



**LANGUAGE LEARNING STRATEGIES ON CHINESE MEDIA
MAJORING COLLEGE STUDENTS: A CASE STUDY OF
COMMUNICATION UNIVERSITY OF SHANXI**

**BY
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Abstract

This study aimed to explore the language learning strategies employed by Chinese media majoring students at Communication University of Shanxi, with a particular focus on how these strategies differ across varying levels of English proficiency. A mixed-methods design was adopted, incorporating quantitative data collected through a questionnaire (n=320) based on the revised Strategy Inventory for Language Learning (SILL), and qualitative data obtained from semi-structured interviews (n=9). The semi-structured interviews offered detailed insights into students' strategy use. They revealed a developmental trajectory linked to proficiency, showing lower-proficiency students relied more on memory strategies and peer support; intermediate students began integrating cognitive and metacognitive strategies to improve accuracy and task efficiency, applying them more selectively to project-based tasks; while higher-proficiency students demonstrated greater use of metacognitive strategies adapted to specific media tasks like interviews and scriptwriting. The interviews also highlighted the significant role of peer collaboration and the increasing integration of digital tools (e.g., translation apps, AI writing assistants) across all levels.

(Total 88 pages)

Key Words: Language Learning Strategies, English Proficiency, Media Students,
 Communication University of Shanxi

Student's SignatureThesis Advisor's Signature

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CHAPTER 1

INTRODUCTION

This chapter introduced the background, purpose, and scope of the study. It outlined the research objectives and questions, explained the significance and limitations, and defined key terms.

1.1 BACKGROUND OF THE STUDY

In the era of globalization, media communication has become increasingly international, and the demand for proficient English use in the media industry has never been more prominent (Huang, 2023). For Chinese college students majoring in media, English is not just a subject of academic study—it is a professional tool essential for performing practical tasks such as international news reporting, bilingual video production, cross-cultural interviews, and global public relations. Unlike students in engineering or other technical fields who mainly engage with English through written documents or passive academic texts, media students must use English in dynamic, social, and creative contexts that demand real-time interaction, emotional expression, and cross-cultural awareness (Ping & Luan, 2017; Wang, 2016).

Language Learning Strategies (LLS) are crucial in this context. They offer students systematic techniques to optimize language acquisition, enhance communicative competence, and cope with professional linguistic challenges (Oxford, 2011). Media students must develop more than just grammatical or vocabulary knowledge—they must cultivate the ability to engage in authentic and spontaneous language use, often under pressure, with clarity, accuracy, and cultural appropriateness (Taheri, Sadighi, Bagheri, & Bavali, 2020; Marto & Marzuki, 2021).

Numerous studies have demonstrated that learners who employ appropriate learning strategies can achieve faster progress and higher proficiency in foreign language learning. For example, Gani, Fajrina, and Hanifa (2015) found that high-achieving learners tend to use a more balanced and purposeful combination of strategies compared to low-achieving learners. This finding is particularly relevant for media students, whose future roles require effective performance in listening, speaking, and intercultural interaction.

Moreover, research by Chen and Gong (2023) emphasizes that learning strategy usage is positively correlated with the development of international competitiveness among media students. Their findings reveal that students who adopt strategic approaches—especially cognitive and social strategies—are better equipped to handle the linguistic demands of the global media landscape. This contrasts with traditional rote-based learning, which, though effective for exams, fails to support the complex language application required in the media profession (Ma, 2022; Taheri et al., 2020).

Compared to English majors who study literature, linguistics, or translation theory, media students are task-oriented language users. Their English must serve specific, real-world functions: scripting news, moderating events, producing bilingual content, and participating in cross-cultural forums (Tong, 2022). Therefore, the strategies they adopt must be immediately applicable, flexible, and goal-driven. For example:

Social strategies help media students conduct interviews, collaborate in team productions, and engage with international peers (Ping & Luan, 2017; Nyikos & Oxford, 1993).

Compensatory strategies support on-the-spot communication when vocabulary or expressions are missing, which is crucial during live reporting or public speaking (Gani, Fajrina, & Hanifa, 2015).

Affective strategies aid in overcoming performance anxiety, boosting confidence in high-pressure scenarios like debates, presentations, or oral exams (Huang, 2023).

Metacognitive strategies encourage self-monitoring, planning, and reflection, enabling students to manage learning autonomously and purposefully (Rianto, 2020).

However, despite the proven benefits of LLS, many media students are still unaware of their importance or use them ineffectively. Research by Nyikos and Oxford (1993) shows that learners who consciously apply strategies learn languages more efficiently. Nevertheless, traditional language instruction in China remains largely teacher-centered, emphasizing grammar drills and test-oriented exercises rather than strategic, communicative, or self-regulatory practices (Taheri et al., 2020).

The lack of strategic awareness leads to inefficient learning and limited communicative competence, especially when students are required to perform in authentic media contexts. For instance, many students still rely heavily on rote memorization rather than using strategies such as context guessing, scenario simulation, or reflective learning (Ma, 2022). This issue is especially serious for media majors, who will enter a profession that demands fluency, creativity, and cultural agility.

In view of the above, it is essential to examine the current state of language learning strategy use among Chinese media college students, especially in institutions like the Communication University of Shanxi. By doing so, we can identify the most helpful strategies for their academic and professional development, and provide targeted recommendations for language instruction in media programs (Oxford, 2011; Rianto, 2020).

This study aimed to bridge the gap between theoretical understanding and practical application of language learning strategies, focusing on how such strategies support professional English use in the media field. Ultimately, it sought to offer

guidance for curriculum reform, teacher training, and student self-regulation, thereby equipping future media professionals with the linguistic tools they need to thrive in global communication environments.

1.2 STATEMENT OF THE PROBLEM

Language learning strategies have a significant impact on students' English learning, especially for students in the School of Journalism and Communication at Shanxi Communication University. However, these students face many problems in English learning, which directly affect their learning effectiveness and language proficiency, especially in the selection and implementation of learning strategies, which have significant shortcomings. The following are the main obstacles that students currently encounter in language learning:

1.2.1 Insufficient Cognitive Understanding of Learning Strategies

Media students lack sufficient understanding of the importance of language learning strategies. They often limit English learning to a single mechanical memory and repetitive practice, while ignoring the role of learning strategies in improving learning efficiency and cultivating practical language abilities. For example, many students do not understand how to optimize their learning style through metacognitive strategies (such as developing study plans, reflecting on the learning process) or social strategies (such as learning through interactive communication). Cognitive limitations prevent them from actively exploring and applying diverse strategies to overcome learning difficulties (Lin, 2014).

1.2.2 Limitations of Learning Strategy Selection

Students tend to use foundational and singular strategies in English learning, such as relying on memorizing words, completing homework, or practicing exercises. These strategies may be effective during the exam stage, but they appear insufficient in improving practical language proficiency (Chand, 2014). For example, the lack of

compensatory strategies makes it difficult for students to use context to guess the meaning of unfamiliar words in listening or speaking, which affects their communication fluency. In addition, the combination of cognitive strategies and metacognitive strategies is also lacking, making it difficult for students to systematically monitor and adjust their learning process (Ma, 2022).

1.2.3 Lack of Motivation and Learning Anxiety

Media students' English learning is often driven by external pressures such as exams and certification requirements, and their intrinsic learning motivation is relatively weak. This lack of interest and goal oriented learning mode leads to a lack of long-term motivation in language learning. Meanwhile, some students face high levels of learning anxiety during the learning process, such as fear of speaking in class or worrying about making mistakes in oral communication. Due to the lack of affective strategy support, they find it difficult to effectively regulate their affective state, which in turn affects their learning outcomes (Huang, 2023).

1.2.4 Weak Cross-Cultural Language Learning Ability

The international development of the media industry requires students to have the ability to communicate in multilingual and cross-cultural environments. However, the existing teaching model places more emphasis on exam scores and the imparting of language foundation knowledge, lacking practical language scenario simulation and cross-cultural communication training. Students lack the use of social and compensatory strategies, resulting in lower adaptability in multilingual environments. For example, insufficient opportunities to interact with international students or foreign teachers make it difficult for students to gain practical experience in real-life contexts (Damanik, 2022).

In response to these issues, this study aimed to systematically explore the current status of language learning strategy use among students in the School of Journalism and Communication at Shanxi Communication University analyzed the key

factors affecting strategy selection and implementation, and evaluated the specific impact of these strategies on language learning outcomes. Through research, we not only identified the main obstacles that students face in language learning but also identified effective strategies and proposed improvement suggestions, providing practical and feasible solutions for language teaching in media majors and enhancing students' learning abilities.

1.3 RESEARCH OBJECTIVES

1.3.1 To study the language learning strategies used by Chinese media majoring college students

1.3.2 To identify the language learning strategies that are helpful for Chinese media majoring college students with different levels of English proficiency

1.4 RESEARCH QUESTIONS

1.4.1 What are the main language learning strategies for Chinese Media majoring college students?

1.4.2 How will the language learning strategies be helpful for Chinese media majoring students with different levels ?

1.5 SCOPE OF THE STUDY

This section outlined the scope of the proposed study. It included the research location, the target population and sample, the research methodology, and the conceptual framework. These components helped define the boundaries and focus of the investigation into language learning strategies among Chinese media majoring college students.

1.5.1 Location

The research site was in Communication University of Shanxi, Jinzhong City, Shanxi Province, China.

1.5.2 Population

The target population of this proposed study was approximately 1,600 undergraduate students enrolled in the College of Journalism and Media at the Communication University of Shanxi. These students, ranging from freshman to senior year, represented the broader group of Chinese media majoring college students. They were chosen as the focal population due to their direct engagement with language use in media-related academic and professional contexts.

1.5.3 Conceptual Framework

This study aimed to investigate the impact of language learning strategies on Chinese media college students. It focused on identifying language learning strategies used by Chinese media college students and sought to determine which strategies were particularly helpful for this population. The research conceptual framework for this study is presented in the figure below.

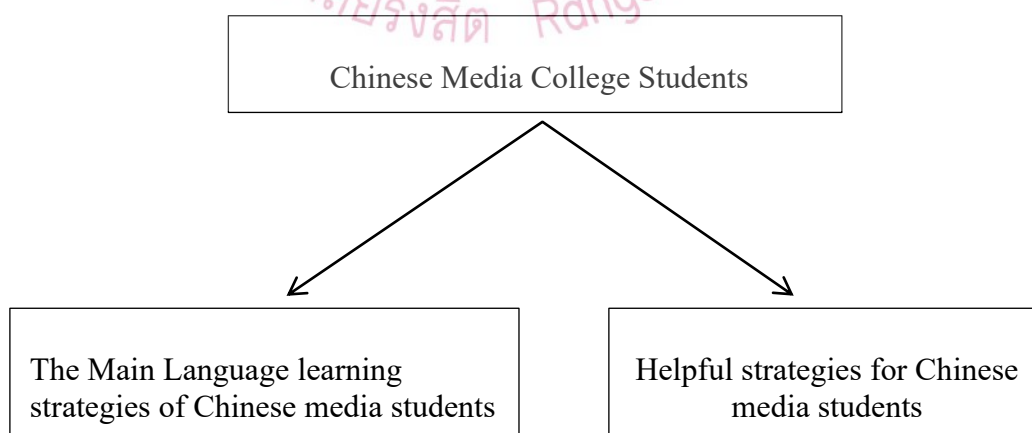


Figure 1.1 Illustration of Conceptual Framework

1.6 SIGNIFICANCE OF THE STUDY

1.6.1 Theoretical Perspectives

This thesis studies the impact of language learning strategies on Chinese media majoring college students by identifying common language learning strategies used by Chinese media college students, and exploring what are helpful language learning strategies for Chinese media college students. It enriches the existing research on related theories, and future studies can further expand the scope of the study on the basis of this study and adopt a more scientific and comprehensive research methodology, with a view to obtaining more in-depth and accurate research results.

1.6.2 Practical Perspectives

The practical significance of this study is to provide practical strategies and suggestions for improving the language education of Chinese college students majoring in media. Through in-depth analysis and evaluation of different language learning strategies, this study can help educators related to media majors in China to determine which strategies are effective in improving students' practical language application skills, especially in multimedia environments and cross-cultural communication contexts. This will not only help optimize existing teaching plans and teaching methods, but also provide a scientific basis for teachers' teaching practice, enabling them to design lessons and activities in a more targeted way, thus improving teaching effectiveness. In addition, the results of this study will provide data support to educational policy makers, prompting them to take into account the specific needs of media professions in their language education and vocational training programs. Ultimately, these contributions will have a direct impact on students' learning outcomes and career development, enhancing their competitiveness in a globalized job market.

1.7 LIMITATIONS OF THE STUDY

Due to limitations of geographical scope and sample selection, sample size cannot fully cover the all regions in China and all Chinese media college students and English teachers teaching in Media college, especially in developed area or some remote or ethnic minority areas where college students are in different environment and having educational backgrounds, which may limit the generalizability of the study's findings. In addition, as this study mainly used questionnaires, these self-reported data may have been influenced by the subjectivity of the participants, resulting in a certain degree of bias in the objectivity and accuracy of the data.

