



THE RELATIONSHIP OF THE USE OF LANGUAGE LEARNING STRATEGIES
AND ACADEMIC ACHIEVEMENT IN ENGLISH LANGUAGE CLASS OF
FIRST-YEAR JUNIOR HIGH SCHOOL STUDENTS AT A
PUBLIC SECONDARY SCHOOL IN CHONGQING, CHINA

Wenjuan Zhang

I.D. No. 6219578

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

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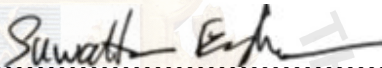
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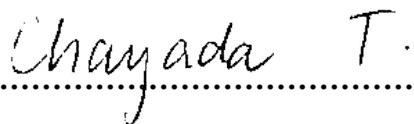
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ABSTRACT

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

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



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CHAPTER I

INTRODUCTION

This chapter consists of an introduction of the present study, and is organized into the following sections: background of the study, statement of the problem, research questions, research objectives, research hypotheses, theoretical framework, conceptual framework, scope of the study, definitions of terms, and significance of the study.

Background of the Study

English is the main tool language for international communication. English is the official language in more than 70 countries and the mother tongue of 380 million people around the world. English learning is also very important in China, country in which there are 450 million people who have studied or are learning English, which makes China the country with the largest number of English learners in the world (Wang, 2013). English is a compulsory subject for primary school, middle school and college students in China. Nowadays, English language proficiency is fundamental to pass the most important academic test in China, the university entrance examination or “Gaokao”. According to China’s Gaokao policy, which was resumed in China since 1977, English is one of the main subjects being tested, and accounts for 20% of the total score of 750, with 150 points (Hu, 2021). Chinese students start to learn English from Grade 3 in primary school, and they must study English for no less than three hours, or 150 minutes, per week. Although Chinese students spend a lot of money and time on learning English, the effect is not ideal, especially in the performance of the actual language communication ability, so it is urgent to do relevant research on this issue. As Wei (2018) in his research pointed out, the willingness of Chinese

college students to communicate in English is low. From his analysis, it was found that having a low English proficiency was the main reason for this behavior.

As said by Oxford (1990), learning strategies are especially crucial for language learning that because they are tools for learners' self-directed involvement and active, which is important for developing learner's communicative competence. Research on learning strategies started to develop as its own subfield from 1975, when Rubin published "What Language Speakers Can Teach Me." Since then, research on language learning strategies has gradually attracted people's attention. In 1980, related research began to start in China.

According to previous research (e.g., Shang, 2021), training students to use learning strategies let them become better language learners. With the deepening of the reform of Chinese education system, the focus of school education research has shifted from teachers' teaching to students' learning. Although the related research continues to deepen, the actual use of students' second foreign language is not such good. In the research "British Students Learning Chinese and Chinese Students Learning English: Learning Strategies", conducted by Xu (2008), it was found that Chinese students sometimes use English learning strategies, but their awareness is not strong, and their use of social strategies is significantly lower than that of British students, and they do not use affective strategies. However, in the study of English learning strategies, the research mainly focuses on the level of university, or they just focus on a certain aspect of English learning. For example, the study of learning strategies on the improvement of English reading ability. However, there is a lack of research conducted in China on students' English learning strategies in the stage of basic education. The researcher believes that good learning methods play a great role in English learning, so it is very important to cultivate students' correct learning strategies from childhood, and it is very necessary to study the influence of learning strategies on students' academic achievement in the basic education stage.

Previous studies conducted in China on English learning strategies (e.g., Xu, 2008; Zhang, 2020) have mainly focused on the impact of English learning strategies on a certain aspect of language learning, such as English reading performance or English vocabulary performance, and hence there is a lack of research on the impact of English learning strategies on the students' overall academic achievement.

Statement of the Problem

The target school was established in 1964 as a public secondary school in Chongqing, China. The school has more than 2000 teachers and students and has six grades, from first-year junior to third-year senior high school. There are two teaching buildings and one modern comprehensive experimental building. The school attaches great importance to the all-round development of students and takes women's football as its school feature. All classes offer English courses, which are mainly taught by Chinese teachers. Now the teaching mode is changing from teacher-centered to student-centered. For example, the implementation of English activities such as the English corner, English newspaper and other forms of school activities encourage students to take the initiative to learn English. However, because of the large number of students in each class, from 40 to 50 students, the teacher-centered teaching mode is still the main mode of instruction.

The grade targeted by this study is the first year of junior high school. Students in this grade seem to not have a high ability of self-control, which is reflected in their English learning process. According to the researcher's observation, it seems that metacognitive strategies, such as actively finding ways to use English, are seldom used in English language class. Students will show a tendency toward using memory strategies, such as using word cards, making sentences and other ways to deepen their word image. They still seem to prefer the use of cognitive strategies, such as practicing new English words, trying to talk in

English, watching English TV programs, reading English books, and think in English under the guidance and supervision of their parents and teachers. However, the use of social strategies, such as practicing English with other students, and asking questions in English, or compensation strategies, such as letting English speakers correct their mistakes, seem not to be commonly used by first-year junior high school students at the target school. This issue has been confirmed in Chinese language education by Wei (2018), who found that Chinese college students have a low level of use of social strategies. Moreover, Xu (2018) found that Chinese students have a low level of use of social strategies, and they do not use affective strategies. The use of different English language learning strategies depends on students' interest in English learning, which varies greatly among individuals (Oxford, 1990).

In the target school, the students begin to learn English from the third grade of primary school. These students are strong in English reading and writing, but weak in listening and speaking, and have low interest in learning English. It has a lot to do with the students' learning strategies. Students who adopt different learning strategies also have great differences in academic performance (Oxford, 1990). Through this study, the researcher hopes to gain a deeper understanding of the degree of relationship between the use of different language learning strategies and students' academic achievement in English language class.

To the knowledge of the researcher, there is no previous study on these variables in the target school. Therefore, the researcher decided to conduct a study on this school, in order to determine whether there is significant relationship between the use of language learning strategies in English language learning and academic achievement in English language class of first-year junior high school in Chongqing, China.

Research Questions

The following are the research questions that were addressed in this study.

1. What is the level of the use of language learning strategies in English language class, in terms of direct strategies and indirect strategies, of first-year junior high school students at a public secondary school in Chongqing, China?
 - 1.1. What is the level of the use of memory strategies in English language class of first-year junior high school students at a public secondary school in Chongqing, China?
 - 1.2. What is the level of the use of cognitive strategies in English language class of first-year junior high school students at a public secondary school in Chongqing, China?
 - 1.3. What is the level of the use of compensation strategies in English language class of first-year junior high school students at a public secondary school in Chongqing, China?
 - 1.4. What is the level of the use of metacognitive strategies in English language class of first-year junior high school students at a public secondary school in Chongqing, China?
 - 1.5. What is the level of the use of affective strategies in English language class of first-year junior high school students at a public secondary school in Chongqing, China?
 - 1.6. What is the level of the use of social strategies in English language class of first-year junior high school students at a public secondary school in Chongqing, China?
2. What is the level of academic achievement in English language class of first-year junior high school students at a public secondary school in Chongqing, China?

3. Is there a significant relationship of the use of language learning strategies (in terms of memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies and social strategies) with academic achievement in English language class of first-year junior high school students at a public secondary school in Chongqing, China?

Research Objectives

The following are the research objectives that were addressed in this study.

1. To determine the level of the use of language learning strategies in English language class, in terms of direct strategies and indirect strategies, of first-year junior high school students at a public secondary school in Chongqing, China.
 - 1.1. To determine the level of the use of memory strategies in English language class of first-year junior high school students at a public secondary school in Chongqing, China.
 - 1.2. To determine the level of the use of cognitive strategies in English language class of first-year junior high school students at a public secondary school in Chongqing, China.
 - 1.3. To determine the level of the use of compensation strategies in English language class of first-year junior high school students at a public secondary school in Chongqing, China.
 - 1.4. To determine the level of the use of metacognitive strategies in English language class of first-year junior high school students at a public secondary school in Chongqing, China.
 - 1.5. To determine the level of the use of affective strategies in English language class of first-year junior high school students at a public secondary school in Chongqing, China.

Chongqing, China.

1.6. To determine the level of the use of social strategies in English language class of first-year junior high school students at a public secondary school in

Chongqing, China.

2. To determine the level of academic achievement in English language class of first-year junior high school students at a public secondary school in Chongqing,

China.

3. To determine whether there is a significant relationship of the use of language learning strategies (in terms of memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies and social strategies) and academic achievement in English language class of first-year junior high school students at a public secondary school in Chongqing, China.

Research Hypothesis

The following hypothesis was tested in this study.

There is a significant relationship of the use of language learning strategies (in terms of memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies and social strategies) with academic achievement in English language class of first-year junior high school students at a public secondary school in Chongqing, China, at a significance level of .05.

Theoretical Framework

This study was guided by the following main theory: Oxford's (1990) language learning strategy system.

Oxford's (1990) Language Learning Strategy System

According to this theoretical model, language learning strategies are defined as the actions or steps taken by learners to improve the development of their own language skills. Oxford (1990) developed a language learning strategy system that includes two classifications: direct strategies and indirect strategies.

Direct Strategies

Direct strategies are patterns of behavior that involve use of language and directly affect the learning progress. These strategies are sub-divided into memory, cognitive and compensation strategies.

Memory Strategies. Memory strategies are patterns of behavior used to memorize things, help students to store and retrieve new information. According to Oxford (1990), memory strategies are divided into four groups: creating mental linkage; applying images and sounds strategies; reviewing well; and employing action.

Cognitive Strategies. Cognitive strategies are patterns of behavior that enable learners to understand and produce new language by many different means. According to Oxford (1990), cognitive strategies are divided into four groups: practice; receiving and sending message; analyzing and reasoning; and creating structure for input and output.

Compensation Strategies. Compensation strategies are patterns of behavior that allow learners to use the language despite their often large gaps in knowledge. According to Oxford (1990), compensation strategies are divided into two groups: guessing intelligently; and overcoming limitations in speaking and writing.

Indirect Strategies

Indirect strategies are patterns of behavior that do not directly involve using the language, but they support language learning and indirectly affect the learning effect by acting on other means (Oxford, 1990), and are further divided into metacognitive, affective,

and social strategies.

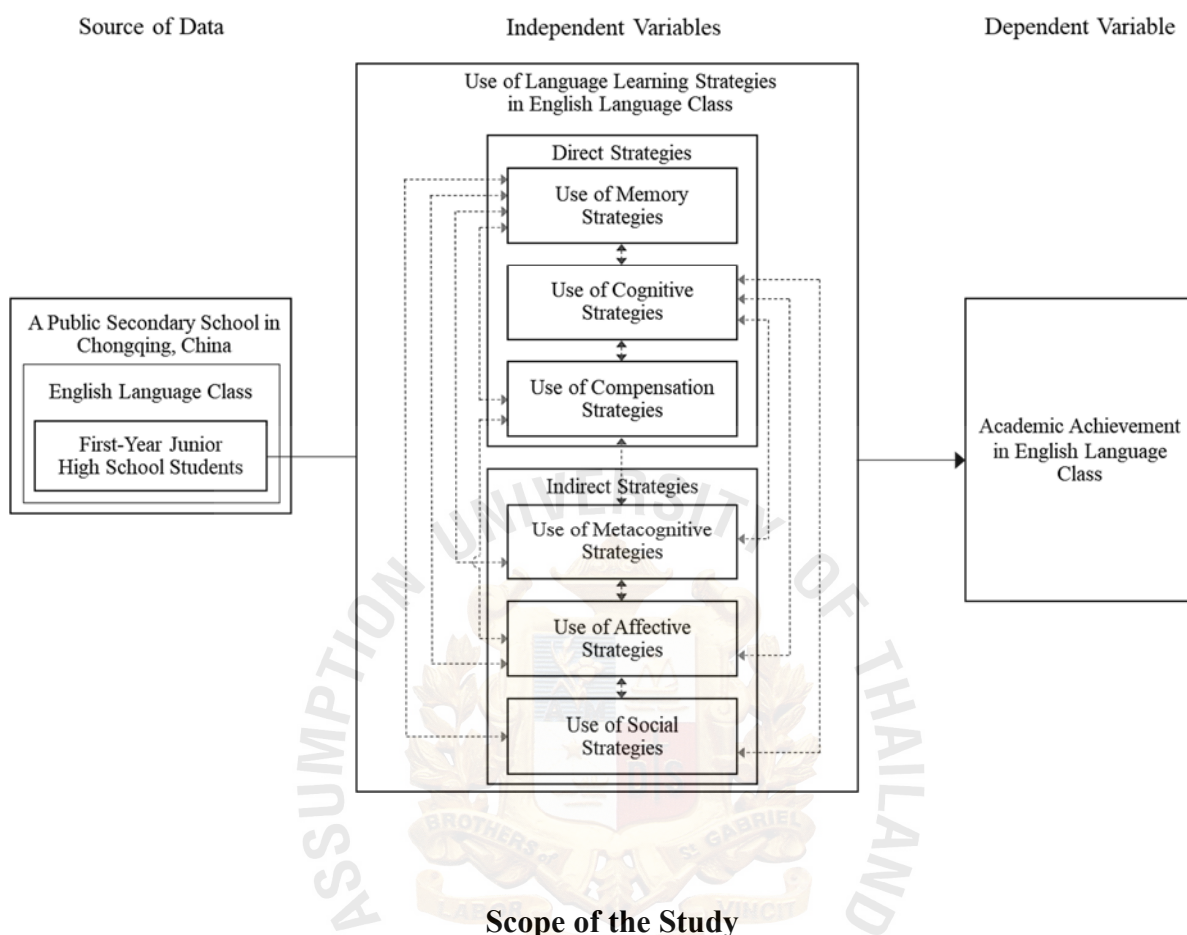
Metacognitive Strategies. Metacognitive strategies are patterns of behavior that help learners to plan, organize, monitor, and evaluate their language learning process to reach better learning outcomes (Oxford, 1990). Metacognitive strategies are divided into centering your learning, arranging and planning your learning, and evaluating your learning.

Affective Strategies. These are learning strategies used to improve the learning effect by regulating emotions, reducing learners' own learning anxiety, encouraging their own learning and other way to control their emotions. The term "affective" refers to emotions, attitudes, motivations, and values. According to Oxford (1990), affective strategies are divided into lowering your anxiety, encourage yourself, and taking your emotional temperature.

