

The Influence of Learning Strategy on the English Oral Proficiency of English Majors under the Background of Media Convergence

Caixia Liu

China West Normal University, Nanchong, 637000, China

Abstract

With the gradual development of information and media technologies, more and more tools are available in the process of language learning. In this context, the impact of the use of learning strategies on the spoken English proficiency of English majors has received widespread attention. In this study, the use of metacognitive, cognitive, and social-emotional strategies on the learning strategies of oral English was studied through questionnaires and oral English proficiency tests. The results show that the frequency of use of different learning strategies is significantly positively correlated with the oral English level of English majors in the context of media integration, that is, the use of learning strategies has a positive effect on the improvement of English-speaking level of English majors.

Keywords

Learning Strategy; English Learning Level; English Oral Proficiency; English Majors; Media Convergence.

1. Introduction

Oral English learning is a requisite part of teaching English at universities and colleges, but also a relatively weak part of Chinese college students' English learning. With the purpose of improving the effect of oral English learning, it is essential to combine it with network and multimedia technology. In the contemporary era of rapid development of internationalization and globalization, English, as the main language of international communication, has attracted individuals' attention. College students, especially English majors, should adapt their oral English learning to the development of The Times and science and technology, make use of modern multimedia technology and network technology, optimize teaching resources and enhance the autonomy of learning.

For the past few years, Feng Lixin (2013) showed in his research that the training of autonomous learning strategies was effective and played a positive role in the autonomous learning strategies and English level of EFL learners in China. Wang Zhenying et al. (2014) conducted an empirical study indicating that the application of oral English learning strategies can promote the improvement of oral English proficiency to a certain extent. Hou Xianrong and Jiao Yashuang (2018)'s study shows that the use of oral learning strategies has an obvious correlation with the improvement of students' oral English level, but most students still need to strengthen their strategies in trying to use new knowledge and discussing new topics. Shu Dan (2019) shows that the existing multimedia environment of college English instructing and learning of adaptability is not ideal, and the factors influencing the adaptability are various. The research results of Shao Yujie et al. (2020) on the influence of new media short videos on oral English learning under the background of "Internet +" show that, with the step into the information age, network resources provided by various platforms emerge in an endless stream. Through the full integration of network resources, it has injected new vitality into the

boring traditional way of learning and made up for the deficiency in the traditional classroom. But the network platform also has certain problems.

In the previous studies, the object of the study of English listening in a multimedia environment as well as the application of vocabulary learning strategies are college students with a wide range. Hence, in this study, the author will take English major learners as the object, and the study will combine media under the background of learning strategies of spoken English. This research takes the sophomore English majors in a university in Yi Bin as an example to survey the imprint of learning strategy on the English oral proficiency of English majors under the background of media convergence. This research is of great significance for oral English learning. Given in the past few decades, technology mediated significant extension of language teaching and learning, understanding students like what kind of self-regulation based on multimedia English learning strategies. And what strategies may be omitted in previous research, will help all English learners of the English major students even more advanced and more effective approach to learning oral English, providing support to instructors and design training programs for students to enhance their use of technology in English language improvement.

2. Literature Review

2.1. Definition of English Learning Strategies

Learning strategy refers to the procedures, regulations, approaches, techniques and control approaches that learners effectively learn in learning programs. It is not only an implicit rule system, but also an explicit operating procedure and step. In the field of English learning, learners gradually acquire and accumulate relevant strategies in practice, and the frequency of using strategies greatly affects learners' learning. Therefore, the research of college students' English learning strategies is a valued way to promote English learning, and has been one of the hot spots in psychology and foreign language teaching circles.

As for the definition of learning strategy, different linguists hold different opinions. In Research on Second Language Acquisition, Rod Ellis (1993:531) lists five different definitions of language learning strategies. Stern (1983) believes that "learning strategies refer to the methods adopted by language learners and their characteristics or trends, while skills describe the expression forms of learners' behaviors". Weinstein and Mayer (1986) believed that "learning strategies are learners' own ideas and practices, which aim to influence coding in the learning process". Chamot (1987) believed that "language learning strategies are methods, skills and actions taken by students in the process of learning, aiming at improving the learning effect and the language form and content that are easy to recall". Rubin (1987): "Learning strategies are strategies that can help language learners construct their own language system, and the use of these strategies will directly affect the language development of students." Oxford (1989) "Learning strategies refer to specific and special behaviors and actions taken by language learning actors in order to make their language learning more effective, enjoyable, autonomous and successful."