1.8 DEFINITION OF THE KEY TERMS

1.8.1 Language Learning Strategies

Language Learning Strategies (LLS) refer to a series of planned behaviors, methods, and techniques adopted by learners in the process of learning and using a language to achieve specific learning goals. These strategies help improve learning efficiency, enhance language proficiency, and flexibly apply the learned language in practical situations. According to a study by Oxford University (1990), language learning strategies can be divided into six categories: memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies, and social strategies. These strategies cover various aspects from acquiring language knowledge to practical application of language skills.

1.8.2 Communication University of Shanxi

Communication University of Shanxi, abbreviated as "Shanxi Media," is located in Jinzhong City, Shanxi Province. It is a jointly established institution by the State Administration of Radio, Film and Television of the People's Republic of China and the People's Government of Shanxi Province. It serves as one of the main bases for training specialized talents in broadcasting, film, television, and other media fields in

China. Over the years, it has cultivated a large number of professional talents for central and various levels of media sectors, earning the nickname “Old Hua Guang” among industry insiders. The university ranks as the third largest media specialty college in China, one of the three public undergraduate media universities nationwide, a cadre training base for the State Administration of Press, Publication, Radio, Film and Television, a research base for Chinese drama and film studies, and a national animation teaching research base. It is also among the first batch of universities in Shanxi Province to be designated as an “Excellent News and Communication Talent Training Base” through a joint school-department initiative, a key research base for humanities and social sciences in higher education institutions in Shanxi Province, and a small and medium-sized enterprise entrepreneurship base in Shanxi Province.

1.8.3 Chinese Media Major College Students

Chinese media undergraduates are typically those students who are taking media-related courses at Chinese institutions of higher education. These programs may include, but are not limited to, journalism, radio and television, online media, advertising, and other fields related to communication technology and media studies. The educational goal of such students is to master media theory and practice and to develop the ability to effectively communicate messages, analyze media content, and produce ideas in a changing media environment.

By defining Chinese media college students, identifying the research object of this paper, as well as the competencies Chinese media college students should possess.

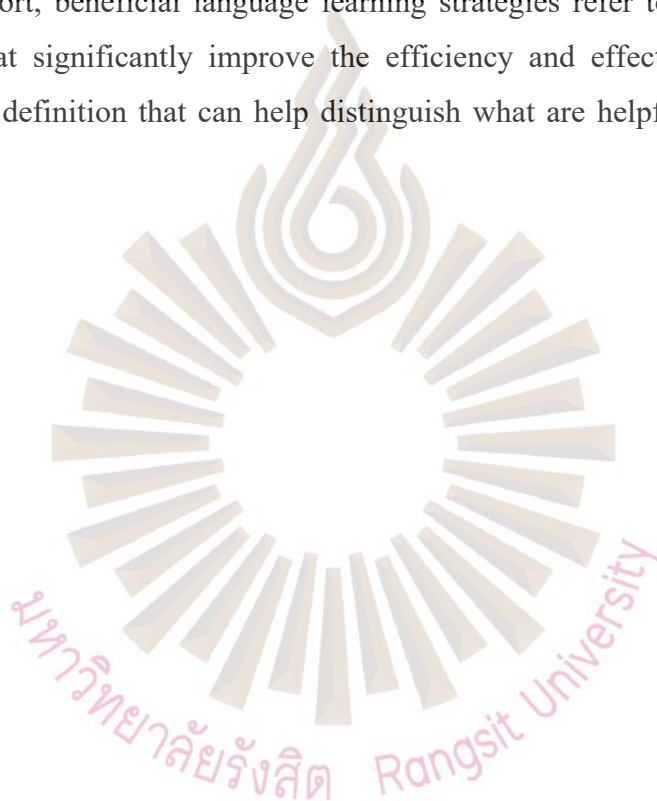
1.8.4 Helpful Language Learning Strategies

When we consider the impact of language learning strategy, language learning can be positive or negative. What are helpful language learning strategy for learner?

A strategy is helpful if the following conditions are present: first, the strategy is closely related to the current task in the second or foreign language; second, the

strategy somehow matches the learning style preferences of the particular student; third, the student uses the strategy effectively and relates it to other related strategies. Strategies that fulfill these conditions “make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations”(Oxford, 1990). Learning strategies also enable students to become more independent, self-directed lifelong learners (Allwright, 1990; Little, 1991).

In short, beneficial language learning strategies refer to those methods and techniques that significantly improve the efficiency and effectiveness of language learning. The definition that can help distinguish what are helpful language learning strategie.



CHAPTER 2

LITERATURE REVIEW

Language learning strategies referred to the various actions and methods that learners adopted in order to make language learning more successful, more autonomous, and more effective. With the acceleration of globalization and the increasing frequency of international communication, the importance of language learning became increasingly prominent, and research on language learning strategies attracted more and more academic attention. The purpose of this chapter was to review previous studies on language learning strategies both in China and abroad, and to summarize the main scholars and their research findings, so as to provide a reference for further research and practical application in this study.

2.1 LANGUAGE LEARNING STRATEGIES

2.1.1 Classification of Language Learning Strategies

In order to investigate what are the main language learning strategies of Chinese media majoring college students, and figure out what are Language learning strategies that are helpful for Chinese media majoring college Students. This study categorized language learning strategies.

Early researchers used their own observations to describe language learning strategies (Rubin, 1975; Stern, 1975), relied on categorizations derived from studies of first-language environments (O'Malley & Chamot, 1990), or derived a comprehensive list of learning strategies from many sources (Oxford, 1990). Language learning strategies were first categorized into direct influence strategies (e.g., vocabulary memorization strategies) and indirect influence strategies (e.g., planning and self-management of any type of task), and then further divided by different researchers.

Researchers have categorized different types for LLS. For example, Beltrán (1996) classified learning strategies into four categories: support strategies, which include motivation, attitudes, and affective; processing strategies, which are selection, organization, and processing; and knowledge personalization strategies, which include recovery and transfer of creative and critical thinking. O'Malley and Chamot (1990) proposed four strategy classifications, which are cognitive strategies, metacognitive strategies, social strategies, and affective strategies. However, the Oxford classification is the most recognized among other classifications and is widely used by researchers.

In terms of more detailed research, Oxford (1990) categorized language learning strategies into two categories: direct and indirect strategies. Direct strategies have a direct impact on language learning and include memorization strategies, cognitive strategies and compensation strategies (Oxford, 1990). On the contrary, indirect strategies have an indirect effect on language learning, including metacognitive, affective and social strategies (Oxford, 1990). The following is Oxford's classification of language learning strategies:

Table 2.1 Language Learning Strategies

Categorized language learning strategies	The Strategy Inventory
Direct strategies	Memory strategies
	Cognitive strategies
	Compensatory strategies
Indirect strategies	Metacognitive strategies
	Affective strategies
	Social strategies

Source: Oxford, 1990

2.1.1.1 Memory Strategies

Memory strategies include methods such as repetition, association and categorization, which are mainly aimed at helping learners systematically learn and memorize language knowledge. For example, repetition is a common memorization strategy where learners can deepen their memory by reciting words, sentences or texts

over and over again. The association strategy, on the other hand, links newly learned language knowledge with existing knowledge or life experience for better memorization. Categorization strategy can help learners categorize similar words, grammatical structures, etc. to improve the efficiency of memorization.

2.1.1.2 Cognitive Strategies

Cognitive strategies include methods such as reasoning, analyzing, and summarizing, which are used to help learners understand and master language knowledge. Reasoning strategies require learners to infer unknown content from known information, such as guessing the meaning of a vocabulary word through context. Analytic strategies, on the other hand, break down linguistic knowledge in order to better understand its structure and features. Inductive strategies summarize general rules and patterns from specific examples of language.

2.1.1.3 Compensatory Strategies

Compensatory strategies include methods such as guessing, omitting, and substituting, which are used to help learners communicate when they have insufficient knowledge of the language. When learners encounter words they do not know or do not know how to express a certain meaning, they can use guessing strategies to speculate on the meaning or expression. Omission strategies allow learners to omit less important information from their communication to ensure fluency. Substitution strategies, on the other hand, use known words or expressions to replace what is not known.

2.1.1.4 Metacognitive Strategies

Metacognitive strategies include methods such as planning, monitoring, and assessing, which are used to help learners manage and regulate their language learning process. Planning strategies require learners to set clear learning goals and plans before learning, and to rationally arrange learning time and resources. The monitoring strategy is to constantly check the progress and effectiveness of one's own learning during the learning process, and to identify problems and make adjustments in a timely manner. The assessment strategy is to evaluate and reflect on one's own learning outcomes at the end of learning, summarize the lessons learned, and provide reference for the next learning.

2.1.1.5 Affective Strategies

Affective strategies include relaxation, encouragement, self-motivation and other methods, which are used to help learners regulate their affective state and improve their motivation and self-confidence in language learning. Learning a language is a long-term process, it is inevitable to encounter frustration and difficulties, at this time the use of affective strategies can help learners to maintain a positive state of mind, to overcome the difficulties. Relaxation strategies can help learners to relieve learning pressure and improve learning efficiency. Encouragement and self-motivation strategies can enhance learners' motivation and confidence.

2.1.1.6 Social Strategies

Social strategies include methods such as cooperation, questioning and asking for help, which are used to help learners communicate and cooperate with others to improve language learning. Cooperative strategies allow learners to study and discuss with classmates or teachers to solve problems together. Questioning strategy is for learners to ask others for advice on problems they don't understand in order to get more knowledge and information. The help-seeking strategy is to seek help from others when they encounter difficulties, such as asking teachers or classmates to correct their compositions, correcting their pronunciation and so on.

Oxford's categorization of language learning strategies is widely used in language learning strategy research (Ardasheva & Retter, 2013; Aziz, 2020; Lestari, 2020; Ma, 2022; Marto & Marzuki, 2021). This paper will also use Oxford's classification of language learning strategies to investigate the main language learning strategies for Chinese media majoring college students and find out the helpful language learning strategies.

2.1.2 The Effect of Language Learning Strategies on Language Learning Outcome

Language learning strategies have been widely explored and majority of research on LLS said that language learning strategies have a significant impact on students' learning outcomes. In addition, Students' LLS choices were found to be strongly correlated with language level improvement, using appropriate language

learning strategies can help students become proficient in a foreign language or second language. The following are the results of existing studies on the impact of language learning strategies on college Students.

Numerous studies have shown that the use of appropriate language learning strategies is one of the factors that help to achieve the goals of foreign language learning. Language learning strategies help students to be more effective in the classroom and encourage them to master the use of the target language more efficiently (al-Qahtani, 2013; Oxford, 2016). Anggarista & Wahyudin (2022) found out Mastering English requires students to have their own strategies. Using appropriate language learning strategies can help students become proficient in English. LLS also enable students to develop their potential and help other students learn about the most effective ways to learn by finding what works for them in the learning process (Hamzah & Abdullah, 2009). Sartika, Santihastuti, & Wahjuningsih, (2019) found that language learning strategies are one of the most important factors in determining whether or not students can become more effective learners or help them to succeed in language learning. Especially those with low success rates, achieve better results in the long journey of learning a foreign language (Chamot & Harris, 2019). LLS can help students manage their learning more actively and independently. In order to investigate the difference between the use of language strategies by learners with high and low scores, Ping and Luan (2017) conducted a study using SILL with 1699 learners in the context of higher education in Malaysia. Their study showed that learners with low language proficiency used medium strategies while learners with high language proficiency used medium-high strategies. Similarly, Gani, Fajrina, and Hanifa (2015) found that high-achieving learners had a more balanced performance in using all six LLSs to enhance their speaking skills compared to low-achieving learners. In addition, high-achieving learners used learning strategies purposefully and appropriately more often compared to low-achieving learners, who usually used inappropriate learning strategies.

Existing research has shown that not only learners' willingness to use learning strategies contributes to academic performance, but also the frequency of using learning strategies improves learning effectiveness. Mickwitz et al. (2024) revealed that different

learning strategies had different impacts on language learning outcomes by comparing the frequency of language learning strategies used by Finnish and Swedish bilingual students. differential effects on language learning outcomes.

Furthermore, Wang (2023) studied metacognitive strategies in mobile language learning among university students and found that these strategies have a direct positive impact on improving students' language learning effectiveness and academic adaptation. In a longitudinal study on Chinese international students' language learning strategy use in Thailand, Huang (2023) emphasized the long-term effects of dynamic changes in learning strategy use on learning outcomes. By tracking students' strategy use behaviors over the years, the study found that students' strategy choices were closely related to their language proficiency improvement, and that their strategy use showed a trend of gradual optimization as they went through the process of adapting to a foreign environment. In addition, according to Zhu, and Zhao (2024), different learning strategies can significantly affect Chinese international students' academic adaptation. This study reveals the correlation between learning strategies and academic adjustment through quantitative analysis and provides suggestions for optimizing strategies for students from different cultural backgrounds.

2.1.3 Factors Influencing Language Learning Strategy Selection

Some studies have also focused on the factors that influence learners' choice and use of language learning strategies, which includes cultural background, learning styles and motivation.

