard deviation
4.	To determine the level of English academic achievement for learning English as a foreign language of female students of Grade 12 at the public high school province, China.	259 students of Grade 12 at the public high school in Yunnan, province, China	Final English Test	Mean and standard deviation

(Continued)

(Continued)

Research Objectives	Source of Data or Sample	Data Collection Method or Research Instrument	Method of Data Analysis
5. To determine whether there is a significant relationship between the use of English learning strategies and English academic achievement for learning English as a foreign language according to male students of Grade 12 at the public high school in Yunnan province, China	259 students of Grade 12 at the public high school in Yunnan province, China	The use of English learning strategies for Learning English as a Foreign Language Questionnaire Developed by Oxford (1990) Final English Test	Correlational analysis (Pearson's correlation coefficient)
6. To determine whether there is a significant relationship between the use of English learning strategies and English academic achievement for learning English as a foreign language according to female students of Grade 12 at the public high school in Yunnan province, China.	259 students of Grade 12 at the public high school in Yunnan province, China	The use of English learning strategies for Learning English as a Foreign Language Questionnaire Developed by Oxford (1990) Final English Test	Correlational analysis (Pearson's correlation coefficient)
7. To determine if there is a significant difference in the use of English learning strategies for learning English as a foreign language according to gender of Grade 12 students at the public high school in Yunnan province, China.	518 students of Grade 12 at the public high school in Yunnan province, China	The use of English learning strategies for Learning English as a Foreign Language Questionnaire Developed by Oxford (1990)	Independent samples <i>t</i> -test

(Continued)

(Continued)

Research Objectives	Source of Data or Sample	Data Collection Method or Research Instrument	Method of Data Analysis
8. To determine if there is a significant difference in English academic achievement for learning English as a foreign language according to the gender of Grade 12 students at the public high school in Yunnan province, China.	518 students of Grade 12 at the public high school in Yunnan province, China	Final English Test	Independent samples <i>t</i> -test

In this chapter, the researcher presented the research design, population, sample, research instrument, data collection, data analysis, and the summary of the research process of this study. In next chapter, the researcher will report the findings of the current quantitative research study of Grade 12 students’ level of English strategies for learning English as a foreign language and their English academic achievement according to gender at the public high school in Yunnan province, China.

CHAPTER IV

RESEARCH FINDINGS

In the previous chapter, Chapter 3, the researcher presented the research design, population, sample, research instruments, data collection, data analysis, and the summary of the research process of the study. In the chapter 4, the researcher presents the findings obtained from the conduction of questionnaire of all grade 12 students at a Public High school in Yunnan province, China. The findings below were based on the analysis of collected data of Grade 12 students' use of English learning strategies and their English academic achievement for learning English as a foreign language at the target school. A total of 518 Grade 12 students participated in the survey. All the findings are presented and reported as follows.

Main Findings

In this section, the research presents and reports the main findings of the study according to the research objectives.

Findings of Research Objective 1

The research objective 1 was to determine the level of the use of English learning strategies for learning English as a foreign language of male students of Grade 12 at the public high school in Yunnan province, China. As introduced in Chapter 3, the level of the use of English learning strategies was measured by the Strategy Inventory for Language Learning Survey (SILL), which was developed by Oxford in 1990. The researcher used descriptive statistics to measure and determine the Research Objective 1. Below Table 10 shows the mean

scores, standard deviations and interpretations of the overall use of the English learning strategies for learning English as a foreign language of male students of Grade 12.

Table 10

Mean Scores, Standard Deviations and Interpretations of the Use of the English Learning Strategies for Learning English as a Foreign Language of Male Students of Grade 12

Learning strategies	Male		
	<i>M</i>	<i>SD</i>	Interpretation
Memory strategies	2.79	.84	Medium
Cognitive strategies	3.04	.92	Medium
Compensation strategies	2.93	1.00	Medium
Metacognitive strategies	3.06	.92	Medium
Affective strategies	3.01	.95	Medium
Social strategies	2.98	1.00	Medium
Overall	2.97	.90	Medium

As presented above Table 10, the male students show overall medium usage of English learning strategies. The overall English learning strategies mean score presented as 2.97 and it interpreted medium usage. Below Table 11 shows the mean scores, standard deviations and interpretations of the use of the Memory Strategies for learning English as a foreign language of male students of Grade 12. In total 9 items included in memory strategies, from item1 to item 9.

Table 11

Mean Scores, Standard Deviations and Interpretations of the Use of the Memory Strategies for Learning English as a Foreign Language of Male Students of Grade 12

Item NO.	Item statement	M	SD	Interpretation
1	I think of relationships between what I already know and new things I learn in English.	1.00	.00	Very low
2	I use new English words in a sentence so I can remember them.	2.96	1.08	Medium
3	I connect the sound of a new English word and an image or picture of the word to help me remember the word.	3.01	1.16	Medium
4	I remember a new English word by making a mental picture of a situation in which the word might be used.	2.96	1.08	Medium
5	I use rhymes to remember new English words.	2.97	1.22	Medium
6	I use flashcards to remember new English words.	3.04	1.14	Medium
7	I physically act out new English words.	2.97	1.14	Medium
8	I review English lessons often.	2.84	1.34	Medium
9	I remember new English words or phrases by remembering their location on the page, on the board, or on a street sign.	3.40	1.19	Medium
Overall		2.79	.84	Medium

As Table 11 shows, the mean scores, standard deviations and interpretations of the use of the Memory Strategies for learning English as a foreign language of male students of Grade 12 is roughly medium usage, except item1 *I think of relationships between what I already know and*

new things I learn in English showed very low. Below Table 12 shows the mean scores, standard deviations and interpretations of the use of the Cognitive Strategies for learning English as a foreign language of male students of Grade 12. It comprised of 14 items (item 10 to item 23).

Table 12

Mean Scores, Standard Deviations and Interpretations of the Use of the Cognitive Strategies for Learning English as a Foreign Language of Male Students of Grade 12

Item NO.	Item statement	M	SD	Interpretation
10	I say or write new English words several times.	2.74	1.31	Medium
11	I try to talk like native English speakers.	3.37	1.24	Medium
12	I practice the sounds of English.	2.98	1.15	Medium
13	I use the English words I know in different ways.	3.40	1.21	Medium
14	I start conversations in English.	3.00	1.08	Medium
15	I watch English TV shows spoken in English or go to movies spoken in English.	3.07	1.09	Medium
16	I read for pleasure in English.	3.32	1.24	Medium
17	I write notes, messages, letters, or reports in English.	2.87	1.30	Medium
18	I first skim an English passage (read over the passage quickly) then go back and read carefully.	3.03	1.21	Medium
19	I look for words in my own language that are similar to new words in English.	3.00	1.22	Medium
20	I try to find patterns in English.	3.05	1.17	Medium
21	I find the meaning of an English word by dividing it into parts that I understand.	2.79	1.28	Medium
22	I try not to translate word-for-word.	3.00	1.11	Medium

(Continued)

(Continued)

Item NO.	Item statement	M	SD	Interpretation
23	I make summaries of information that I hear or read in English.	2.97	1.32	Medium
Overall		3.04	.92	Medium

As Table 12 presented, the mean scores, standard deviations and interpretations of the use of the Cognitive Strategies for learning English as a foreign language of male students of Grade 12 showed medium usage. The Table 13 shows the mean scores, standard deviations and interpretations of the use of the Compensation Strategies for learning English as a foreign language of male students of Grade 12. It consists of 6 items (item 24 to item 29).

Table 13

Mean Scores, Standard Deviations and Interpretations of the Use of the Compensation Strategies for Learning English as a Foreign Language of Male Students of Grade 12

Item NO.	Item statement	M	SD	Interpretation
24	To understand unfamiliar English words, I make guesses.	2.91	1.38	Medium
25	When I can think of a word during a conversation in English, I use gestures.	3.04	1.21	Medium
26	I make up new words if I do not know the right ones in English.	2.84	1.32	Medium
27	I read English without looking up every new word.	2.76	1.25	Medium
28	I try to guess what the other person will say next in English.	3.30	1.24	Medium
29	I can think of an English word, I use a word or phrase that means the same thing.	2.78	1.36	Medium
Overall		2.93	1.00	Medium

As Table 13 presented above, the mean scores, standard deviations and interpretations of the use of the Compensation Strategies for learning English as a foreign language of male students of Grade 12 indicated medium usage as well. The following Table 14 shows the mean scores, standard deviations and interpretations of the use of the Metacognitive Strategies for learning English as a foreign language of male students of Grade 12. It comprised of 9 items (item 30 to item 38).

Table 14

Mean Scores, Standard Deviations and Interpretations of the Use of the Metacognitive Strategies for Learning English as a Foreign Language of Male Students of Grade 12

Item NO.	Item statement	M	SD	Interpretation
30	I try to find as many ways as I can to use my English.	3.03	1.12	Medium
31	I notice my English mistakes and I use that information to help me do better.	3.03	1.14	Medium
32	I pay attention when someone is speaking English.	3.25	1.25	Medium
33	I try to find out how to be a better learner of English.	2.97	1.13	Medium
34	I plan my schedule so I will have enough time to study English.	3.04	1.15	Medium
35	I look for people I can talk to in English.	2.93	1.13	Medium
36	I look for opportunities to read as much as possible in English.	3.31	1.28	Medium
37	I have clear goals for improving my English skills.	3.12	1.11	Medium
38	I think about my progress in learning English.	2.89	1.29	Medium
Overall		3.06	.92	Medium

According to what Table 14 presented, the mean scores, standard deviations and interpretations of the use of the Metacognitive Strategies for learning English as a foreign language of male students of Grade 12 interpreted medium. The below Table 15 shows the mean scores, standard deviations and interpretations of the use of the Affective Strategies for learning English as a foreign language of male students of Grade 12. In affective strategies 6 items included (item 39 to item 44).

