



THE RELATIONSHIP BETWEEN LANGUAGE LEARNING  
STRATEGIES, ADVANCED CHINESE VOCABULARY,  
AND WRITING PROFICIENCY AMONG  
INTERNATIONAL UNDERGRADUATE  
STUDENTS AT QINGHAI  
NATIONALITIES  
UNIVERSITY



XINQIN LIU

SULTAN IDRIS EDUCATION UNIVERSITY

2025



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XINQIN LIU

THESIS PRESENTED TO QUALIFY FOR A DOCTOR OF PHILOSOPHY

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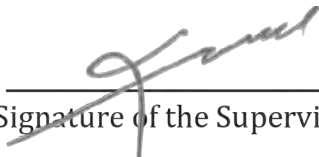
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## ABSTRACT

The study explored the relationship between language learning strategies, advanced Chinese vocabulary, and writing proficiency. Forty-five advanced-level international undergraduate students at Qinghai Nationalities University participated in the study, which employed a convergent mixed-methods approach. Data were collected using Oxford's Strategy Inventory for Language Learning (SILL) ( $\alpha = .950$ ), the Advanced Chinese Vocabulary Test ( $\alpha = .951$ ), and two Advanced Chinese Writing Tests administrated by the university. Quantitative analysis revealed that students employed medium-level language learning strategies ( $M = 3.28$ ,  $SD = .540$ ), prioritizing listening and speaking over reading and writing development. No significant relationship was found between language learning strategies and advanced Chinese vocabulary ( $r = -.008$ ,  $p > .05$ ) or writing proficiency ( $r = -.031$ ,  $p > .05$ ). However, a strong positive correlation emerged between advanced Chinese vocabulary and writing proficiency ( $r = .66$ ,  $p < .05$ ), highlighting vocabulary's critical role in enhancing writing skills. Qualitative analysis indicated that students faced challenges in lexical, referential, structural, and logical cohesion, sentence patterns, and contexts, all of which were positively associated with overall writing proficiency. These challenges, combined with insufficient proficiency in vocabulary and writing, limited their overall Chinese competence, ultimately hindering their effective use of language learning strategies. These findings provide practical implications for teachers, offering insights to improve language learning strategy, vocabulary, and writing instruction. Furthermore, the study contributes valuable empirical evidence to second language acquisition research, laying a foundation for future longitudinal and comparative studies on Chinese as a second language among international undergraduate students.

**HUBUNGAN ANTARA STRATEGI PEMBELAJARAN BAHASA, KOSA  
KATA BAHASA CINA LANJUTAN, DAN KECEKAPAN PENULISAN  
DALAM KALANGAN PELAJAR SARJANA MUDA  
ANTARABANGSA DI UNIVERSITI  
KEBANGSAAN QINGHAI**

**ABSTRAK**

Kajian ini meneroka hubungan antara strategi pembelajaran bahasa, kosa kata bahasa Cina lanjutan, dan kecekapan penulisan dalam kalangan 45 pelajar sarjana muda antarabangsa peringkat lanjutan di Universiti Kebangsaan Qinghai. Kajian ini menggunakan pendekatan kaedah campuran konvergen dengan pengumpulan data melalui Oxford's Strategy Inventory for Language Learning (SILL) ( $\alpha = .950$ ), Ujian Kosa Kata Bahasa Cina Lanjutan ( $\alpha = .951$ ), dan dua Ujian Penulisan Bahasa Cina Lanjutan oleh universiti. Analisis kuantitatif menunjukkan bahawa pelajar menggunakan strategi pembelajaran bahasa pada tahap sederhana ( $M = 3.28$ ,  $SD = .540$ ), dengan keutamaan pada mendengar dan bertutur berbanding membaca dan menulis. Tiada hubungan signifikan antara strategi pembelajaran bahasa dengan kosa kata lanjutan ( $r = -.008$ ,  $p > .05$ ) atau kecekapan penulisan ( $r = -.031$ ,  $p > .05$ ). Namun, terdapat hubungan positif yang kuat antara kosa kata lanjutan dan kecekapan penulisan ( $r = .66$ ,  $p < .05$ ), menunjukkan kepentingan kosa kata dalam penulisan. Analisis kualitatif menunjukkan cabaran dalam leksikal, ekspresi rujukan, struktur ayat, kesinambungan logik, pola ayat, dan konteks, yang berkaitan dengan kecekapan penulisan. Penguasaan kosa kata dan penulisan yang rendah mengehadkan kecekapan bahasa Cina mereka, menghalang penggunaan strategi pembelajaran yang berkesan. Penemuan ini menawarkan implikasi praktikal kepada pendidik dalam memperkukuh pengajaran strategi pembelajaran, kosa kata, dan penulisan serta menyumbang bukti empirikal kepada penyelidikan pemerolehan bahasa kedua.