2.1.3.1 Gender

Existing studies have explored the use of language learning strategies based on gender differences. Kiram, Sulaiman, Swanto & Akmam Din (2014) found in their study of 56 pre-university students that girls used more strategies than boys in all language learning strategies, except for compensatory strategies. Tezcan and Deneme (2015), through their study of Turkish students, found that there was a significant difference in the overall language learning strategies used by students, and that

compared to boys, girls used more language learning strategies. Similarly, when investigating the language learning strategies (LLS) used by Saudi EFL students, they also found significant differences. However, Hakan, Aydin & Bulent (2015) found significant differences existed only for compensatory strategies, which were used more extensively by male students than female students. Male students used it more than female students.

2.1.3.2 Learning Proficiency

Studies on the use of learning strategies by groups with different learning proficiency have shown a significant correlation between these two factors (e.g., Green & Oxford, 1995; Khalil, 2005; Wharton, 2000). Radwan (2011) study showed that students with higher levels of proficiency used significantly more overall strategies, cognitive strategies, metacognitive strategies and affective strategies significantly more than learners with lower proficiency, which is consistent with the findings of Nisbet, Tindall and Arroyo (2005). These results suggest that proficient learners seem to be more aware of their language needs; therefore, they tend to use strategies that help them master the target language through practice, reasoning, and analyzing, as well as strategies that allow them to control their learning by planning and evaluating their learning. In addition, these learners are able to control their emotions and attitudes by decreasing their anxiety levels and increasing their motivation levels for learning. In this regard, Oxford and Nyikos (1989) state that “language proficiency can be both a result and a cause of strategy use”. They add that “the use of appropriate strategies increases actual and perceived proficiency, which in turn produces high self-esteem, which leads to strong motivation, spiraling into more use of strategies, high actual and perceived proficiency, high self-esteem, better motivation, and so on”.

2.1.3.3 Learning Styles and Motivation

Several studies have shown that student use of LLS is associated with academic achievement and proficiency (Agustin, Nurchasanah, & Rahman, 2021). Ma (2022) found there was a significant correlation between English language proficiency and strategy use, students with high English proficiency used strategies more frequently than students with low English proficiency. Lin (2024) found that there is a strong connection between college students’ English listening, speaking, reading and writing performance and their learning styles and language learning strategies. Therefore, it is

recommended that future teaching staff or students, in the process of English learning, develop appropriate learning strategies according to different learning contents to improve English learning effects.

2.1.3.4 Cultural Background

Learning environments, textbooks and cultural values also influence learning strategies (Chamot, 2004; Oxford, 1989). Oxford (1990) also states that explicit and implicit learning contexts help to foster strategy use, and therefore, learners' cultural values and educational systems also influence learners' choice of strategies. Grainger (2012) argues that the choice of LLS in the process of learning a foreign language depends on the students' cultural background and the learning context in which they are placed.

Radwan (2011) suggests that the EFL cultural setting may be a factor that determines the type of strategies preferred by learners. Huang (2023) mapped self-regulated learning knowledge in language learning through bibliometric methods, thus reflecting the role of culture and educational background in language learning strategies. At the same time, Huang (2023) study explored in detail how cultural and educational backgrounds affect international students' strategy choices and language acquisition by conducting a longitudinal investigation of Chinese students' language learning strategy behaviors in Thailand. It can be seen that different regional cultures do have different effects on language learning. Furthermore, Mickwitz et al. (2024) found that Swedish learners used compensatory strategies more frequently, whereas Finnish students tended to use metacognitive strategies, and that these differences reflected significant cultural specificity in language learning outcomes. Deng (2024) study emphasized the differences in Chinese students' perceptions of native and non-native English teachers, revealing how cultural identity and educational context shape students' preferences and learning strategies.

2.2 LANGUAGE LEARNING STRATEGIES FOR CHINESE MEDIA COLLEGE STUDENTS

2.2.1 English Proficiency Required for Chinese Media College Students

Media majors generally refer to radio and television editing and directing, broadcasting and hosting, photography and videography, network and new media. In the context of globalization, the media industry, as an important carrier of information dissemination, has become more and more internationalized. Whether it's international journalism, film and television production and communication, or advertising and public relations activities, media professionals need to have good English skills. For media majors, mastering English is not only to meet the academic requirements, but also to better communicate and cooperate with international peers in their future careers and expand their career development space. In July 2007, the Ministry of Education of the People's Republic of China issued the "Requirements for the Teaching of College English Courses", which is the main basis and guideline for the English teaching of non-English majors in Chinese universities, which clearly states that the goal of college English teaching is to "cultivate students' comprehensive English application ability, especially listening and speaking ability, so that they can effectively communicate in English in their future study, work and social interactions, and enhance their independent learning ability and improve their comprehensive cultural literacy, so as to meet the needs of social development and international exchanges".

2.2.2 Language Learning Strategies for Chinese Media College Students

By combing through the existing literature, there are relatively few studies on language learning strategies of Chinese media college students. Existing studies have found that the correlation between strategy application and language proficiency of media students, which showed that specific learning strategies are essential to improve the language proficiency of this group of students.

Chen and Gong (2023) noted that foreign language learning skills are not only part of the academic requirements for media majors, but are also crucial for career success. They emphasized that media majors need to enhance their language skills through specific learning strategies in order to meet the high demands of the media industry for expressing and processing information in language. Chen (2024) found that media students tend to adopt innovative cognitive and social strategies to cope with the linguistic demands of their profession, and these strategies directly affect their linguistic expression and communication in practice. Tong (2024) showed that media majors demonstrated better learning outcomes in a blended learning model, which combines online and offline teaching and learning resources, enhances student interaction and engagement, and thus improves the implementation of learning strategies.

2.2.3 Communication University of Shanxi

In response to the growing demand for discipline-specific English proficiency in media and communication industries, the Communication University of Shanxi has implemented a series of pedagogical reforms aimed at fostering learner autonomy and strengthening professional communication skills. Guo (2013) first articulated a learning-centered ESP framework that embeds authentic media-related tasks—such as broadcast scriptwriting and multimodal discourse analysis—thereby aligning linguistic competence with industry practice. Building on this, Liu and Su (2022) demonstrated that a micro-lecture-based flipped-classroom model in English reading courses significantly enhances critical thinking, collaborative inquiry, and self-regulation among non-English majors. More recently, Kang (2021) reported on a blended-learning sequence integrating MOOCs and in-class project work, which yielded notable gains in student engagement and autonomous learning motivation within general English modules.

2.2.4 Summary

Language learning strategies are defined as various behaviors and methods adopted by learners to make language learning more successful, autonomous, and

effective. With the acceleration of globalization and frequent international exchanges, the importance of language learning is becoming increasingly prominent, and researchers' attention to language learning strategies is also constantly increasing. The literature review reviewed the research at home and abroad, and sorted out the main researchers and their achievements.

In terms of classifying language learning strategies, early researchers classified them through observation and research based on the native language environment. The most widely accepted classification comes from Oxford (1990), which divides strategies into two categories: direct strategies and indirect strategies. Direct strategies include memory strategies, cognitive strategies, and compensation strategies; Indirect strategies include metacognitive strategies, affective strategies, and social strategies. This classification is widely used in numerous studies to help understand how learners can improve their language abilities through specific strategies.

Research on the impact of language learning strategies on learning outcomes shows that using appropriate strategies can significantly improve learners' language proficiency and learning outcomes. For example, research has found that high achieving learners tend to use strategies more purposefully and effectively manage their learning process, while low achieving learners often use inappropriate strategies. In addition, metacognitive strategies such as planning, monitoring, and evaluation have a particularly significant positive impact on language learning, especially in enhancing academic adaptability and language proficiency.

In summary, language learning strategies not only affect learners' language abilities, but also enhance learning efficiency through self-regulation, emotional control, and other means. This provides a theoretical basis for the strategic analysis of this study among media major students.

2.2.5 Comparative Insights from International Contexts

In contrast to the relatively limited body of research in China focusing on language learning strategies among media students, international studies have offered more diverse perspectives on effective strategy use. For example, Gani, Fajrina, and Hanifa (2015) found that Indonesian students with high English proficiency used a balanced combination of metacognitive, social, and compensatory strategies, especially to enhance oral communication skills. Similarly, Rianto (2020) emphasized that metacognitive strategies were the most frequently and effectively used among university students preparing for IELTS, suggesting their strong applicability in task-oriented contexts.

In Finland and Sweden, Mickwitz et al. (2024) observed cultural differences in strategy use: Finnish students favored metacognitive strategies while Swedish students relied more on compensation strategies. These differences reflected educational contexts that promote learner autonomy and strategic awareness, offering valuable insights for comparative application in the Chinese setting.

By contrast, research in China has shown that many students, especially in non-English majors, tend to rely on mechanical memorization and repetitive drilling, with insufficient awareness of strategy diversity (Ma, 2022). Studies by Huang (2023) and Lin (2014) also point out that affective and social strategies are often underused, while metacognitive strategies are less consciously applied among students with lower English proficiency. This reflects a gap between students' language learning demands—especially in applied, communicative fields like media—and their actual strategic behaviors.

Therefore, drawing on international experiences can provide both contrast and reference for improving strategic training among Chinese media students, particularly in areas of self-regulated learning, emotional resilience, and real-time communicative competence.

2.3 RELATED RESEARCH

2.3.1 Strategy Effectiveness and Challenges among Chinese Media Students

Existing research in China has revealed both the benefits and limitations of language learning strategies among media-related students. Chen and Gong (2023) demonstrated that students who adopted social and cognitive strategies showed significant improvement in their communicative performance and cross-cultural awareness. These strategies were especially effective in multimedia writing and bilingual reporting tasks. However, the same study noted that compensation strategies were underutilized, leading to frequent breakdowns in spontaneous oral expression.

Ma (2022) further found that low-proficiency learners in Chinese universities often rely on memory-based strategies alone, such as rote word memorization, which provides little support for real-time communication tasks required in media scenarios. Lin (2014) and Ping and Luan (2017) similarly noted that high-proficiency students used a wider range of strategies—especially metacognitive and social strategies—whereas low-proficiency students tended to use limited and less effective approaches.

Taheri, LaPointe and Hou (2020) argued that the traditional, teacher-centered English instruction model in many Chinese institutions restricts students' autonomy and discourages strategic experimentation, which is critical for applied fields such as journalism and broadcasting. These observations are consistent with Nyikos and Oxford (1993), who stressed that awareness and conscious use of learning strategies are essential to language success.

Given these findings, there is a pressing need to tailor strategy training to the actual English use contexts of media students, such as public speaking, audiovisual scriptwriting, international news reporting, and real-time interpreting. As Wang (2016) and Tong (2022) point out, English for media majors is not general English—it is

professional, communicative, and performance-driven. Hence, the learning strategies must match these demands to be truly effective.

2.3.2 Language Skills and Strategy Effectiveness: Global Empirical Insights

The development of English language proficiency—especially in core skills such as listening, speaking, reading, and writing—is strongly influenced by learners’ use of language learning strategies. Numerous studies across diverse cultural and educational contexts have examined how different strategies impact the acquisition and mastery of these skills, particularly among English as a Foreign Language (EFL) and English as a Second Language (ESL) learners.

2.3.2.1 Listening Skills

Metacognitive strategies have consistently proven to be the most effective in enhancing listening comprehension. Chamot (1999), through observational and interview-based research in the United States, found that learners significantly improved their listening ability by actively planning, monitoring, and evaluating their learning process. Similarly, Kato (2005) in Japan applied quantitative methods and confirmed that Japanese students enhanced their listening comprehension through structured metacognitive approaches. Shirani, Bidabadi, and Yamat (2011), using the SILL questionnaire in Malaysia, echoed these findings, emphasizing how self-monitoring and reflection helped learners overcome listening challenges.

Wang (2016), in an experimental study conducted in China, introduced a listening instruction model grounded in cognitive strategies for non-English majors. The results revealed that cognitive strategies—especially those involving text analysis and inference—led to significant improvements in listening performance.

2.3.2.2 Speaking Skills

In the domain of oral fluency, Moghaddam and Elahi (2013) found that Iranian learners with higher speaking proficiency relied more on memory strategies, such as repetition and association. These strategies supported the acquisition of vocabulary and sentence structures necessary for fluid expression.

2.3.2.3 Writing Skills

Olivares and Fonseca (2013) through a semester-long intervention in Spain, found that cognitive strategies (e.g., analysis, reasoning) and compensatory strategies (e.g., contextual guessing and substitution) had a substantial impact on improving students' academic writing performance.

2.3.2.4 Integrated Skills and Self-Regulated Learning

Research from Saudi Arabia (Al, 2019) highlighted the dominant use of social and metacognitive strategies, both of which contributed to learners' interaction skills and self-directed learning habits. Rianto (2020), studying Indonesian university students, confirmed the prominence of metacognitive strategies, while noting that compensatory strategies were less frequently employed. A similar trend was observed in studies by Hasia, Marto, and Marzuki (2021), Damanik (2022), and Anggarista and Wahyudin (2022), all of whom concluded that metacognitive strategies are not only the most commonly used but also the most effective in promoting language proficiency.