Social Strategies. These are patterns of behavior performed to learn by socializing and collaborating with others. According to Oxford (1990) social strategies are divided into asking questions; cooperating with others; and empathizing with others.

Conceptual Framework

Figure 1 shows the conceptual framework of this thesis research project.

Figure 1*Conceptual Framework of This Study*

In this section, the boundaries of this study are clearly described, in relation to five different aspects: theoretical scope, variable scope, research design scope, demographic scope, and instrumental scope.

Theoretical Scope of This Study

This research used Oxford's (1990) language learning strategy system.

Variable Scope of This Study

The independent variables were the use of language learning strategies in English language class (in terms of memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies and social strategies) in English language class of first-year junior high school students in Chongqing, China. The dependent variable was the

academic achievement in English language class of first-year junior high school students at a public secondary school in Chongqing, China.

Research Design Scope of This Study

This study used a correlational research design to investigate whether there was a significant relationship of first-year junior high school students' use of language learning strategies in English language class (in terms of memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, social strategies and effective strategies) and academic achievement in English language class at the target school.

Demographic Scope of This Study

This study targeted a public secondary school in Chongqing, China, with a population of 320 first-year junior high school students enrolled in the subject area of English Language during the academic year 2021-2022.

Instrumental Scope of This Study

This study adopted Yang's (1992) Chinese version of the Strategy Inventory of Language Learning (SILL; see Appendixes A and B), consisting of 50 items, which were used to measure the degree of use of six sub-categories of English language learning strategies by the students: memory strategies (9 items), cognitive strategies (14 items), compensation strategies (6 items), metacognitive strategies (9 items), affective strategies (6 items), and social strategies (6 items). The participants were asked to rate those items on a 5-point Likert-type scale (1 = *never or most never true of me*, 2 = *generally not true of me*, 3 = *somewhat true of me*, 4 = *generally true of me*, 5 = *always or almost always true of me*).

English academic achievement was measured by the English subject's final test for first-year junior high school students at the target school during the academic year 2021-2022.

Definitions of Terms

In this section, the meanings of relevant terms associated to this study are presented.

A Public Secondary School in Chongqing, China

It refers to a public educational institution located in Chongqing, Sichuan Province, China, offering general secondary education at all levels (i.e., first-, second-, and third-year of junior high school, as well as first-, second-, and third-year of senior high school). The school was founded in 1964, and has more than 170 staff members, more than 80% of whom have obtained the title of senior teachers. The students are about 15,000, from 12 to 18 years old.

Academic Achievement in English Language Class

English academic achievement refers to the students' demonstration of understanding of the information learned in the English Language class. This variable was measured by the English subject final exam test scores of first year junior high school students Class 1 and Class 2, in the school year 2021-2022.

First Year Junior High School Students

It refers to the 320 students enrolled in first-year of junior high school at the public secondary school in Chongqing China, in the academic year of 2021-2022. These students are about 12 to 13 years old, and have studied English in school for 3 years.

Language Learning Strategies

According to Oxford (1990), learning strategies are actions taken by students to develop their own language learning. Learning strategies are classified by Oxford into two major class: direct and indirect. These two classes are subdivided into six groups (memory strategies, cognitive strategies compensation strategies; and metacognitive, affective and social strategies).

Direct Strategies

Direct strategies are patterns of behavior that involve use of language and directly affect the learning progress. These strategies are sub-divided into memory, cognitive and compensation strategies.

Memory Strategies. Memory strategies are used to memorize things, help students to store and retrieve new information. Oxford (1990) divides memory strategies into four groups: establishing mental connections, using images and sounds, reviewing and acting according memory.

Cognitive Strategies. Cognitive strategies enable learners to understand and produce new language by many different means. Cognitive strategies involve thinking and mental processes. Cognitive strategies including rehearsal of information, retrieval and storage information into an existing knowledge framework (e.g., note taking, summarizing, highlighting text, and skimming or scanning strategies during the reading process to manage and assimilate knowledge).

Compensation Strategies. This strategy refers to giving others the impression that he or she has mastered the materials, when in fact he or she does not. They create an appearance of having this language ability and let the other people cannot know that they do not know the language. The language learner uses these strategies to protect themselves in the strange environment. Some of those strategies make communication easier and others make the communication more difficult. For example, language learners could use a memorized but not fully understood those words or they might simplify a phrase by using only the part they are familiar with, or pretend they understand the target language.

Indirect Strategies

Indirect strategies are patterns of behavior that do not directly involve using the language, but they support language learning and indirectly affect the learning effect by

acting on other means (Oxford, 1990), and are further divided into metacognitive, affective, and social strategies.

Metacognitive Strategies. According to Oxford (1990), metacognitive strategies help learners to plan, organize, monitor, and evaluate their language learning process to reach better learning outcomes. In other words, metacognitive strategies are tools that help students control their language learning process. For example, effective language learners plan their language learning tasks in advance; they focus on key words in the reading process, make a note of the language or find other information; monitor their understanding of the language and reflect on how well they completed the learning task after reading a passage.

Affective Strategies. These strategies are patterns of behavior performed by learners to regulate their emotions and help them relax or gain greater confidence, so that more profitable language learning can take place. The impact of emotions on learning can be positive or negative. Anxious emotions can have a negative impact on learning results, and students can relieve their anxiety through meditation, listening to music and other ways. Positive emotions also have a positive impact on learning. Therefore, reasonable control of emotions is an important aspect of language learning strategies.

Social Strategies. These strategies correspond to learning by socializing and collaborating with others. Social strategies use social means to verify the actual use of language communication ability and receive feedback on their own language learning through problems encountered in communicating with others. In this way, learners are able to verify and improve their language ability.

Use of Language Learning Strategies

The students' use the behavior or action in language learning that could make language learning more successful, self-directed and enjoyable. This variable was measured by Items 1 to 50 of the Yang's (1992) Chinese version of the SILL (see Appendixes A and

B). In this study, the use of the following six types of language learning strategies were measured: the use of memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies, social strategies.

Use of Memory Strategies

It is the intentional and purposive behavior of the learner putting in practice techniques with the specific function of helping students store and retrieve new information. Oxford (1990) divides memory strategies into four groups: establishing mental connections, using images and sounds, reviewing and acting according memory. This variable was measured by Items 1 to 9 of the Yang's (1992) Chinese version of the SILL (see Appendixes A and B).

Use of Cognitive Strategies

It is the intentional and purposive behavior of the learner putting in practice techniques with the specific function of enabling learners to understand and produce new language by different means. Oxford (1990) divides cognitive strategies into four groups: practicing, receiving and sending message, analysis and reasoning, creating structure for input and output. This variable was measured by Items 10 to 23 of the Yang's (1992) Chinese version of the SILL (see Appendixes A and B).

Use of Compensation Strategies

It is the intentional and purposive behavior of the learner putting in practice techniques with the specific function of enabling learners to use new language for either comprehension or production despite limitations in knowledge (e.g., guessing intelligently in listen and reading, or overcoming limitations in speaking and writing). This variable was measured by Items 24 to 29 of the Yang's (1992) Chinese version of the SILL (see Appendixes A and B).

Use of Metacognitive Strategies

It is the intentional and purposive behavior of the learner putting in practice techniques with the specific function of enabling learners to control their language learning process by helping them plan, organize, monitor, and evaluate their own language learning process to reach better learning outcomes. Metacognitive strategies include three strategy set: centering your learning arranging and planning your learning and evaluating your learning. This variable was measured by Items 30 to 38 of the Yang's (1992) Chinese version of the SILL (see Appendixes A and B).

Use of Affective Strategies

It is the intentional and purposive behavior of the learner putting in practice techniques with the specific function of enabling learners to regulate emotions and help the learner relax or gain greater confidence, so that more profitable language learning can take place. These strategies include lowering your anxiety, encouraging yourself and taking emotional temperature. This variable was measured by Items 39 to 44 of the Yang's (1992) Chinese version of the SILL (see Appendixes A and B).

Use of Social Strategies

It is the intentional and purposive behavior of the learner putting in practice techniques with the specific function of enabling learners to learn by socializing and collaborating with others to support or advance their learning. Social strategies include three groups: asking questions, cooperating with others, and empathizing with others. This variable was measured by Items 45 to 50 of the Yang's (1992) Chinese version of the SILL (see Appendixes A and B).

Significance of the Study

The findings of this study benefits teachers, school administrators, students as well as

future researchers.

Firstly, the results can help teachers guide students to make more scientifically based learning plans. For example, based on memory strategies, we know that memory plays an important role in language learning, and teachers can make learning plans and review tasks. Through the combination of intentional memory and unintentional memory, students are given memory methods to improve the effect of language learning. For example, based on affective strategies, teachers can properly adjust the classroom atmosphere with music and jokes during the teaching arrangement, so that students can keep a good mood during learning and improve the learning effect. In a word, the study of learning strategies is helpful for teachers to carry out teaching better and help students improve their learning ability better.

Secondly, students can make a more effective study plan based on this study and their actual situation. It is also helpful for students to enrich their own learning strategies, so as to achieve the purpose of improving their second foreign language learning performance. For example, according to cognitive strategies, students can arrange their learning more rationally by taking notes, summarizing, scanning and other methods to improve their learning ability.

According to the study of learning strategies, school administrators can arrange group activities more reasonably, such as English corner, English speech contest, English publication and so on, so that students can improve their English skills in the process of social interaction.

Lastly, this research provides a way for future researchers to do this type of research. Future researchers considering to conduct research on similar contexts may help the students use more effective learning strategies according their characters.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter entails a review of related theories, literature and previously conducted studies on the relationship between language learning strategies and study performance. The chapter consists of four sections. The first section explains the general background of English learning progress of Chinese students. The second section elaborates on Oxford's (1990) language learning strategies system. The third section summarizes previous research on language learning strategies. The fourth and final section describes a background of the target school.

English Language Education in China

English is a basic subject and plays an important role in all subjects in compulsory education. The compulsory education period in China is from the first grade of primary school to the third grade of junior high school, which is the period from the age of 6 to 15. According to the English Curriculum Standards for Compulsory Education (2001), the overall goal of English curriculum is to improve students' initial language application ability. The general goal of English curriculum is constructed from five aspects: language knowledge, language skill, learning strategies, emotional attitude, and cultural awareness. Language knowledge refers to phonetics, vocabulary, grammar, etc. Language skill refers to listening, speaking, reading, writing, presentation and expression. Emotional attitude refers to the students' interest in English learning and in foreign cultures. Learning strategy refers to the using of strategies in English learning, including cognitive strategies, communicative strategies, etc. Cultural awareness refers to the culture in English-speaking countries such as

living habits, geographical location, climate, and history.

Junior high school vocabulary is 1500 to 1600 words. Senior high school vocabulary is 3500 to 4000 words. According to the English Curriculum Standards for Compulsory Education (2001), junior high school students have to acquire a vocabulary of 1500 to 1600 English words. In the case of senior high school, students must acquire a vocabulary of 3500 to 4000 English words.

The main teaching method is integrated into various contexts of life, using language practice activities, with the purpose of developing students' ability to do things in English through a variety of teaching methods that emphasize process and results, such as task-based language teaching. In terms of learning content, students should choose topics that are scientific, flexible, interesting and thoughtful, such as family, school, food, animals and plants, and tourism. From easy to hard gradually, help students to achieve listening, speaking, reading, writing skill. In the learning evaluation, mainly through the examination paper and teacher evaluation of the way to evaluate the learning performance of students. Although in recent years, teachers are encouraged to use descriptive methods to evaluate students' learning performance, in actual teaching, students' English learning is more measured by test results. The test focuses on assessment of students' listening, speaking and writing skills. The speaking test is not administered in most schools. In terms of teaching methods, emphasis should be placed on the creation of English language environment, as well as the construction of English language. In terms of resource utilization, libraries, parent resources, student resources and network resources are widely used.

Gaokao is the university entrance exam for Chinese students. The results of the Gaokao determine the level of the universities and higher education institutions that students can apply to. China's institutions of higher learning are divided into project 985, Project 211, central government-affiliated undergraduate institutions, provincial undergraduate

institutions, and higher vocational and technical institutions. A “985 University” is a university participating in the "985 Project", that is, in order to achieve modernization, China should have a number of world-class advanced universities. A “211 University” is one of the universities participating in the "Project 211", that is, facing the 21st century, more than 100 Chinese universities and colleges will be built to engage in the construction of national key subjects. The higher the level of institution you attend, the better your chances of getting a job later. As a result, many parents in China consider Gaokao scores as an important measure of their children's academic success. Students’ Gaokao scores are also regarded as an important measure of teachers' teaching achievement by many schools. China’s college entrance examination hopes to achieve the unity of fairness and efficiency.

China’s college entrance examination went through the first stage from 1949 to 1985. The policies in this stage highlighted the promotion of the establishment of a unified national college entrance examination system. The second stage, from 1985 to 1999, was to improve the national unified college entrance examination system and try to diversify. In the third stage (1999 until now), the reform of college entrance examination system was deepened, aiming to further improve the college entrance examination system and promote the formation of diversified college entrance examination system, each province sets the final entrance exam according to its own situation.

Oxford’s (1990) Language Learning Strategy System

Oxford (1990) pointed out that language learning strategies are the behaviors, steps, methods or special skills used by students to help them learn language. Students adopting different language learning strategies will get different learning results. Learning strategies are defined by Oxford’s (1990) as the steps students take to improve their learning. Therefore, the learning strategies adopted by students have an important impact on their language

learning results. Because it is an active, self-guided, participatory learning tool, it can directly improve students' communication skills, thus improving their foreign language skills. It can also be said that students hope to learn English well, and the adoption of appropriate language learning strategies is a key dimension.

Oxford (1990) divided language learning strategies into two categories: direct strategies and indirect strategies. Direct strategies refer to learning strategies that use language directly. They include memory strategies, cognitive strategies and compensation strategies. Indirect strategies do not use language, but they support language learning. These strategies include metacognitive strategies, affective strategies and social strategies.

Direct Strategies

Direct strategies directly applied to language learning. Direct strategies are subdivided into memory strategies, cognitive strategies and compensation strategies which use language directly for language learning.