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- C The guideline for the Interview with international students at QNU

## CHAPTER 1

### INTRODUCION OF THE STUDY

Second Language Acquisition (SLA), a branch of Applied Linguistics, is a complex and multifaceted process that involves learning and acquiring a non-native language. It encompasses various interconnected aspects and content areas, such as language and language use like vocabulary, grammar, discourse analysis, and pragmatics; language skills and assessment, such as reading comprehension, listening comprehension, writing skills, and speaking skills; and other essential areas including language learning strategies, learning style, motivation, sociolinguistics, and multilingualism (Schmitt & Rodgers, 2020). Researchers such as Andrew Cohen, Rebecca L. Oxford, Joan Rubin, Anna Uhl Chamot, and Rebecca Oxford have devoted all their efforts to studying SLA, especially language learning strategies in the English as a Second Language (ESL) field. Claudia Ross, Hsuan-Chih Chen, Jin Yan, Xiaoming Wang, Liangjun Deng, and



Xuesong Gao have studied language learning strategies in the field of Chinese as a Second Language acquisition (CSL). Based on second language acquisition theories and studies of language learning strategies, this research aimed to explore the relationship between language learning strategies, advanced Chinese vocabulary, and writing proficiency among international undergraduate students at Qinghai Nationalities University, China. The chapter included the research background, problem statement, study objectives, research questions, theoretical framework, research significance, etc., aiming to clarify the research purpose and describe essential components of the first chapter.

## 1.2 Background Research



Chinese as a Second Language teaching and learning, also known as CSL teaching and learning nowadays, has been very popular both inside and outside China. The Chinese language is used globally after the English language for the rise of Chinese economic power worldwide (Wen, 2015). With the worldwide teaching and learning of Chinese, universities in Qinghai also follow the trend of achieving internationalization advantages in developing international Chinese education. Qinghai is an inland province located in the northwest part of China, which has advantages, according to Yao (2011), in developing international Chinese education in the plateau area. Yao pointed out that the unique and magnificent multiculturalism, such as minority languages, history, and natural Chinese language environment, gives Qinghai an advantage in attracting foreign scholars and students to study in Qinghai (Yao, 2011). According to the study records of international students in universities in Qinghai





Province, the first international student was an Italian student at Qinghai Nationalities University in 1984, followed by two Australian students at Qinghai Normal University in 1993, and two Korea students at Qinghai University in 2002 (A, 2003), which have marked the beginning of international education in higher institutions in Qinghai Province. Among the above three universities, Qinghai Nationalities University has become the leading university in international Chinese education. After President Xi Jinping of China proposed the Belt and Road Initiative in 2013, Qinghai vigorously developed economic and trade cooperation with five central Asian countries. Qinghai Nationalities University has closely contacted universities from these five countries; cooperation agreements have been signed, and students have been exchanged accordingly. Most students who study the Chinese language at Qinghai Nationalities University are from Central Asia, but there are also students from other countries.



When learners start to learn, acquisition begins, particularly in language learning. Oxford (1990) believes that learning and acquisition are not mutually exclusive but are parts of a potentially integrated range of experiences throughout one's learning process (L. R. Oxford, 1990). Long before the mid-1950s, psychologists believed that the human brain was unexplorable. However, cognitive psychologists revolutionized the idea that the human information process can be detected via strict and rigorous laboratory investigation (McLeod, 2015). This discovery indicates that a human's learning process can be monitored and detected. Piaget (1964) proposed four cognitive developmental stages: sensory-motor, preoperational presentation, concrete operations and formal operations (Piaget, 1964). According to Wood, Smith, and Grossniklaus (2001), the first stage starts at birth and lasts until 18 months to 2 years of age. In this stage, motor activity is used, and knowledge is limited. Noticeably, early