2.2. Related Studies on English Learning Strategies

Learning strategies have always been valued by educators, philosophers and psychologists, and their importance is self-evident. Abroad, since Rubin (1975) started the study of learning strategies, O'Malley & Chamot (1990), Wenden (1987), Oxford (1990), Cohen (1998), Ellis (1999), Anderson (2005) and others have conducted a large number of studies on foreign language strategies. Anderson pointed out that the research on foreign language learning strategies mainly focuses on the following four aspects: (1) the difference between language using strategies and language learning strategies; (2) The relationship between learning strategies and second language achievement proficiency; (3) The transfer effect of native

language strategies to second language learning: (4) The training of language strategies. The study of English learning strategies in China began in the 1980s. Huang Xiaohua (1985) completed a book titled *An Investigation of Learning Strategies in Oral Communication* that Chinese EFL learners in the Chinese University of Hong Kong in 1984. Since the master thesis of In China Employ, researches of foreign language learning strategy used by Chinese learners has reached its heyday. Many professors and scholars have done a lot of research on foreign language learning strategies in China. Through the investigation and analysis of the learning strategies used by postgraduate students, Qin Xiaoqing (1998) concluded that proper attention should be paid to the application of postgraduate self-management strategies and the corresponding adjustment and conscious training of postgraduate learning strategies should be made to adapt them to different language tasks. Wen Qiufang and Wang Lifei (2004) hold that foreign language learning strategies are complicated and influenced by various internal and external factors, and focus on the possible positive and negative impacts of environmental factors and learner factors on learning strategies. Wang Limei (2013) investigated the characteristics of college students' English learning strategies in the network multimedia environment, focusing on the distinctions between high and low score students' strategies and its implications for strategy-oriented teaching. Wen Qiufang and Wang Lifei (2004) also put forward some problems worthy of further study on learning strategies, one of which is the validity of learning strategies, whether the effectiveness of cognitive strategies must be based on the use of metacognitive strategies. Xue Junmei et al. (2013) showed that proper guidance and training by teachers can help students choose appropriate speaking learning strategies and stimulate their interest in learning English. After the training, most of the students in the experimental classes who received the teacher's infiltration of materials in the classroom, speaking activities and lectures inside and outside the classroom had different degrees of improvement in their English-speaking skills. In Li Yan's (2016) study among the three levels of English learners in the process of English-speaking learning, beginner and advanced learners used less cognitive strategies and intermediate less often affective strategies. In addition, the interrelationship between motivational self-motivation strategies and strategy types for learning spoken English varied with level, with the higher the level, the less the interrelationship. Li Wen and Zhang Jun (2018) showed that language learning strategies (memory strategies, cognitive strategies, compensatory strategies, metacognitive strategies, affective strategies, and social strategies) were significantly and positively correlated with English performance from low to moderate levels among college students in China. The correlation between memory strategies, affective strategies and English grades was moderated by the role of subject type and assessment method, i.e., the magnitude of the correlation coefficient varied among subjects and assessment method.

2.3. Research on English Learning Strategies Related to Multimedia Application

Shu Dan (2019) shows that in the current multimedia environment of college English teaching and learning of adaptability is not ideal, the factors influencing the adaptability of more, both from the teacher's teaching strategy factors, there are also factors from student learning, so under the environment of modern multimedia technology, to further enhance college English teaching and learning adaptability, It is necessary to optimize and improve both students' learning and English teachers' teaching. The results of Chen Yu (2019)'s research *Analysis of College Students' English Listening Learning Strategies in the Multimedia Network Environment* show that college students' English learning methods need to pay equal attention to online and offline learning, develop personalized learning plans, promote their interests with the help of movies and television, and take online tests regularly. Teachers use resources to improve the teaching content; The school establishes the listening assessment system, and then