Memory Strategies

These are those strategies used to memorize things, help students to store and retrieve new information. Memory strategies can be specifically described as memory-based strategies for remembering and retrieving new information. The use of these strategies can help students improve their ability to memorize new knowledge. According to Oxford (1990), memory strategies are divided into four groups: creating mental linkage (e.g., Wang remembers the president's speech by taking notes); applying images and sounds strategies (e.g., Li remembers a whole set of verbs related to sports run, jump, throw, by making a mental image of the situation in which he first heard these words during a Physical Education class), reviewing well (e.g., Liu practiced immediately, waited 10 minutes and practiced again, three hours later, the next day, four days later, the next week, two weeks later. In this way, he kept returning to those words, though he might meet more material); and employing

action (e.g., Wang smells the flowers when she wants to remember those names).

Cognitive Strategies

These language learning strategies enable learners to understand and produce new language by many different means. Cognitive strategies refer to learning strategies for understanding and generating language. In the actual language learning, students use the language to practice thinking, take notes, make reports, watch news, read and so on. According to Oxford (1990), cognitive strategies are divided into four groups: practice (e.g., Kin often listens to the song “Every Breath You Take” and become familiar with its melody and lyrics); receiving and sending message (e.g., getting the idea quickly, Leo reads the newspaper quickly to catch up on today's news); analyzing and reasoning (e.g., Martina is learning English. She does not immediately understand the phrase premeditated crime, which she hears in a TV news broadcast. She breaks down this phrase into parts that she does understand: crime [bad act], meditate [think about], and pre- [before]. Thus, she figures out the meaning of the whole phrase: an evil act that is planned in advance); creating structure for input and output (e.g., when we write letters, we use a fixed format to make it clear what we mean).

Compensation Strategies

These are language learning strategies that allow learners to use the language despite their often large gaps in knowledge. Compensation strategies refer to language learning in the absence of language knowledge. In new language learning, students are encouraged to guess what it means when they meet English word they do not know. Communicate or read in other ways, such as use sign language or use other way to explain the meaning. According to Oxford (1990), compensation strategies are divided into two groups, guessing intelligently (e.g., Li recognizes the English words “eat”, “egg”, “bread”, and “milk”, so he knows that the conversation is about breakfast); and overcoming limitations in speaking and writing (e.g.,

students do not understand the word “afraid”, the foreign teacher Leo makes a frightened action on the platform, and let students guess the meaning of the “afraid” expression).

Indirect Strategies

Indirect strategies do not directly affect language learning, but they have an impact on language learning effect. Indirect strategies are subdivided into metacognitive strategies, social strategies and affective strategies. These strategies do not directly use language for language learning but have a significant impact on language learning. Metacognitive strategies refer to learning strategies that organize the learning process. For example, students or teachers guide students to set up a schedule. Give students enough time to study English. Affective strategies improve language learning effects through emotional regulation. For example, try to learn the culture of English-speaking countries and make yourself like English learning. Social strategies are social strategies for learning from others, such as encouraging yourself to speak English even when you make mistakes in using English, or discussing your feelings about learning English with others.

Metacognitive Strategies

According to Oxford (1990), metacognitive strategies help learners to plan, organize, monitor, and evaluate their language learning process to reach better learning outcomes. In other words, metacognitive strategies are tools that help students control their language learning process. For example, effective language learners plan their language learning tasks in advance; they focus on key words in the reading process, make a note of the language or find other information; monitor your understanding of the language and reflect on how well you completed the learning task after reading the passage). Metacognitive strategies are divided into centering your learning, arranging and planning your learning, and evaluating your learning (e.g., in order to complete the task of reciting English words this semester, Li planned to recite five words every day, review every Saturday, and take dictation tests on

Sunday).

Affective Strategies

The impact of emotions on learning can be positive or negative. Anxious emotions can have a negative impact on learning results, and students can relieve their anxiety through meditation, listening to music and other ways. Positive emotions also have a positive impact on learning. Therefore, reasonable control of emotions is an important aspect of learning strategy. According to Oxford (1990), affective strategies are divided into lowering your anxiety (e.g., before learning English new words, Lily usually listens to soothing music), encourage yourself (e.g., before learning to skate, Wang told himself that he was very good at sports), and taking your emotional temperature (e.g., for learning English, Wei writes an English learning dairy).

Social Strategies

Learn by socializing and collaborating with others. Social strategies use social means to verify the actual use of language communication ability, feedback on their own language learning through problems encountered in communicating with others, as well as to verify and improve their language ability. According to Oxford (1990) social strategies are divided into asking questions (e.g., Liu asks his foreign teacher about his pronunciation when she read a poem); cooperating with others (e.g., Wang and Zhang talk with each other in English every day on their way to school); and empathizing with others (e.g., when Wang and Zhang talk with each other in English, Zhang observes Wang's behavior).

Previous Studies on the Use of Language Learning Strategies in Foreign Language Learning and Academic Achievement

In a study conducted by Tian (2018), a total of 217 junior high school students which from YiLi Province, China, were selected to investigate the relationship between English

learning strategies and academic performance by using the Strategy Inventory for Language Learning (SILL) compiled by Oxford (1990). Then, a social science statistical software package was used to analyze the data (descriptive analysis, independent samples *t*-test, correlation analysis and multiple linear regression analysis). The results showed that there was a significant, positive, and moderately strong correlation between English learning performance and learning strategies ($r = .50, p < .001$). There was a significant positive correlation among all strategies. All the six strategies were found to have a predictive relationship for English learning performance, among which compensation strategy and cognitive strategy have the strongest predictive relationship.

Zhang (2020) conducted a study on excellent English learners in Liaoning Province, China, targeting an experimental middle school as the research object. Firstly, a questionnaire survey was conducted among 200 students of the school. Then, four excellent language learners were observed and interviewed. In addition, the study also analyzed the correlation between language learning strategies and English learning performance. By analyzing the questionnaire data with a statistical software package and classifying the data obtained from the observations and interviews, the researcher found that excellent language learners would use various strategies to meet their learning requirements. Cognitive strategies and metacognitive strategies were the most commonly used. There was a significant positive correlation between language learning strategies and English learning performance, among which memory strategies have the strongest correlation with English learning performance. Students who frequently use a variety of language learning strategies were found to have the higher English proficiency.

Xu (2006) used the Strategy Inventory for Language Learning (SILL) developed by Oxford (1990), and distributed the questionnaire to secondary vocational school students in Guizhou Province, China, in order to study the relationship between English learning

strategies and test scores of secondary vocational school students by means of questionnaire survey, interview and performance analysis. The findings showed that the rational application of learning strategies is positively correlated with overall learning. The more learners can use learning strategies in a reasonable and scientific way, the more effective they will be in English learning. This showed that the more effectively students can be guided to use learning strategies in language teaching, the better the learning effect will be.

Yeh (2010) carried out a comparative case study on the use of language learning strategies by vocational college foreign language-majored students enrolled in the Technology and Science Institute of Northern Taiwan, Republic of China. The participants were studying their second year in this vocational college, and were distributed in two classes with different learning backgrounds. The study was conducted on a regular class with 34 students, and an extensive class with 25 students. The overall levels of the use of direct strategies and indirect strategies for learning English were found to be moderate for both the regular and extensive classes. The overall level of use of memory strategies, cognitive strategies, compensation strategies, affective strategies, and social strategies for learning English was found to be moderate for both the regular class and extensive class as well. However, the overall level of the use of metacognitive strategies for learning English was found to be low for the students in the regular class, and moderate for the students in the extensive class.

Background of the Target School

It refers to an educational institution offering first-year, second-year and third-year of junior high school and first-year, second year, third year of senior high school. The school located in Chongqing Its location is very good, and very busy in the city center. The school pays attention to the development of diversified courses, which makes the courses here

unique. These courses include etiquette courses, traditional Chinese culture courses, paper mold creation courses and so on. Chongqing 66 Middle School was founded in 1964, formerly known as Chongqing Construction Middle School. In 2002, it became Chongqing 66 Middle School and has been used ever since. The school covers an area of more than 30 mu. The school has more than 170 staff members, more than 80 percent of whom have obtained the title of senior teachers. The students are about 2000.

The school uses English textbooks published by people's education press. Junior high school textbooks are divided into six volumes. First-year junior high school students study the first and second volumes. The first volume includes 12 units. The topics are the following: "Good morning", "What is this in English?", "What color is it?", "My name's Gina", "Is this your pencil?", "This is my sister", "Where's my schoolbag?", "Do you have a soccer ball?", "Do you like bananas?", "How much are these socks?", "When is your birthday?", and "My favorite subject is science". The second volume includes 12 units: "Can you play the guitar?", "What time do you go to school?", "How do you get to school?", "Do not eat in class", "Why do you do? I'm watching TV", "It is raining!", "Is there a post office near here?" "What does he look like?", "I'd like some noodles", "How was your school trip?", and "What did you do last weekend?".

Instructional time are seven classes per week and each class lasts 40 minutes. There are also many extra-curricular activities. English club, English corner, English weekly newspaper, English drama. Based on the researcher's observation, memory strategies are the most used by students, whereas metacognitive strategies are the most promoted by teachers.

CHAPTER III

RESEARCH METHODOLOGY

In the previous chapter, the researcher presented a literature review, in order to address these research's objectives and hypothesis. In this chapter, the researcher presents the details of the methodology, research design, population, sample, research instruments, data collection, data analysis and the summary of the research process of the current study.

Research Design

The purpose of this research was to determine whether there was a significant relationship of the use of language learning strategies and the academic achievement of the students in the first year at a public junior school in China. In order to accomplish this purpose, the researcher followed a correlational research design, using a quantitative approach, to firstly determine the first-year junior high school class one and class two of using language learning strategies (memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies and social strategies) and their academic achievement in English language class at the end of the year.

A questionnaire comprised of 50 items under six domains of language learning strategies, Yang's (1992) Chinese version of the SILL (see Appendix B), was used in order to collect data from 80 first year students at a secondary school in Chongqing, China. The data collection was done in March 2022. English academic achievement was measured by the English subject final exam test scores of first-year junior high school students Class 1 and Class 2, in the academic year 2021-2022.

The collected quantitative data were analyzed by using descriptive statistics

(frequencies, percentages, means, and standard deviations) and statistical hypothesis testing (correlational analysis using multiple correlation coefficient), in order to address this research's objectives and hypothesis.

Population

The population of this study was comprised of all the 320 students enrolled in the first year of junior high school at the target school, a public secondary school in Chongqing, China, during the academic year of 2021-2022. There was a total of eight classes in this grade.

Sample

In this study, a convenience sample, comprised of 109 students enrolled in the first year of junior high school in the academic year 2021-2022 at a public secondary school in Chongqing, China, was taken as the sample group. For the convenience of the researcher, she selected students from the three classes taught by the same English teacher, who agreed to support the current study. By the time of conducting the data collection for the current study, the target sample was distributed as follows: there were 40 students in Class 1, 40 students in Class 2, and 40 students in Class 3. Therefore, the total sample size for this study was 120 students. This information is displayed in Table 1.

Table 1

Sample Size of the First-Year Junior High School Students Participating in This Study

| First-year junior high school class | Sample size |
|-------------------------------------|-------------|
| Class 1 | 40 |
| Class 2 | 40 |
| Class 3 | 40 |
| Total | 120 |

Research Instruments

This study was conducted based on the following research instruments: Yang's (1992) Chinese version of the SILL (see Appendixes A and B), and the English subject's final test to be held at the end of the academic year 2021-2022 at the target school.

Yang's (1992) Chinese Version of the SILL

The researcher adopted Yang's (1992) Chinese version of the Strategy Inventory for Language Learning (SILL) to quantify the learning strategies used by first-year junior high school students enrolled in Class 1 and Class 2 at a public secondary school in Chongqing, China.

Yang's (1992) Chinese version of the SILL is based on Oxford's (1990) Strategy Inventory for Language Learning (SILL), which has been claimed as the most often used language learning strategy questionnaire around the world to date.

The Chinese SILL includes 50 items, which are used to measure the level of use of language learning strategies that students frequently adopt. The questionnaire includes six sub-categories: memory strategies (9 items), cognitive strategies (14 items), compensation strategies (6 items), metacognitive strategies (9 items), affective strategies (6 items), and social strategies (6 items).

The participants were asked to rate those items on 5-point Likert-type scale (1 = *never or almost never true of me*, 2 = *usually not true of me*, 3 = *somewhat true of me*, 4 = *usually true of me*, 5 = *always or almost always true of me*). In order to get a score for the SILL, each choice of the participant was assigned a point value and these points were averaged. The higher the mean score, the higher the level of use of the strategy in English language class by the participants.

Table 2 shows the interpretations of the 5-point Likert-type scale used in this study. There are both positively and negatively worded items in the subscales, but only the

positively-worded interpretation of the scores and mean scores is shown, because all negatively-worded items will be reverse coded for data analysis.

Table 2

Interpretation of the 5-Point Likert-Type Scale in Yang's (1992) Chinese Version of the SILL

| Agreement level | Score | Mean score | Interpretation of the use of the learning strategy |
|------------------------------------|-------|------------|--|
| Always or almost always true of me | 5 | 4.50-5.00 | Very high |
| Usually true of me | 4 | 3.50-4.49 | High |
| Somewhat true of me | 3 | 2.50-3.49 | Moderate |
| Usually not true of me | 2 | 1.50-2.49 | Low |
| Never or almost never true of me | 1 | 1.00-1.49 | Very low |

Validity and Reliability of Yang's (1992) Chinese Version of the SILL

Regarding the validity, the content validity of this instrument was established by two independent raters, who blindly matched each of the SILL items with the corresponding strategies, with a classificatory agreement of 95% (Oxford, 1990).

Regarding the reliability, the values of the Cronbach's alphas for the overall scale reported by Oxford (1990) ranged from .95 to .96 (i.e., an excellent reliability), while Yeh (2010) reported a Cronbach's alpha for the overall scale of .94 (i.e., an excellent reliability). The Cronbach's alphas for the overall scale and each of its six subscales obtained by the current study are shown in Table 3.

Table 3*Reliability Coefficients of the SILL Reported by the Current Study*

| Variable | Cronbach's alpha (internal consistency) |
|---|---|
| Use of memory strategies | .84 (good) |
| Use of cognitive strategies | .91 (excellent) |
| Use of compensation strategies | .80 (good) |
| Use of metacognitive strategies | .91 (excellent) |
| Use of affective strategies | .87 (good) |
| Use of social strategies | .88 (good) |
| Overall (use of the language learning strategies) | .97 (excellent) |

English Subject's Final Test

The scores on the English subject's final test were used to measure the English academic achievement of first year junior high school students in Chongqing, China. The students were assessed on the implementation of grammatical skills (i.e., fill in the blanks, multiple choice), reading skill (i.e., read the passage), writing skills (i.e., essay) in the exam. The research requested permission from the school principal to collect the students' English academic achievement from the English subject final exam scores. Students are required to obtain at least 60 marks in the test to pass it. The scores under 60 are considered as failure. A score between 90-100 is regarded as excellent. Table 4 explains the interpretation of English subject's final test scores which were used to measure the level of students' English academic achievement.