language development begins during this stage, and object permanence occurs at 7-9 months, demonstrating that memory is developing. The preoperational stage begins between toddlerhood (18-24 months) and early childhood (7 years). Children begin to use language, and their memory and imagination also develop in this stage. However, the intelligence at this stage is egocentric and intuitive, not logical. The concrete operational stage develops between the ages of 7 and 11. In this stage, thinking becomes less egocentric, and children use logical and systematic manipulation of symbols related to concrete objects. The formal operational stage occurs from adolescence through adulthood. During this stage, adolescents and adults use symbols related to abstract concepts. They can systematically think about multiple variables, formulate hypotheses, and consider abstract relationships and concepts (Wood et al., 2001). The delineation of four cognitive developmental stages has provided valuable insights into the ongoing process of cognitive development, a concept believed by Piaget to be lifelong. The exploration of cognitive development in adults has prompted numerous researchers to explore the realm of second language acquisition. Pioneers such as Miller (1956), Miller, Galante, and Pribram (1960), Mandler (1967), and Rothkopf (1970) introduced the concept of general strategy, which was subsequently applied to learning (L. R. Oxford, 2011).

In the 1970s, researchers began to focus on second language learning strategy and theory development. Strategy research has focused on effectiveness, models and theories, instruction, assessment, language-area strategies, factors, technology, and caveats, and many studies have been accomplished (L. R. Oxford, 2011). Chamot (1987) pointed out that language learning strategies are techniques, approaches, and thoughtful actions (O'Malley & Chamot, 1990). In 1990, Oxford wrote in her book





*Language Learning Strategies: What Every Teacher Should Know* that language strategies are tools for active, self-directed involvement, especially when developing communicative competence (L. R. Oxford, 1990). Based on the understanding of the definitions mentioned above, language learning strategies are methods, techniques, and approaches that learners use to acquire, understand, and communicate more effectively in a foreign or second language. These strategies can significantly enhance second language learning and contribute to the improvement of learners' proficiency.

From 1977 to 2018, there has been a consistent rise in publications on language learning strategies, with notable contributions from Rebecca L. Oxford, particularly her LLS taxonomy and the Strategy Inventory for Language Learning (SILL), which have significantly impacted the literature (Kölemen, 2021). A recent systematic review of LLS studies found that 86% of them were influenced by Oxford's comprehension of language learning strategies, establishing Oxford's work as a fundamental reference in the field (Domínguez & Juanías, 2024). Numerous correlation studies have demonstrated the relationship between using learning strategies and successful language learning (Griffiths & Oxford, 2014). Early research by Green and Oxford identified differences in strategy use between high-level and lower-level students (Green & Oxford, 1995). Dreyer and Oxford (1996) found positive relationships between strategy use and successful TOEFL scores (L. R. Oxford, 2001). Subsequent studies by Griffiths, Kyungsim and Leavell obtained similar findings (Griffiths & Cansiz, 2015). Additionally, Magogwe and Oliver discovered a dynamic relationship between the use of language learning strategies and proficiency among language learners in Botswana (Magogwe & Oliver, 2007). More recent studies by Alfian (Alfian, 2018), Abdul-Ghafour (Abdul-Ghafour, 2019), Kovacevic (Kovacevic, 2019),





Sukying (Sukying, 2021), and Becirovic (Bećirović et al., 2021) have further reported favorable outcomes associated with the use of learning strategies, underscoring their significant role in achieving language proficiency.

In the 1980s, research on Chinese as a second language was prevalent among Chinese researchers, and many of them became increasingly aware of Chinese language teaching, particularly from a pedagogical perspective; teaching is the key to learning success. With the introduction of Linguistics and Applied Linguistics, research contributions such as theory-based CSL teaching, teaching methods, teaching materials, testing, and evaluation were made vigorously. However, in the 1990s, the introduction of Cognitive Psychology, Sociolinguistics, and Psychometrics led CSL research in another direction. CSL researchers progressively shifted their focus from Chinese teaching to Chinese learning, especially language learning strategies. In 1996, Hong Lifan published an article entitled *Discussion on the Communication Strategies of Chinese Language Students and Teachers in Malaysia*, which marked the beginning of learning strategy study in the CSL field. In 1998, Yang Ji published *Relationship between Learning Strategies and Learning Effects of Advanced Chinese Language Learners* in the *Journal of Chinese Teaching in the World*. This article established a crucial correlation between language learning strategies and Chinese proficiency, marking a significant milestone in Chinese language strategy research in China.