comprehensively improves the students' listening level. In Hou Xianrong and Jiao Yashuang (2018)'s study on the relationship between the use of oral learning strategies and oral proficiency in the network environment, the use of oral learning strategies has a significant correlation with the improvement of students' oral proficiency, but most students' strategies in trying to use new knowledge and discussing new topics need to be strengthened. Just as "I + 1" in the "Input Hypothesis" theory proposed by Krashen(1985), learners should input language information slightly higher than their current level and try to use some new words, phrases or expressions to discuss topics they are not familiar with, so that they will not be affected when they encounter unfamiliar topics or knowledge. Tong Yingying et al.(2018) conducted a feasibility analysis of promoting English learning through We-media in their study practice and exploration of college students' autonomous English learning approaches under the platform of We-media, and the results showed that the use of multimedia has the following advantages for promoting English learning :(1) the application of We-media has a wide range of people and has a communication basis. (2) Content updating has timeliness and popularity. (3) We media is flexible and in line with the pace of modern learners. Liu Lijun's (2017) study revealed a negative correlation between anxiety and strategy application, with a relatively high percentage of learning strategies used by college students with low speaking anxiety and poorer learning strategy application by students with high levels of anxiety. Reasonable strategy use can help offset and alleviate anxiety, and in actual learning, the level of speaking anxiety is closely related to academic performance. The online environment has provided a richer resource space for teaching speaking in colleges and universities. Therefore, optimizing English web technologies and platforms is conducive to reducing the emergence of students' speaking learning anxiety phenomenon and providing a solid guarantee for teaching effectiveness.

3. Methodology

3.1. Participants

Since the objective of this research is to integrate the influence of learning strategies on the oral English level of English majors in the context of media, sophomores of English majors in the School of International Studies of a university in Yi Bin are selected as the objects of this study. There are a total of 40 students with an average age of 20, including 4 boys and 36 girls. In addition, the 40 students all studied under the guidance of the same oral English teacher, received basically the same curriculum.

3.2. Research Question

This paper primarily studies the correlation between the application of learning strategies and the oral proficiency of English majors in the context of integrated media. Specific studies mainly focus on the questions: 1. What is the relationship between metacognitive strategies and oral English proficiency? 2. What is the relationship between cognitive strategy and oral English proficiency? 3. What is the relationship between social affective strategy and oral English proficiency? Through the research, the author hopes to provide some thoughts and perspectives for current learners' oral English learning, teachers' oral English teaching, and related research in the future.

3.3. Research Instruments

This paper mainly uses a questionnaire (see Appendix A) about learning strategies to investigate. The questionnaire is based on learning strategies involving metacognitive strategies, cognitive strategies and social/affective strategies classified by Oxford. Based on Pintrich et al.'s MSLQ questionnaire, the feasibility test was carried out on 40 students of some English majors in our school, and revised and confirmed by experienced college English

teachers after review. The content covers metacognitive, cognitive and social/affective strategies. The questionnaire is constituted by 25 questions using a Likert five-level scale. Each one item of the 25 questions is divided into one points, two points, three points, four points and five points according to “completely inconsistent”, “basically inconsistent”, “unclear”, “basically consistent” and “completely consistent”, among which 3 points are the critical value. The higher the score is, the higher the level and awareness of strategy use is.

The author also conducts an oral proficiency test (see Appendix B) for 40 sophomores majoring in English. The test was conducted in accordance with the standards of College English Speaking Test band 4 from four aspects: fluency, range of words, accuracy of grammar and pronunciation. The four grades A, B, C and D in the standard correspond to four test score sections: 80-100, 60-80, 1-60 and 0. The specific standards are shown in Table 1.

Table 1. The Scoring Standard of Oral Test

Band	Standard
80-100	● Able to carry on a conversation in English on familiar topics with little difficulty. ● Be able to express opinions and ideas coherently on familiar topics. ● Can state or describe general events and phenomena clearly and fluently.
60-80	● Able to carry on a conversation in English on familiar topics with little difficulty. ● Be able to express opinions and ideas coherently on familiar topics. ● Can state or describe general events and phenomena clearly and fluently.
1-60	● Able to carry on a conversation in English on familiar topics with little difficulty. ● Be able to express perspectives and ideas consistently on familiar topics. ● Be capable to savor or describe general events and phenomena sharply and fluently.
0	● Do not have English oral communication skills.

3.4. Data Collection and Analysis

This questionnaire was distributed to sophomores majoring in English in a university in Yi Bin through online survey. A total of 45 questionnaires were distributed, 45 were recycled, and 40 were valid.

