

ABSTRACT

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

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

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

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

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

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

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

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

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