2.3.2.5 Summary and Relevance to the Present Study

Collectively, these studies demonstrate that metacognitive and cognitive strategies are consistently the most influential across language skills and learning environments. The effectiveness of these strategies is especially relevant for media students, who must master multiple modes of communication and frequently operate in real-world performance scenarios. As this proposed study investigates language learning strategies among Chinese media college students, it will draw upon these global findings to identify which strategies align most effectively with their academic and professional needs.

CHAPTER 3

RESEARCH METHODOLOGY

This chapter focused on the specific research methodology, which mainly included the research design, the research site, population and Sample, Research Instruments, Reliability and Validity Analysis, Data Collection, and ethical considerations.

3.1 RESEARCH DESIGN

This study adopted a mixed-methods approach, combining quantitative and qualitative research methods. The primary data collection tools included a structured questionnaire and semi-structured interviews to investigate the language learning strategies used by Chinese media majoring college students.

This study adopted the 28-item revised version of the Strategy Inventory for Language Learning (SILL) from Ardasheva and Tretter (2013), which adapted Oxford's (1990) original instrument. This version was chosen for being more concise and avoiding category overlap, making it suitable for contemporary learners. The SILL framework, including various revisions, is widely used in language learning research (Ardasheva & Tretter, 2013; Taheri, Sadighi, Bagheri, & Bavali, 2020; Rianto, 2020; Marto & Marzuki, 2021; Afshar & Bayat, 2021; Ma, 2022).

Semi-structured interviews were conducted to gain in-depth insight into students' strategic behaviors, learning challenges, and personal preferences. This method allowed the researcher to follow a flexible question framework while encouraging interviewees to elaborate on their experiences, particularly in the context of media-related English use.

The data collected from the questionnaire was analyzed using descriptive statistics to summarize the frequency and patterns of strategy use across different groups of students. No inferential statistical tests such as t-tests or correlation analysis were conducted, as the purpose was to understand patterns and tendencies rather than test hypotheses.

Interview data was analyzed thematically to explore how students of different English proficiency levels (low, moderate, high) adopted and adapted language learning strategies, and how these strategies related to their academic and professional language tasks.

This mixed-methods design provided a holistic view of how Chinese media students approached English learning and which strategies proved most relevant and effective for their future careers in the media industry.

3.2 RESEARCH SITE

The research was conducted at the Communication University of Shanxi in Jinzhong City, Shanxi Province, China.

Communication University of Shanxi is the people's government of Shanxi Province colleges and universities, and the state administration of radio, television and its predecessor was the original broadcast television unit was set up in 1983 in the North China broadcasting and television school, based on radio, film, and television unit management cadre institute, established in 1990, In 2000, it was transferred to Shanxi Provincial People's Government and renamed as the College of Radio, Film and Television Administration. In 2013, with the approval of the Ministry of Education, Shanxi College of Media and Communication was established based on the College of Radio, Film and Television Administration and became the third public media undergraduate college in China. In 2010, it jointly trained undergraduate students with Shanxi University, in 2016, it jointly trained journalism and communication master

students with Shanxi University, and in 2020, it was identified as the authorized master's degree project construction unit by Shanxi Provincial Office.

As an important base for cultivating media professionals, Communication University of Shanxi has certain representativity of the current status of the training of English communication ability. By conducting in-depth research by taking the college of Journalism and Media of Communication University of Shanxi as an example, it can provide reference and reference for other media colleges and even the country's media professional English teaching.

3.3 POPULATION AND SAMPLE

3.3.1 Population

The overall population of this study was 1600 students from the School of Journalism and Communication at Shanxi Communication University, including all students from freshman to senior year. The language learning strategies of these students represented the overall characteristics of media students and are therefore suitable as a whole for research.

3.3.2 Sample

According to Yamane formula:

$$n = \frac{N}{1+Ne^2} \quad (3-1)$$

where 'n' represents the required sample size, 'N' denotes the population size, and 'e' signifies the permissible margin of error. The permissible margin of error, e, is set to 0.05.

Substituting the data yields:

$$n = \frac{1600}{1+16000.05^2} = \frac{1600}{1+16000.0025^1} = \frac{1600}{1+4} = \frac{1600}{5} = 320$$

Therefore, the sample size for this study was set at 320 participants. These students were randomly selected from various grades in the School of Journalism and Communication.

3.3.3 Sample Size of the Questionnaire and Reasons for Selection

By calculation, this study required distributing questionnaires to at least 320 students. The questionnaire survey selected students from freshman to senior year, and this distribution design could comprehensively cover students at different learning stages. The selection of a sample size of 320 was mainly to ensure that the sample has sufficient statistical power while meeting a 95% confidence level and a 5% error range.

3.3.4 Interview Selection and Reasons

To complement the quantitative data obtained from the questionnaire, this study additionally conducted semi-structured interviews with 9 representative students from the School of Journalism and Communication University of Shanxi. The decision to interview 9 participants was based on the need for in-depth exploration of individual strategy use, limitations in research time and resources, and the necessity of maintaining sample representativeness across different academic years and proficiency levels. Specifically, these 9 participants were selected from different grade levels and categorized based on their English exam scores from the previous semester (out of a total 100 points): scores above 80 defined high proficiency, scores between 60 and 80 indicated medium proficiency, and scores below 60 represented low proficiency, ensured representation across these levels. This number also aligned with the commonly recommended range of 5 to 15 participants in qualitative research, ensuring both feasibility and data richness.

Specifically, the reasons for selecting 9 interviewees are as follows:

3.3.4.1 Deep data collection: Compared with the questionnaire, interviews offer greater flexibility and allow for in-depth understanding of students' personalized learning experiences. Through interviews, the study captured nuanced perspectives on why and how students choose certain language learning strategies, revealing contextual factors such as media coursework, project types, and individual motivations that are often not fully reflected in quantitative responses.

3.3.4.2 Time and resource constraints: Semi-structured interviews require substantial time and effort in terms of preparation, data collection, transcription, and analysis. Therefore, limiting the number of interviewees to nine ensured that the research team could maintain analytical depth without compromising research quality or manageability, especially within the timeframe and resource availability of this study.

3.3.4.3 The principle of representativeness: The selection of participants considered diverse characteristics such as grade level (freshman to senior), gender, exam scores from the previous semester, and variation in language strategy usage. This ensured that the interview sample could adequately reflect the range of student profiles in the School of Journalism and Communication and maximize the transferability of the qualitative findings.

3.4 RESEARCH INSTRUMENTS

This study employed mixed methods to investigate the language learning strategies of students in the School of Journalism and Media at Shanxi Communication University and identified which strategies were particularly helpful for Chinese media college students.

3.4.1 The Questionnaire

The questionnaire collected information on the language learning strategies of students in the School of Journalism and Media at Shanxi Communication University. The SILL 7.0 instrument developed by Oxford (1990) measured English as a second or foreign language (ESL/EFL) learners with a 50-item survey to assess six language learning strategies for learners of English as a second or foreign language (ESL/EFL),

which had been widely used in language learning research. However, some items in the scale of SILL 7.0 may have more than one strategy category, which creates a significant amount of category overlap (Cohen, 1998; Hsiao & Oxford, 2002; Macaro, 2006; Ardasheva & Treter, 2013).

Ardasheva and Treter (2013) built on SILL 7.0 by inviting three experts in the field of ESL(English as second language) and conducting empirical analyses to eliminate duplicates and items that did not measure the study's objectives, resulting in a modified version of SILL that contained 28 items, with 22 items eliminated from SILL 7.0 version. Therefore, this research will employ the modified SILL with 28 items as a questionnaire instrument. The details for the modified SILL are shown in Appendix A.

Table 3.1 the Modified Strategy Inventory for Language Learning

The Strategy Inventory	Number of Items
Memory strategies	1-7
Cognitive strategies	8-12
Compensatory strategies	13-17
Metacognitive strategies	18-21
Affective strategies	22-24
Social strategies	25-28

The SILL consists of six categories of strategies, each containing a different number of items:

3.4.1.1 Memory Strategies (items 1-7):

These strategies are used to store and retrieve new information. They include techniques such as creating associations, using imagery, and structured review.

3.4.1.2 Cognitive Strategies (items 8-12):

These strategies involve direct manipulation of the language material, including practicing, receiving and sending messages, analyzing, reasoning, and creating structure for input and output.

3.4.1.3 Compensatory Strategies (items 13-17):

These strategies compensate for missing knowledge. Examples include guessing meanings from context and using synonyms or gestures to convey meaning when the precise expression is unknown.

3.4.1.4 Metacognitive Strategies (items 18-21):

These strategies allow learners to coordinate their learning process through planning, monitoring, and evaluating their progress. They include activities such as organizing, setting goals, and self-evaluating.

3.4.1.5 Affective Strategies (items 22-24):

These strategies help learners manage their emotions and motivation levels. They include techniques like self-encouragement, reducing anxiety, and using emotional states to facilitate learning.

3.4.1.6 Social Strategies (items 25-28):

These strategies involve interaction with others to improve language learning. They include asking questions, cooperating with peers, and becoming aware of others' thoughts and feelings.

Each item on the SILL is a statement about a particular language learning strategy, and respondents typically indicate on a Likert scale how often they use that strategy, ranging from “never or almost never used” to “always or almost always used.”

The SILL can provide valuable insights into the learning behaviors of individual students or groups, helping teachers tailor instruction to better meet the needs of their students. It can also help students become more aware of their own learning strategies and encourage them to adopt new ones that may enhance their language learning experience.

3.4.2 Semi-Structured Interviews

In addition to quantitative data obtained from questionnaires, this study also included semi-structured interviews to collect in-depth qualitative information about participants' use of language learning strategies. Semi structured interviews are

considered one of the most effective tools in qualitative research, as they allow researchers to explore participants' experiences, perceptions, and reasoning in a flexible and focused manner. As iCicco Bloom and Crabtree (2006) pointed out, although interviews may be more time-consuming than surveys, they provide the advantage of building rapport and revealing subtle understanding through purposeful dialogue.

In this study, a total of 9 structured interviews were conducted with 3 students from different English proficiency levels (high, medium, and low). This distribution aimed to ensure that survey results reflect strategic diversity across different language proficiency levels. Each interview lasted about 30 minutes and was conducted through an online video call platform, allowed researchers to easily connect with participants and record conversations through audio and note taking for future transcription and analysis.

The interview is was guided by five open-ended questions designed by the researchers to align with the research objectives and further explore the insights revealed in the questionnaire data. The five guiding questions are:

What language learning strategies do you usually use when learning English?

What role do you think language learning strategies play in your English learning?

What factors influence your use of English learning strategies?

Which strategy do you think is more helpful in improving English learning outcomes among memory, cognition, metacognition, compensation, affective, and social strategies?

How do you think English teachers can help students choose and use language learning strategies wisely?

These questions prompted participants to reflect on their personal learning experiences, strategic preferences, and challenges encountered. The researchers also adjusted the wording and order of the questions as necessary, following the advice of Keenan and Teijinen (2014), to accommodate each participant's response and ensure that the interview remained relevant and responsive to each student's background.

After the interview, all recordings were transcribed and analyzed using content-based topic coding, enabling researchers to identify repetitive patterns, classify ideas, and extract key themes related to strategy use. As suggested by Creswell and Tashakkori (2007) the use of high-quality recordings and careful transcription improves the reliability of qualitative findings and ensures that no important information is missed.

3.5 RELIABILITY AND VALIDITY ANALYSIS

3.5.1 Validity

To measure language learning strategies, this study employed the 28-item revised version of the Strategy Inventory for Language Learning (SILL). This specific instrument was developed by Ardasheva and Tretter (2013) through a rigorous two-stage adaptation and validation process based on the original SILL framework (Oxford, 1990). The revision by Ardasheva and Tretter (2013) aimed to create a more concise and psychometrically sound instrument compared to the original 50-item version.

The validation process detailed by Ardasheva and Tretter (2013) underpins the psychometric soundness of this 28-item version. They utilized expert ratings for item appropriateness and specificity, Exploratory Factor Analysis (EFA) to identify items with poor loadings or cross-loadings, and Confirmatory Factor Analysis (CFA) to test the structure. Items were systematically removed based on these empirical results and theoretical considerations, resulting in the final 28-item instrument. The CFA results confirmed that the six-factor structure (Memory, Cognitive, Compensation, Metacognitive, Affective, Social strategies) provided a good fit to the data in both a validation sample ($n=528$; GFI=.92, CFI=.93, RMSEA=.037, SRMR=.048) and the

combined sample (N=1,057; GFI=.95, CFI=.95, RMSEA=.034, SRMR=.038) evaluated in their study. This established the construct and factorial validity of this specific instrument based on the analysis reported.

Furthermore, Ardasheva and Tretter (2013) reported moderate to high internal consistency for the 28-item revised SILL, with an overall Cronbach's Alpha of .90 and subscale alphas ranging from .63 to .77 in their combined sample (N=1,057). This provides evidence for the reliability of the measure.