The data obtained from questionnaire survey and oral proficiency test were analyzed by IBM SPSS Statistics data processing tool. To explore the correlation between different learning strategies used by English majors and their oral English level, and the impact of the development of media convergence industry on oral English level. According to the test scores of students’ oral English proficiency, the author divided the students with scores of more than 80 into the higher group, and the students with scores of less than 80 into the lower group. In the analysis conducted by SPSS, to count subjects’ scores and frequency of using the three strategies, descriptive statistics were employed. Correlation analysis was used to test whether the frequency of the respective application of metacognitive strategies, cognitive strategies and social/affective strategies were correlated with oral English proficiency.

4. Results

4.1. The Relationship between the Application of Meta-cognitive Strategies and Oral English Proficiency

Firstly, the author makes a brief data statistics and analysis of the results of the effective questionnaire. In the questionnaire, questions 1-9 belong to metacognitive strategy, 10-18 belong to cognitive strategy, and 19-25 belong to social affective strategy. The analysis results are shown in Table 2.

Table 2. The Analysis of the Statistics from Questionnaires

Strategy	Question	N	Max	Min	Mean Value	Standard Deviation
Meta-cognitive Strategy	1. Before each network multimedia learning, I will make a general plan and arrangement, including the learning content and time	40	3	1	2.775	.41758
	2. In the process of using the Internet to study, I will focus on the pre-planned tasks and eliminate other distractions, such as chatting.	40	5	1	3.850	1.03803
	3. I am familiar with my weaknesses in English learning, so I spend most of my online learning time on my weaknesses rather than evenly distributing them.	40	4	2	3.450	.73993
	4. I know which period of time of online learning is the most effective and use this time to learn English.	40	4	1	3.175	.86277
	5. During the learning process, I will check and objectively evaluate my performance in a certain learning task, timely find problems and correct them.	40	4	1	3.500	.77460
	6. I conduct a self-assessment every once in a while to check my progress and shortcomings.	40	5	1	3.625	.96663
	7. I am very clear about what I want to achieve through online multimedia learning.	40	4	2	3.425	0.6661
	8. I have a clear idea of what a good English learner should do.	40	4	2	3.425	0.6661
	9. I attach great importance to the feedback of the teacher's test, and analyze and summarize it.	40	4	2	3.575	.54256
Cognitive Strategy	10. I will use network multimedia resources for listening practice, such as listening to original audio or video.	40	4	2	3.600	.53852
	11. I will selectively use network resources for imitation to improve my pronunciation.	40	4	1	3.525	.70666
	12. I improve my oral English through network multimedia, such as man-machine dialogue.	40	4	1	3.600	.62450
	13. I will record the new words I meet in the network multimedia learning and study by myself by looking up the dictionary after learning.	40	4	2	3.450	.73993
	14. I will consciously watch English movies or TV series to improve my listening and speaking skills.	40	5	2	3.875	.89965
	15. I use an online dictionary to get to know new words when I study online through multimedia.	40	5	3	3.850	.79215
	16. In order to improve my English, I will learn about European and American cultures through online resources.	40	3	1	2.650	.57228
	17. I will enrich my English knowledge by browsing English learning websites	40	4	1	3.425	.83329

	18. I will use search engines to find answers to grammar or word problems I don't understand in daily learning.	40	5	2	4.150	.79215
Social/ Affective Strategy	19. When I have problems in my English learning through Internet and multimedia, I will ask my teachers or classmates for help.	40	5	2	4.050	.83516
	20. I will complete a task with my classmates through network multimedia.	40	5	2	3.900	.86023
	21. I will make friends on the Internet and improve my oral English through voice chat.	40	4	1	3.250	.85878
	22. I will share online oral English learning resources with my classmates, such as textbooks, tweets and websites.	40	4	2	3.350	.69101
	23. I will analyze my feelings of learning English through the Network with others or write a study diary.	40	4	1	3.300	.74833
	24. I will use multimedia to reduce the anxiety of study, such as listening to music and watching short videos.	40	5	3	4.525	.63196
	25. I give myself encouragement, such as psychological affirmation or material rewards.	40	5	3	4.600	.62450

As can be seen from Table 2, contrasted with the other two learning strategies, the frequency of using metacognitive strategies was relatively low. Among them, Especially the first item "Before each network Multimedia learning, I will make a general plan and arrangement, Including the learning content and time." is 2.775, "I know which period of time of online learning is the most effective and use this time to learn English.", with an average of 3.175, were the lower two items.