Table 4*Interpretation of the English Subject's Final Test Scores*

| Score | Interpretation |
|--------|----------------|
| 90-100 | Excellent |
| 70-89 | Good |
| 60-69 | Moderate |
| 0-59 | Failure |

Validity and Reliability of the English Subject's Final Test

Regarding to the validity of the English final test was created by three English language teachers, both of them have taught English for more than five years at secondary school level. The test was also approved by the head of English Language Department of the target school.

Regarding to the reliability, the format and question types used in this test have been used for more than 10 years in this school and also used in other 224 schools in Chongqing, China. Therefore, it is regarded reliable to measure the level of first-year junior high school Class 1 and Class 2 students' English academic achievement in the target school.

Collection of Data

In order to be able to conduct this research, the researcher requested permission from the school principal of the target school in Chongqing, China, in June 2021. In order to collect data on learners' use of language learning strategies, the researcher used the Yang's (1992) Chinese version of the SILL and the questionnaires were distributed to the 109 conveniently sampled students in Chongqing, China. During the data collection process, all the students from Class 1 and Class 2 answered the SILL and the English subject's final test. However, only 29 out of 40 students (59.18%) from Class 3 answered the SILL (i.e., an overall response rate of 90.83%). Therefore 109 students participated in the current study. English subject's final test scores were collected to assess the English academic achievement of the target students. Table 5 summarizes the research timeline for this study.

Table 5*Research Timeline for This Study*

| Date | Activity |
|-------------------------|---|
| June 2021 | To get permission from the principal of the target school |
| June 2021 to March 2022 | To write Chapters I, II and III |
| March 2022 | Thesis proposal defense |
| March to April 2022 | To distribute the questionnaire and collect data |
| April to May 2022 | To finish Chapters IV and V |
| May 2022 | Thesis final defense |

Data Analysis

In this study, a statistical software package was used to analyze the data gathered from the participants. The following statistical methods were adopted to analyze the collected data in relation to each of the research objectives.

1. To determine the level of the use of language learning strategies in English language class, in terms of direct strategies and indirect strategies, of first-year junior high school students at a public secondary school in Chongqing, China.

Method. Means and standard deviations were utilized to determine the level of the use of language learning strategies in English language class, in terms of direct strategies and indirect strategies, of first-year junior high school students at a public secondary school in Chongqing, China.

- 1.1. To determine the level of the use of memory strategies in English language class of first-year junior high school students at a public secondary school in Chongqing, China.

Method. Mean and standard deviation were utilized to determine the level of the use of cognitive strategies in English language class of first-year junior high school students at a public secondary school in Chongqing, China.

1.2.To determine the level of the use of cognitive strategies in English language class of first-year junior high school students at a public secondary school in Chongqing, China.

Method. Mean and standard deviation were utilized to determine the level of the use of cognitive strategies in English language class of first-year junior high school students at a public secondary school in Chongqing, China.

1.3.To determine the level of the use of compensation strategies in English language class of first-year junior high school students at a public secondary school in Chongqing, China.

Method. Mean and standard deviation were utilized to determine the level of the use of compensation strategies in English language class of first-year junior high school students at a public secondary school in Chongqing, China.

1.4.To determine the level of the use of metacognitive strategies in English language class of first-year junior high school students at a public secondary school in Chongqing, China.

Method. Mean and standard deviation were utilized to determine the level of the use of metacognitive strategies in English language class of first-year junior high school at a public secondary school in Chongqing, China.

1.5.To determine the level of the use of affective strategies in English language class of first-year junior high school students at a public secondary school in Chongqing, China.

Method. Mean and standard deviation were utilized to determine the level of the use of affective strategies in English language class of first-year junior high school students at a public secondary school in Chongqing, China.

1.6.To determine the level of the use of social strategies in English language class

of first-year junior high school students at a public secondary school in Chongqing, China.

Method. Mean and standard deviation were utilized to determine the level of the use of social strategies in English language class of first-year junior high school students at a public secondary school in Chongqing, China.

2. To determine the level of academic achievement in English language class of first-year junior high school students at a public secondary school in Chongqing, China.

Method. Frequencies, percentages, mean and standard deviation were utilized to determine the level of academic achievement in English language class of first-year junior high school students at a public secondary school in Chongqing, China.

3. To determine whether there is a significant relationship of the use of language learning strategies (in terms of memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies and social strategies) and academic achievement in English language class of first-year junior high school students at a public secondary school in Chongqing, China.

Method. Correlational analysis using multiple correlation coefficient was implemented to determine the relationship between the use of language learning strategies (in terms of memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies and social strategies) and academic achievement in English language class of first-year junior high school students at a public secondary school in Chongqing, China.

Summary of the Research Process

Table 6 presents the summary of the research process for this current study.

Table 6*Summary of the Research Process*

| Research objectives | Source of data or sample | Data collection method or research instrument | Method of data analysis |
|---|---|---|--|
| 1. To determine the level of the use of language learning strategies in English language class, in terms of direct strategies and indirect strategies, of first-year junior high school students at a public secondary school in Chongqing, China | A sample of 109 first-year junior high school students at a public secondary school in Chongqing, China | Chinese version of the Strategy Inventory of Language Learning (SILL) | Descriptive statistics (means and standard deviations) |
| 1.1. To determine the level of the use of memory strategies in English language class of first-year junior high school students at a public secondary school in Chongqing, China | A sample of 109 first-year junior high school students at a public secondary school in Chongqing, China | Chinese version of the Strategy Inventory of Language Learning (SILL) | Descriptive statistics (mean and standard deviation) |
| 1.2. To determine the level of the use of cognitive strategies in English language class of first-year junior high school students at a public secondary school in Chongqing, China | A sample of 109 first-year junior high school students at a public secondary school in Chongqing, China | Chinese version of the Strategy Inventory of Language Learning (SILL) | Descriptive statistics (mean and standard deviation) |
| 1.3. To determine the level of the use of compensation strategies in English language class of first-year junior high school students at a public secondary school in Chongqing, China | A sample of 109 first-year junior high school students at a public secondary school in Chongqing, China | Chinese version of the Strategy Inventory of Language Learning (SILL) | Descriptive statistics (mean and standard deviation) |
| 1.4. To determine the level of the use of metacognitive strategies in English language class of first-year junior high school students at a public secondary school in Chongqing, China | A sample of 109 first-year junior high school students at a public secondary school in Chongqing, China | Chinese version of the Strategy Inventory of Language Learning (SILL) | Descriptive statistics (mean and standard deviation) |

(continued)

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| Research objectives | Source of data or sample | Data collection method or research instrument | Method of data analysis |
|---|---|--|--|
| 1.5. To determine the level of the use of affective strategies in English language class of first-year junior high school students at a public secondary school in Chongqing, China | A sample of 109 first-year junior high school students at a public secondary school in Chongqing, China | Chinese version of the Strategy Inventory of Language Learning (SILL) | Descriptive statistics (mean and standard deviation) |
| 1.6. To determine the level of the use of affective strategies in English language class of first-year junior high school students at a public secondary school in Chongqing, China | A sample of 109 first-year junior high school students at a public secondary school in Chongqing, China | Chinese version of the Strategy Inventory of Language Learning (SILL) | Descriptive statistics (mean and standard deviation) |
| 2. To determine the level of academic achievement in English language class of first-year junior high school students at a public secondary school in Chongqing, China | A sample of 109 first-year junior high school students at a public secondary school in Chongqing, China | English subject's final test | Descriptive statistics (frequencies, percentages, mean and standard deviation) |
| 3. To determine whether there is a significant relationship of the use of language learning strategies (in terms of memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies and social strategies) and academic achievement in English language class of first-year junior high school students at a public secondary school in Chongqing, China | A sample of 109 first-year junior high school students at a public secondary school in Chongqing, China | Chinese version of the Strategy Inventory of Language Learning (SILL) and the English subject's final test | Correlational analysis (multiple correlation coefficient) |

CHAPTER IV

RESEARCH FINDINGS

In this chapter, the researcher reports the findings gathered from conducting the present study on 109 students from first year junior high school students at a public secondary school in Chongqing, China. These findings were obtained to address the purpose of this research, which was to carry out a correlational research to investigate whether there was a significant relationship of the use of language learning strategies and academic achievement in English language class held by first-year junior high school students in the target school.

Research Findings

In the following sections, the findings obtained from addressing the research objectives of the current research are presented in detail.

Findings From Research Objective 1

Research Objective 1 was to determine the level of the use of language learning strategies in English language class, in terms of direct strategies and indirect strategies, of first-year junior high school students at a public secondary school in Chongqing, China. In order to determine the level of the use of language learning strategies in English language class, the Chinese version of the Strategies Inventory of Language Learning (SILL; see Appendix B) was used as a data collection instrument. The Chinese version of the SILL is divided into six parts, since the use of language strategies is composed of six subscales (Oxford, 1990): memory strategies (9 items), cognitive strategies (12 items), compensation strategies (6 items), metacognitive strategies (9 items), affective strategies (6 items), and social strategies (6 items). Therefore, there are totally 50 items in the Yang's (1992) Chinese

Version of the SILL, all using a 5-point Likert-type scale (1 = *never or almost never true of me*, 2 = *usually not true of me*, 3 = *somewhat true of me*, 4 = *usually true of me*, 5 = *always or almost always true of me*).

Table 7 displays the overall mean scores, standard deviations, and interpretations for motivation for learning English held by first-year junior high school students at a public at a public secondary school in Chongqing, China. Details on the overall values shown in Table 7 are presented in Tables 8 to 13 for the levels of the use of memory, cognitive, compensation, metacognitive, affective and social strategies, respectively.

Table 7

Mean Scores, Standard Deviations, and Interpretations for the Use of Language Learning Strategies in English Language Class, in Terms of Direct Strategies and Indirect Strategies, of First-Year Junior High School Students at a Public Secondary School in Chongqing, China

| Language learning strategies used in English language class | <i>M</i> | <i>SD</i> | Interpretation |
|---|----------|-----------|----------------|
| Direct strategies | 3.05 | 1.19 | Moderate |
| Indirect strategies | 3.12 | 1.24 | Moderate |

Note. See Table 2 (p. 31) for the interpretation table.

According to Table 7, the level of use of language learning strategies in English language class, in terms of direct strategies, held by English language class of first-year junior high school students at a public secondary school in Chongqing, China, was found to be moderate ($M = 3.05$; $SD = 1.19$).

From the results shown in Table 7, the level of use of language learning strategies in English language class, in terms of indirect strategies, held by English language class of first-year junior high school students at a public secondary school in Chongqing, China, was found to be moderate ($M = 3.12$; $SD = 1.24$).

For the purpose of presenting in detail the findings from Research Objective 1, this objective was broken down into six sub-objectives, according to the six categories of students' development. In the following subsections, the level of using language learning strategies by students are reported in detail, by focusing on its six subscales: memory strategies, cognitive strategies, compensation strategies and metacognitive strategies, affective strategies, social strategies.

Findings From Research Objective 1.1

Research Objective 1.1 was to determine the level of memory strategies in English language class of first-year junior high school students at a public secondary school in Chongqing, China. This research objective was addressed using the information collected from the participants' responses to the SILL Items 1 to 9.

Table 8 depicts the mean scores, standard deviations, and interpretations for the memory strategies held by students in English class of first-year junior high school at a public secondary school in Chongqing, China.

Table 8

Mean Scores, Standard Deviations, and Interpretations for the Use of Memory Strategies in English Language Class of First-Year Junior High School Students at a Public Secondary School in Chongqing, China

| Item No. | Item statement | <i>M</i> | <i>SD</i> | Interpretation |
|----------|--|----------|-----------|----------------|
| 1 | When I learn new words, I associate the new words with the ones I have already learned. | 3.28 | 1.11 | Moderate |
| 2 | I deepen my memory by making sentences with the new words. | 3.49 | 1.16 | Moderate |
| 3 | I associate the sounds of English words with images or graphics to help me remember them | 3.25 | 1.14 | Moderate |
| 4 | I remember an English word by imagining how it might be used | 3.14 | 1.14 | Moderate |

(continued)

(continued)

| Item No. | Item statement | <i>M</i> | <i>SD</i> | Interpretation |
|----------|--|----------|-----------|----------------|
| 5 | I use similar sounds to remember new words | 3.33 | 1.26 | Moderate |
| 6 | I use word cards to memorize new English words | 2.32 | 1.23 | Low |
| 7 | I remember new English words by grouping them (like sense words, anti-sense words, nouns, verbs) | 2.76 | 1.21 | Moderate |
| 8 | I will review my English lessons. | 3.29 | 1.07 | Moderate |
| 9 | I remember by the position of English words or cards in books, on the blackboard or signs | 2.78 | 1.30 | Moderate |
| Overall | | 3.07 | 1.18 | Moderate |

Note. See Table 2 (p. 31) for the interpretation table.

According to the Table 8, the level of using memory strategies for learning English held by first-year junior high school students at the target school was found to be moderate in relation to nine statements of the subscale, stated in Items 1, 2, 3, 4, 5, 7, 8, and 9 (e.g., “When I learn new words, I associate the new words with the ones I have already learned” [Item 1], “I deepen my memory by making sentences with the new words” [Item 2], “I associate the sounds of English words with images or graphics to help me remember them” [Item 3]). Furthermore, a low level of use of memory strategies was found in relation to one statement of the subscale, stated in “I use word cards to memorize new English word” (Item 5).

The overall mean score of students’ use of memory strategies of this grade was $M = 3.07$, which is interpreted as moderate. Thus, it can be concluded that first-year junior high school students at a public secondary school in Chongqing, China, have a moderate level of use of memory strategies.

Findings From Research Objective 1.2

Research Objective 1.2 was to determine the level of cognitive strategies in English language class of first-year junior high school students at a public secondary school in Chongqing, China. This research objective was addressed using the information collected

from the participants' responses to the SILL Items 10 to 23.

Table 9 depicts the mean scores, standard deviations, and interpretations for the cognitive strategies held by students in English class of first-year junior high school at a public secondary school in Chongqing, China.