Table 15

Mean Scores, Standard Deviations and Interpretations of the Use of the Affective Strategies for Learning English as a Foreign Language of Male Students of Grade 12

Item NO.	Item statement	M	SD	Interpretation
39	I try to relax whenever I feel afraid of using English.	3.00	1.17	Medium
40	I encourage myself to speak English even when I am afraid of making a mistake.	2.98	1.14	Medium
41	I give myself a reward or treat when I do well in English.	3.00	1.14	Medium
42	I notice if I am tense or nervous when I am studying or using English	3.09	1.15	Medium
43	I write down my feelings in a language learning diary.	3.03	1.17	Medium
44	I talk to someone else about how I feel when I am learning English.	3.00	1.19	Medium
Overall		3.01	.95	Medium

The above Table 15 showed that Mean scores, standard deviations and interpretations of the use of the Metacognitive Strategies for learning English as a foreign language of male students of Grade 12 was medium as well. In The following Table 16, it shows the mean scores, standard deviations and interpretations of the use of the Strategies for Social learning English as

a foreign language of male students of Grade 12. It comprised of 6 items (item 45 to item 50).

Table 16

Mean Scores, Standard Deviations and Interpretations of the Use of the Social Strategies for Learning English as a Foreign Language of Male Students of Grade 12

Item NO.	Item statement	M	SD	Interpretation
45	If I do not understand something in English, I ask the other person to slow down or say it again.	3.03	1.13	Medium
46	I ask English speakers to correct me when I talk.	3.09	1.15	Medium
47	I practice English with other students.	2.88	1.29	Medium
48	I ask for help from English speakers.	2.98	1.23	Medium
49	I ask questions in English.	2.90	1.30	Medium
50	I try to learn about the culture of English speakers.	3.01	1.26	Medium
Overall		2.98	1.00	Medium

Findings of Research Objective 2

The research objective 2 was to determine the level of the use of English learning strategies for learning English as a foreign language of female students of Grade 12 at the public high school in Yunnan province, China. As the above mentioned the level of the use of English learning strategies was measured by the Strategy Inventory for Language Learning Survey (SILL) questionnaire which is developed by Oxford in 1990. The researcher also used descriptive statistics to measure and determine the Research Objective 2. The below Table 17 shows the mean, standard deviations, and interpretations of the English learning strategies of learning English as a foreign language of female students of Grade 12.

Table 17

Mean Scores, Standard Deviations and Interpretations of the Use of the English Learning Strategies for Learning English as a Foreign Language of Female Students of Grade 12

Learning strategies	Female		
	<i>M</i>	<i>SD</i>	Interpretation
Memory strategies	3.18	.92	Medium
Cognitive strategies	3.32	.98	Medium
Compensation strategies	3.26	1.04	Medium
Metacognitive strategies	3.34	.96	Medium
Affective strategies	3.33	1.01	Medium
Social strategies	3.28	1.02	Medium
Overall	3.29	.95	Medium

As presented Table 17, the overall mean and standard deviation and interpretations of the use of the English learning strategies for learning English as foreign language of female students of Grade 12 can be interpreted medium and the mean score of overall learning strategies is 3.29. The following table 18 shows the mean and standard deviation and interpretations of the use of the Memory Strategies for learning English as foreign language of female students of Grade 12. Items components as the same as mentioned in the Research Objective 1 which was to determine the level of the use of English learning strategies for learning English as a foreign language of male students of Grade 12 at the public high school in Yunnan province, China.

Table 18

Mean Scores, Standard Deviations and Interpretations of the Use of the Memory Strategies for Learning English as a Foreign Language of Female Students of Grade 12

Item NO.	Item statement	M	SD	Interpretation
1	I think of relationships between what I already know and new things I learn in English.	2.00	.00	Low
2	I use new English words in a sentence so I can remember them.	3.31	1.13	Medium
3	I connect the sound of a new English word and an image or picture of the word to help me remember the word.	3.34	1.21	Medium
4	I remember a new English word by making a mental picture of a situation in which the word might be used.	3.31	1.24	Medium
5	I use rhymes to remember new English words.	3.25	1.18	Medium
6	I use flashcards to remember new English words.	3.28	1.20	Medium
7	I physically act out new English words.	3.35	1.25	Medium
8	I review English lessons often.	3.25	1.41	Medium
9	I remember new English words or phrases by remembering their location on the page, on the board, or on a street sign.	3.59	1.25	High
Overall		3.03	1.13	Medium

As Table 18 presented, the overall use of Memory Strategies of female students of Grade 12 students at the public high school in Yunnan province, China can be interpreted medium usage However, in some specific items, it was interpreted differently. For instance, item 1 *I think*

of relationships between what I already know and new things I learn in English indicated low usage and item 9 *I remember new English words or phrases by remembering their location on the page, on the board, or on a street sign* showed high usage. Below Table 19 the mean and standard deviation and interpretations of the use of the Cognitive Strategies (item 10 to item 23) for learning English as foreign language of female students of Grade 12.

Table 19
Mean Scores, Standard Deviations and Interpretations of the Use of the Cognitive Strategies for Learning English as a Foreign Language of Female Students of Grade 12

Item NO.	Item statement	M	SD	Interpretation
10	I say or write new English words several times.	3.15	1.43	Medium
11	I try to talk like native English speakers.	3.60	1.16	High
12	I practice the sounds of English.	3.31	1.20	Medium
13	I use the English words I know in different ways.	3.56	1.20	High
14	I start conversations in English.	3.24	1.15	Medium
15	I watch English TV shows spoken in English or go to movies spoken in English.	3.33	1.23	Medium
16	I read for pleasure in English.	3.54	1.18	High
17	I write notes, messages, letters, or reports in English.	3.17	1.37	Medium
18	I first skim an English passage (read over the passage quickly) then go back and read carefully.	3.34	1.28	Medium

(Continued)

(Continued)

Item NO.	Item statement	M	SD	Interpretation
19	I look for words in my own language that are similar to new words in English.	3.32	1.21	Medium
20	I try to find patterns in English.	3.27	1.29	Medium
21	I find the meaning of an English word by dividing it into parts that I understand.	3.23	1.34	Medium
22	I try not to translate word-for-word.	3.30	1.16	Medium
23	I make summaries of information that I hear or read in English.	3.25	1.37	Medium
Overall		3.32	.98	Medium

According to Table 19, the overall mean and standard deviation and interpretations of the use of the Cognitive Strategies for learning English as foreign language of female students of Grade 12 was interpreted medium usage. However, some specific items show high usage of Cognitive strategies by the female students at the target school of Grade 12. The items which interpreted high usage are item 11 *I try to talk like native English speakers*, item 13 *I use the English words I know in different ways* and item 16 *I read for pleasure in English*. The Table 20 below presents the overall mean and standard deviation and interpretations of the use of the Compensation Strategies (item 24 to item 29) for learning English as foreign language of female students of Grade 12.

Table 20

Mean Scores, Standard Deviations and Interpretations of the Use of the Compensation Strategies for Learning English as a Foreign Language of Female Students of Grade 12

Item NO.	Item statement	M	SD	Interpretation
24	To understand unfamiliar English words, I make guesses.	3.26	1.34	Medium
25	When I can think of a word during a conversation in English, I use gestures.	3.29	1.23	Medium
26	I make up new words if I do not know the right ones in English.	3.14	1.35	Medium
27	I read English without looking up every new word.	3.19	1.42	Medium
28	I try to guess what the other person will say next in English.	3.53	1.23	High
29	I can think of an English word, I use a word or phrase that means the same thing.	3.18	1.34	Medium
Overall		3.26	1.04	Medium

According to Table 20 above, it can be found that the overall mean and standard deviation and interpretations of the use of the Compensation Strategies for learning English as foreign language of female students of Grade 12 was medium usage. And for the specific item interpretation, the item 28 *I try to guess what the other person will say next in English* was interpreted high usage. The following Table 21 shows the mean and standard deviation and interpretations of the use of the Metacognitive Strategies (item 30 to item 38) for learning English as foreign language of female students of Grade 12.

Table 21

Mean Scores, Standard Deviations and Interpretations of the Use of the Metacognitive Strategies for Learning English as a Foreign Language of Female Students of Grade 12

Item NO.	Item statement	M	SD	Interpretation
30	I try to find as many ways as I can to use my English.	3.34	1.15	Medium
31	I notice my English mistakes and I use that information to help me do better.	3.28	1.17	Medium
32	I pay attention when someone is speaking English.	3.53	1.24	High
33	I try to find out how to be a better learner of English.	3.25	1.22	Medium
34	I plan my schedule so I will have enough time to study English.	3.36	1.15	Medium
35	I look for people I can talk to in English.	3.33	1.21	Medium
36	I look for opportunities to read as much as possible in English.	3.61	1.23	High
37	I have clear goals for improving my English skills.	3.27	1.16	Medium
38	I think about my progress in learning English.	3.13	1.31	Medium
Overall		3.34	.96	Medium

As Table 21 shows, the overall mean and standard deviation and interpretations of the use of the Metacognitive Strategies for learning English as foreign language of female students of Grade 12 was interpreted medium usage. However, the item 32 *I pay attention when someone is speaking English* and item 36, *I look for opportunities to read as much as possible in English* were interpreted high usage. The below Table 22, it presents the overall mean and standard

deviation and interpretations of the use of the Affective Strategies (item 39 to item 44) for learning English as foreign language of female students of Grade 12.