As shown in the Table 3, the correlation coefficient between the application of meta-cognitive learning strategies and the score of oral English proficiency test is 0.731, and the significance probability of t test is $0.000 < 0.01$, rejecting the null hypothesis, indicating that the two coefficients are significantly correlated.

Table 3. The Correlation Between Frequency of Application of Meta-cognitive Learning Strategy and Oral English Proficiency Test Score

		Frequency of Application of Meta-cognitive Learning Strategies	English Proficiency Scores Oral Test
Frequency of Application of Meta-cognitive Learning Strategies	Pearson Correlation Sig.(2-tailed) N	1 40	.731 .000 40
English Oral Proficiency Test Scores	Pearson Correlation Sig.(2-tailed) N	0.731 .000 40	1 40

4.2. The Relationship between the Application of Cognitive Strategies and Oral English Proficiency

Table 2 shows that contrasted with the other two learning strategies, the frequency of cognitive strategies is at a moderate level. Among them, “In order to improve my English, I will learn about European and American cultures through online resources” has the average of 2.650. But there are also items with high frequency of use, such as Item 18: “I will use search engines to find answers to grammar or word problems I don't understand in daily learning.” Its average score is 4.150.

As shown in the Table 4, the relationship coefficient between metacognitive learning strategy application and oral English proficiency test score is 0.451, and the significance probability of T test is $0.003 < 0.05$, suggesting a virtual correlation between the two coefficients.

Table 4. The Correlation Between Frequency of Application of Cognitive Learning Strategy and Oral English Proficiency Test Score

		Frequency of Application of Cognitive Learning Strategies	English Proficiency Scores Oral Test
Frequency of Application of Cognitive Learning Strategies	Pearson Correlation Sig.(2-tailed) N	1 40	.451 .000 40
English Oral Proficiency Test Scores	Pearson Correlation Sig.(2-tailed) N	0.451 .000 40	1 40

4.3. The Relationship between the Application of Social/Affective Strategies and Oral English Proficiency

It can be seen from Table 2 that compared with the other two learning strategies, social affective strategies are used at the highest frequency. Among them,“I will use multimedia to reduce the anxiety of study, Such as listening to music and watching short videos.” The average is 4.525. And the 25th most frequently used item,“I give myself encouragement, such as psychological stimulation or material rewards.” They have an average score of 4.600.

As shown in Table 5, the correlation coefficient between the use of social/affective learning strategies and the score of oral English proficiency test is 0.674, and the significance probability of t test is $0.000<0.01$, rejecting the null hypothesis, indicating that the two coefficients are significantly correlated.

Table 5. The Correlation Between Frequency of Application of Social/Affective Learning Strategy and Oral English Proficiency Test Score

		Frequency of Use of Social/ Affective Learning Strategies	English Proficiency Scores Oral Test
Frequency of Use of Social/ Affective Learning Strategies	Pearson Correlation Sig.(2-tailed) N	1 40	.674 .000 40
English Oral Proficiency Test Scores	Pearson Correlation Sig.(2-tailed) N	0.674 .000 40	1 40

5. Discussion

5.1. The Relationship between the Application of Meta-cognitive Strategies and Oral English Proficiency

Firstly, it can be seen from Table 2 that metacognitive strategy is the least used among the three strategies. In oral English learning, some students cannot make a clear plan and arrangement for themselves, or cannot ensure that they strictly follow the plan to learn. In addition, some students cannot clearly recognize their own shortcomings after learning, so it affects their oral English learning progress.

Secondly, the results in Table 3 also show that the frequency of students' use of metacognitive strategies is significantly positively correlated with their oral English level. Therefore, in the process of oral English learning, the correct use of meta-cognitive strategies can help English majors improve their oral English.

5.2. The Relationship between the Application of Cognitive Strategies and Oral English Proficiency

First of all, it can be seen from Table 2 that among the three strategies, the application of cognitive strategies is moderate. In oral English learning, some students limit their learning to the content in class, lacking the awareness to further explore background knowledge and understand the relevant cultural background. But at the same time, when students encounter difficulties in the learning process, they will consciously seek solutions through Internet search engines and other multimedia tools.