Table 9

Mean Scores, Standard Deviations, and Interpretations for the Use of Cognitive Strategies in English Language Class of First-Year Junior High School Students at a Public Secondary School in Chongqing, China

| Item No. | Item statement | <i>M</i> | <i>SD</i> | Interpretation |
|----------|--|----------|-----------|----------------|
| 10 | I can practice or write new English words repeatedly | 3.25 | 1.16 | Moderate |
| 11 | I try to speak like a native speaker | 2.86 | 1.25 | Moderate |
| 12 | I practice English pronunciation | 3.28 | 1.22 | Moderate |
| 13 | I practice my English in different ways | 3.28 | 1.23 | Moderate |
| 14 | I try to talk in English | 3.05 | 1.17 | Moderate |
| 15 | I do not pay much attention to the feedback I receive in my English class | 3.17 | 1.23 | Moderate |
| 16 | I amuse myself by reading English weekly magazines | 2.34 | 1.08 | Low |
| 17 | I write notes, letters or reports in English | 2.48 | 1.23 | Low |
| 18 | I try to think in English | 2.56 | 1.17 | Slightly high |
| 19 | I look for similarities and differences between English and Chinese | 3.17 | 1.22 | Moderate |
| 20 | I tried to find English sentence patterns | 3.07 | 1.16 | Moderate |
| 21 | I try to find the meaning of a new English word by breaking it down into parts (such as a prefix or root) that I can recognize | 3.17 | 1.34 | Moderate |
| 22 | Make summary notes in English conversation or reading in English | 2.83 | 1.28 | Moderate |
| 23 | Make summary notes in English conversation or reading in English | 2.83 | 1.30 | Moderate |
| Overall | | 2.95 | 1.22 | Moderate |

Note. See Table 2 (p. 31) for the interpretation table.

According to the Table 9, the level of using cognitive strategies for learning English held by first-year junior high school students at the target school was found to be moderate in relation to 11 statements of the subscale, stated in Items 10, 11, 12, 13, 14, 15, 19, 20, 21, 22, and 23 (e.g., “I can practice or write new English words repeatedly” [Item 10], “I try to speak like a native speaker” [Item 11], “I try to find the meaning of a new English word by breaking it down into parts (such as a prefix or root) that I can recognize” [Item 21]). Furthermore, a low level of use of cognitive strategies was found in relation to two statements of the subscale, stated in “I amuse myself by reading English weekly magazines” (Item 16), and “I write notes, letters or reports in English” (Item 17). The level of using cognitive strategies for learning English held by first-year junior high school students at the target school was found to be slightly high in relation to one statement of the subscale, stated in “I try to think in English” (Item 18).

The overall mean score of students’ use of cognitive strategies of this grade was $M = 2.95$, which is interpreted as moderate. Thus, it can be concluded that first-year junior high school students at a public secondary school in Chongqing, China, had a moderate level of use of cognitive strategies.

Findings From Research Objective 1.3

Research Objective 1.3 was to determine the level of compensation strategies in English language class of first-year junior high school students at a public secondary school in Chongqing, China. This research objective was addressed using the information collected from the participants’ responses to the SILL Items 24 to 29.

Table 10 depicts the mean scores, standard deviations, and interpretations for the compensation strategies held by students in English class of first-year junior high school at a public secondary school in Chongqing, China.

Table 10

Mean Scores, Standard Deviations, and Interpretations for the Use of Compensation

Strategies in English Language Class of First-Year Junior High School Students at a Public

Secondary School in Chongqing, China

| Item No. | Item statement | <i>M</i> | <i>SD</i> | Interpretation |
|----------|---|----------|-----------|----------------|
| 24 | When I meet an unfamiliar English word, I will guess its meaning | 3.81 | 1.04 | High |
| 25 | In English conversation, if I can't think of a word, I will use a gesture or action to express it | 2.83 | 1.11 | Moderate |
| 26 | When I don't know the right English word, I make my own words to say it (such as airball for balloon) | 2.73 | 1.23 | Moderate |
| 27 | When I read English, I don't look up every word in the dictionary | 3.29 | 1.22 | Moderate |
| 28 | I guess what the next sentence is going to be in English | 3.24 | 1.14 | Moderate |
| 29 | When I can't think of an English word, I use words and phrases that have the same meaning | 3.70 | 1.13 | High |
| Overall | | 3.27 | 1.15 | Moderate |

Note. See Table 2 (p. 31) for the interpretation table.

According to Table 10, the level of using compensation strategies for learning English held by first-year junior high school students at the target school was found to be moderate in relation to four statements of the subscale, stated in Items 25, 26, 27, and 28 (e.g., “In English conversation, if I can't think of a word, I will use a gesture or action to express it” [Item 25], “When I read English, I don't look up every word in the dictionary” [Item 27], “I guess what the next sentence is going to be in English” [Item 28]). Furthermore, a high level of use of compensation strategies was found in relation to two statements of the subscale, stated in “When I meet an unfamiliar English word, I will guess its meaning” (Item 24) and “When I can't think of an English word, I use words and phrases that have the same meaning” (Item 29).

The overall mean score of students' use of cognitive strategies of this grade was $M =$

3.27, which is interpreted as moderate. Thus, it can be concluded that first-year junior high school students at a public secondary school in Chongqing, China, had a moderate level of using of compensation strategies.

Findings From Research Objective 1.4

Research Objective 1.4 was to determine the level of metacognitive strategies in English language class of first-year junior high school students at a public secondary school in Chongqing, China. This research objective was addressed using the information collected from the participants' responses to the SILL Items 30 to 38.

Table 11 depicts the mean scores, standard deviations, and interpretations for the metacognitive strategies held by students in English class of first-year junior high school at a public secondary school in Chongqing, China.

Table 11

Mean Scores, Standard Deviations, and Interpretations for the Use of Metacognitive Strategies in English Language Class of First-Year Junior High School Students at a Public Secondary School in Chongqing, China

| Item No. | Item statement | <i>M</i> | <i>SD</i> | Interpretation |
|----------|--|----------|-----------|----------------|
| 30 | I will find various ways to use the English I have learned | 3.25 | 1.06 | Moderate |
| 31 | I will notice my English mistakes and use them to improve | 3.21 | 1.10 | Moderate |
| 32 | When others speak English, I pay special attention to listen | 3.34 | 1.08 | Moderate |
| 33 | I try to find out how to learn English well | 3.61 | 1.12 | High |
| 34 | I will make a schedule so that I have enough time to study English | 2.68 | 1.09 | Moderate |
| 35 | I keep an eye out for people I can talk to in English | 2.59 | 1.16 | Moderate |
| 36 | I will look for opportunities to read more English | 2.87 | 1.17 | Moderate |

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| Item No. | Item statement | <i>M</i> | <i>SD</i> | Interpretation |
|----------|--|----------|-----------|----------------|
| 37 | I have a clear goal to improve my English skills | 3.28 | 1.13 | Moderate |
| 38 | I will measure my progress in learning English | 3.69 | 1.02 | High |
| Overall | | 3.17 | 1.10 | Moderate |

Note. See Table 2 (p. 31) for the interpretation table.

According to the Table 11, the level of use of metacognitive strategies for learning English held by first-year junior high school students at the target school was found to be moderate in relation to seven statements of the subscale, stated in Items 30, 31, 32 and 34, 35, 36, and 37 (e.g., “I will find various ways to use the English I have learned” [Item 30], “I will notice my English mistakes and use them to improve” [Item 31], “I keep an eye out for people I can talk to in English” [Item 35]). Furthermore, a high level of use of metacognitive strategies was found in relation to two statements of the subscale, stated in “I try to find out how to learn English well” (Item 33) and “I will measure my progress in learning English” (Item 38). The overall mean score of students’ use of metacognitive strategies of this grade was $M = 3.17$, which is interpreted as moderate. Thus, it can be concluded that first-year junior high school students at a public secondary school in Chongqing, China, had a moderate level of using of metacognitive strategies.

Findings From Research Objective 1.5

Research Objective 1.5 was to determine the level of affective strategies in English language class of first-year junior high school students at a public secondary school in Chongqing, China. This research objective was addressed using the information collected from the participants’ responses to the SILL Items 39 to 44.

Table 6 depicts the mean scores, standard deviations, and interpretations for the affective strategies held by students in English class of first-year junior high school at a public secondary school in Chongqing, China.

Table 12

Mean Scores, Standard Deviations, and Interpretations for the Use of Affective Strategies in English Language Class of First-Year Junior High School Students at a Public Secondary School in Chongqing, China

| Item No. | Item statement | <i>M</i> | <i>SD</i> | Interpretation |
|----------|---|----------|-----------|----------------|
| 39 | Whenever people feel afraid of using English, I try to relax myself | 3.15 | 1.23 | Moderate |
| 40 | Even though I'm afraid of making mistakes, I encourage myself to speak English | 3.15 | 1.24 | Moderate |
| 41 | Whenever I do well in English, I will reward myself | 3.30 | 1.30 | Moderate |
| 42 | When I read or speak English, I will pay attention to whether I am nervous or not | 3.13 | 1.30 | Moderate |
| 43 | I will write down my feelings in a diary | 2.66 | 1.44 | Moderate |
| 44 | I will discuss my feelings about learning English with others | 2.83 | 1.42 | Moderate |
| Overall | | 3.04 | 1.32 | Moderate |

Note. See Table 2 (p. 31) for the interpretation table.

According to the Table 12, the level of using metacognitive strategies for learning English held by first-year junior high school students at the target school was found to be moderate in relation to all six statements of the subscale, stated in Items 39, 40, 41 and 42, 43, and 44 (e.g., “Whenever people feel afraid of using English, I try to relax myself” [Item 39], “Even though I'm afraid of making mistakes, I encourage myself to speak English” [Item 40], “Whenever I do well in English, I will reward myself” [Item 41]).

The overall mean score of students’ use of affective strategies of this grade was $M = 3.04$, which is interpreted as moderate. Thus, it can be concluded that first-year junior high school students at a public secondary school in Chongqing, China, had a moderate level of using of affective strategies.

Findings From Research Objective 1.6

Research Objective 1.6 was to determine the level of social strategies in English language class of first-year junior high school students at a public secondary school in Chongqing, China. This research objective was addressed using the information collected from the participants' responses to the SILL Items 45 to 50.

Table 13 depicts the mean scores, standard deviations, and interpretations for the social strategies held by students in English class of first-year junior high school at a public secondary school in Chongqing, China.

Table 13

Mean Scores, Standard Deviations, and Interpretations for the Use of Social Strategies in English Language Class of First-Year Junior High School Students at a Public Secondary School in Chongqing, China

| Item No. | Item statement | <i>M</i> | <i>SD</i> | Interpretation |
|----------|---|----------|-----------|----------------|
| 45 | If I don't understand something in an English conversation, I will ask the other person to speak slowly or harder | 3.16 | 1.47 | Moderate |
| 46 | When speaking English, I will ask the other person to correct my mistakes | 2.92 | 1.22 | Moderate |
| 47 | I will practice English with other students | 3.06 | 1.27 | Moderate |
| 48 | I will ask English speakers for help | 3.26 | 1.25 | Moderate |
| 49 | I will ask questions to clarify and confirm any questions in English | 3.00 | 1.35 | Moderate |
| 50 | I try to learn the culture of English-speaking countries | 3.02 | 1.43 | Moderate |
| Overall | | 3.07 | 1.33 | Moderate |

Note. See Table 2 (p. 31) for the interpretation table.

According to Table 13, the level of using social strategies for learning English held by first-year junior high school students at the target school was found to be moderate in relation to all six statements of the subscale, stated in Items 45, 46, 47, 48, 49, and 50 (e.g., "If I don't

understand something in an English conversation, I will ask the other person to speak slowly or harder” [Item 46], “I will practice English with other students” [Item 47], “I try to learn the culture of English-speaking countries” [Item 50]).

The overall mean score of students’ use of social strategies of this grade was $M = 3.07$, which is interpreted as moderate. Thus, it can be concluded that first-year junior high school students at a public secondary school in Chongqing, China, had a moderate level of use of social strategies.

Findings From Research Objective 2

Research Objective 2 was to determine the level of academic achievement in English language class held by students of first-year junior high school at a public secondary school in Chongqing, China. In order to measure the level of English academic achievement held by students at English language class of first-year junior high school at a public secondary school in Chongqing, China, the English subject’s final test was used as a data collection instrument (see Appendix A). The English subject’s final test assessed participants on the implementation of grammatical skills (i.e., fill in the blanks, multiple choice), reading skill (i.e., read the passage), and writing skills (i.e., essay). On this test, participants could score from 0 to 100 points.

Table 14 shows the overall mean scores standard deviation, and the interpretation for the English subject’s final test obtained by the first -year junior high school students at a public secondary school in Chongqing, China, participating in this study.

Table 14

Frequency Distribution and Overall Mean Score, Standard Deviation, and Interpretation of First-Year Junior High School Students' English Academic Achievement in English

Language Class

| English academic achievement interpretation | Score range | <i>n</i> | % |
|---|-------------|----------|-------|
| Excellent | 90-100 | 4 | 3.67 |
| Good | 70-89 | 42 | 38.53 |
| Moderate | 60-69 | 20 | 18.35 |
| Failure | 0-59 | 43 | 39.45 |
| Descriptive statistics | | | |
| Minimum | 17 | | |
| Maximum | 90 | | |
| <i>M</i> | 59.36 | | |
| <i>SD</i> | 21.53 | | |

Note. See Table 4 (p. 32) for the interpretation table.

As shown in Table 14, the level of English academic achievement was excellent for four students (3.67% of the study sample) participating in this study. Moreover, 42 students (38.53% of the study sample) performed at a good level of English academic achievement, 20 students (18.35% of the study sample) exhibited a moderate level of English academic achievement, and 43 students (39.45% of the study sample) exhibited a failing level of English academic achievement.

The overall mean score obtained by the participants in the English Subject's Final Test was $M = 59.36$ points, which was interpreted as a failure. The overall standard deviation of such scores was $SD = 21.53$ points, which means that, on average, participants' scores fluctuated 21.53 points from the mean. The English Subject's Final Test scores obtained by first-year junior high school students ranged from 17 to 90 points.

Findings From Research Objective 3

Research Objective 3 was to determine whether there was a significant relationship of the use of language learning strategies (in terms of memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies and social strategies) with academic achievement in English language class held by students of first-year junior high school at a public secondary school in Chongqing, China. In order to address Research Objective 3, correlational analysis (using multiple correlation coefficient) was performed using the participants' use of language learning strategies (in terms of memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies and social strategies) as independent variables, and their academic achievement in English language class as the dependent variable.