Given that the chosen 28-item revised SILL underwent this thorough, documented validation reported by Ardasheva and Tretter (2013), which established its psychometric soundness (including construct validity and factorial structure relevant to the six strategy categories based on their analysis), further preliminary validity testing (such as IOC) was deemed unnecessary for this study. Relying on this established, peer-reviewed validation supports the instrument's appropriateness for measuring language learning strategies.

3.5.2 Reliability

The reliability and validity of the SILL framework have been examined by researchers around the world. For the original, longer versions of the SILL, earlier studies reported high reliability, with Cronbach alpha coefficients typically ranging from 0.85 to 0.91 for the English version total scale, and 0.91 to 0.94 for other language versions (Oxford & Burry-Stock, 1995). Building on this foundation, Ardasheva and Tretter (2013) developed and validated a concise 28-item version (named the SILL-ELL Student Form in their study). In their validation study with 1,057 participants, this specific 28-item version also demonstrated strong reliability, yielding an overall Cronbach's alpha of .90, with subscale alphas ranging from .63 to .77 (Memory .77, Cognitive .63, Compensation .63, Metacognitive .72, Affective .71, Social .75). The psychometric soundness of this 28-item instrument has led to its adoption in subsequent research, such as a study investigating strategy use among university preparatory students in Turkey which utilized a translated version. Therefore, both the original SILL

framework and the rigorously validated 28-item revision by Ardasheva and Tretter (2013) provide reliable options for measuring language learning strategies.

3.6 DATA COLLECTION

The data required for this study were primarily collected through questionnaire distribution. To ensure the authenticity, reliability, and representativeness of the survey, this paper conducted random sampling among students from the first to the fourth year of the School of Journalism and Communication at Communication University of Shanxi. This study utilized QuestionStar, an online questionnaire platform similar to Google Forms, to collect data from the target group. The questionnaire link was distributed electronically to potential participants. Responses were monitored in real-time via the platform, and data collection ceased once 320 valid questionnaires had been successfully gathered.

In addition to the questionnaires, semi-structured interviews were conducted to gain deeper insights. Participants for the interviews were purposefully selected based on their English exam scores from the previous semester (out of 100 points) to represent distinct proficiency levels: high (score > 80), medium (score 60-80), and low (score < 60). Exactly three students were selected from each of these three proficiency levels, ensuring a total of 9 interviewees. Within these selections, an effort was made to include diversity in gender and academic year. Online video interviews were conducted with these selected participants, with each session lasting approximately 30 minutes to allow for detailed responses without causing participant fatigue. Throughout the interview process, all ethical standards were strictly followed, including obtaining informed consent and ensuring the privacy protection of the participants.

3.7 DATA ANALYSIS

This study employed a mixed-methods design that incorporated both quantitative and qualitative data to answer the two main research questions.

3.7.1 Quantitative Data Analysis

In this study, quantitative data collected through the questionnaire were analyzed using descriptive statistical methods in computer program. The main focus was to determine the participants' usage levels of various language learning strategies. To achieve this, Mean (M) and Standard Deviation (SD) were computed for each item and each strategy category within the revised Strategy Inventory for Language Learning (SILL).

In order to interpret the mean scores, the present study followed the five-level Likert scale interpretation criteria proposed by Srisa-ard (2010). This widely adopted standard in educational and social research provides a reliable guideline for categorizing the degree of agreement or frequency as follows:

Table 3.2 Example of Descriptive Analysis Table

Mean Score Range	Interpretation
4.50 – 5.00	Very High
3.50 – 4.49	High
2.50 – 3.49	Moderate
1.50 – 2.49	Low
1.00 – 1.49	Very Low

Based on this scale, all item responses were classified into five levels, enabling clear interpretation of strategy usage frequency among students. The use of this standard ensures consistency and comparability with prior studies adopting SILL and Likert-based survey tools in the field of language education (e.g., Ma, 2022; Marto & Marzuki, 2021)

In addition to overall item analysis, this study also calculated the mean and SD for each strategy group (Memory, Cognitive, Compensation, Metacognitive, Affective, and Social) to determine which strategy types were most frequently adopted by Chinese

media majoring students. This enabled comparison across different student subgroups, including those with varied levels of English proficiency.

3.7.2 Qualitative Data Analysis

The qualitative data, gathered through semi-structured interviews, were analyzed using thematic content analysis. After transcribing all interviews, the researcher systematically coded the data by identifying key ideas, expressions, and strategy-related insights mentioned by participants. These codes were then categorized into thematic groups that reflected common or contrasting patterns in students' strategy use, learning experiences, and challenges.

The analytical process followed a structured system of the “Three Cs”: Coding, Categorizing, and Conceptualizing (Lichtman, 2013).

Coding involved tagging meaningful statements or expressions from participants.

Categorizing grouped related codes under broader themes (e.g., digital strategy use, oral communication barriers).

Conceptualizing connected these themes to broader research questions, allowing for interpretation and synthesis of students' underlying learning beliefs and preferences.

This qualitative analysis provided deeper insight into how and why students used particular strategies, especially in relation to their media-related learning tasks such as public speaking, content production, or group collaboration.

By integrating both quantitative and qualitative findings, this study presents a holistic understanding of language learning strategy use among Chinese media students,

enabling a richer interpretation of how strategies support their language development in a professional context.

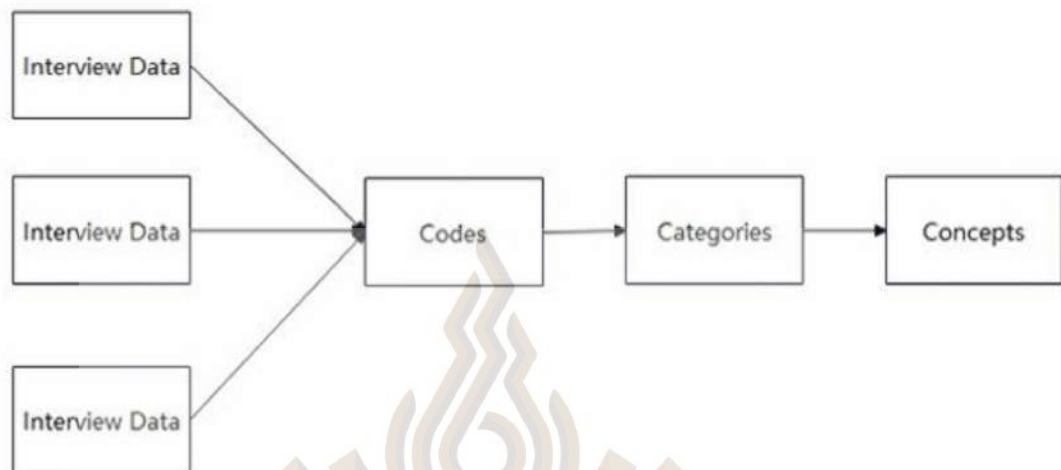


Figure 3.1 Three Cs of Data Analysis: Code Categories, and Concepts of Lichtman (2013)

3.8 ETHICAL CONSIDERATIONS

This research strictly adhered to ethical principles in educational and social science research, especially in ensuring informed consent, voluntary participation, and confidentiality of personal data.

Before conducting both the questionnaire and the semi-structured interviews, all participants were fully informed about the purpose, scope, and academic nature of the study. An invitation letter was provided in both written and verbal formats, explaining the procedures and assuring participants that their involvement was entirely voluntary. Participants were asked to provide their informed consent, with the option to withdraw at any point without any consequences.

To protect participant privacy, the questionnaire was administered anonymously. No personal identifiers such as names, student IDs, or contact details were collected. All data were stored securely and used exclusively for academic research purposes. Only the principal researcher had access to the raw data, and all data were

stored in password-protected digital files. The final report presents only aggregated results, ensuring that no individual participant can be identified.

During the interview phase, participants were again reminded of their right to refuse to answer any question or terminate the interview at any time. All interviews were conducted in a respectful, non-coercive, and emotionally safe environment. Care was taken with language use, tone, and phrasing to avoid causing any discomfort or psychological pressure.

Additionally, participants were encouraged to speak freely about their experiences. All interview recordings and transcripts were coded anonymously using participant numbers (e.g., P1, P2...) instead of real names. After data analysis, the recordings were deleted to further ensure data confidentiality.

This research was carried out in accordance with the ethical guidelines of academic institutions and international standards for subject research.



CHAPTER 4

DATA ANALYSIS

This chapter presents the results of the study based on two parts of data analysis. The first part is the quantitative data analysis derived from the questionnaire responses of 320 media majoring students, while the second part focuses on the qualitative data analysis generated from semi-structured interviews with nine voluntary participants of different English proficiency levels and academic years.

The purpose of this chapter is to answer the two primary research questions proposed in this study: 1) What are the main language learning strategies for Chinese Media majoring college students? 2) How will the language learning strategies be helpful for Chinese media majoring students with different levels?

4.1 QUANTITATIVE DATA ANALYSIS (QUESTIONNAIRES)

4.1.1 Demographic Information of Participants

Table 4.1 Demographic Information of Participants

Items	Details	N=320	Percentage
Age	18-19	85	26.56%
	20-21	150	46.88%
	22-23	60	18.75%
	23 years old and above	25	7.81%
Gender	male	130	40.62%
	female	190	59.38%
grade	Freshman	80	25%
	sophomore	90	28.12%
	junior year	85	26.56%
	Senior Four	65	20.31%

This study collected a total of 320 valid questionnaires, covering undergraduate students of different grades in Communication University of SHANXI, with good representativeness. The following is an analysis of the demographic characteristics of the participants:

In terms of age distribution, there are 85 students aged 18 to 19, accounting for 26.56%; 150 students aged 20 to 21, accounting for 46.88%, are the highest proportion group; There are 60 students aged 22 to 23, accounting for 18.75%; And there are 25 students aged 23 and above, accounting for 7.81%. It can be seen that most participants are concentrated between the ages of 18 and 21, which is in line with the age characteristics of undergraduate students.

In terms of gender, there were 130 male participants, accounting for 40.62% of the total number; There were 190 female participants, accounting for 59.38%, with a relatively high proportion of females.

In terms of grade distribution, there are 80 first-year students, accounting for 25%; 90 sophomore students, accounting for 28.12%; 85 third year students, accounting for 26.56%; There are 65 senior students, accounting for 20.31%. The distribution of grades is relatively balanced, ensuring the representativeness of the research sample at different learning stages.

4.1.2 Overall Language Learning Strategy Use

The study utilized the revised Strategy Inventory for Language Learning (SILL), measuring six categories of strategies: Memory, Cognitive, Compensation, Metacognitive, Affective, and Social. Responses were measured on a five-point Likert scale (1 = never use, 5 = always use), where a higher mean score indicates more frequent use of a strategy. Scores are interpreted as 'High' frequency or 'Moderate' frequency use based on the calculated mean (M).

The overall frequency of use for each strategy category across all 320 participants is summarized below:

Table 4.2 Overall Mean Scores for Language Learning Strategy Categories (N=320)

Strategy Category	Mean	SD	Overall Frequency
Metacognitive Strategies	3.92	0.64	High
Social Strategies	3.75	0.69	High
Cognitive Strategies	3.68	0.74	High
Memory Strategies	3.44	0.75	Moderate
Compensation Strategies	3.41	0.75	Moderate
Affective Strategies.	3.10	0.80	Moderate

As shown in Table 4.2, media majoring students reported the highest frequency of use for Metacognitive strategies (M=3.92), Social strategies (M=3.75), and Cognitive strategies (M=3.68). Memory strategies (M=3.44), Compensation strategies (M=3.41), and Affective strategies (M=3.10) were used with moderate frequency. Metacognitive strategies had the highest mean score overall, suggesting strong learning planning and self-regulation among participants. Affective strategies had the lowest mean score, indicating less proactive emotional regulation related to learning.

4.1.3 Detailed Analysis by Strategy Category

The following tables (4.3 to 4.8) provide a more granular view, showing the mean scores, standard deviations, and frequency levels for each individual item within the six strategy categories. This allows for identification of the specific behaviors and techniques most commonly employed by the students within each broader strategy type.

4.1.3.1 Memory Strategies

Table 4.3 details the specific memory techniques used by students. Overall use was moderate (M=3.44).

Table 4.3 Degrees of Memory strategies (n=320)

No.	Description	Mean	SD	Degree
1	I use flashcards to learn new English words.	3.62	0.71	High
2	I use rhymes to help me learn new English words.	3.25	0.77	Moderate
3	I act out new English words.	3.01	0.82	Moderate
4	I use new English words in a sentence to help me learn them.	3.78	0.68	High
5	I learn new words by thinking about when I can use them.	3.71	0.65	High
6	When I hear a new English word I think of a picture to help me learn the word.	3.46	0.74	Moderate
7	I learn new words by thinking about where I first saw them.	3.22	0.79	Moderate
Overall		3.44	0.74	Moderate

The data indicate a preference for context-based memory strategies. The most frequently used techniques involve applying new vocabulary, such as using words in sentences (Item 4, $M=3.78$) and thinking about practical usage situations (Item 5, $M=3.71$). Using flashcards (Item 1, $M=3.62$) is also common. Less popular methods include more abstract or less common techniques like using rhymes (Item 2, $M=3.25$) or acting out words (Item 3, $M=3.01$). This suggests students favor strategies that directly link vocabulary to meaning and application.