Researchers in China, including Chen (2009), Wang (2013), and Cao (2019), have conducted chronological reviews of Chinese as a second language learning strategies. Chen's (2009) review revealed that from 1998 to 2007, there was a limited amount of research on language learning strategies, with few publications in reputable





journals such as *Chinese Language Learning*, *Journal of the School of Chinese Language and Literature of Jinan University*, *World Chinese Teaching*, *Language Teaching and Research*, and *Journal of Yunnan Normal University*. Only 21 articles were identified, comprising eight macro studies, six micro studies, and seven master's theses (Chen, 2009). Following this period, Wang's review indicated a significant decrease in the number of review articles on language learning strategies between 2007 and 2012, with research gradually shifting towards the study of strategy usage. In terms of the number of articles, there were eight macro studies and 17 micro studies (D. Wang, 2013). Cao's (2019) review highlighted that in the last five years (from 2014 to 2018), the focus of language learning strategy research has shifted primarily to micro-level investigations. These studies have explored specific learning strategies for Chinese listening, speaking, vocabulary, and characters, many of which were master's degree theses. While there has been a notable increase in micro-research outcomes, Cao pointed out that the emphasis remains primarily on Chinese characters and vocabulary learning strategies, leading to an inherent imbalance in the research landscape. Furthermore, most research conclusions offer suggestions for strategy training, with a notable absence of longitudinal studies examining the practical implementation and effectiveness of learning strategy instruction (Cao, 2019). From 1998 to 2018, research on strategies for learning Chinese as a second language underwent a notable shift from macro-level to micro-level focus. This transition is reflected in the growing body of studies on micro-strategies, predominantly seen in master's theses. However, the number of articles published in journals remains limited, highlighting the ongoing need for more empirical research on Chinese second language strategies and a more comprehensive range of literature for reference. With this in mind, the study conducted this empirical research on language learning strategies used by international





undergraduate students at Qinghai Nationalities University and their relationships to advanced Chinese and writing proficiency.

Vocabulary is an integral part of language and a research focus in second language acquisition. It is crucial for language proficiency and a foundational component of linguistic expression. Huang and Liao (2017) highlighted that a robust vocabulary equips learners with the precision and accuracy necessary for articulating their thoughts in Chinese language (Huang & Liao, 2017). Vocabulary knowledge develops consistently as a continuum that starts from speech recognition, gradually transits to word recognition, and finally to the production of words. Lu (2001) proposed a distinction between cognitive and active vocabulary. Cognitive vocabulary refers to recognized vocabulary that has yet to be free to use. In contrast, active vocabulary means that learners can associate the sounds and meanings of words and use them effectively. Lu believes the shorter the distance between cognitive and active vocabulary, the higher the language proficiency (S. Lu, 2001). This finding indicates that the use of active vocabulary affects the ability of language skills. In 2012, Geng and Luo proposed two vocabulary dimensions in the article entitled *Vocabulary Teaching of Chinese as a Second Language Writing*. Their vocabulary classifications parallel Lu's in that they all believe vocabulary is vital to the success of Chinese output. Geng and Luo (2012) stated that listening and reading skills can be related to the size of receptive vocabulary, which refers to the vocabulary recognized and understood through specific contexts or communicative functions but cannot be actively used; speaking and writing skills can be related to the size of productive vocabulary, which refers to the vocabulary used in communication or writing context flexibly and appropriately (Geng & Luo, 2012). These findings collectively indicate that vocabulary





knowledge, particularly the ability to use vocabulary, highly correlates with Chinese language proficiency. Therefore, exploring international undergraduate students' advanced Chinese vocabulary proficiency is necessary, as it is the basis for language input and output, particularly for Chinese speaking and writing skills.