Table 22

Mean Scores, Standard Deviations and Interpretations of the Use of the Affective Strategies for Learning English as a Foreign Language of Female Students of Grade 12

Item NO.	Item statement	M	SD	Interpretation
39	I try to relax whenever I feel afraid of using English.	3.32	1.20	Medium
40	I encourage myself to speak English even when I am afraid of making a mistake.	3.39	1.23	Medium
41	I give myself a reward or treat when I do well in English.	3.31	1.17	Medium
42	I notice if I am tense or nervous when I am studying or using English	3.36	1.17	Medium
43	I write down my feelings in a language learning diary.	3.35	1.23	Medium
44	I talk to someone else about how I feel when I am learning English.	3.29	1.22	Medium
Overall		3.33	1.01	Medium

As Table 22 presented, the overall mean and standard deviation and interpretations of the use of the Affective Strategies for learning English as foreign language of female students of Grade 12 was medium usage. The below Table 23 presents the overall mean and standard deviation and interpretations of the use of the Social Strategies (item 45 to item 50) for learning English as foreign language of female students of Grade 12.

Table 23

Mean Scores, Standard Deviations and Interpretations of the Use of the Social Strategies for Learning English as a Foreign Language of Female Students of Grade 12

Item NO.	Item statement	M	SD	Interpretation
45	If I do not understand something in English, I ask the other person to slow down or say it again.	3.33	1.21	Medium
46	I ask English speakers to correct me when I talk.	3.31	1.14	Medium
47	I practice English with other students.	3.17	1.37	Medium
48	I ask for help from English speakers.	3.32	1.17	Medium
49	I ask questions in English.	3.12	1.38	Medium
50	I try to learn about the culture of English speakers.	3.45	1.21	Medium
Overall		3.28	1.02	Medium

According to Table 23, it can be indicated that the overall mean and standard deviation and interpretations of the use of the Social Strategies for learning English as foreign language of female students of Grade 12 was medium usage.

Findings of Research Objective 3

The research objective 3 was to determine to determine the level of English academic achievement for learning English as a foreign language of male students of Grade 12 at the public high school in Yunnan province, China. The researcher used descriptive statistics to measure and determine the Research Objective 3. Table 24 shows the mean, standard deviations, and interpretations of English academic achievement for learning English as a foreign language of male students of Grade 12.

Table 24

Mean Scores, Standard Deviations and Interpretations of English Academic Achievement for Learning English as a Foreign Language of Male Students of Grade 12

Variable	Male		Interpretation
	<i>M</i>	<i>SD</i>	
Student			
English academic achievement	106.44	18.08	Fairly good

As the Table 24 presented, the mean, standard deviations, and interpretations of English academic achievement for learning English as a foreign language of male students of Grade 12 was interpreted fairly good, the mean is 106.44, the standard deviation is 18.08.

Findings Research Objective 4

The research objective 4 was to determine the level of English academic achievement for learning English as a foreign language of female students of Grade 12 at the public high school in Yunnan province, China. As the above research objective 3, the researcher also used descriptive statistics to measure and determine the Research Objective 4. The below Table 25 shows the mean, standard deviations, and interpretations of English academic achievement for learning English as a foreign language of female students of Grade 12.

Table 25

Mean Scores, Standard Deviations and Interpretations of English Academic Achievement for Learning English as a Foreign Language of Female Students of Grade 12

Variable	Female		
	M	SD	Interpretation
Student			
English academic achievement	113.85	19.40	Fairly good

According to table 25 presented above, the mean, standard deviations, and interpretations of English academic achievement for learning English as a foreign language of female students of Grade 12 was interpreted fairly good as well. The mean is 113.85, and the standard deviation is 19.40.

Findings of Research Objective 5

The Research Objective 5 was to determine whether there is a significant relationship between the use of English learning strategies and English academic achievement for learning English as a foreign language according to male students of Grade 12 at the public high school in Yunnan province, China. To measure the research objective, the correlational analysis (Pearson’s correlation coefficient) used. The main findings as below Table 26 shows.

Table 26

Results of Correlations Between the Use of English Learning Strategies and English Academic Achievement for Learning English as a Foreign Language of Male Students of Grade 12

		English learning strategies
Student English academic achievement	Pearson Correlation	.532**
	Sig. (2-tailed)	.000
	N	259

** $p < .001$.

According to Table 26, it can be identified that it has significant relationship between the use of English learning strategies and English academic achievement for learning English as a foreign language according to male students of Grade 12 at the public high school in Yunnan province, China at a significance level of .05. The results show that the use of English learning strategies and English academic achievement for learning English as a foreign language according to male students of Grade 12 were significantly correlated $r = .532, p < .001$.

Research Objective 6

The Research Objective 6 is to determine whether there is a significant relationship between the use of English learning strategies and English academic achievement for learning English as a foreign language according to female students of Grade 12 at the public high school in Yunnan province, China. To measure the research objective, the correlational analysis (Pearson’s correlation coefficient) used. The main findings as below Table 27 shows.

Table 27

Results of Correlations Between the Use of English Learning Strategies and English Academic Achievement for Learning English as a Foreign Language of Female Students of Grade 12

		English learning strategies
Student English academic achievement	Pearson Correlation	.586** (< .001)
	Sig. (2-tailed)	.000
	N	259

** $p < .001$.

Table 27 indicates that is has significant relationship between the use of English learning strategies and English academic achievement for learning English as a foreign language according to female students of Grade 12 at the public high school in Yunnan province, China at a significance level of .05. The results reveal that the use of English learning strategies and English academic achievement for learning English as a foreign language according to female students of Grade were significantly correlated $r=.586, p<.001$.

Research Objective 7

The Research Objective 7 is to determine whether there is a significant difference in the use of English learning strategies for learning English as a foreign language according to the gender of Grade 12 students at the public high school in Yunnan province, China. The research objectives measured by using independent samples t -test. Below Table 28 reveals the main results.

Table 28

Comparison of the Mean Scores and Standard Deviations of English Learning Strategies for Learning English as a Foreign Language of Grade 12 students According to Gender

Gender	n	M	SD	t
Male	259	2.97	.90	-3.868
Female	259	3.29	.95	

Table 28 presents the results of the use of English learning strategies at target school according to the independent samples *t*-test analysis. The result shows the level of the use of English learning strategies of female students ($M = 3.29, N = 259$) significantly higher than the level of the use of English learning strategies of male students ($M = 2.97, N = 259$). $t (-3.868), p = .000$, two-tailed. which was less than .05, to summarize, there is a significant difference in the use of English learning strategies for learning English as a foreign language according to the gender of Grade 12 students at the public high school in Yunnan province, China.

Research Objective 8

Research Objective 8 is to determine whether there is a significant difference in English academic achievement for learning English as a foreign language according to the gender of Grade 12 students at the public high school in Yunnan province, China. The researcher used independent samples *t*-test to measure the research objective as well. Table 29 presents the main results.

Table 29

Comparison of the Mean Scores and Standard Deviations of English Academic Achievement for Learning English as a Foreign Language of Grade 12 students According to Gender

Gender	n	M	SD	t
Male	259	106.44	18.08	-4.498
Female	259	113.85	19.04	

Table 29 indicates the results of the use of English learning strategies at target school according to the independent samples *t*-test analysis. The result shows the level of the use of English learning strategies of female students ($M = 113.85, N = 259$) significantly higher than the level of the use of English learning strategies of male students ($M = 106.44, N = 259$). $t (-4.498), p = .000$, two-tailed. which was less than .05, to summarize, there is a significant difference in English academic achievement for learning English as a foreign language according to the gender of Grade 12 students at the public high school in Yunnan province, China at a significance level of .05.

In this chapter, the researcher reported the main findings of the level of use of English learning strategies and English academic achievement for different gender of Grade 12 student at the target school based on descriptive statistics. Finally, the researcher presented the relationship and difference between English learning strategies and English academic achievement according to gender by using correlation analysis and independent samples *t*-test respectively. In the following chapter (Chapter V), the researcher will discuss the major findings presented above and present the conclusions from the findings, as well as some recommendations to the schools, teachers, students, and hopefully to the future researchers etc.

CHAPTER V

CONCLUSIONS, DISCUSSION, AND RECOMMENDATIONS

This chapter presents a brief summary of the study and the findings from the research Hypotheses. It also reports the conclusions from the findings, discussions about the major findings, and finally, provides some recommendations for students, teachers, administrators and future researchers.