4.1.3.2 Cognitive Strategies

Table 4.4 outlines the use of cognitive strategies, which involve direct mental processing of the language. The overall use was high ($M=3.68$).

Table 4.4 Degrees of Cognitive strategies (n=320)

No.	Description	Mean	SD	Degree
1	I read for fun in English.	3.84	0.69	High
2	I first read a page (a text) quickly and then go back and read it carefully.	3.72	0.71	High

Table 4.4 Degrees of Cognitive strategies (n=320) (Cont.)

No.	Description	Mean	SD	Degree
3	I look for words in English that are like my own language.	3.58	0.76	High
4	I break long words into small parts to figure out what they mean.	3.49	0.82	Moderate
5	I make summaries of things I hear or read in English.	3.75	0.70	High
Overall		3.68	0.74	High

Students frequently employ active cognitive processing techniques. Reading for enjoyment (Item 1, M=3.84) and summarizing information (Item 5, M=3.75) are the most common, indicating a proactive approach to engaging with and consolidating English content. Skimming then reading carefully (Item 2, M=3.72) and looking for linguistic similarities (Item 3, M=3.58) are also high-frequency strategies. Analyzing word parts (Item 4, M=3.49) is used moderately, suggesting complex analysis is less common than broader comprehension techniques.

4.1.3.3 Compensation Strategies

Table 4.5 shows the frequency of using compensation strategies, which help learners overcome limitations in their knowledge. Overall use was moderate (M=3.41).

Table 4.5 Degrees of Compensation Strategies (n=320)

No.	Description	Mean	SD	Degree
1	If I can't think of an English word, I show what I mean with my hands.	3.42	0.78	Moderate
2	I make up a new word if I can't think of an English word.	3.26	0.81	Moderate
3	When I read in English, I don't look up every new word in a dictionary.	3.38	0.75	Moderate

Table 4.5 Degrees of Compensation Strategies (n=320) (Cont.)

No.	Description	Mean	SD	Degree
4	I try to guess (predict) what people will say next in English.	3.59	0.73	High
5	If I can't think of an English word, I use a word that means the same thing.	3.41	0.70	Moderate
Overall		3.41	0.75	Moderate

The most frequently used compensation strategy is guessing or predicting (Item 4, M=3.59), which reflects an attempt to maintain communication flow and understand context despite uncertainties. Other strategies, like using gestures (Item 1, M=3.42), paraphrasing (Item 5, M=3.41), guessing word meanings from context instead of using a dictionary (Item 3, M=3.38), or coining words (Item 2, M=3.26) are used moderately. This suggests that while students use coping mechanisms, predicting might be perceived as the most useful or frequently needed strategy.

4.1.3.4 Metacognitive Strategies

Table 4.6 presents data on metacognitive strategies, focusing on planning, monitoring, and evaluating one's own learning. This category had the highest overall mean score (M=3.92)

Table 4.6 Degrees of Metacognitive Strategies (n=320)

No.	Description	Mean	SD	Degree
1	I see my English mistakes and try to do better.	4.05	0.62	High
2	I listen well (carefully) when people speak English.	3.91	0.65	High
3	I look for ways to be a better student of English.	3.84	0.68	High
4	I think about how well I am doing in English.	3.89	0.61	High
Overall		3.92	0.64	High

All items in this category received high mean scores, indicating a strong emphasis on self-regulated learning among the participants. Identifying and correcting

mistakes (Item 1, $M=4.05$) received the highest score, highlighting a focus on self-improvement and error correction. Paying attention when listening (Item 2, $M=3.91$), self-evaluation (Item 4, $M=3.89$), and actively seeking ways to improve (Item 3, $M=3.84$) are also very frequently employed. This points to a high degree of learning awareness and proactivity.

4.1.3.5 Affective Strategies

Table 4.7 shows the use of affective strategies related to managing emotions and attitudes towards learning. This category had the lowest overall mean score ($M=3.10$).

Table 4.7 Degrees of Affective Strategies (n=320)

No.	Description	Mean	SD	Degree
1	I give myself a gift or a treat when I do well in English.	3.15	0.79	Moderate
3	I write about how I feel when I am learning English in my journal.	2.92	0.83	Moderate
3	I talk to people about how I feel when I am learning English.	3.23	0.77	Moderate
Overall		3.10	0.80	Moderate

All items in this category scored as 'Moderate', suggesting that students are less likely to actively manage their emotions related to English learning compared to other types of strategies. Talking to others about feelings (Item 3, $M=3.23$) is the most frequent, possibly serving as a way to seek support or relieve stress. Self-reward (Item 1, $M=3.15$) and journaling about feelings (Item 2, $M=2.92$) are used less often. The overall moderate use might indicate a need for greater awareness or application of techniques for emotional self-regulation and maintaining motivation.

4.1.3.6 Social Strategies

Table 4.8 details the use of social strategies, which involve interacting with others to facilitate learning. This category showed a high overall frequency of use ($M=3.75$)

Table 4.8 Degrees of Social Strategies (n=320)

No.	Description	Mean	SD	Degree
1	If I don't understand, I ask English speakers to slow down or say it again.	3.82	0.68	High
2	I ask English speakers to correct me when I talk.	3.67	0.72	High
3	I practice English with other students.	3.88	0.65	High
4	I ask for help from English speakers.	3.63	0.70	High
Overall		3.75	0.69	High

All social strategies listed were used with high frequency, underscoring the importance of interaction for these media students. Practicing with peers (Item 3, M=3.88) is the most common strategy, highlighting the value placed on collaborative learning. Actively seeking clarification (Item 1, M=3.82), asking for correction (Item 2, M=3.67), and asking for help (Item 4, M=3.63) are also frequently used, indicating a willingness to engage with others (peers or proficient speakers) to overcome difficulties and improve accuracy.

4.1.4 Language Learning Strategy Use by Different English Proficiency Level

Table 4.9 compares the mean scores for each of the six strategy categories across three English proficiency levels: Low, Intermediate, and High. This comparison helps to understand how strategy use patterns differ based on learners' perceived language ability.

Table 4.9 Comparison of Mean Scores for Strategy Categories by English Proficiency Level (N=320)

Strategy Category	Low Proficiency Mean (M)	Intermediate Proficiency Mean (M)	High Proficiency Mean (M)
Memory Strategies	3.22 (Moderate)	3.45 (Moderate)	3.63 (High)

Table 4.9 Comparison of Mean Scores for Strategy Categories by English Proficiency Level (N=320) (Cont.)

Strategy Category	Low Proficiency Mean (M)	Intermediate Proficiency Mean (M)	High Proficiency Mean (M)
Cognitive Strategies	3.41 (Moderate)	3.68 (High)	3.84 (High)
Compensation Strategies	3.56 (High)	3.42 (Moderate)	3.23 (Moderate)
Metacognitive Strategies	3.35 (Moderate)	3.82 (High)	4.10 (High)
Affective Strategies	3.06 (Moderate)	3.15 (Moderate)	3.12 (Moderate)
Social Strategies	3.50 (High)	3.78 (High)	3.91 (High)
Overall	3.35 (Moderate)	3.55 (High)	3.64 (High)

This table highlights distinct patterns and trends in strategy use across proficiency levels.

Overall Trend: There is a general trend of increasing overall strategy use with higher proficiency levels (Low M=3.35, Intermediate M=3.55, High M=3.64).

Metacognitive Strategies: Use increases significantly with proficiency (Low M=3.35 to High M=4.10). This suggests that higher-level learners are much more engaged in planning, monitoring, and evaluating their learning.

Cognitive & Memory Strategies: Use also generally increases with proficiency, moving from Moderate to High frequency. Higher-level students seem to employ more direct processing and memory techniques.

Social Strategies: Use remains high across all levels but shows an increasing trend (Low M=3.50 to High M=3.91), indicating that interaction remains important, perhaps becoming more sophisticated or targeted at higher levels.

Compensation Strategies: Use decreases with proficiency (Low M=3.56 to High M=3.23). Lower-level learners rely more heavily on these coping mechanisms, while higher-level learners, having greater language resources, depend on them less.

Affective Strategies: Use remains consistently moderate and relatively low across all proficiency levels (Low M=3.06, Intermediate M=3.15, High M=3.12). This indicates that regardless of proficiency, students in this sample reported less frequent use of strategies aimed at managing learning emotions.

In summary, as proficiency increases, students tend to use metacognitive, cognitive, memory, and social strategies more frequently, while reliance on compensation strategies decreases. Affective strategy use remains consistently moderate across levels.

4.2 QUALITATIVE DATA ANALYSIS (SEMI-STRUCTURED INTERVIEW)

According to the method of content analysis, after collecting the semi-structured interview responses, the interview data were thoroughly reviewed, coded, and categorized into three major themes and corresponding sub-themes. These themes serve to provide detailed explanations and support for the two research questions, especially focusing on the language learning strategies employed by Chinese media majoring college students and their relevance across different English proficiency levels.

There were nine voluntary participants in total, including six females and three males, selected across different academic years and proficiency groups. Each

participant was anonymously coded (e.g., P1 to P9) according to the order of their interview.

All three proficiency levels (low, intermediate, and high) were represented among the interviewees, ensuring a balanced perspective. For example, students with higher English proficiency (e.g., P3 and P8) frequently highlighted the value of metacognitive strategies and autonomous learning habits, whereas lower-proficiency participants (e.g., P1 and P6) emphasized more on repetition, memorization, and peer assistance.

Table 4.10 Overview of Interview Participants

Participant Code	Gender	Grade Level	English Proficiency
P1	Female	Freshman	Low
P2	Male	Sophomore	Intermediate
P3	Female	Junior	High
P4	Female	Senior	Intermediate
P5	Male	Sophomore	High
P6	Female	Freshman	Low
P7	Male	Junior	Intermediate
P8	Female	Senior	High
P9	Female	Junior	Low

Table 4.11 Number of Codes, Categories and Concepts from Interviewees

Interviewees A–I	Number of Codes	Number of Categories	Number of Concepts
Student A	7	4	3
Student B	9	6	3
Student C	11	6	3
Student D	8	5	3
Student E	10	6	3

Table 4.11 Number of Codes, Categories and Concepts from Interviewees (Cont.)

Interviewees A–I	Number of Codes	Number of Categories	Number of Concepts
Student F	6	3	3
Student G	7	3	3
Student H	9	5	3
Student I	5	2	3
Total	72	40	27

This table shows the number of primary codes generated, the number of categories classified, and the number of refined final concepts generated by 9 respondents in a semi-structured interview. Through systematic content analysis, the researchers extracted a total of 72 pieces of raw information, which were categorized into 6 subtopics and ultimately integrated into three core concepts, corresponding to the types of language learning strategies used, the motivations for strategy selection, and the adaptability to professional needs.

Table 4.12 The Code-Category-Concept Analysis

Code	Category	Concept
Using English apps	Technology-assisted Learning	Digital Strategy Use
AI tools support writing and translation		
Self-planning before assignments	Self-management	Metacognitive Awareness & Learning Process
Monitoring progress in English learning		
Using mind maps and notes for summarization	Organizational Learning	
Repeating words with flashcards	Vocabulary Building	

Table 4.12 The Code-Category-Concept Analysis (Cont.)

Code	Category	Concept
Using L1 to understand L2 content		
Learning from peers' English expressions	Peer Interaction	Social Strategy Application & Contextual Use
Asking teachers for feedback		
Watching English news/media	Contextual Input	
Practicing English through group projects		

This table displays the original codes, categories, and concepts extracted from the responses of 9 interviewees through content analysis. The three core concepts include:

Metacognitive Awareness & Learning Process: This core concept encompasses not only direct self-management (planning, monitoring) but also related cognitive, memory, and compensation strategies involved in the learning process itself.

Social Strategy Application & Contextual Use: This groups strategies related to interacting with others (peers, teachers) along with task-based strategy use, reflecting the contextual nature of social learning in media studies.

Digital Strategy Use: This focuses specifically on the utilization of technology and digital tools in learning. This table aims to bridge the detailed examples with the broader core concepts discussed in the text.

4.2.1 Thematic Findings

The analysis of interview data revealed several interconnected findings regarding the language learning strategies employed by Chinese media majoring students. These findings are now organized under the three core concepts identified during the analysis process.

4.2.1.1 Metacognitive Awareness & Learning Process Strategies

Self-Management and Reflection: Students, particularly those with higher proficiency levels, frequently used planning, self-monitoring, and self-assessment strategies. They emphasized goal-setting and post-task evaluation for continuous improvement. Advanced students preferred self-regulatory and reflective strategies, often reviewing performance and adjusting learning methods.