As highlighted in previous reviews of language learning strategies, between 1998 and 2018, there was a notable shift in focus within Chinese as a second language (CSL) strategy research, moving from macro-level to micro-level strategies. This shift is substantiated by the increasing number of micro-strategy studies found in master's theses. Notably, the works of Yan (2007), Lin, Su, and Yu (2011), Qu (2015), Zhou and Pu (2019), and Bao (2021) stand out as representative examples of micro-strategy studies in the CSL field. Yan (2007) conducted research on the Chinese vocabulary learning strategies of international students at universities in the Beijing area. The results indicated that higher Chinese proficiency among international students corresponds to a more extensive utilization of vocabulary learning strategies (S. Yan, 2007). Lin, Su, and Yu (2011) investigated vocabulary learning strategies among advanced international students at Fujian Normal University using Oxford's (1990) Strategy Inventory for Language Learning (SILL). The study revealed significant differences in the use of affective, social, and indirect strategies among international students (Y. Lin et al., 2011). Qu (2015) investigated Chinese vocabulary learning strategies used by international students at China University of Geosciences (Wuhan) and their correlation with vocabulary levels. The findings demonstrated a positive correlation between memory strategies, cognitive strategies, metacognitive strategies, and high vocabulary levels (Qu, 2015). Zhou and Pu (2019) examined Chinese vocabulary learning strategies among Sri Lankan students at Honghe College. The





results indicated that overall, the use of vocabulary learning strategies among Sri Lankan students was not extensive, with Chinese proficiency levels being a significant factor influencing their strategy use (L. Zhou & Pu, 2019). Bao's (2021) research revealed that the most frequently utilized strategies are metacognitive strategies, followed by compensation strategies, cognitive strategies, and memory strategies among African students at Northeast Normal University (Bao, 2021). These micro-strategy studies have offered valuable insights for the research, which introduced advanced Chinese vocabulary knowledge as a third variable to explain the relationship between language learning strategies and the advanced Chinese writing proficiency of international undergraduates at Qinghai Nationalities University.



Learning Chinese is attractive and challenging for non-native speakers. The popularity and appeal of the Chinese language have drawn in an increasing number of learners worldwide. However, this attraction also comes with challenges that often perplex learners. Writing is widely recognized as a highly demanding skill in Chinese as a second language learning. It has been observed that while many students can produce correct single sentences using complex vocabulary, they often struggle to compose coherent paragraphs or essays (Song, 2019). The process of writing demands not only the ability to organize thoughts effectively but also the careful selection of words and sentences. Furthermore, writing demonstrates a sophisticated skill that evaluates students' language proficiency and ability to apply language knowledge (X. Wang, 2019). Undergraduate Chinese writing encompasses two primary forms: informal





writing, such as notes and summaries, and formal writing, such as exam/HSK writing, essays, papers, and theses. This study focused on formal writing, specifically exam/HSK writing, as it serves as the basis and standard form for more advanced writing.

The HSK test, also known as the Chinese Proficiency Test, is developed for learners of other languages. It is a standardized Chinese language test used worldwide. One requirement for applying for the undergraduate program at Qinghai Nationalities University is to pass the HSK level 4 test. The table below presented several international undergraduate students' HSK level 4 scores.

**Table 1.1**

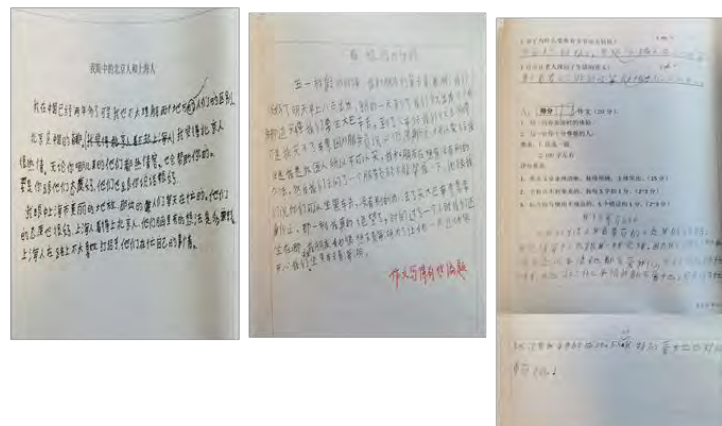
*Scores of HSK level 4 of international students at QNU*