Summary of the Study

The main purpose of the study was to determine the difference and relationship between English learning strategies and English academic achievement according to gender at a public high school in Yunnan province, China. To conduct the research, the researcher used the quantitative research design, a questionnaire which is based on Oxford's language learning strategies (Oxford, 1990) was used to collect data of the English learning strategies of Grade 12 students at a public high school in Yunnan province, China. Total in 518 participants, including 259 male and 259 female students responded to this research survey. All of the participants were enrolled the academic year 2020-2021.

The following research objectives were developed for this study.

Research Objectives

1. To determine the level of the use of English learning strategies for learning English as a foreign language of male students of Grade 12 at the public high school in Yunnan province, China.

2. To determine the level of the use of English learning strategies for learning English as a foreign language of female students of Grade 12 at the public high school in Yunnan province, China.
3. To determine the level of English academic achievement for learning English as a foreign language of male students of Grade 12 at the public high school in Yunnan province, China.
4. To determine the level of English academic achievement for learning English as a foreign language of female students of Grade 12 at the public high school in Yunnan province, China.
5. To determine whether there is a significant relationship between the use of English learning strategies and English academic achievement for learning English as a foreign language according to the male students of Grade 12 at the public high school in Yunnan province, China.
6. To determine whether there is a significant relationship between the use of English learning strategies and English academic achievement for learning English as a foreign language according to female students of Grade 12 at the public high school in Yunnan province, China.
7. To determine if there is a significant difference in the use of English learning strategies for learning English as a foreign language according to the gender of Grade 12 students at the public high school in Yunnan province, China.
8. To determine whether there is a significant difference in English academic achievement for learning English as a foreign language according to the gender for Grade 12 students at the public high school in Yunnan province, China.

To measure the level of English learning strategies, Oxford's Strategy Inventory for Language Learning (SILL) questionnaire for learning strategies (Oxford, 1990) was used. And a test, Nation College Entrance Examination of English was used to measure English academic achievement of Grade 12 students at the target school. The levels addressed by means and standard deviation based on the data analysis. The four research hypotheses were addressed by correlational analysis and independent samples *t*- test respectively. The data based on the all participants who were responding the current research.

Summary of the Findings

According to the results obtained from the data collection and analysis, the main findings as below presented.

For the Research Objective 1 and Research Objective 2, the level of the use of English learning strategies for learning English as foreign language of both of male and female students of Grade 12 at the public high school in Yunnan province, China. The findings show that the mean scores of the level of the use of English learning strategies for learning English as foreign language of both male and female students of Grade 12 were medium.

According to the research findings of Research Objective 3 and Research Objective 4, the mean scores of the level of English academic achievement for learning English as foreign language of both male and female students of Grade 12 were interpreted fairly good respectively.

According to the findings of Research Objective 5, through the correlation analysis, the finding indicates that the use of English learning strategies and English academic achievement for learning English as a foreign language according to male students of Grade 12 were significantly correlated.

According to the findings of Research Objective 6, through correlation analysis, the finding indicates that the use of English learning strategies and English academic achievement

for learning English as a foreign language according to female students of Grade 12 were also significantly correlated.

According to the findings of Research Objective 7, through comparison by independent samples *t*-test, the obtained results show that there is a significant difference in the use of English learning strategies for learning English as a foreign language according to the gender of Grade 12 students at the public high school in Yunnan province, China at a significance level of .05.

According to the findings of Research Objective 8, through comparison by independent samples *t*-test, the finding shows that there is a significant difference in English academic achievement for learning English as a foreign language according to the gender of Grade 12 students at the public high school in Yunnan province, China at a significance level of .05.

Conclusions

According to the findings from data analysis, the following conclusions were drawn.

Research Objective 1 and Research Objective 2

The findings of Research Objective 1 and Research Objective 2 indicate that the level of the use of English learning strategies for learning English as foreign language of both of male and female students of Grade 12 at the public high school in Yunnan province, China were medium. The results can be concluded that the level of English learning strategies of both male and female students of Grade 12 were not too high or low but at medium.

Research Objective 3 and Research Objective 4

The findings of Research Objective 3 and Research Objective 4 revealed that the level of English academic achievement for learning English as foreign language of both male and female students of Grade 12 were fairly good. The finding can be concluded that the level of English

academic achievement for learning English as foreign language of both male and female students of Grade 12 were not very excellent or poor, but fairly good.

Research Objective 5

The finding from Research Objective 5 revealed that there is a significant relationship between the use of English learning strategies and English academic achievement for learning English as a foreign language according to male students of Grade 12 at a public high school in China. It indicates that the use of English learning strategies and English academic achievement for learning English as a foreign language according to male students of Grade 12 were significantly correlated. It can be concluded that the level of the use of English learning strategies of male students may have some impacts on the level of the student's English academic achievement.

Research Objective 6

The finding from Research Objective 6 indicated that there is a significant relationship between the use of English learning strategies and English academic achievement for learning English as a foreign language according to female students of Grade 12 at a public high school in China. It shows the use of English learning strategies and English academic achievement for learning English as a foreign language according to female students of Grade 12 were significantly correlated. It can be concluded that that the level of the use of English learning strategies of female students may affect the level of student's English academic achievement.

Research Objective 7

The findings from Research Objective 7 indicated that there is a significant difference in the use of English learning strategies for learning English as a foreign language according to the gender of Grade 12 students at the public high school in Yunnan province, China at a

significance level of .05. It can be concluded that the frequency of the use of English learning strategies of female students and male students was different.

Research Objective 8

The findings from Research Objective 8 indicated there is a significant difference in the level of English academic achievement for learning English as a foreign language according to the gender of Grade 12 students at the public high school in Yunnan province, China at a significance level of .05. The finding revealed the level of English academic achievement of female students is different.

Discussion

In this section, it presents the discussion about the major findings of the study. It was organized as follows:

English Learning strategies for Learning English as a Foreign Language

According to the research finding, the level of use of the English learning strategies of both male and female students in overall was medium. However, the mean of use of the English learning strategies of female students was higher than male students. In addition, in some items, item 11, 13, 16 which are belong to cognitive strategies, the finding shows high usage of female students. In item 32, 36 both belong to metacognitive show that high usage of female students. The finding indicates that the female students were more often use English learning strategies. Similarly, the finding of this study match with the previous study done Liang and Yan (2018). They conducted 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. In the study, it showed that the overall level of the use of English learning strategies in both direct and in indirect was medium usage. The researchers reasoned that the English teaching model still keep traditional way at the target school and assumed that the

students even have no learning strategies use in learning, English learning under traditional method which as teacher centered, caused the situation that use of English learning strategies is medium as a whole. In addition, another study conducted by Xiao & Lynch (2017), which is on the indirect language learning strategies for learning Chinese as a foreign language used by year 7 to year 10 students at Ascot International School, in Thailand. In the study, the overall indirect learning strategies was medium. However, the metacognitive and the social language learning strategies for learning Chinese as a foreign language were high.

English Academic Achievement for Learning English as a Foreign Language

The research findings show that the level of male and female student's English academic achievement was different, the female students' academic achievement was tended to higher than male students. The student English achievement and the use of English language learning are the main factors of this study and in this study the researcher has found a significant relationship between the use of language learning strategies and student achievement in gender, as the result showed that the sig. was .000, which was less than both .05 significance level. According to the chapter 2, this study finds similar result like other previous studies of Politzer (1983), Green & Oxford (1995), Macaro (2006) where the study has been conducted on different demography and different samples.

The Correlation of Students' Level of English Learning strategies and English Achievement for Learning English as a Foreign Language according to gender

This research study examines the relationship between the use of English learning strategies and English academic achievement for learning English as a foreign language according to gender of the respondents. In this study, a significant correlation has been discovered in both male and female students. Similarly, Yang (2013) conducted a study of language learning strategies used by students learning Korean as a foreign language at Wat

Makutkasat secondary school of Thailand. The result has in common with the current study. It reported that there was a significant relationship between the use of language learning strategies and student achievement in MWMSS. According to Liu's study (2006), it was found that the use of learning strategies, student's grades and gender are all related. She also mentioned that the excellent students are better at using a variety of learning strategies to improve learning, and the students with poor grades hardly not used learning strategies. The findings in the area of language learning strategies have repeatedly demonstrated that the use of language learning strategies leads to better proficiency or achievement in mastering the target language (Lee, 2003; O'Malley & Chamot, 1990; Rahimi, 2008; Griffiths, 2003; Hong, 2006; Oxford, 1993). Similar conclusion has been reached in another study (Green & Oxford, 1995), it reported that most of successful students in language learning used more often various learning strategies. In addition, in a study by Griffiths (2003), has been discovered a strong positive correlation between learning strategy use and language achievement. The above findings from previous studies have revealed that there is a significant between English learning strategies and English academic achievement.

The Comparison of Students' Level of English Learning strategies and English Achievement for Learning English as a Foreign Language according to gender

This research study examines the difference between the use of English learning strategies for learning English as a foreign language according to gender of the sample. There was significantly difference has found of English learning strategies English according to gender, the result showed that the level of the use of English learning strategies of female students was significantly higher than the level of the use of English learning strategies of male students. It was expected based on previous studies and constructed on available literature Yang (2013). In common with the current study. The study presented that the male student has less use of language learning strategies than female usage. In addition, Green & Oxford (1995) conducted a study in the University of Puerto Rico, it presented female tend to use more learning strategies

than male. Moreover, Macaro (2006) stated that female tend to use language learning strategies more than male as well. Moreover, Liu (2006) believed that the female students generally more often used learning strategies to help to learn.

