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Abstract
The present study surveyed the English learning strategy uses, including listening, vocabulary learning, speaking, and reading, by 236 students in Southern Taiwan University of Technology (STUT). Based on the quantitative data from the questionnaire Language Strategy Use Inventory (LSUI), the main findings of the current study were that the reading strategy ‘Guessing the approximate meaning by using clues from the context of the reading material’ ranked the first of all of the 71 language learning strategies. In addition, the listening strategies were the most frequently used ones among the four strategy categories. Also, the t-test in the current study demonstrated that there were significant differences in the English learning strategy uses between genders and between the English and the Non-English majors. The suggestion of the current study is that the establishment of an LLS instruction is necessary, and English teachers should take into consideration the issue of different genders and majors when LLS instruction is under implementation.
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