The first step in calculating this objective was to calculate bivariate correlations between the independent variables (i.e., use of language learning strategies in terms of memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies and social strategies) and the dependent variable (i.e., academic achievement in English language class) for first-year junior high school students at a public secondary school in Chongqing, China. If bivariate correlations were not significant for any of the independent variables with the academic achievement in English language class of first-year junior high school students, it was deemed appropriate to exclude such variables from further analysis.

Table 15 displays the bivariate correlations between the use of language learning strategies and academic achievement in English language class of first-year junior high school students at a public secondary school in Chongqing, China.

Table 15

Bivariate Correlations Between the Use of Language Learning Strategies With Academic Achievement in English Language Class of First-Year Junior High School Students at a Public Secondary School in Chongqing, China

| Variables | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---|---------------------|----------------------|---------------------|---------------------|---------------------|---------------------|---|
| 1. Use of memory strategies | – | | | | | | |
| 2. Use of cognitive strategies | .71* ($<.001$) | – | | | | | |
| 3. Use of compensation strategies | .55* ($<.001$) | -.58* ($<.001$) | – | | | | |
| 4. Use of metacognitive strategies | .71* ($<.001$) | .84* ($<.001$) | .63* ($<.001$) | – | | | |
| 5. Use of affective strategies | .59* ($<.001$) | .62* ($<.001$) | .49* ($<.001$) | .62* ($<.001$) | – | | |
| 6. Use of social strategies | .54* ($<.001$) | .54* ($<.001$) | .39* ($<.001$) | .49* ($<.001$) | .72* ($<.001$) | – | |
| 7. Academic achievement in English Language class | .56* ($<.001$) | .53* ($<.001$) | .38* ($<.001$) | .42* ($<.001$) | .60* ($<.001$) | .51* ($<.001$) | – |

Note. *denotes a statistically significant relationship (statistical significance level set at $p = .05$, two tailed). p -values appear within parentheses below the correlation coefficients.

An examination of the bivariate correlations among the six variables in this study (i.e., the level of using language learning strategies and academic achievement in English language class), shows that first-year junior high school students' use of memory strategies correlated moderately strongly with their academic achievement in English language class ($r = .56$, $p < .001$), at a significance level of .05. The coefficient of determination (r^2) for these variables was .31, which indicates that 31% of the variance in academic achievement in English language class was explained by students' use of memory strategies.

Furthermore, an examination of the research findings shown in Table 15 reveals that first-year junior high school students' use of cognitive strategies had a moderately strong correlation with their academic achievement in English language class ($r = .53$, $p < .001$) at a significance level of .05. The coefficient of determination (r^2) for these variables was .28,

which indicates that 28% of the variance in academic achievement in English language class was explained by students' use of cognitive strategies.

It was found that first-year junior high school students' the use of compensation strategies correlated weakly with their academic achievement in English language class ($r = .38, p < .001$), at a significance level of .05. The coefficient of determination (r^2) for these variables was .14, which indicates that 14% of the variance in academic achievement in English language class was explained by students' use of compensation strategies.

It was found that first-year junior high school students' use of metacognitive strategies had a moderately strong correlation with their achievement in English language class ($r = .42, p < .001$) at a significant level of .05. The coefficient of determination (r^2) for these variables is .18, which indicates that 18% of the variance in academic achievement in English language class is explained by students' use of metacognitive strategies.

It was found that first-year junior high school students' use of affective strategies correlated strongly with their academic achievement in English language class ($r = .60, p < .001$) at a significance level of .05. The coefficient of determination (r^2) for these variables was .36, which indicates that 36% of the variance in academic achievement in English language class was explained by students' use of affective strategies.

Finally, it was found that first-year junior high school students' use of social strategies correlated moderately strongly with their academic achievement in English language class ($r = .51, p < .001$) at a significance level of .05. The coefficient of determination (r^2) for these variables was .26, which indicates that 26% of the variance in academic achievement in English language class is explained by students' use of social strategies.

Since all the independent variables were significantly correlated with the dependent variable, further calculation of the multiple correlation coefficient was needed. Correlational analysis using multiple correlation becomes useful when dealing with a combination of

multiple independent variables being correlated to a single dependent variable.

Table 16 presents a summary of the results obtained by calculating the multiple correlation coefficient.

Table 16

Multiple Correlation Coefficient Between the Use of Language Learning Strategies and Academic Achievement in English Language Class of First-Year Junior High School Students at a Public Secondary School in Chongqing, China

| Variable | R | R^2 | dfs | | F | p |
|--|-----|-------|-------|----------|-------|--------|
| | | | Total | Residual | | |
| Independent | .67 | .45 | 6 | 102 | 14.14 | < .001 |
| Use of memory strategies | | | | | | |
| Use of cognitive strategies | | | | | | |
| Use of compensation strategies | | | | | | |
| Use of metacognitive strategies | | | | | | |
| Use of affective strategies | | | | | | |
| Use of social strategies | | | | | | |
| Dependent | | | | | | |
| Academic achievement in English language class | | | | | | |

As shown in Table 17, a significant, strong multiple correlation was obtained between the use of language learning strategies (in terms of memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies and social strategies) and academic achievement in English language class of first-year junior high school students at a public secondary school in Chongqing, China, $R = .67$, $F(6, 102) = 14.14$, $p < .001$. The multiple coefficient of determination obtained, $R^2 = .45$, indicates that the use of language learning strategies (in terms of memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies and social strategies) accounted for 45% of the variance of the dependent variable (i.e., academic achievement in English language class), in the case of first year junior high school students at the target school in Chongqing, China.

CHAPTER V

CONCLUSIONS, DISCUSSION AND RECOMMENDATIONS

In the previous chapter, the researcher introduced the research findings of this correlational study of the using of language learning strategies (in terms of memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies and social strategies) and academic achievement in English language class of first-year junior high school students in public secondary school in Chongqing, China. In this chapter, the research summarizes the current study, including a summary of the study, a summary of the findings, conclusions, discussion, and recommendations for teachers, students, school administrators, and future researchers.

Summary of the Study

The purpose of this research was to determine whether there was a significant relationship of the use of language learning strategies and the academic achievement of the students in the first year at a public junior school in China. In order to accomplish this purpose, the researcher followed a correlational research design, using a quantitative approach, to firstly determine the first-year junior high school students' level of use of language learning strategies (memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies and social strategies) and their academic achievement in English language class at the end of the year. In this study, the total sample size was 109 students (40 from Class 1, 40 from Class 2 and 29 from Class 3) enrolled in the first-year of junior high school in the academic 2021-2022 at a public secondary school in Chongqing, China, and conveniently sampled for this study.

The following were the research objectives of this study.

1. To determine the level of the use of language learning strategies in English language class, in terms of direct strategies and indirect strategies, of first-year junior high school students at a public secondary school in Chongqing, China.
 - 1.1.To determine the level of the use of memory strategies in English language class of first-year junior high school students at a public secondary school in Chongqing, China.
 - 1.2.To determine the level of the use of cognitive strategies in English language class of first-year junior high school students at a public secondary school in Chongqing, China.
 - 1.3.To determine the level of the use of compensation strategies in English language class of first-year junior high school students at a public secondary school in Chongqing, China.
 - 1.4.To determine the level of the use of metacognitive strategies in English language class of first-year junior high school students at a public secondary school in Chongqing, China.
 - 1.5.To determine the level of the use of affective strategies in English language class of first-year junior high school students at a public secondary school in Chongqing, China.
 - 1.6.To determine the level of the use of social strategies in English language class of first-year junior high school students at a public secondary school in Chongqing, China.
2. To determine the level of academic achievement in English language class of first-year junior high school students at a public secondary school in Chongqing, China.

3. To determine whether there is a significant relationship of the use of language learning strategies (in terms of memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies and social strategies) and academic achievement in English language class of first-year junior high school students at a public secondary school in Chongqing, China.

This study adopted Yang's (1992) Chinese version of the Strategy Inventory of Language Learning (SILL; see Appendixes A and B), consisting of 50 items, which were used to measure the degree of use of six sub-categories of English language learning strategies by the students: memory strategies (9 items), cognitive strategies (14 items), compensation strategies (6 items), metacognitive strategies (9 items), affective strategies (6 items), and social strategies (6 items) and used to measure the level of students' use of language learning strategies. The English subject's final test was used to collect data on the first-year junior high school students' academic achievement in English Language class. The collected quantitative data were analyzed, using a statistical software package, by performing descriptive statistics (frequencies, percentages, means and standard deviations) and statistical hypothesis testing (correlational analysis using multiple correlation coefficient), in order to address this research's objectives and hypothesis.

Summary of the Findings

This section presents the findings obtained from the data collection and analysis. The findings of this study are presented below by objectives.

Research Objective 1

Regarding to the Research Objective 1, the following findings were obtained.

- The level of use of language learning strategies in English language class, in terms of direct strategies, held by first-year junior high school students at a public secondary school in Chongqing, China, was interpreted as moderate.
- The level of use of language learning strategies in English language class, in terms of indirect strategies, held by first-year junior high school students at a public secondary school in Chongqing, China, was interpreted as moderate.

Research Objective 1.1

Regarding the Research Objective 1.1, the following findings were obtained.

- The level of use of memory strategies in English language class held by first-year junior high school students at the target school was interpreted as moderate for eight items and low for one item on the 9-item subscale.
- The overall level of students' use of memory strategies in English language class of this grade was interpreted as moderate.

Research Objective 1.2

Regarding the Research Objective 1.2, the following findings were obtained.

- The level of use of cognitive strategies in English language class held by first-year junior high school students at the target school was interpreted as moderate for 11 items, low for two items, and slightly high for one item on the 14-item subscale.
- The overall level of students' use of cognitive strategies in English language class of this grade was interpreted as moderate.

Research Objective 1.3

Regarding the Research Objective 1.3, the following findings were obtained.

- The level of use of compensation strategies in English language class held by first-year junior high school students at the target school was interpreted as moderate for four items and high for two items on the 6-item subscale.

- The overall level of students' use of cognitive strategies in English language class of this grade was interpreted as moderate.

Research Objective 1.4

Regarding the Research Objective 1.4, the following findings were obtained.

- The level of use of metacognitive strategies in English language class held by first-year junior high school students at the target school was interpreted as moderate for seven items and high for two items on the 9-item subscale.
- The overall level of students' use of cognitive strategies in English language class of this grade was interpreted as moderate.

Research Objective 1.5

Regarding the Research Objective 1.5, the following findings were obtained.

- The level of use of affective strategies in English language class held by first-year junior high school students at the target school was interpreted as moderate for all the six items in the 6-item subscale.
- The overall level of students' use of affective strategies in English language class of this grade was interpreted as moderate.

Research Objective 1.6

Regarding the Research Objective 1.6, the following findings were obtained.

- The level of use of metacognitive strategies in English language class held by first-year junior high school students at the target school was interpreted as to be moderate for all the six items in the subscale.
- The overall level of students' use of social strategies in English language class of this grade was interpreted as moderate.

Research Objective 2

Regarding to the Research Objective 2, the following finding was obtained.

- The overall level of academic achievement in English language class held by first-year junior high school students at a public secondary school in Chongqing, China, was interpreted as a failure.

Research Objective 3

Regarding to the Research Objective 3, the following finding was obtained.

- The correlation with the participants' academic achievement in English language class was significant, positive and moderately strong for the use of memory strategies, cognitive strategies, metacognitive strategies, and social strategies, respectively; weak for the use of compensation strategies; and strong for the use of affective strategies.
- There was a significant, strong multiple correlation between the use of language learning strategies (in terms of memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies and social strategies) and academic achievement in English language class of first- junior high school students at the target school.

Conclusions

From the research findings obtained in this study, the following conclusions were drawn.

Research Objective 1

Regarding to the Research Objective 1, the following findings were obtained.

- The level of patterns of behavior that use of language and directly affect the learning progress in English language class held by first-year junior high school students at a public secondary school in Chongqing, China, was interpreted as moderate.

- The level of patterns of behavior that do not directly involve using the language, but support language learning and indirectly affect the learning effect in English language class by acting on other means held by first-year junior high school students at a public secondary school in Chongqing, China, was interpreted as moderate.

Research Objective 1.1

Regarding the Research Objective 1.1, the following findings were obtained.

- The level of intentional and purposive behavior enacted by first-year junior high school students at the target school to put into practice techniques with the specific function of helping them store and retrieve new information related to English language class, was found to be moderate for eight items and low for one item on the 6-item subscale.
- The overall level of intentional and purposive behavior enacted by first-year junior high school students at the target school to put into practice techniques with the specific function of helping them store and retrieve new information related to English language class, was interpreted as moderate.

Research Objective 1.2

Regarding the Research Objective 1.2, the following findings were obtained.

- The level of intentional and purposive behavior enacted by first-year junior high school students at the target school to put into practice techniques with the specific function of enabling them to understand and produce new language by different means for learning in English language class, was found to be moderate for 11 items, low for two items, and slightly high for one item on the 14-item subscale.
- The overall intentional and purposive behavior enacted by first-year junior high

school students at the target school to put into practice techniques with the specific function of enabling them to understand and produce new language by different means for learning in English language class, was interpreted as moderate.

Research Objective 1.3

Regarding the Research Objective 1.3, the following findings were obtained.

- The level of intentional and purposive behavior enacted by first-year junior high school students at the target school to put into practice techniques with the specific function of enabling them to use new language for either comprehension or production despite limitations in knowledge in English language class, was found to be moderate for four items and high for two items on the 6-item subscale.
- The overall level of intentional and purposive behavior enacted by first-year junior high school students at the target school to put into practice techniques with the specific function of enabling them to use new language for either comprehension or production despite limitations in knowledge in English language class, was interpreted as moderate.

Research Objective 1.4

Regarding the Research Objective 1.4, the following findings were obtained.

- The level of intentional and purposive behavior enacted by first-year junior high school students at the target school to put into practice techniques with the specific function of enabling them to control their language learning process in English language class by helping them plan, organize, monitor, and evaluate their own language learning process to reach better learning outcomes, was found to be moderate for seven items and high for two items on the 9-item subscale.
- The overall level of intentional and purposive behavior enacted by first-year

junior high school students at the target school to put into practice techniques with the specific function of enabling them to control their language learning process in English language class by helping them plan, organize, monitor, and evaluate their own language learning process to reach better learning outcomes, was interpreted as moderate.