Recommendations

According to the findings of the current study, the researcher would like to provide some recommendations for students, teachers, school administrators of the target school, and for future researchers.

Recommendations for Students

The findings of this research study have shown that the use of English learning strategies and English academic achievement significantly correlated within both male and female students. It is expected that the students will benefit from the current research by realizing the importance, correlations of the use of learning strategies and academic achievement in EFL Learning. As a whole, the students can be improved in learning EFL.

The findings also have shown that the use of English learning strategies was significantly different from male and female students. In addition, the findings indicate that the use of English learning strategies and English academic achievement were significantly correlated in both male and female students. The researcher highly recommends that the students should pay more attention to the use of learning strategies in daily English learning, and try to find a good way to learn the language better.

Recommendations for Teachers

The findings of the research have indicated that the level of students' English academic achievement and English learning strategies are vary from gender of Grade 12 at the target school. According to the research, it revealed that the use of English learning strategies and

English academic achievement significantly related to each other according to both male and female students of Grade 12. The researcher highly recommends that the teachers to focus on the students English learning styles, attitudes, and also preferences. It is time to focus on how to guide the students to learn, but not only follow how the course outline look like. The teachers should not regard the proficiency performance as final goal, but should pay more attention to understand how the students feel, how they think, what to do to encourage the students to engage in English language learning more actively. The researcher believes that once the teachers put more attentions on the students' long -term development, to feel, to think how and what the students to do, everything will turn to be better.

The findings also have revealed that the frequency of use of English learning strategies of female and male students is different. The results have shown that the frequency of use of English learning strategies of female students was more. It is recommended that the teachers should develop differentiate instructions method in teaching, and become more professional to make each student engaged in each class. Each student no matter male and female, everyone has own way to learn things, but it can be shared and impacted, the teacher should have an awareness of individual difference in learning and teaching. Teachers should always prepare for changing and challenge.

Recommendations for School Administrators

The current research has indicated that the level of English academic achievement of female students and male students at the target school. The level of English academic achievement of female students is higher than male students as well. The administrators should support, encourage the teachers by providing better teaching environment, teaching materials, and teaching workshops etc.

Recommendations for Future Researchers

The current research study was a quantitative correlational-comparative research design which was developed to find the relationship between the use of English learning strategies and English academic achievement learning English as a foreign language of Grade 12 students according to gender at a public high school in Yunnan province, China. The participants of the study were just the students who are from Grade 12 at the public high school in Yunnan, China. Since the data was limited in scales, area, the researcher would like to recommend the future researcher to collect data in the different schools, different scales, different areas, to make the results more convincing, reliable, and valid. In addition, the future researchers should consider the other variables and factors, in the current study, the research just considered the use of learning strategies, academic achievement as well as proficiency performance, and gender, according to previous scholars and researchers, there still have many factors that may influence people's foreign language learning. The researcher highly recommends that the future researchers to take into considerations the other factors or variables, such as learning motivation, learning environment, learning preferences etc.

It is necessary for future researchers to conduct further research, no matter for teachers, students, administrators, and researchers. A great help will be provided in learning and teaching even in the whole education development by doing further researches.

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APPENDICES



The logo of Assumption University of Thailand is a circular emblem. It features a central shield with a crown on top. The shield is divided into four quadrants with different colors and symbols. The shield is flanked by two lions. Below the shield is a banner with the Latin motto "LABOR OMNIA VINCIT". The outer ring of the logo contains the text "ASSUMPTION UNIVERSITY OF THAILAND" at the top and "มหาวิทยาลัยอัสสัมชัญ" at the bottom, with "SINCE 1969" in the center of the bottom arc. There are small stars on either side of the bottom text.

APPENDIX A

Questionnaire based on Strategy Inventory for Learning Language (SILL)

English Vison

Dear students,

The purpose of the study is to investigate and understand the use of English learning strategies of Grade 12 students. This questionnaire is only used for corresponding the research, there is no specific right or wrong answer for each item and it will not affect any of your grades. In order to distinguish the results, please fill in your basic information truthfully. In the questionnaire, you will see some expressions about English learning. Please read it carefully and think about how well these expressions are consistent with yourself, and then fill in your own answers on the survey result form. Thank you very much for your cooperation.

Yours Sincerely

Xuan Bai

Part I: Basic Information

1. Gender (Please tick ☒ ☐)

☐ Male

☐ Female

Part II: Strategy Inventory for Language Learning (SILL)

Direction:

This form of the Strategy Inventory for Language Learning (SILL) is for students of English as a second or foreign language. You will find statements about learning English.

Please read each one and choose the response (① ② ③ ④ ⑤) that tells how true of you, the statement is on the worksheet for answering and scoring.

① Never or almost never true of me (means that the statement is very rarely true of you)

- ② Usually not true of me (means that the statement is true less than half the time)
- ③ Somewhat true of me (means that the statement is true of you about half the time)
- ④ Usually true of me (means that the statement is true more than half the time)
- ⑤ Always or almost always true of me (means that the statement is true of you almost always)

Please Answer in terms of how well the statement describes you. Do not answer how you think you should be, or what other people do. There are no right or wrong answers to these statements. Work as quickly as you can without being careless. This usually takes about 20-30 minutes to complete. If you have any questions, let the teacher know immediately.

Part A Memory strategies

1. I think of relationships between what I already know and new things I learn in English.

- ① ② ③ ④ ⑤

2. I use new English words in a sentence so I can remember them.

- ① ② ③ ④ ⑤

3. I connect the sound of a new English word and an image or picture of the word to help me remember the word.

- ① ② ③ ④ ⑤

4. I remember a new English word by making a mental picture of a situation in which the word might be used.

- ① ② ③ ④ ⑤

5. I use rhymes to remember new English words.

① ② ③ ④ ⑤

6. I use flashcards to remember new English words.

① ② ③ ④ ⑤

7. I physically act out new English words.

① ② ③ ④ ⑤

8. I review English lessons often.

① ② ③ ④ ⑤

9. I remember new English words or phrases by remembering their location on the page,
on the board, or on a street sign.

① ② ③ ④ ⑤

Part B Cognitive strategies

10. I say or write new English words several times.

① ② ③ ④ ⑤

11. I try to talk like native English speakers.

① ② ③ ④ ⑤

12. I practice the sounds of English.

① ② ③ ④ ⑤

13. I use the English words I know in different ways.

① ② ③ ④ ⑤

14. I start conversations in English.

① ② ③ ④ ⑤

15. I watch English TV shows spoken in English or go to movies spoken in English.

① ② ③ ④ ⑤

16. I read for pleasure in English.

① ② ③ ④ ⑤

17. I write notes, messages, letters, or reports in English.

① ② ③ ④ ⑤

18. I first skim an English passage (read over the passage quickly) then go back and read carefully.

① ② ③ ④ ⑤

19. I look for words in my own language that are similar to new words in English.

① ② ③ ④ ⑤

20. I try to find patterns in English.

① ② ③ ④ ⑤

21. I find the meaning of an English word by dividing it into parts that I understand.

① ② ③ ④ ⑤

22. I try not to translate word-for-word.

① ② ③ ④ ⑤

23. I make summaries of information that I hear or read in English.

① ② ③ ④ ⑤

Part C Compensation strategies

24. To understand unfamiliar English words, I make guesses.

① ② ③ ④ ⑤

25. When I can think of a word during a conversation in English, I use gestures.

① ② ③ ④ ⑤

26. I make up new words if I do not know the right ones in English.

① ② ③ ④ ⑤

27. I read English without looking up every new word.

① ② ③ ④ ⑤

28. I try to guess what the other person will say next in English.

① ② ③ ④ ⑤

29. I can think of an English word, I use a word or phrase that means the same thing.

① ② ③ ④ ⑤

Part D Metacognitive strategies

30. I try to find as many ways as I can to use my English.

① ② ③ ④ ⑤

31. I notice my English mistakes and I use that information to help me do better.

① ② ③ ④ ⑤

32. I pay attention when someone is speaking English.

① ② ③ ④ ⑤

33. I try to find out how to be a better learner of English.

① ② ③ ④ ⑤

34. I plan my schedule so I will have enough time to study English.

① ② ③ ④ ⑤

35. I look for people I can talk to in English.

① ② ③ ④ ⑤

36. I look for opportunities to read as much as possible in English.

① ② ③ ④ ⑤

37. I have clear goals for improving my English skills.

① ② ③ ④ ⑤

38. I think about my progress in learning English.

① ② ③ ④ ⑤

Part E Affective strategies

39. I try to relax whenever I feel afraid of using English.

① ② ③ ④ ⑤

40. I encourage myself to speak English even when I am afraid of making a mistake.

① ② ③ ④ ⑤

41. I give myself a reward or treat when I do well in English.

① ② ③ ④ ⑤

42. I notice if I am tense or nervous when I am studying or using English.

① ② ③ ④ ⑤

43. I write down my feelings in a language learning diary.

① ② ③ ④ ⑤

44. I talk to someone else about how I feel when I am learning English.

① ② ③ ④ ⑤

Part F Social strategies

45. If I do not something in English, I ask the other person to slow down or say

it again.