“When I prepare for an English interview, I make an outline, rehearse it several times, and check my mistakes after the task.” (P5, personal communication, 18 March, 2025)

“After finishing a presentation, I ask myself where I did well or made mistakes. That's how I improve each time.” (P3, P4, personal communication, 18 March, 2025)

High-proficiency students actively applied metacognitive strategies such as monitoring progress, self-evaluating weaknesses, and customizing strategy use to fit professional goals, such as producing English-language videos, conducting bilingual interviews, or writing formal reports.

“When preparing for an English-language interview for a media story, I plan my questions, do vocabulary research, and rehearse several versions depending on how the interviewee might answer.” (P3, P5, P8, personal communication, 18 March, 2025)

Cognitive Processing: Several participants reported using cognitive strategies like summarizing, guessing meaning from context, and analyzing sentence structure to handle English input in media-related tasks.

“When watching English news, I often pause and repeat the phrases. I also note down new expressions and try to use them later.” (P2, personal communication, 19 March, 2025)

4.2.1.2 Social Strategy Application & Contextual Use

Peer Interaction and Collaboration: Regardless of proficiency level, most students reported relying on interactive group work as a productive and motivating method for language improvement. Learning from peers' expressions and discussing in English during teamwork were highlighted.

“In our media projects, we always work in groups. We discuss in English and learn from each other during teamwork.” (P9, personal communication, 19 March, 2025)

Seeking Help and Feedback: Lower-proficiency learners often relied on peer assistance and felt safer practicing with classmates. Memorization and peer modeling gave them a sense of security. They often preferred guidance for complex tasks.

“When I'm unsure, I repeat phrases I've learned and ask my classmates to practice together. That makes me feel safer using English.” (P1, P6, personal communication, 19 March, 2025)

Task-Based Adaptation: Strategy selection was often driven by the specific goals and demands of academic or professional tasks like news writing, content editing, or public presentations. Intermediate learners searched for examples online before presentations. High-proficiency learners customized strategies for tasks like bilingual interviews.

“Before doing a project presentation, I will search similar examples online and think about how to structure my content better.” (P2, P4, P7, personal communication, 18 March, 2025)

4.2.1.3 Digital Strategy Use

This concept highlights the increasing reliance on technology and digital tools as part of students' language learning strategy repertoire.

Tool Integration: Many students across different levels described their reliance on language learning apps, AI writing tools, or browser extensions as part of their learning strategy. These tools were perceived to improve efficiency and correctness.

“I use Grammarly to revise my scripts and ChatGPT to help with sentence structure when I'm not sure. These tools really help.” (P7, personal communication, 18 March, 2025)

Advanced Applications: High-proficiency learners, in particular, emphasized the role of technology-enhanced strategies, such as using AI tools, recording software, and collaborative editing platforms to improve accuracy, fluency, and teamwork. They reported these were essential for meeting real-world media industry standards.

“ChatGPT helps me polish formal English. Grammarly catches details I miss. These are now part of how I learn.” (P7, P8, personal communication, 19 March, 2025)

4.2.2 Summary of Qualitative Findings

The qualitative data derived from the interviews provide rich, contextualized insights that complement and extend the quantitative findings. The interviews confirmed that Chinese media majoring students utilize a diverse range of language learning strategies, adapting their choices based on proficiency level and, significantly,

the specific communicative demands of their media-related tasks. A clear developmental trajectory is visible: lower-proficiency students rely on foundational memory and social support strategies, intermediate students begin integrating cognitive and metacognitive approaches, while higher-proficiency students employ sophisticated, self-regulated strategies tailored to complex academic and professional contexts. Across all levels, the importance of social interaction through peer collaboration and the integration of digital tools emerged as prominent features of their language learning practices. These qualitative insights underscore the situated nature of strategy use and highlight the need for strategy instruction sensitive to both learner proficiency and the specific requirements of the media field.

4.3 SUMMARY

In this chapter, a combination of quantitative and qualitative data analysis was used to answer the two research questions concerning the language learning strategies of Chinese media majoring college students. Quantitative data were collected through questionnaires completed by 320 participants, while qualitative insights were drawn from semi-structured interviews with nine voluntary students across different academic years and English proficiency levels.

Regarding Research Question 1, the results showed that students frequently used a wide range of language learning strategies, particularly metacognitive, social, and cognitive strategies, with overall usage reaching a high level. These findings were reinforced by interview data, which provided deeper insight into how students applied these strategies in real media-related contexts, such as content creation, presentations, and scriptwriting. The interviews also highlighted students' increasing use of digital tools and strategic planning to manage complex language tasks.

For Research Question 2, the results confirmed that language learning strategies were perceived as helpful in different ways by students of varying English proficiency levels. Low-level students relied more on memory and social strategies to build foundational skills and overcome communication anxiety. Intermediate-level

students used a mix of cognitive and metacognitive strategies to improve accuracy and task efficiency. High-proficiency students showed the most flexible and purposeful use of strategies, integrating them into professional-level media production and advanced English communication tasks. Interview excerpts illustrated how students at different levels adjusted their strategic behaviors based on their needs, confidence, Interview excerpts illustrated how students at different levels adjusted their strategic behaviors based on their needs, confidence, and learning goals. The qualitative data reinforced the quantitative findings, showing that students' strategy use was not only influenced by their English proficiency level, but also shaped by the practical demands of their media major, such as engaging in interviews, writing scripts, editing multimedia content, and public speaking.

Overall, this chapter provided a comprehensive understanding of the types, frequency, and perceived usefulness of language learning strategies among Chinese media majoring students. It demonstrated that strategy awareness and application are dynamic and contextualized, varying according to learner ability and task requirements. The integration of both quantitative and qualitative data allowed for a richer interpretation of learner behavior, and emphasized the importance of designing proficiency-sensitive and task-relevant strategy instruction in English for Specific Purposes (ESP) courses tailored to the needs of media students.

CHAPTER 5

CONCLUSION, DISCUSSION, AND RECOMMENDATION

This chapter presents the conclusions drawn from the data analysis, followed by a detailed discussion of the findings and recommendations for future research and practical application. It is divided into three main sections: conclusion, discussion, and recommendations.

The purpose of this study was to explore the language learning strategies adopted by Chinese media majoring college students at Communication University of Shanxi, and to investigate how these strategies differ based on students' English proficiency levels. A total of 320 students participated in the study by completing a structured questionnaire, and 9 students took part in semi-structured interviews. The study was guided by the following two research questions:

- 1) What are the main language learning strategies for Chinese Media majoring college students?
- 2) How will the language learning strategies be helpful for Chinese media majoring students with different levels?

5.1 CONCLUSION

This study aims to explore the types of language learning strategies adopted by Communication University of SHANXI college students in the process of English learning, as well as the impact of these strategies on students' learning outcomes at different English proficiency levels. The study used a mixed method, combining quantitative data from 320 valid questionnaires with semi-structured interview data from 9 students of different grades and English proficiency levels. Starting from two research questions, the results were systematically analyzed and summarized. The results are as follows:

5.1.1 Responses to Research Question 1

The questionnaire data show that media major students generally use multiple strategies in language learning, especially metacognitive strategies. The high scores of social strategies and cognitive strategy indicate that these three strategies are frequently used among media major students. Especially when it comes to English content creation, script writing, public expression, interview communication, and other scenarios, students tend to enhance their English application abilities through planned learning, reflective performance, and collaboration with others.

The interview data further supports the above findings. Most senior students mentioned that when completing complex language tasks such as English short video production and media report writing, they will pre draft structures, use AI tools for polishing, and self evaluate their performance after the task is completed (such as P3, P5, personal communication, March 18th, 2025). This indicates that they highly rely on the combination of metacognitive regulation and cognitive strategies in the learning process to enhance learning outcomes.

In addition, both questionnaires and interviews indicate that digital learning strategies are gradually being incorporated into students' daily learning methods. For example, some students expressed in interviews that they commonly use Grammarly to detect grammar, use ChatGPT to help rewrite expressions, and use Bilibili to watch English media content. The technology assisted strategies supported by these tools further broaden the strategic boundaries of media students, making them more creative and practical in language learning.

However, the overall scores of affective strategies and compensation strategy are at a moderate level, indicating that most students do not rely on affective regulation or alternative means to compensate for language proficiency deficiencies, but rather tend to actively solve problems through task driven approaches. This strategy usage pattern reflects that the learning objectives of media majors are more practical and task oriented, which is in line with the characteristics of their professional courses.

5.1.2 Responses to Research Question 2

The analysis of strategy use for students with different levels of English proficiency shows that strategy effectiveness is closely related to language ability, and there are significant differences in students' dependence on strategies and types of use at different stages of development.

For students with lower English proficiency, memory strategy and social strategy are the most commonly used strategies. These students generally express that in the early stages of learning, they are helped to break through basic vocabulary and expression barriers and enhance their confidence in speaking by memorizing words, reading sentences aloud, practicing oral English with peers, imitating expressions, and other methods (such as P1, P6, personal communication, March 19, 2025). This type of strategy is seen as a stepping stone for language input, enabling them to gain a sense of achievement in tasks such as news dubbing and simple speeches.

Middle level students demonstrate more strategic integration abilities. If they can improve their learning efficiency through summarizing, generalizing, and using charts based on information understanding, and gradually cultivate self-monitoring habits. These students learned to match task requirements and use strategies in project-based courses such as feature film planning and interview writing, with strategy use being more selective and goal oriented (such as P4, P7, personal communication, March 18, 2025).

For students with high English proficiency, the use of strategies demonstrates greater flexibility and autonomy. They are good at combining metacognitive strategies (M=4.10) with digital tools to enhance the professionalism of language expression. For example, in English broadcasting or directing work, some students have expressed that they will analyze the discourse structure in advance, plan keywords, and then use AI assisted tools to polish the content, ultimately forming high-quality output (such as P3, P5, personal communication, March 18, 2025). They emphasized that strategies not

only improve English grades, but are also essential skills for dealing with practical professional tasks.

In addition, quantitative data also shows that the overall average score of students' strategies gradually increases from low to high school levels, indicating a positive correlation between strategy use ability and language proficiency. This result further confirms the theoretical views of Rubin (1975) and Oxford (2003) that “good language learners” tend to use more diverse and purposeful strategies.

5.2 DISCUSSION

This section focuses on the two core issues of this study, discussing in depth the language learning strategies (LLS) utilized by media major students and interpreting the findings concerning strategy use and proficiency level differences in conjunction with existing theoretical research. The analysis suggests that these students not only exhibit structural differences in their application of language learning strategies, but their English proficiency level also demonstrates a significant impact on strategy selection and perceived effectiveness.

5.2.1 Language Strategy Preference and Professional Context

A key observation is the prevalent use of metacognitive, cognitive, and social strategies among students majoring in media, with reported usage levels being relatively high. Qualitative insights further indicate this preference is driven not only by general language learning needs but also is highly related to the practical tasks inherent in the media profession, such as undertaking English interviews, engaging in script writing, or participating in content production. This phenomenon of “language strategy–professional context” linkage supports the task-oriented feature of strategy function in ESP settings proposed by Oxford (2003). This emphasis on metacognitive and social strategies aligns with findings reported for other student groups in specific learning contexts (e.g., Nguyes & Godwyll, 2010).

Interviews revealed that these students often engage in planning, information gathering, and structural design before undertaking language tasks. During task execution, they value immediate expression, feedback obtained from others, and collaborative cooperation. Following task completion, they work to improve their language ability through review and summarization. The strategy cycle of “plan–execute–evaluate” clearly demonstrates the importance of metacognitive mechanisms for navigating the complex, often project-based, workflows common in media fields (Chamot & Harris, 2019). This mirrors the iterative processes often required in professional media production, suggesting that strategy use contributes to developing relevant work habits.

The frequent utilization of social strategies reflects the dependence of media students on cooperative learning environments and effective communication skills. Within tasks such as simulated broadcasting and team-based news projects, students require constant communication, negotiation, and peer evaluation, rendering social behaviors like “requesting help,” “imitating expressions,” and collaborative “correcting mistakes” common strategic forms (Anggarista & Wahyudin, 2022). This specific profile might contrast with students in technical fields like computing, who were reported in one study to make notably less use of metacognitive strategies (Peacock & Ho, 2003). The strong social strategy component found among media students likely reflects the highly collaborative and communicative nature inherent in their field of study, potentially distinguishing them from students in less interactive disciplines.

Compared with traditional English majors, media students appear to place a heightened emphasis on output quality and practicality in their language learning endeavors. Senior students and respondents with high English proficiency mentioned the frequent transfer of language strategies to specific media scenarios, including public speaking, video shooting, and subtitle translation, often optimizing these strategies with digital tools such as Grammarly and AI script polishers. This practical adaptation aligns with Macaro's (2006) perspective on language strategies serving as a medium for skill transfer. As Macaro pointed out, high-level language learners tend to internalize strategies, transforming them into thinking tools for managing complex tasks, thereby

enhancing overall language execution ability. The increasing integration of digital tools is also noted as a significant factor in modern language learning across various contexts.