Second, the outcomes in Table 4 indicate that the frequency of students' employment of cognitive strategies is significantly positively correlated with their oral English level. Therefore, in the process of oral English learning, the correct use of cognitive strategies can promote the improvement of English major students' oral English.

5.3. The Relationship between the Application of Social/Affective Strategies and Oral English Proficiency

Firstly, it can be taken from Table 2 that among the three strategies, social emotional strategies are the most widely used. In oral English learning, most of the tested students have a strong dependence on them. When encountering difficulties, most students choose to turn to others for help. At the same time, it also shows that the tested English majors have a strong sense of cooperation and are willing to participate in group discussion and cooperation. Of course, item 24 and item 25 with high application also show that it is very common for students to use multimedia tools to relieve learning pressure.

Secondly, Table 4 suggests that the frequency of students' application of social emotional strategies is significantly positively correlated with their oral English level. Therefore, in the process of oral English learning, the correct use of social emotional strategies can significantly promote the improvement of English major students' oral English.

6. Conclusion

Summary of the Research Conclusion: 1) With the development of multimedia technology, a variety of new learning tools have emerged and been widely used. 2) The frequency of learning strategies is positively correlated with the level of spoken English. The higher the frequency of learning strategies is, the higher the level of spoken English is, which is similar with Li Wen and Zhang Jun's (2018) findings. 3) By comparing the use of learning strategies between groups with higher oral English proficiency and those with lower one, it can be noticed that the learning

group with higher oral English proficiency used each learning strategy more frequently, while the learning group with lower oral English proficiency used the strategies less frequently.

Suggestions made for instructor's teaching and students' learning based on the outcomes of the research: In daily teaching, whether oral English teaching or other courses teaching, teachers should use more multimedia classroom activities and homework methods, enrich classroom teaching forms, more in line with the psychological orientation of students. In teaching, instructors can also lead students to use more metacognitive learning strategies according to the issues presented in the research, so as to achieve a balanced use of each strategy. Additionally, teachers should keep pace with The Times and learn new teaching organization methods to improve their professional teaching level. For learners, especially those with low oral English level or overall learning level, they should learn from those with higher learning level. During the learning process, employ more various learning strategies. In addition, according to the research data, most learners still have the problem of insufficient self-discipline in the learning process, which requires learners to learn the way of self-management, strengthen their own requirements in the learning process of the future, and strictly regulate their own learning habits.

Research evaluation: In accordance with the expected research objectives, this study has accomplished the relevant research. In particular, the following are summarized to lay a better foundation for future research.

Gains in the research: This paper proposes a goal of finding out the influence of learning strategies on the oral English proficiency of English-major learners in the context of media. Through a questionnaire survey, 40 sophomores of English majors in a university in Yi Bin are analyzed and studied on the employment of English learning strategies and oral English level. SPSS was used to study the connections between the frequency of metacognitive strategies, cognitive strategies and social/affective strategies in oral English learning, and the results were obtained.

Deficiencies and prospects: Due to the limited time and knowledge capacity, there are still many deficiencies in the research, which are expected to be improved and improved in the future research, summarized as follows:

(1) Questionnaire survey is adopted only as the research method. The questionnaire survey itself also has limitations and shortcomings. Firstly, the survey cannot completely ensure that every subject can fully understand the meaning and connotation of each question, and secondly, the application process of students' learning strategies cannot be comprehensively understood only from the questionnaire. Moreover, the content of the questionnaire cannot guarantee that it has covered all aspects of learning strategies. Therefore, it is better to add several other research methods (such as interview methods, observation methods, recording methods, etc.) to carry out comprehensive research and investigation in future research.

(2) In the process of studying college students' oral English learning, only three factors affecting learning, that is to say metacognitive, cognitive and social affective learning strategies in the context of media, have not been studied comprehensively, and there are far more factors affecting oral English learning of college students. Students' learning motivation, self-belief, self-restraint and other factors also play an irreplaceable role in college students' oral English learning.

(3) The research objects of this study are limited to some sophomores majoring in English in a university in Yi Bin, which can only represent the oral English learning status of students of one grade in this school and is not representative of the whole. Therefore, the research results are only valid for this grade and level.

In general, this study provides some help for the oral English learning in English major schools, opens up a wider space for theoretical research on oral English teaching in college, and provides

some reference data and materials for more comprehensive investigation and research in the future.

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