① ② ③ ④ ⑤

46. I ask English speakers to correct me when I talk.

① ② ③ ④ ⑤

47. I practice English with other students.

① ② ③ ④ ⑤

48. I ask for help from English speakers.

① ② ③ ④ ⑤

49. I ask questions in English.

① ② ③ ④ ⑤

50. I try to learn about the culture of English speakers.

① ② ③ ④ ⑤

APPENDIX B

Questionnaire based on strategy inventory for learning language (SILL)

Chinese Vison



语言学习策略查核表问卷

同学们好！

为了解高中生英语学习策略，我们设计了这份调查问卷。此问卷仅用于相应研究，结果没有对错的区分，也不会影响您的任何成绩。但为了区别结果，请您先如实填写自己的基本情况。在调查表中你会看到有关英语学习的一些表述，请仔细阅读，想一想这些表述在多大程度上与自己相符，然后在调查结果表上填上自己答案。

性别（请选择√□）

□ 男

□ 女

- ① 从来不会这样做（指该表述极少情况下与自己实际情况相符）
- ② 通常不会这样做（指该表述符合实际情况的几率低于一半）
- ③ 有时会这样做（指该表述在一般情况下符合实际情况）
- ④ 通常会这样做（指该表述符合实际情况的几率超过一半）
- ⑤ 总是会这样做（指该表述基本上总是符合实际情况）「我从来都没有或是几乎没有」表示该陈述的正确性很低。「我通常没有」表示该陈述的正确性没有超过一半。

一、记忆策略

1. 我会去思考学过的和新学的英语之间的关系。

- ①从来不 ②通常不 ③有时会 ④通常会 ⑤总是会

2. 为了记住新学的英语单字，我会试着用这些生字来造句。

- ①从来不 ②通常不 ③有时会 ④通常会 ⑤总是会

3. 我会在脑海中想出可以配合英语声音的图片或意象，以便记住某个单字。

- ①从来不 ②通常不 ③有时会 ④通常会 ⑤总是会

4. 我会在脑中制造出某个生字出现的情境，以这种方法把单字背起来。

- ①从来不 ②通常不 ③有时会 ④通常会 ⑤总是会

5. 我会使用押韵的方式来记住生字。

- ①从来不 ②通常不 ③有时会 ④通常会 ⑤总是会

6. 我会使用闪示卡来背生字。

- ①从来不 ②通常不 ③有时会 ④通常会 ⑤总是会

7. 我会把生字用肢体演出来。

- ①从来不 ②通常不 ③有时会 ④通常会 ⑤总是会

8. 我常常复习英语课程。

- ①从来不 ②通常不 ③有时会 ④通常会 ⑤总是会

9. 我会按照生字或词组出现在课本、黑板或是街道广告牌的位置，来记住生字或词组。

- ①从来不 ②通常不 ③有时会 ④通常会 ⑤总是会

二、认知策略

10. 我会重复说或写英文生字好几次。

- ①从来不 ②通常不 ③有时会 ④通常会 ⑤总是会

11. 我会想把英语说得像以英语为母语的人一样。

①从来不 ②通常不 ③有时会 ④通常会 ⑤总是会

12. 我会练习英语的发音。

①从来不 ②通常不 ③有时会 ④通常会 ⑤总是会

13. 我会把学过的英文字用在不同的方面上。

①从来不 ②通常不 ③有时会 ④通常会 ⑤总是会

14. 我会以英语开启对话。

①从来不 ②通常不 ③有时会 ④通常会 ⑤总是会

15. 我会看以英语发音的电视节目或电影。

①从来不 ②通常不 ③有时会 ④通常会 ⑤总是会

16. 我阅读英文做为休闲活动。

①从来不 ②通常不 ③有时会 ④通常会 ⑤总是会

17. 我会以英语来记笔记、讯息、书信或是报告。

①从来不 ②通常不 ③有时会 ④通常会 ⑤总是会

18. 我会先略读英语的文章(很快地把文章看过一遍)，然后再回来细看。

①从来不 ②通常不 ③有时会 ④通常会 ⑤总是会

19. 我会在我的母语里找寻和英语相同的生字。

①从来不 ②通常不 ③有时会 ④通常会 ⑤总是会

20. 我会找出英语的模式。

- ①从来不 ②通常不 ③有时会 ④通常会 ⑤总是会

21. 我会把英语拆解开来，找出自己懂的部份，藉以了解单字的意思。

- ①从来不 ②通常不 ③有时会 ④通常会 ⑤总是会

22. 我不会逐字逐句翻译。

- ①从来不 ②通常不 ③有时会 ④通常会 ⑤总是会

23. 我会把听到或是读到的英文信息做成摘要。

- ①从来不 ②通常不 ③有时会 ④通常会 ⑤总是会

三、补偿策略

24. 遇到不熟悉的英文单字，我会去猜它的意思。

- ①从来不 ②通常不 ③有时会 ④通常会 ⑤总是会

25. 在对话中，我如果想不出某个字英文怎么说，我会使用表情和动作。

- ①从来不 ②通常不 ③有时会 ④通常会 ⑤总是会

26. 如果我不知道英语该怎么说，我会自己创造新字。

- ①从来不 ②通常不 ③有时会 ④通常会 ⑤总是会

27. 阅读的过程中，我一遇到生字就马上查字典。

- ①从来不 ②通常不 ③有时会 ④通常会 ⑤总是会

28. 我会用英语试着去猜别人接着会说什么。

- ①从来不 ②通常不 ③有时会 ④通常会 ⑤总是会

29. 如果我想不起来某个英文单字，我会用别的字或词组来转述同样的意思。

- ①从来不 ②通常不 ③有时会 ④通常会 ⑤总是会

四、元认知策略

30. 我会尽量找机会练习英语。

- ①从来不 ②通常不 ③有时会 ④通常会 ⑤总是会

31. 我会注意我所犯的错误，藉此帮助自己学得更好。

- ①从来不 ②通常不 ③有时会 ④通常会 ⑤总是会

32. 当有人在说英语时，会引起我的注意。

- ①从来不 ②通常不 ③有时会 ④通常会 ⑤总是会

33. 我会想办法让自己成为更好的英语学习者。

- ①从来不 ②通常不 ③有时会 ④通常会 ⑤总是会

34. 我会好好规划时间，以便有足够的时间学英语。

- ①从来不 ②通常不 ③有时会 ④通常会 ⑤总是会

35. 我会找能用英语谈话的人练习英语。

- ①从来不 ②通常不 ③有时会 ④通常会 ⑤总是会

36. 我会尽量找机会阅读英语。

- ①从来不 ②通常不 ③有时会 ④通常会 ⑤总是会

37. 对于如何增进英语能力我有相当清楚的目标。

- ①从来不 ②通常不 ③有时会 ④通常会 ⑤总是会

38. 我会去思考我在学习英语上的进步程度。

- ①从来不 ②通常不 ③有时会 ④通常会 ⑤总是会

五、情感策略

39. 每当我感到害怕要用英语时，我会尽量放轻松。

- ①从来不 ②通常不 ③有时会 ④通常会 ⑤总是会

40. 即使我很怕会说错，我还是鼓励自己多开口说英语。

- ①从来不 ②通常不 ③有时会 ④通常会 ⑤总是会

41. 当我在英语方面有良好表现时，我会犒赏自己。

- ①从来不 ②通常不 ③有时会 ④通常会 ⑤总是会

42. 我会注意当我在研读或使用英语时是否会紧张。

- ①从来不 ②通常不 ③有时会 ④通常会 ⑤总是会

43. 我会把我的感觉记录在语言学习日记里。

- ①从来不 ②通常不 ③有时会 ④通常会 ⑤总是会

44. 当我在学英语时，我会告诉别人我的感觉。

- ①从来不 ②通常不 ③有时会 ④通常会 ⑤总是会

六、社会策略

45. 遇到听不懂的英文，我会请他放慢速度，或是再讲一次。

- ①从来不 ②通常不 ③有时会 ④通常会 ⑤总是会

46. 当我说英语时，我会请以英语为母语的人纠正我的错误。

- ①从来不 ②通常不 ③有时会 ④通常会 ⑤总是会

47. 我会和别的学生练习英语。

- ①从来不 ②通常不 ③有时会 ④通常会 ⑤总是会

48. 我会求助以英语为母语的人。

- ①从来不 ②通常不 ③有时会 ④通常会 ⑤总是

49. 我会以英语来问问题。

- ①从来不 ②通常不 ③有时会 ④通常会 ⑤总是会

50. 我会想知道英语系国家的文化。

- ①从来不 ②通常不 ③有时会 ④通常会 ⑤总是会



APPENDIX C

Example of National College Entrance Examination of English



3. What does the man do?

A. He's a tailor.

B. He's a waiter.

C. He's a

shop assistant.

4. When will the flight arrive?

A. At 18:20.

B. At 18:35.

C. At

18:50.

5. How can the man improve his article?

A. By deleting unnecessary words.

B. By adding a couple of points.

C. By correcting grammar mistakes.

第二节（共15小题；每小题1.5分，满分22.5分）

听下面5段对话或独白。每段对话或独白后有几个小题，从题中所给的A、B、C三个选项选出最佳选项。听每段对话或独白前，你将有时间阅读各个小题，每小题5秒钟；听完后，各小题将给出5秒钟的作答时间。每段对话或独白读两遍。

听第6段材料，回答第6、7题。

6. What does Bill often do on Friday night?

A. Visit his parents.

B. Go to the movies.

C. Walk along Broadway.

7. Who watches musical plays most often?

A. Bill.

B. Aarah.

C. Bill's

parents.