Research Objective 1.5

Regarding the Research Objective 1.5, the following findings were obtained.

- The level of intentional and purposive behavior enacted by first-year junior high school students at the target school to put into practice techniques with the specific function of enabling them to regulate emotions and help them relax or gain greater confidence, so that profitable language learning can take place for learning in English language class, was found to be moderate for all the six items in the 6-item subscale.
- The overall level of intentional and purposive behavior enacted by first-year junior high school students at the target school to put into practice techniques with the specific function of enabling them to regulate emotions and help them relax or gain greater confidence, so that profitable language learning can take place for learning in English language class, was interpreted as moderate.

Research Objective 1.6

Regarding the Research Objective 1.6, the following findings were obtained.

- The level of intentional and purposive behavior enacted by first-year junior high school students at the target school to put into practice techniques with the specific function of enabling them to learn by socializing and collaborating with others to support or advance their learning in English language class, was found to be moderate for all the six items in the subscale.

- The overall level of enacted by first-year junior high school students at the target school to put into practice techniques with the specific function of enabling them to learn by socializing and collaborating with others to support or advance their learning in English language class, was interpreted as moderate.

Research Objective 2

Regarding to the Research Objective 2, the following finding was obtained.

- The overall level of demonstration of understanding of the information learned in the English language class held by first-year junior high school students at a public secondary school in Chongqing, China, was interpreted as a failure.

Research Objective 3

Regarding to the Research Objective 3, the following finding was obtained.

- The explanatory and predictive power for the participants' academic achievement in English language class was significant and moderately strong for the use of memory strategies, cognitive strategies, metacognitive strategies, and social strategies, respectively; weak for the use of compensation strategies; and strong for the use of affective strategies. A strong explanatory and predictive power implies that knowing the magnitude of change in the use of any of the six types of language learning strategies will strongly indicate how accurate the change in the participants' academic achievement in English language class will be.
- The use of language learning strategies (in terms of memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies and social strategies) had a significant and strong explanatory and predictive power for the academic achievement in English language class of first-year junior high school students at the target school.

Discussion

In the following sections, the researcher presents a discussion of the research findings obtained from conducting the current study, by relating them with the findings reported by previous research studies.

Use of Language Learning Strategies in English Language Class

The results of the current study revealed that the level of use of language learning strategies in English language class held by first-year junior high school students at a public secondary school in Chongqing, China, was moderate in terms of both direct and indirect strategies. According to Yeh (2010), the overall level of the use of multiple English language learning strategies, particularly indirect strategies, is generally low for the Taiwanese students in regular classes. Yeh (2010) found that the mean level of using direct strategies and indirect strategies for learning English was both found moderate for foreign language-majored students enrolled in both a regular class and an extensive class at a vocational college in Taiwan.

The results of the current study revealed that the overall level of use of memory strategies in English language class held by first-year junior high school students in the target school in Chongqing, China, was moderate. This result is similar with the one reported by Yeh (2010), who found that the mean level of memory strategies for learning English was found moderate for foreign language-majored students enrolled in both a regular class and an extensive class at a vocational college in Taiwan.

The data analysis also revealed that the overall level of use of cognitive strategies in English language class held by first-year junior high school students in the target school in Chongqing, China, was moderate. This result is similar with the one reported by Yeh (2010), who found that the mean level of cognitive strategies for learning English was found moderate for foreign language-majored students enrolled in both a regular class and an

extensive class at a vocational college in Taiwan.

The results of the current study revealed that the overall level of use of compensation strategies in English language class held by first-year junior high school students in the target school in Chongqing, China, was moderate. This result is similar with the one reported by Yeh (2010), who found that the mean level of cognitive strategies for learning English was found moderate for foreign language-majored students enrolled in both a regular class and an extensive class at a vocational college in Taiwan.

The results of the current study revealed that the overall level of use of metacognitive strategies in English language class held by first-year junior high school students in the target school in Chongqing, China, was moderate. This result is slightly different with the one reported by Yeh (2010), who found that the mean level of the use of metacognitive strategies for learning English was found low in a regular class and moderate in an extensive class of foreign language-majored students at a vocational college in Taiwan.

The results of the current study revealed that the overall level of use of affective strategies in English language class held by first-year junior high school students in the target school in Chongqing, China, was moderate. This result is similar with the one reported by Yeh (2010), who found that the mean level of affective strategies for learning English was found moderate for foreign language-majored students enrolled in both a regular class and an extensive class at a vocational college in Taiwan.

The results of the current study revealed that the overall level of use of social strategies in English language class held by first-year junior high school students in the target school in Chongqing, China, was moderate. This result is similar with the one reported by Yeh (2010), who found that the mean level of social strategies for learning English was found moderate for foreign language-majored students enrolled in both a regular class and an extensive class at a vocational college in Taiwan.

The results of the current study revealed that the level of use of language learning strategies in English language class held by first-year junior high school students at a public secondary school in Chongqing, China, was moderate in terms of both direct and indirect strategies. This result is similar with the one reported by Tian (2018), who found that the overall strategies level of the junior middle school students in Hami Area general ($M = 2.85$), also was interpreted as moderate.

Academic Achievement in English Language Class

In the current study, the overall level of participants' demonstration of understanding of English language was a failure. This was in line with Xu (2008) and Wei (2018). A possible explanation was that participants' level of use of multiple language learning strategies was not high (Oxford, 1990; Yeh, 2010), because stronger correlations with English learning performance are tied to students' effort to have a higher English academic achievement (Zhang, 2020).

The Relationship of Students' Use of Language Learning Strategies With Academic Achievement in English Language Class

The data analysis from the current study showed that a significant, strong multiple correlation between the use of language learning strategies (in terms of memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies and social strategies) and academic achievement in English language class of first- junior high school students at the target school.

This result is similar with Tian (2018), who found that there was a significant, positive, and moderately strong correlation among the use of language learning strategies and the English academic achievement held by 217 junior high school students from YiLi Province, China, $r = .50, p < .001$).

The participants in the current study were found to have a failing level of academic

achievement in English language class, but were also found to have significant correlations of the use of the six language learning strategies ranging from .38 to .60. This result is slightly different to the one reported by Zhang (2020), who found, through a study conducted on middle school students learning English in Liaoning Province, China, that excellent language learners are those who frequently use a variety of language learning strategies, and stronger correlations with English learning performance are tied to having a higher English proficiency and academic achievement.

Recommendations

The researcher would like to provide the following recommendations for teachers, students, school administrators and future researchers according to the findings of current study of first-year junior high school students at a public secondary school in Chongqing, China.

Recommendations for Teachers

The findings of this study revealed that there is a significant relationship of the use of language learning strategies (in terms of memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies and social strategies) and academic in English language class of first-year junior high school students at a public secondary school in Chongqing, China. At the same time, the level of students' use of language learning strategies is moderate as well as a failing level of academic achievement in English-learning. The teacher should deeply understand language learning strategies and use those strategies deliberately. For example, the study reported the level of students' use of memory strategies stated in Item 6 ("I use word cards to memorize new English words") was interpreted low. When teaching, teachers can compare similar words to deepen students' memory and teach this method to the students, letting them to use memory strategies more

frequently. Item 16 (“I amuse myself by reading English weekly magazines”) and Item 17 (“I write notes, letters or reports in English”) were also reported low. Teachers can give students homework about read English weekly magazines and write notes, letters or reports in English.

Recommendations for School Administrators

The findings of this research indicated that the overall level of use language learning strategies in English language class was moderate. The school administrators could help teachers to update their knowledge about using learning strategies and give them teaching instructions and methods, and provide more teaching materials and resources for teachers to improve students’ level of using language learning strategies as well as English language achievement. School administrators can also hold some English writing contests so that students can read more English magazines and practice English writing.

Recommendations for Students

The findings of this study revealed that there is a significant relationship of the use of language learning strategies (in terms of memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies and social strategies) and academic in English language class of first-year junior high school students at a public secondary school in Chongqing, China. At the same time, the overall level of use language learning strategies in English language class was moderate. The findings lead students deeply understand language learning strategies and use those strategies deliberately. For example, the study reported the level of students’ use of language learning strategies stated in Item 6 (“I use word cards to memorize new English words”) was interpreted low. The students can try to memorize new English words intentionally. Item 16 (“I amuse myself by reading English weekly magazines”) and Item 17 (“I write notes, letters or reports in English”) were also reported low. In order to improve their English academic achievement, they also can

read English weekly magazines and write notes, letter or reports in English regularly. They will find out the reasons about why they failed in first-year junior high school students' English academic achievement in English language class. Then, they could change their learning strategies and get success in the future (Oxford, 1990).

Recommendations for Future Researchers

The findings of this study revealed that there is a significant relationship of the use of language learning strategies (in terms of memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies and social strategies) and academic in English language class of first-year junior high school students at a public secondary school in Chongqing, China. At the same time, the level of students' use of language learning strategies was moderate. According to this study, the future researchers can study with other teaching and learning strategies or focus on other factors that will influence students' academic achievement in learning any other subjects. The use of different English language learning strategies depends on students' interest in English learning, which varies greatly among individuals (Oxford, 1990). Therefore, future researchers could explore the relationship between the level of using language learning strategies and the students' interest in learning English. Moreover, the current study found significant correlations between the use of all the six language learning strategies identified by Oxford (1990), ranging from .39 to .84 (see Table 15, p. 53). Therefore, future researchers may explore deeper these relationships in future studies.

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APPENDICES





Appendix A

English Subject's Final Test

七年级英语下期末测试卷

1.选择填空(30 分)

1.He likes _ interesting things with other people.

A.to talk to B.to talk about C.to talk with D.discuss

2.Steve _ down and did the reading an hour ago.

A.sit B.sits C.sitting D.sat

3. What about _ a walk after dinner? A.take B.took C.taking D.takes

4. We _ London

A.comes from B.are from C.be from D.was from

5.Do you want _ home now?

A.go B.going C.to go D.to go to

6.They enjoy _ football every weekend. A.play B.playing C.to play D.plays

7.-What _ your parents

---They are both doctors.

A.does, do B.do,do C.are,doing D.job, do

8.-----Where is Gina? ----- She _

A.likes football B.often plays soccer C.is a good player D.is playing soccer

9.----How' s it _?----Not bad.

A. Go B.going C.goes D.went

10. -----I am going to Beijing for a holiday.

A.Goodbye B.You are right C.It's good D.Have a good time

11. The girl ___ like her mother. She is short and heavy, but her mother is tall and thin.

A.isn't B.aren't C.don't D.doesn't

12. Can you give me _

A.two bowls of soup B.two bowl of soup C.two bowl of soups D.two bowls of soups

13.-----Would you like something to eat?

A.No,I wouldn't. B.No, I don't. C.No,thanks. D.No,I won't.

14. Would you like basketball with us?

Sure,I like ___ basketball very much.

A.to play, playing B.playing, to play C.play, to play D.playing, playing

15.She often some reading on Sunday. She _ a story book last Sunday.

A.do, read B.does, read C.do, readed D.did, readed

16.Look, Kelly _ a banana.

A.eat B.eats C.ate D.is eating

17.My aunt has a _.

A.five-years-old boy B.five-year old boy C.five-year-old boy D.five year old boy

18.-----Let's go for a walk.

A.Thanks a lot B.You are welcome C.That sounds good D.No, you can't

19. Play soccer on the street,It's too dangerous.

A.Please B.To C.Don't D.Let's

20. They' re having lots of fun in the river. A.swim B.swimming C.to swim D.swimming.

完形填空（15分）

Mr Green _ 21 a bank clerk. He is very _ 22. Every day he has to _ 23 _ and talk with many people.

So after work he'd like _ 24 _ quietly at home.

Every year he has a long vacation. At the _25_ of the vacation he always takes a good rest (好好休息一下) and _26_ a good time with his family. Then he can go out to meet some of his old friends. Last winter, he and his family went to Harbin (哈尔滨) to see snow. _27_ they don't often see it here in Kunming, they _28_ a week there and really were _29_ to see the thick (厚厚的) snow there.

Their son says, "We hope we are having this activity every year." "Then work hard and enjoy _30_ life (生活)!" says Mr. Green.

21. A.is B.was C.does D.did
22. A.thin B.heavy C.busy D.free
23. A.look B. pay C.meet D.listen
24. A.to laugh B.sitting C.laughing D.to sit
25. A.begin B.beginning C.close D.closing
26. A.have B.take C.has D.takes
27. A.And B.But C.So D.Because
28. A.took B.spent C.waited D.paid
29. A.surprised B.interested C. surprising D.interesting
30. A.you B. your C.my D.me

阅读理解 (30 分)

A

Dear Julie,

Last weekend was a busy time for our family.

On Saturday my parents went shopping for clothes at the mall. My brother Gray played

basketball with his friends. My sister Gina stayed at home in the morning and played the piano. I stayed at home, too. I studied for a math test. In the afternoon I went to the beach. On Saturday night, my family and I had dinner at home. Then we went to the movies.

on Sunday morning, my family stayed at home. My sister and I cleaned our room, and my brother played computer games. In the afternoon my grandparents visited us. We were happy to see them. They stayed at our house for dinner. After dinner, we watched TV. I was tired on Sunday night. I went to bed early.

David

阅读短文，判断正（T）误(F):

31. David stayed at home on Saturday morning.
32. Julie is Gary' s sister.
33. on Saturday evening David and his family went to the movies.
34. Gary cleaned his room on Sunday morning.
35. David went to visit his grandparents on Sunday evening.

B

My friend has a police dog called Jack. Police dogs are often clever. Every Sunday afternoon my friend takes Jack for a walk in the park. Jack likes walks very much.

It's Sunday afternoon. A young man comes to visit my friend. He stays for a long time. He talks and talks. Soon it is time for my friend to take Jack for his walk. But the visitor still (仍

旧)stays. Jack is worried about (担心) his walk in the park. He walks around the room and then sits down in front of the visitor and looks at him. But the visitor goes on_(继续) talking. At last Jack can't stand it. He goes out of the room and comes back a few minutes later. He sits down again in front of the visitor (, but this time he puts the visitor's hat in his mouth (嘴) and shows it to the visitor.

阅读短文，选择正确的答案:

36. Jack is _

A.my friend B.the visitor C.a dog D.a policeman

37.My friend takes his dog to the park

A.once a day B.once a week C.every afternoon D.once a month

38.The dog sits in front of the visitor and wants _

A.to listen to him B.to look at him C.to show he is unhappy D.to be his friend

39.How many people are there in the story?

