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Abstract Abstract
The purpose of the study was to investigate comprehensive high school students' use of language learning strategies. Since research paid little attention on Language strategy use in Comprehensive High School students, therefore, the current research tried to investigate EFL learning strategies used by the students of a Comprehensive High School in Kaohsiung City. There were 255 comprehensive high school students participating in the study. There are four research questions focusing on what are the most often used language learning strategies by comprehensive high school students, the relation between students' English achievement and language learning strategy use, the differences of language learning strategies use between proficient and non-proficient students, as well as the differences of language learning strategies used between male and female students. General data about the students' language learning strategy use were obtained from a Likert 5-scale, composed of Strategy Inventory for Language Learning (SILL). Moreover, the students' English scores of Basic Competence Test were collected as their English achievement. Data from the students' responses were computed and analyzed by means of Reliability analysis, Descriptive and inferential statistics, Pearson Correlation, Multiple Regression, One way between-groups ANOVA with post-hoc tests and An Independent t-test.
The findings of the study are summarized as follows:
1. Comprehensive high school students used compensation strategies most often, then followed by cognitive strategies, memory strategies, metacognitive strategies, affective strategies and the least, social strategies.
2. According to our finding language learning strategy made a unique and statistically significant contribution to the prediction of Students' English Achievement. Scores on the language learning strategy use could be served as a predictor to predict success in students' English achievement.
3. Proficient students reported higher frequency of usage of overall strategy use, all six groups of strategy categories, and 41 strategies than did non-proficient students (Appendix C).
4. In terms of the present study indicated that there was no significant difference in the six categories between 52 male and 203 female students.
However, female students reported to use language learnig strategies more often than did non-proficient students among the six categories.
Based on the results of the study, some recommendation and pedagogical implications are

provided in the following section:
1. Comprehensive high school students used compensation strategies most often, then followed by cognitive strategies, memory strategies, metacognitive strategies, affective strategies and the least, social strategies. However, Graham (1997) stated that metacognitive strategies, that allowed students to plan, control, and evaluate their learning, had the most central role to play in improvement of learning. Therefore, the teachers should emphasize more training on cognitive and metacognitive strategies in their courses and tried to transfer their students' use of strategies from more comprehensive strategies to more metacognitive and cognitive strategies.
2. According to our finding language learning strategy made a unique and statistically significant contribution to the prediction of Students' English Achievement. Therefore, scores on the language learning strategy use could be served as a predictor to predict success in students' English achievement. For this reason, teachers could use Oxford's SILL as an instrument to measure their student's use of language learning strategies and tried to transfer their experiences of LLS use to their students.
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