听第7段材料，回答第8、9题。

8. Why does David want to speak to Mike?

A. To invite him to a party.

B. To discuss a schedule.

C. To call off a meeting.

9. What do we know about the speakers?

- A. They are colleagues. B. They are close friends. C. They've never met before.

听第 8 段材料，回答第 10 至 12 题。

10. What kind of camera does the man want?

- A. A TV camera. B. A video camera. C. A movie camera.

11. Which function is the man most interested in?

- A. Underwater filming. B. A large memory. C. Auto-focus.

12. How much would the man pay for the second camera?

- A. 950 euros. B. 650 euros. C. 470 euros.

听第 9 段材料，回答第 13 至 16 题。

13. Who is Clifford?

- A. A little girl. B. The man's pet. C. A fictional character.

14. Who suggested that Norman paint for children's books?

- A. His wife. B. Elizabeth. C. A publisher.

15. What is Norman's story based on?

- A. A book. B. A painting. C. A young woman.

16. What is it that shocked Norman?

- A. His unexpected success.
B. His efforts made in vain.
C. His editor's disagreement.

听第 10 段材料，回答第 17 至 20 题。

17. Who would like to make small talk according to the speaker?

- A. Relatives. B. Strangers. C. Visitors.

18. Why do people have small talk?

- A. To express opinions. B. To avoid arguments. C. To show friendliness.

19. Which of the following is a frequent topic in small talk?

- A. Politics. B. Movies. C. Salaries.

20. What does the speaker recommend at the end of his lecture?

- A. Asking open-ended questions.
B. Feeling free to change topics.
C. Making small talk interesting.

第二部分 阅读理解（共两节，满分 40 分） Reading

第一节（共 15 小题；每小题 2 分，满分 30 分）

阅读下列短文，从每题所给的 A、B、C 和 D 四个选项中，选出最佳选项。

A

Journey Back in Time with Scholars

Classical Provence (13 days)

Journey through the beautiful countryside of Provence, France with Prof. Ori Z. Soltes. We will visit some of the best-preserved Roman monuments in the world. Our tour also includes a chance to walk in the footsteps of Van Gogh and Gauguin. Fields of flowers, tile-roofed (瓦屋顶) villages and tasty meals enrich this wonderful experience.

Southern Spain (15 days)

Spain has lovely white towns and the scent (芳香) of oranges, but it is also a treasury of ancient remains including the cities left by the Greeks, Romans and Arabs. As we travel south from Madrid with Prof. Ronald Messier to historic Toledo, Roman Merida and into Andalucia, we explore historical monuments and architecture.

China's Sacred Landscapes (21 days)

Discover the China of "past ages," its walled cities, temples and mountain scenery with Prof. Robert Thorp. Highlights (精彩之处) include China's most sacred peaks at Mount Tai and Hangzhou's rolling hills, waterways and peaceful temples. We will wander in traditional small towns and end our tour with an exceptional museum in Shanghai.

Tunisia (17 days)

Join Prof. Pedar Foss on our in-depth Tunisian tour. Tour highlights include the Roman city of Dougga, the underground Numidian capital at Bulla Regia, Roman Sbeitla and the remote areas around Tataouine and Matmata, unique for underground cities. Our journey takes us to picturesque Berber villages and lovely beaches.

21. What can visitors see in both Classical Provence and Southern Spain?

- | | |
|--------------------------|-----------------------|
| A. Historical monuments. | B. Fields of flowers. |
| C. Van Gogh's paintings. | D. Greek buildings. |

22. Which country is Prof. Thorp most knowledgeable about?

- | | | | |
|------------|-----------|-----------|-------------|
| A. France. | B. Spain. | C. China. | D. Tunisia. |
|------------|-----------|-----------|-------------|

23. Which of the following highlights the Tunisian tour?

- | | | | |
|-----------------|------------------------|--------------------------|-------------------|
| A. White towns. | B. Underground cities. | C. Tile-roofed villages. | D. Rolling hills. |
|-----------------|------------------------|--------------------------|-------------------|

B

When "Rise of the Planet of the Apes" was first shown to the public last month, a group of excited animal activists gathered on Hollywood Boulevard. But they weren't there to throw red paint

on fur-coat-wearing film stars. Instead, one activist, dressed in a full-body monkey suit, had arrived with a sign praising the filmmakers: "Thanks for not using real apes (猿)!"

The creative team behind "Apes" used motion-capture (动作捕捉) technology to create digitalized animals, spending tens of millions of dollars on technology that records an actor's performance and later processes it with computer graphics to create a final image (图像). In this case, one of a realistic-looking ape.

Yet "Apes" is more exception than the rule. In fact, Hollywood has been hot on live animals lately. One nonprofit organization, which monitors the treatment of animals in filmed entertainment, is keeping tabs on more than 2,000 productions this year. Already, a number of films, including "Water for Elephants," "The Hangover Part II" and "Zookeeper," have drawn the anger of activists who say the creatures acting in them haven't been treated properly.

In some cases, it's not so much the treatment of the animals on set in the studio that has activists worried; it's the off-set training and living conditions that are raising concerns. And there are questions about the films made outside the States, which sometimes are not monitored as closely as productions filmed in the States.

24. Why did the animal activists gather on Hollywood Boulevard?

- A. To see famous film stars.
- B. To oppose wearing fur coats.
- C. To raise money for animal protection.
- D. To express thanks to some filmmakers.

25. What does paragraph 2 mainly talk about?

- A. The cost of making "Apes."
- B. The creation of digitalized apes.
- C. The publicity about "Apes."
- D. The performance of real apes.

26. What does the underlined phrase "keeping tabs on" in paragraph 3 probably mean?

- A. Listing completely.
- B. Directing professionally.
- C. Promoting successfully.
- D. Watching carefully.

27. What can we infer from the last paragraph about animal actors?

- A. They may be badly treated.
- B. They should take further training.
- C. They could be traded illegally.
- D. They would lose popularity.

C

With the young unable to afford to leave home and the old at risk of isolation(孤独), more families are choosing to live together.

The doorway to peace and quiet, for Nick Bright at least, leads straight to his mother-in-law, she lives on the ground floor, while he lives upstairs with his wife and their two daughters.

Four years ago they all moved into a three-storey Victorian house in Bristol — one of a growing number of multigenerational families in the UK living together under the same roof. They share a front door and a washing machine, but Rita Whitehead has her own kitchen, bathroom, bedroom and living room on the ground floor.

“We floated the idea to my mum of sharing a house,” says Kathryn Whitehead. Rita cuts in: “We spoke more with Nick because I think it’s a big thing for Nick to live with his mother-in-law.”

And what does Nick think? “From my standpoint, it all seems to work very well. Would I recommend it? Yes, I think I would.”

It’s hard to tell exactly how many people agree with him, but research indicates that the numbers have been rising for some time. Official reports suggest that the number of households with three generations living together had risen from 325,000 in 2001 to 419,000 in 2013.

Other varieties of multigenerational family are more common. Some people live with their elderly parents; many more adult children are returning to the family home, if they ever left. It is said that about 20% of 25-34-year-olds live with their parents, compared with 16% in 1991. The total number of all multigenerational households in Britain is thought to be about 1.8 million.

Stories like that are more common in parts of the world where multigenerational living is more firmly rooted. In India, particularly outside cities, young women are expected to move in with their husband’s family when they get married.

28. Who mainly uses the ground floor in the Victorian house in Bristol?

A. Nick. B. Rita. C. Kathryn

D. The daughters.

29. What is Nick's attitude towards sharing the house with his mother-in-law?

A. Positive. B. Carefree. C. Tolerant.

D. Unwilling.

30. What is the author's statement about multigenerational family based on?

A. Family traditions. B. Financial reports. C. Published statistics.

D. Public opinions.

31. What is the text mainly about?

A. Lifestyles in different countries. B. Conflicts between generations.

C. A housing problem in Britain. D. A rising trend of living in the UK.

D

We are the products of evolution, and not just evolution that occurred billions of years ago. As scientists look deeper into our genes(基因), they are finding examples of human evolution in just the past few thousand years. People in Ethiopian highlands have adapted to living at high altitudes. Cattle-raising people in East Africa and northern Europe have gained a mutation(突变) that helps them digest milk as adults.

On Thursday in an article published in *Cell*, a team of researchers reported a new kind of adaptation — not to air or to food, but to the ocean. A group of sea-dwelling people in Southeast Asia have evolved into better divers. The Bajau, as these people are known, number in the hundreds of thousands in Indonesia, Malaysia and the Philippines. They have traditionally lived on houseboats; in recent times, they've also built houses on stilts(支柱) in coastal waters. "They are simply a stranger to the land," said Redney C. Jubilado, a University of Hawaii researcher who studies the Bajau.

Dr. Jubilado first met the Bajau while growing up on Samal Island in the Philippines. They made a living as divers, spearfishing or harvesting shellfish. "We were so amazed that they could stay underwater much longer than us local islanders," Dr. Jubilado said. "I could see them actually walking under the sea."

In 2011, Melissa Ilardo, then a graduate student in genetics at the University of Copenhagen, heard about the Bajau. She wondered if centuries of diving could have led to the evolution of physical characteristics that made the task easier for them. "It seemed like the perfect chance for natural selection to act on a population," said Dr. Ilardo. She also said there were likely a number of other genes that help the Bajau dive.

