

Chinese students learning strategies in efl and in esl

[Linguistics](#), [English](#)



In china, English is the most learnt foreign language by in the past decade (Lee, 2006). However, this has not come without challenges to students in understanding the language. Lee (2006) highlights that, most students in China find English language difficult and even fear English tests, which are done in schools. One of the mostly used strategies by students in learning English as a Foreign Language (EFL) in China is competitions. Many students in china enter in competitions, which they compete in, tested on English language (Lee, 2006). They learn many things that might not be taught in their schools by their teachers.

The second strategy that students use in learning EFL is communicative strategies. Qiumei (n. d) highlights that communicative strategies are deliberate efforts by the students to decode or express the meaning in a language and in circumstances where the language rules have not been identified. Some of the communicative strategies that they use include avoiding and adjustment of a message, paraphrasing, approximations, asking for help, repetition, classifications etc. Teachers in this strategy help the students in learning EFL because the students refer to them when they want to ask questions about the language. Alliance for Excellence Education (2005) points out that this method is known as guided interaction because students work together with teachers in order to understand the language. In addition, another strategy used by students in EFL in China, is discussions; therefore, to understand the language better, the students form discussion groups where the teachers assist them and other students to understand English language. Qiumei (n. d) highlights that this method allow students to participate in discussions of meanings so that they can comprehend

messages and this help them to learn and acquire the language.

Chinese students who join tertiary institutions in Australia have difficulties in learning English as a second language. Thus, due to the difficulty in communication, they employ various strategies in Australian context to understand English as a Second language (ESL). Some of the main strategies include cognitive, metacognitive, social and affective strategies (Samida, 2006). Further, these strategies can be used universally by new students in any country globally because they are equally applicable. The first strategy is the cognitive strategy, and it involves transforming the English language through repeating, analyzing and summarizing messages (Samida, 2006). The students practice analyzes reason and creates structures for understanding the language. This strategy helps the learners to understand meanings and expressions in English as they are used in Australia (Tuluhong, 2006).

Metacognitive strategy is the second method that the Chinese students use to learn ESL in Australia. The students effectively plan their learning programs to understand areas they have problems with vocabularies, rules and writing (Samida, 2006). The learners evaluate their learning and progress, and they focus their attention towards some skills in the language so that they can understand. For example, they structure their learning in topics, and this helps them to understand ESL in steps.

Thirdly, the Chinese students use affective strategies inn learning ESL in Australia. Li (2005) highlights that; this method involves the use of emotions, attitudes and other values in order to enhance ESL learning. Good students who want to learn ESL control these factors and they understand that

negative feelings will inhibit learning. Lastly, Chinese students use social strategies in learning ESL. Li (2005) highlights that in this method students ask questions cooperate and empathize with fellow students from the local community. This helps students to improve their self-esteem and confidence in the language. The social strategy is used to understand the culture, thoughts and feelings of the Australian community. This helps them to cooperate with others in understanding ESL (Li, 2005).

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