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Abstract
English learning has dominated the preschools in Taiwan recently. It is the right time for parents, teachers, and the authority concerned to assess the products of early L2 learning. Meanwhile, owing to the prosperity of neuroscience, and multi-intelligence concepts, the individual linguistic intelligence, learning styles, types of English instructions accepted by L2 learners, and motivation have arouse the most attention these days. Consequently, the study aimed to discuss the effects of individual issues on junior high school students' English academic achievements.
In this two-and-a-half-year study, there were 138 subjects. The instruments employed included (1) The academic exams in four semesters (2) The Chinese linguistic IQ Test (3) L2 learning experience self-report questionnaire and interviews (4) The field-independent Hidden Figure Test (5) The L2 learning motivational orientation Scale. Next, the 138 subjects were divided into five groups, A, B, C, D and E according to the two-year academic average scores of 90, 80, 70, 60, and below 59 points.
The main findings were as follows:
1. In Group A, B, C, D and E, L2 starting ages were lowly related to academic achievements. The early learners did not guarantee to become high achievers.

2. Among 29 high achievers in Group A, those who started at the period of 0-6 got the highest academic average score, the second one was the age period of 11-13, and the last one was the age period of 7-10.
3. In Group A, the L2 learners accepted the Grammar-oriented instruction got the highest average scores. Those who accepted both Children American English Instruction and Grammar-oriented instructions got the second high academic average score. As to those who were under Children American English instruction, they acquired the lowest average score. On the other hand, higher percentage of subjects under Children American English instruction thought they owned the advantages of good speaking and listening abilities. Meanwhile, higher percentage of subjects under Grammar-oriented instruction acclaimed that they mastered reading and writing.
4. In Group E, linguistic intelligence was also significantly correlated to students' academic achievements. However, in Group A, B, C, and D, linguistic intelligence was lowly related to subjects' academic achievements.

5. In Group A, subjects whose linguistic intelligence was higher than 95 were highly related to their academic achievements. But the other subjects with linguistic IQ lower than 95, the coefficient was lowly related.
6. In Group A and B, the Field-Independent cognitive style was significantly related to academic achievements, but Group C, D and E were not. In addition, the correct answers of the Hidden Figure Test dropped as well as their academic achievements. ,
7. In Group E, the average score of amotivation was significantly related to subjects' academic achievements. However, the scores of amotivation were ranked as E, D, C, B and A.
8. The average scores of external regulation were significantly related to subjects' academic achievements in Group B and E, but A, C, and D were not. However, the scores of external regulation were ranked as A, C, B, D and E.
9. The average scores of introjected regulation were not significantly related to subjects' academic achievements. However, the scores of introjected regulation were ranked as A, B, C, D and E.
10. The average scores of identified regulation were not significantly related to subjects' academic achievements. However, the scores of identified regulation were ranked as A, B, C, D and E.
11. The average scores of accomplishment in IM were not significantly related to subjects' academic achievements. However, the scores of accomplishment in IM were ranked as B, A, C, D, and E.
12. The average score of knowledge in IM was significantly related to subjects' academic achievements in Group E, but it was not correlated in Group A, B, C and D. However, the scores of knowledge in IM were ranked as A, B, C, D and E.
13. The average scores of stimulation in IM were not significantly related to subjects' academic achievements. However, the scores of stimulation in IM were ranked as B, A, C, D and E.
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