32. What does the author want to tell us by the examples in paragraph 1?

- A. Environmental adaptation of cattle raisers.
- B. New knowledge of human evolution.
- C. Recent findings of human origin.
- D. Significance of food selection.

33. Where do the Bajau build their houses?

- A. In valleys.
- B. Near rivers.
- C. On the beach.
- D. Off the coast.

34. Why was the young Jubilado astonished at the Bajau?

- A. They could walk on stilts all day.
- B. They had a superb way of fishing.
- C. They could stay long underwater.
- D. They lived on both land and water.

35. What can be a suitable title for the text?

- A. Bodies Remodeled for a Life at Sea
- B. Highlanders' Survival Skills
- C. Basic Methods of Genetic Research
- D. The World's Best Divers

第二节（共5小题；每小题2分，满分10分）根据短文内容，从短文后的选项中选出能填入空白处的最佳选项。选项中有两项为多余选项。

A housewarming party is a special party to be held when someone buys or moves into a new apartment or house. The person who bought the house or moved is the one who throws the party. The party is a chance for friends and family to congratulate the person on the new home. 36 And it is good time to fill the new space with love and hopefully presents.

37 Some people register a list of things they want or need for their new home at a local store or stores. Some common things people will put on a gift registry include kitchen tools like knives and things like curtains. Even if there isn't a registry, a good housewarming gift is something to decorate the new house with, like a piece of art or a plant.

38 This is often appreciated since at a housewarming there isn't a lot of food served. There are usually no planned activities like games at a housewarming party. The host or hostess of the party will, however, probably give all the guests a tour of their new home. Sometimes, because a housewarming party happens shortly after a person moves into their new home, people may be asked to help unpack boxes. 39

Housewarming parties get their name from the fact that a long time ago people would actually bring firewood to a new home as a gift. 40 Now most homes have central heating and don't use fires to keep warm.

- A. This isn't usual though.
- B. It is traditional to bring a gift to a housewarming party.
- C. You can also bring food or drinks to share with the other guests.
- D. If you're lucky enough to receive gifts, keep them in a safe place.
- E. It also gives people a chance to see what the new home looks like.
- F. The best housewarming parties encourage old friends to get together.
- G. This was so that the person could keep their home warm for the winter.

第三部分 语言知识运用（共两节，满分 45 分）Language comprehension

第一节（共 20 小题；每小题 1.5 分，满分 30 分）阅读下面短文，从短文后各题所给的 A、B、C 和 D 四个选项中，选出可以填入空白处的最佳选项。

As a businesswoman, I care deeply about my customers. But like anyone for whom you feel affection, 41 can also drive you mad. They'll come rushing in, 42 their handbags' been stolen. They'll 43 that they left it in the changing room, create havoc (混乱) and then 44 it had been in their car all the time. They'll have out half the 45 in the shop, and want the only style you don't have left in a 46 colour. I do know how upset the shop staff can get, but I try to persuade them to keep 47.

I remember the first really 48 customer we had at Covent Garden. She was 49 absolutely everything, nothing was right and I was rather 50 that she became a "regular". After a while, she 51 for the way she behaved at the beginning. She had split up with her husband the week before, was living in a flat 52, and since she'd found it too much to cope with (应对), she'd taken it out on 53 people.

That taught me a valuable 54 and I pass it on to the people who 55 in the market. Don't take it 56. If a customer is rude or difficult, just think "Maybe she's had a row with her husband. Maybe her child's not 57." Always water it down and don't let your ego (自我) get 58. If you do, you won't be able to 59 it and the whole thing develops into an unpleasant scene and that 60 everyone's day.

- | | | | |
|----------------------|--------------------|-----------------|--------------------|
| 41. A. shopkeepers | B. customers | C. salespersons | D. receptionists |
| 42. A. saying | B. pretending | C. guessing | D. replying |
| 43. A. agree | B. promise | C. imagine | D. swear |
| 44. A. forget | B. decide | C. discover | D. assume |
| 45. A. foods | B. catalogues | C. belongings | D. goods |
| 46. A. particular | B. different | C. matching | D. natural |
| 47. A. fighting | B. smiling | C. waiting | D. changing |
| 48. A. generous | B. polite | C. careless | D. difficult |
| 49. A. curious about | B. displeased with | C. patient with | D. uncertain about |

- | | | | |
|---------------------|---------------|---------------------|------------------|
| 50. A. relaxed | B. delighted | C. surprised | D. embarrassed |
| 51. A. searched | B. argued | C. prayed | D. apologized |
| 52. A. by chance | B. by herself | C. on purpose | D. on duty |
| 53. A. rude | B. such | C. other | D. lonely |
| 54. A. lesson | B. trick | C. skill | D. trade |
| 55. A. work | B. shop | C. meet | D. quarrel |
| 56. A. kindly | B. secretly | C. personally | D. casually |
| 57. A. ready | B. away | C. up | D. well |
| 58. A. out of sight | B. in the way | C. behind the scene | D. above the law |
| 59. A. stress | B. expect | C. handle | D. blame |
| 60. A. ruins | B. makes | C. starts | D. saves |

第二节（共 10 小题；每小题 1.5 分，满分 15 分）

阅读下面短文，在空白处填入 1 个适当的单词或括号内单词的正确形式。

In ancient China lived an artist. 61 paintings were almost lifelike. The artist's reputation had made him proud. One day the emperor wanted to get his portrait(画像) done so he called all great artists to come and present their 62 (fine) work, so that he could choose the best. The artist was sure he would 63 (choose), but when he presented his masterpiece to the emperor's chief minister, the old man laughed. The wise old man told him to travel to the Li River~perhaps he could learn a little from the greatest artist in the world.

Filled with 64 (curious), the artist packed his bags and left. 65 he asked the villagers on the banks of the river where he could find the legendary(传奇的) artist, they smiled and 66 (point) down the river. The next morning, he hired a boat and set out 67 (find) the well-known painter. As the small boat moved, 68 (gentle) along the river he was left speechless by the mountains being silently reflected in the water. He passed milky white waterfalls and mountains in many shades of blue. And when he saw the mists rising from the river and the soft clouds 69 (surround) the

mountain tops, he was reduced to tears. The artist was finally humbled(谦卑) by the greatest artist
70 earth, Mother Nature.

第四部分 写作（共两节，满分 35 分） Writing

第一节 短文改错（共 10 小题；每小题 1 分，满分 10 分）

假定英语课上老师要求同桌之间交换修改作文，请你修改你同桌写的以下作文。文中共有 10 处语言错误，每句中最多有两处。每处错误仅涉及一个单词的增加、删除或修改。

增加：在缺词处加一个漏字符号（^），并在其下面写出该加的词。

删除：把多余的词用斜线（\）划掉。

修改：在错的词下划一横线，并在该词下面写出修改后的词。

注意：1. 每处错误及其修改均仅限一词；

2. 只允许修改 10 处，多者（从第 11 处起）不计分。

My mom is really concerning with the health of everyone in our families. In order to make surely all of us are in good health, and she makes specific plans for us. For example, every morning, my dad has to have the bowl of egg soup while I had to eat an apple. My dad don't like the soup and I don't enjoy apples. I tell my mom that if we're forced eat things, we may become ill.

But he insists on us eating healthy food. Understanding her good intentions, I eat all the food what is provided by Mom with appreciation.

第二节 书面表达（满分 25 分）

假定你是李华，你和同学根据英语课文改编了一个短剧。给外教 Miss Evans 写封邮件，请她帮忙指导。邮件内容包括：

1. 剧情简介；
2. 指导内容；
3. 商定时间地点。注意：

1. 词数 100 左右;
2. 结束语已为你写好。

2020 年普通高等学校招生全国统一考试（全国卷 III）

参考答案 Answer key

第一部分 听力

1—5 CBACA 6—10 BBCCB 11—15 ACCAB 16—20 ABCBA

第二部分 阅读理解

第一节

21—25 ACBDB 26—30 DABAC 31—35 DBDCA

第二节

36—40 EBCAG

第三部分 语言知识运用

第一节

41—45 BADCD 46—50 ABDBC 51—55 DBCAA 56—60 CDBCA

第二节

61. whose 62. finest 63. be chosen 64. curiosity 65. When/As
66. pointed 67. to find 68. gently 69. surrounding 70. on

第四部分 写作

第一节 短文改错

My mom is really $\frac{\text{concerning}}{\text{concerned}}$ with the health of everyone in our $\frac{\text{families}}{\text{family}}$. In order to make $\frac{\text{surely}}{\text{sure}}$ all of us are in good health, ~~and~~ she makes specific plans for us. For example, every morning, my dad has to have $\frac{\text{the}}{\text{a}}$ bowl of egg soup while I $\frac{\text{had}}{\text{have}}$ to eat an apple. My dad $\frac{\text{don't}}{\text{doesn't}}$ like the soup and I don't enjoy apples. I tell my mom that if we're forced $\frac{\wedge}{\text{to}}$ eat things, we may become ill.

But $\frac{\text{he}}{\text{she}}$ insists on us eating healthy food. Understanding her good intentions, I eat all the food $\frac{\text{what}}{\text{that}}$ is provided by Mom with appreciation



BIOGRAPHY

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