A.Five B.Two C.Four D.Three

40.Which of the following is not true?

A. I have a friend called Jack.

B. Jack likes the walks in the park very much.

C. The visitor talks for a long time and still doesn't stop talking.

D. At last the dog gets the hat in its mouth.

C

Most children like watching TV. It's very interesting. By(通过)watching TV they can see and learn a lot and know many things about their country and the world. Of course, they can also

learn over(通过)the radio(收音机). But they can learn better and more easily on TV. Why?

Because they can hear and watch at the same time (同时) . But they can't see anything

over the radio. TV helps to open children's eyes. It helps to open their minds(智力),

too. They learn newer (更新) and better ways of doing things.

Many children watch TV only on Saturday or Sunday evening. They are always busy with their classes. But a few children watch TV every night. They go to bed very late. They can't have a good rest. How about you, my young friends?

阅读短文，选择正确的答案:

41. A few children go to bed late because they _

A. are busy with their classes B. do their homework C. watch TV D. listen to the radio

42. Children can't see anything _

A. in the radio B. over the radio C. on TV D. by watching TV

43. TV helps to open children's _

A. eyes and minds B. minds C. eyes or minds D. eyes

44. ----Why do many children watch TV only on Saturday or Sunday evening?

----Because _ .

A. TV is not good B. they don't like watching TV C. they have no time D. they want to play tennis

45. Children can study better and easily on TV because

A. they like to watch TV B. they can hear at the same time C. they can watch at the same time

D. they can hear and watch at the same time

IV .(1)用所给词的正确形式填空(5 分)

46. The good-looking singer decided some expensive clothes(buy)

47.I love _ and I love _ days, too. (snow)

48.Look! He _ for us.(wait)

49.You know, pandas like to eat bamboo.(leaf)

50.In fact, there _ much drink in the glass. (be)

2 将下列汉语部分翻译成英语，并注意词的正确形式（5 分）

51. The boy often the old man _ the housework.

助.,.做)

52. We need a lot of for our health.(食品)

53. She can by herself.(洗衣服)

54. The child went to a and he wanted to see a doctor.(医院)

55. They feel _ when they see the talk show.(激动的)

V.书面表达（15 分）

1. A busy day 2.My favorite _

要求:1.以上两个题目任选其一。

2. 卷面清洁,整齐;语言表达流畅,富有逻辑,无语法错误。

Appendix B

Strategy Inventory for Language Learning (SILL; English Version)



Questionnaire A

Memory Strategies

| | | Never or almost never true of me | Usually not true of me | Somewhat true of me | Usually true of me | Always or almost always true of me |
|---|--|-------------------------------------|---------------------------|------------------------|--------------------|---------------------------------------|
| 1 | When I learn new words, I associate the new words with the ones I have already learned. | | | | | |
| 2 | I deepen my memory by making sentences with the new words. | | | | | |
| 3 | I associate the sounds of English words with images or graphics to help me remember them | | | | | |
| 4 | I remember an English word by imagining how it might be used | | | | | |
| 5 | I use similar sounds to remember new words | | | | | |
| 6 | I use word cards to memorize new English words | | | | | |
| 7 | I remember new English words by grouping them (like sense words, anti-sense words, nouns, verbs) | | | | | |
| 8 | I will review my English lessons. | | | | | |
| 9 | I remember by the position of English words or cards in books, on the blackboard or signs | | | | | |

Questionnaire B

Cognitive Strategies

| | | Never or almost never true of me | Usually not true of me | Somewhat true of me | Usually true of me | Always or almost always true of me |
|----|---|-------------------------------------|---------------------------|------------------------|--------------------|---------------------------------------|
| 10 | I can practice or write new English words repeatedly. | | | | | |
| 11 | I try to speak like a native speaker. | | | | | |
| 12 | I practice English pronunciation. | | | | | |
| 13 | I practice my English in different ways. | | | | | |
| 14 | I try to talk in English. | | | | | |
| 15 | I watch TV shows or movies in English, or listen to radio in English. | | | | | |
| 16 | I amuse myself by reading English weekly magazines. | | | | | |
| 17 | I write notes, letters or reports in English. | | | | | |
| 18 | I try to think in English. | | | | | |
| 19 | I look for similarities and differences between English and Chinese. | | | | | |
| 20 | I tried to find English sentence patterns. | | | | | |
| 21 | I try to find the meaning of a new English word by breaking it down into parts (such as a prefix or root) that I can recognize. | | | | | |
| 22 | Make summary notes in English conversation or reading in English. | | | | | |

| | | Never or almost never true of me | Usually not true of me | Somewhat true of me | Usually true of me | Always or almost always true of me |
|----|--|-------------------------------------|---------------------------|------------------------|--------------------|---------------------------------------|
| 23 | I made abstract notes of what I heard and read in English. | | | | | |

Questionnaire C

Compensation Strategies

| | | Never or almost never true of me | Usually not true of me | Somewhat true of me | Usually true of me | Always or almost always true of me |
|----|--|-------------------------------------|---------------------------|------------------------|--------------------|---------------------------------------|
| 24 | When I meet an unfamiliar English word, I will guess its meaning. | | | | | |
| 25 | In English conversation, if I can't think of a word, I will use a gesture or action to express it. | | | | | |
| 26 | When I don't know the right English word, I make my own words to say it (such as airball for balloon). | | | | | |
| 27 | When I read English, I don't look up every word in the dictionary. | | | | | |
| 28 | I guess what the next sentence is going to be in English. | | | | | |
| 29 | When I can't think of an English word, I use words and phrases that have the same meaning. | | | | | |

Questionnaire D

Metacognitive Strategies

| | | Never or almost never true of me | Usually not true of me | Somewhat true of me | Usually true of me | Always or almost always true of me |
|----|---|-------------------------------------|---------------------------|------------------------|--------------------|---------------------------------------|
| 30 | I will find various ways to use the English I have learned. | | | | | |
| 31 | I will notice my English mistakes and use them to improve. | | | | | |
| 32 | When others speak English, I pay special attention to listen. | | | | | |
| 33 | I try to find out how to learn English well. | | | | | |
| 34 | I will make a schedule so that I have enough time to study English. | | | | | |
| 35 | I keep an eye out for people I can talk to in English. | | | | | |
| 36 | I will look for opportunities to read more English. | | | | | |
| 37 | I have a clear goal to improve my English skills. | | | | | |
| 38 | I will measure my progress in learning English. | | | | | |

Questionnaire E

Affective Strategies

| | | Never or almost never true of me | Usually not true of me | Somewhat true of me | Usually true of me | Always or almost always true of me |
|----|--|-------------------------------------|---------------------------|------------------------|--------------------|---------------------------------------|
| 39 | Whenever people feel afraid of using English, I try to relax myself. | | | | | |
| 40 | Even though I'm afraid of making mistakes, I encourage myself to speak English. | | | | | |
| 41 | Whenever I do well in English, I will reward myself. | | | | | |
| 42 | When I read or speak English, I will pay attention to whether I am nervous or not. | | | | | |
| 43 | I will write down my feelings in a diary. | | | | | |
| 44 | I will discuss my feelings about learning English with others. | | | | | |

Questionnaire F

Social Strategies

| | | Never or almost never true of me | Usually not true of me | Somewhat true of me | Usually true of me | Always or almost always true of me |
|----|--|-------------------------------------|---------------------------|------------------------|--------------------|---------------------------------------|
| 45 | If I don't understand something in an English conversation, I will ask the other person to speak slowly or harder. | | | | | |
| 46 | When speaking English, I will ask the other person to correct my mistakes. | | | | | |
| 47 | I will practice English with other students. | | | | | |
| 48 | I will ask English speakers for help. | | | | | |
| 49 | I will ask questions to clarify and confirm any questions in English. | | | | | |
| 50 | I try to learn the culture of English-speaking countries. | | | | | |

Appendix C

Strategy Inventory for Language Learning (SILL; Chinese Version)



调查问卷 A

记忆策略

| | | 你从来不会使用这类学习策略。 | 你通常不会使用这类学习策略。 | 你有时不会使用这类学习策略。 | 你通常会使用这类学习策略。 | 你总是会使用这类学习策略。 |
|---|--------------------------------|----------------|----------------|----------------|---------------|---------------|
| 1 | 学新的单词时，我会把新学的东西联想到已经学过的部分。 | | | | | |
| 2 | 我用新学的单词造句，以加深记忆。 | | | | | |
| 3 | 我把英语单词的发音与其相关的形象或图形联想，以帮助记忆。 | | | | | |
| 4 | 我借着想象使用某个英文字的可能状况，来记忆那个字。 | | | | | |
| 5 | 我运用相似的发音来记忆英文生字。 | | | | | |
| 6 | 我使用单词卡来背英文生字 | | | | | |
| 7 | 我把英文生字分组来记忆（如同义字、反义字；名词、动词） | | | | | |
| 8 | 我会复习英文功课 | | | | | |
| 9 | 我靠英文单词或卡片出现在书上，黑板上，或标志上的位置来记忆。 | | | | | |

调查问卷 B

认知策略

| | | 你从来不会使用这类学习策略。 | 你通常不会使用这类学习策略。 | 你有时不会使用这类学习策略。 | 你通常会使用这类学习策略。 | 你总是会使用这类学习策略。 |
|----|--------------------------------------|----------------|----------------|----------------|---------------|---------------|
| 10 | 我会反复练习或写英文生字。 | | | | | |
| 11 | 我尝试说得像以英语为母语的人一样。 | | | | | |
| 12 | 我练习英语发音。 | | | | | |
| 13 | 我以不同的方式练习我所学的英文。 | | | | | |
| 14 | 我尝试以英语交谈。 | | | | | |
| 15 | 我看英语发音的电视节目或电影，或收听英语广播。 | | | | | |
| 16 | 我阅读英语周刊以自娱。 | | | | | |
| 17 | 我用英文写笔记、书信、或报告。 | | | | | |
| 18 | 我尝试用英文思考。 | | | | | |
| 19 | 我会寻找英文与中文之间的相同或相异处。 | | | | | |
| 20 | 我尝试找出英文的句型。 | | | | | |
| 21 | 我把一个英文生字分解成数个我认得的部分（如字首或字根），以找出它的意义。 | | | | | |
| 22 | 在英语会话或阅读的英文做成摘要笔记。 | | | | | |
| 23 | 我将我所听到的和读到的英文做成摘要笔记。 | | | | | |

调查问卷 C

补偿策略

| | | 你从来不会使用这类学习策略。 | 你通常不会使用这类学习策略。 | 你有时会，有时不会使用这类学习策略。 | 你通常会使用这类学习策略。 | 你总是会使用这类学习策略。 |
|----|---|----------------|----------------|--------------------|---------------|---------------|
| 24 | 我遇到不熟悉的英文时，我会猜一猜它意思。 | | | | | |
| 25 | 在英语会话中，若我想不起某个字，我会用手势或动作来表达。 | | | | | |
| 26 | 当我不知道适切的英文字时，我会自己造字来表达（如 airball 来表达气球 balloon） | | | | | |
| 27 | 在阅读英语时，我不会每个字都去查字典。 | | | | | |
| 28 | 我会去猜测别人下一句要说的英文。 | | | | | |
| 29 | 当我想不出某个英文字时，我会使用意义相通的字和词。 | | | | | |

调查问卷 D

元认知策略

| | | 你从来不会使用这类学习策略。 | 你通常不会使用这类学习策略。 | 你有时不会使用这类学习策略。 | 你通常会使用这类学习策略。 | 你总是会使用这类学习策略。 |
|----|------------------------|----------------|----------------|----------------|---------------|---------------|
| 30 | 我会找各种方式来运用我所学的英文 | | | | | |
| 31 | 我会留意自己的英语错误，并利用它来改造。 | | | | | |
| 32 | 当别人说英语时，我会特别留意听。 | | | | | |
| 33 | 我试着找出如何学好英语的方式。 | | | | | |
| 34 | 我会订立作息表，促使自己有足够的時間研习英语 | | | | | |
| 35 | 我会留心寻访可以用英语交谈的对象。 | | | | | |
| 36 | 我会寻时机多阅读英语。 | | | | | |
| 37 | 我有明确的目标，改进我的英语技能。 | | | | | |
| 38 | 我会考量自己学习英语的进展。 | | | | | |

调查问卷 E

情感策略

| | | 你从来不会使用这类学习策略。 | 你通常不会使用这类学习策略。 | 你有时不会使用这类学习策略。 | 你通常会使用这类学习策略。 | 你总是会使用这类学习策略。 |
|----|----------------------------|----------------|----------------|----------------|---------------|---------------|
| 39 | 每当伙感到害怕使用英语时，我会设法使自己在心情放松。 | | | | | |
| 40 | 即使畏惧犯错，我仍会鼓励自己说英语。 | | | | | |
| 41 | 每当我的英语表现良好，我会奖励自己。 | | | | | |
| 42 | 当我读英语或说英语的时候，我会注意自己是否紧张。 | | | | | |
| 43 | 我会将我的感觉记录在日记上。 | | | | | |
| 44 | 我会和别人讨论自己学英语的感受。 | | | | | |

调查问卷 F

外交策略

| | | 你从来不会使用这类学习策略。 | 你通常不会使用这类学习策略。 | 你有时会，有时不会使用这类学习策略。 | 你通常会使用这类学习策略。 | 你总是会使用这类学习策略。 |
|----|------------------------------------|----------------|----------------|--------------------|---------------|---------------|
| 45 | 假如在英语会话中，我有听不懂的地方，我会要求对方说慢一点或重讲一点。 | | | | | |
| 46 | 说英语时，我会要求对方改正我的错误。 | | | | | |
| 47 | 我会与其他同学练习英文。 | | | | | |
| 48 | 我会向讲英文的人请求帮助。 | | | | | |
| 49 | 我会发问以澄清及证实英文上的问题。 | | | | | |
| 50 | 我试着学习英语国家文化。 | | | | | |

BIOGRAPHY

Name Wenjuan Zhang
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Date of Birth April 15, 1984



Educational Background

- Master of Education (Curriculum and Instruction), Assumption University, Bangkok, Thailand (2022)
- Bachelor of Arts (English), Technology and Business University, Chongqing, China (2008)

Job Experience

- Jinya Etiquette Training School, Chongqing, China (2014-2018)
- The Bank of Chongqing, China (2011-2014)
- The Bank of China (2009-2011)