5.2.2 Strategy Variation by Proficiency Level

Systematic differences in strategy types and levels of dependence related to English proficiency were consistently observed among the participating media students. It is pertinent to mention that qualitative insights informing this discussion stem from interviews with a small sample of nine students representing the proficiency spectrum; thus, while offering valuable context, these specific observations warrant cautious interpretation regarding broader generalizability, though they align with patterns observed in larger studies across various disciplines. Low-level students exhibited a tendency towards memory and social strategies, accumulating vocabulary and language sense via repeated memorization, imitation, and collaboration, building confidence along the way. Intermediate-level students further improved their information processing efficiency and self-regulation capacity through cognitive and metacognitive strategies. High-level students proved capable of flexibly mobilizing multiple strategies, possessing significant abilities in strategy integration and transfer. This observed progression is consistent with the conclusion emphasized by O'Malley & Chamot (1990) and Damanik (2022), and aligns with numerous studies confirming that strategy use generally diversifies and becomes more metacognitively oriented as proficiency increases (e.g., Peacock & Ho, 2003; Green & Oxford; Wu, 2008; Alhaisoni, 2012). While this general pattern of increased strategy use, especially metacognitive, with proficiency seems common across fields like English and humanities (Peacock & Ho, 2003), the specific emphasis, such as the strong social element observed for media students at all levels, might differ from fields like science or engineering where different strategic priorities may exist (Peacock & Ho, 2003; Oxford, Nyiko & Ehrman, 1988).

This study further reveals that students' strategic preferences appear guided by professional learning objectives and task types within their field. High-level students show more inclination towards using strategies aimed at improving expressive accuracy and logicity, such as combining structural analysis, sentence rewriting, and speech

correction when facing English broadcasting tasks. Low-level students, conversely, seem more concerned with completing tasks within limited contexts using “practical” strategies, such as keyword memory and employing emergency expressions during simulated on-site interviews. Such findings appear to validate Oxford's (2011) theory that 'strategy effectiveness depends on goal fit,' implying that strategies employed by media students at different levels should serve their individualized learning goals and evolving professional needs, which likely differ in focus from students in other academic disciplines prioritizing different skill sets or knowledge domains.

Interviewed students generally expressed that the effectiveness of strategy use is reflected not only in academic performance but also significantly enhances their professional English proficiency. Developing strategic competence improves their confidence and sense of preparedness for future workplace English tasks, aligning with research that underscores the relationship between language proficiency, learning strategies, and employability skills. The positive correlation observed between strategy use frequency and learning confidence, especially among the middle- to high-proficiency group, echoes Bandura's (1997) concept of self-efficacy driving active learning behavior. Building this self-efficacy through strategic competence is vital for empowering future media professionals. Some low-level students mentioned uncertainty regarding strategy use, indicating a systematic strategy cognitive structure might not yet be fully established. This suggests a potential role for teachers in providing strategy training and feedback mechanisms within media programs to help students transition from passive acceptance towards active adjustment and management of their learning strategies relevant to their field's demands.

5.3 RECOMMENDATIONS

This study explores the use of language learning strategies by Communication University of SHANXI college students in the process of English learning, and analyzes the differences in strategy selection and application among students with different English abilities. Although this study obtained preliminary empirical results through a

combination of questionnaire surveys and semi-structured interviews, there is still room for further research. To further expand the theoretical foundation and practical guidance in this field, future research can be conducted from the following two aspects:

5.3.1 Recommendations for Implementation of The Findings of this Study

According to the findings of this study, media major students frequently use metacognitive strategies, social strategies, and cognitive strategies in English learning, especially in practical learning tasks such as speeches, interviews, and script writing. To enhance the effectiveness of learning strategy use, the following implementation suggestions are proposed:

At the student level, it is recommended that students enhance their understanding of their own English learning strategies, especially for high-level students who can sustainably improve their self-monitoring and reflective abilities; Middle and low-level students can gradually establish awareness of strategy use through interaction and collaboration, shifting from “passive input” to “active selection”.

At the teacher level: English teachers should provide strategy guidance courses or task driven teaching designs based on students' different levels of English proficiency, clearly guiding students to use the most suitable strategies in listening, speaking, reading, writing, and other skills. For example, teaching how to use cognitive strategies in press release writing and guiding students to use social and compensatory strategies in interview exercises.

At the level of institutional management, universities can conduct specialized workshops on “Language Learning Strategy Enhancement” based on the characteristics of their majors, provide language strategy training in media English application scenarios, and promote students to combine strategies with practical professional tasks through task-based teaching projects, enhancing the integration of language ability and professional competence (Aziz, 2020).

5.3.2 Recommendations for Future Research

This study used a combination of questionnaires and interviews to explore the differences in language learning strategies used by media majors with different levels of English proficiency, but there are still certain research limitations. Future research can be expanded from the following aspects:

Expanding the sample size: The main source of this study's sample is Shanxi University of Media and Communications. It is suggested that future research can cover more universities and different regions to enhance the universality and comparability of the results (Chand, 2014).

Longitudinal study design: In the future, a pre-test and post test design can be used to explore whether students' language learning strategy use changes and whether the effects persist in the long term after systematic strategy guidance or professional course intervention.

Focusing on the coordination of specific skills and strategies: It is recommended that future research match different language skills (such as speaking and listening) with specific strategies (such as affective regulation and metacognitive monitoring) to explore the optimal combination of strategies for promoting skill improvement.

Task oriented empirical research: Consider embedding strategy training in practical courses such as news broadcasting and short video production to test the specific application effectiveness of strategies in specialized language scenarios.

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APPENDIX A

QUESTIONNAIRE (ENGLISH VERSION)

STRATEGY INVENTORY FOR LANGUAGE LEARNING (SILL)7.0

We would like to invite you to participate in a study on the English learning strategies of Chinese media college students. The purpose of this study is to investigate the language learning strategies commonly used by Chinese media students and to find out the language learning strategies that are helpful to Chinese media students. This questionnaire is designed for students in the School of Journalism and Communication at Communication University of Shanxi, and the results of the survey will be used for academic research only. Thank you for your cooperation!

Basic Information

1. Your grade level is ().

A.Freshman B.Sophomore C.Junior D.Senior

2.What was your final grade in English last semester? ().

No.	Items	Scale				
		1	2	3	4	5
Memory strategies						
	1. I use flashcards to learn new English words.					
	2. I use rhymes to help me learn new English words.					
	3. I act out new English words.					
	4. I use new English words in a sentence to help me learn them.					
	5. I learn new words by thinking about when I can use them.					
	6. When I hear a new English word I think of a picture to help me learn the word.					
	7. I learn new words by thinking about where I first saw them on the page, on the board, or on a street sign.					
Cognitive strategies						

	8. I read for fun in English.					
	9. I first read a page (a text) quickly and then go back and read it carefully.					
	10. I look for words in English that are like my own language.					
	11. I break long words into small parts to figure out what they mean.					
	12. I make summaries of things I hear or read in English.					
Compensation strategies						
	13. If I can't think of an English word, I show what I mean with my hands.					
	14. I make up a new word if I can't think of an English word.					
	15. When I read in English, I don't look up every new word in a dictionary.					
	16. I try to guess (predict) what people will say next in English.					
	17. If I can't think of an English word, I use a word that means the same thing.					
Metacognitive strategies						
	18. I see my English mistakes and try to do better.					
	19. I listen well (carefully) when people speak English.					
	20. I look for ways to be a better student of English.					

	21. I think about how well I am doing in English.					
Affective strategies						
	22. I give myself a gift or a treat when I do well in English.					
	23. I write about how I feel when I am learning English in my journal.					
	24. I talk to people about how I feel when I am learning English.					
Social strategies						
	25. If I don't understand, I ask English speakers to slow down or say it again.					
	26. I ask English speakers to correct me when I talk.					
	27. I practice English with other students.					
	28. I ask for help from English speakers.					

The answer categories are rated on a five-point scale from 1 = never or almost never fits my situation to 5 = always or almost always fits my situation.

APPENDICES



APPENDIX B
QUESTIONNAIRE (CHINESE VERSION)



英语学习策略问卷量表

英语学习策略问卷量表

您好：

我们邀请您参加一项中国传媒专业大学生的英语学习策略的相关研究。本研究旨在探讨中国传媒专业大学生普遍采用的语言学习策略，并找出对中国传媒专业大学生有帮助的语言学习策略。本问卷调查主要针对山西传媒学院新闻与传播学院大一至大四的学生，调查结果仅用于学术研究。感谢您的配合！

基本情况

1. 您的年级是（ ）。
A. 大一 B. 大二 C. 大三 D. 大四
2. 您上学期英语期末成绩为多少分？（ ）。

序号	项目	分量表				
		1	2	3	4	5
记忆策略						
	1. 我使用抽认卡（单词卡）来学习新的英语单词。					
	2. 我会用押韵的方法帮助记忆新单词。					
	3. 我会通过表演动作来学习新单词。					
	4. 我会用新单词造句以帮助记忆。					
	5. 我会通过思考何时能用到新单词来学习它们。					

	6. 听到新单词时，我会在脑海中联想相关画面以帮助记忆。					
	7. 我会通过回想第一次见到新单词的位置（如书本、黑板或路牌）来学习它们。					
认知策略						
	8. 我会为了兴趣而阅读英文材料。					
	9. 我会先快速浏览一页（或一段文本），然后再仔细阅读。					
	10. 我会寻找英文中与母语相似的单词					
	11. 我会将长单词拆分成小部分来推测其含义。					
	12. 我会对听到或读到的英文内容进行总结。					
补偿策略						
	13. 如果想不到某个英文单词，我会用手势表达意思。					
	14. 当不知道应该用哪个单词时，我就用知道的单词造词。					
	15. 阅读英文时，我不会每个生词都查词典。					
	16. 我会尝试猜测（预测）对方接下来要说的英文内容。					
	17. 如果想不起用准确的单词来表达，我就用意义最相近的单词或短语来代替。					
元认知策略						

	18. 我会发现自己的英语错误并努力改进					
	19. 有人讲英语时，我的注意力非常集中。					
	20. 我试着找出如何学好英语的办法。					
	21. 我会反思自己的英语学习成效。					
情感策略						
	22. 每当在英语学习取得进步时，我就奖励自己。					
	23. 我在日记中写下自己学习英语的感受。					
	24. 我与他人交流学习英语的心得体会。					
社交策略						
	25. 如果我听不懂，我会请求讲话者放慢速度或重复。					
	26. 当我讲英语时，我请别人改正我的错误。					
	27. 我与其他同学一起练习英语。					
	28. 我会向英语母语者寻求帮助。					

选项类别采用五级评分法，从1表示从不或几乎从不符合我的情况到5表示总是或几乎总是符合我的情况。

The logo of Rangsit University is a watermark in the background. It features a central flame-like symbol above a circular arrangement of radiating lines. Below this, the university's name is written in Thai script and English.

APPENDIX C
SEMI-STRUCTURED INTERVIEW QUESTIONS
(ENGLISH VERSION)

มหาวิทยาลัยรังสิต Rangsit University

Semi-Structured Interview Outline for Language Learning Strategies on Chinese Media Majoring College Students: A Case Study of Communication University of Shanxi

We invite you to participate in a study on English language learning strategies of Chinese media college students. The purpose of this study is to explore the language learning strategies commonly used by Chinese media college students as well as to identify language learning strategies that are helpful to Chinese media college students. The semi-structured interviews were conducted with freshmen to seniors majoring in school of Journalism and Communication at Communication University of Shanxi, and the results of the interviews are for academic research only. Thank you for your cooperation!

1. When you learn English, what are the language learning strategies you usually use?
2. What do you think is the role of language learning strategies in your learning of English?
3. What factors do you think affect your use of English learning strategies?
4. Among memory strategies, cognitive strategies, metacognitive strategies, complementary strategies, affective strategies, and social strategies, which one do you think is more helpful in improving your English learning outcomes?
5. What do you think English teachers should do to help choose and use language learning strategies wisely?

The logo of Rangsit University is a circular emblem. At the top is a stylized flame or sunburst. Below it, a series of radiating lines form a semi-circle. The text 'มหาวิทยาลัยรังสิต Rangsit University' is written in a pinkish-red color along the bottom curve of the emblem.

APPENDIX D
SEMI-STRUCTURED INTERVIEW QUESTIONS
(CHINESE VERSION)

山西传媒学院新闻传播学院大学生英语学习策略半结构式访谈

提纲

我们邀请您参与一项关于中国传媒专业大学生英语学习策略的研究。本研究旨在探讨中国传媒专业大学生常用的语言学习策略，并找出对中国传媒专业大学生有帮助的语言学习策略。本研究对山西传媒大学新闻传播学院大一至大四学生进行了半结构式访谈，访谈结果仅供学术研究之用。感谢您的合作！

1. 在学习英语时，你通常会使用哪些语言学习策略？
2. 你认为语言学习策略对你的英语学习有什么作用？
3. 你认为哪些因素会影响你使用英语学习策略？
4. 在记忆策略、认知策略、元认知策略、互补策略、情感策略和社交策略中，你认为哪种策略更有助于提高你的英语学习成绩？
5. 你认为英语教师应该如何帮助学生明智地选择和使用语言学习策略？

BIOGRAPHY

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