|    | HSK 4 | Nationality | Listening | Reading | Writing | Scores | Total |
|----|-------|-------------|-----------|---------|---------|--------|-------|
| 1  | 李苗    | Turkmen     | 100       | 100     | 83      | 283    | 300   |
| 2  | 刘丽萍   | Laos        | 94        | 94      | 88      | 276    | 300   |
| 3  | 左文    | Turkmen     | 100       | 90      | 80      | 270    | 300   |
| 4  | 佩丽娜   | Laos        | 91        | 87      | 66      | 244    | 300   |
| 5  | 王伟    | Turkmen     | 91        | 75      | 62      | 228    | 300   |
| 6  | 马龙    | Pakistan    | 82        | 90      | 76      | 248    | 300   |
| 7  | 阿卜杜拉  | Pakistan    | 80        | 81      | 71      | 232    | 300   |
| 8  | 白实德   | Bangla      | 61        | 84      | 57      | 202    | 300   |
| 9  | 阿齐    | Uzbek       | 69        | 74      | 57      | 200    | 300   |
| 10 | 大伟    | Uzbekistan  | 81        | 93      | 79      | 253    | 300   |
| 11 | 安贺    | Turkmen     | 94        | 96      | 79      | 269    | 300   |
| 12 | 茉莉    | Turkmen     | 87        | 86      | 68      | 241    | 300   |



As shown in Table 1.1, the scores attained by international students consistently exceed 200, surpassing the minimum passing score of 180 for the fourth level. However, a notable trend is observed in their writing scores, which are comparatively lower than their listening and reading scores. This observation becomes apparent as students progress into their undergraduate studies. Upon closer observations from classroom performance, homework assessments, and examinations administered by the department, teachers at Qinghai Nationalities University have noted issues in their writing. These issues include logical inconsistencies, the use of inappropriate vocabulary, and incorrect use of sentence patterns. The following exam papers from advanced-level international undergraduate students show the specific issues they have in their writing.

*Final exam papers of international undergraduate students of advanced level at QNU*



Selected from the Advanced Comprehensive Chinese Test administered by the College of International Education at Qinghai Nationalities University, the writings depicted in Figure 1.1 exhibited a low level of writing proficiency, scoring 12 out of 20



points, which accounts for 60% of the total writing score, indicating a marginal passing grade. In terms of content, the first writing on the left displayed problems such as incorrect use of word collocations, sentence patterns, and semantics. The second writing (in the middle) received a comment from the teacher stating, “The writing is off-topic,” signifying that it did not align with the assigned title. The third writing contained incorrect Chinese characters, improper word usage, and lacked logical cohesion.

Similar writing challenges have been found among international students at other institutions. For instance, Kijogi (2021) investigated the writing challenges faced by 40 Kenyan students at Shandong Normal University. The study revealed that Kenyan students encountered difficulties related to vocabulary usage, grammar, logical coherence, and interference from their mother tongue in their writings (Kijogi, 2021). Dai (2021) conducted a study on the discourse cohesion of advanced writing by Korean students, identifying issues such as Foreign Accents and Writing Fossilization in their writing (Dai, 2021). Similarly, Shi (2019) discovered the colloquial Chinese writing of Japanese and Korean students, noting their tendency to write in an oral manner (Shi, 2019). The aforementioned studies, along with the writing challenges faced by international undergraduate students at Qinghai Nationalities University, collectively highlight the widespread writing difficulties and shortcomings observed among international students.

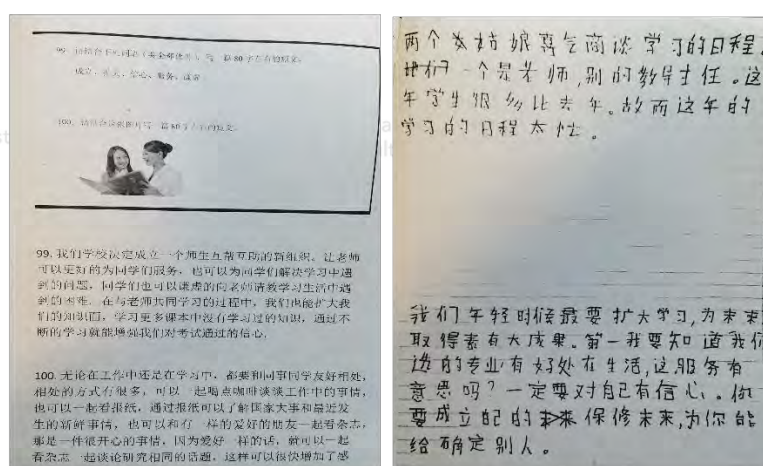
As mentioned previously, the Chinese Proficiency Test (HSK) serves as an assessment of Chinese language proficiency, forming the foundation for academic writing and serving as a criterion for selecting qualified candidates for Master’s or



Ph.D. studies. However, challenges were identified in the HSK writing tests. For instance, Yu (2011) conducted an analysis of 297 advanced Chinese writings extracted from the HSK dynamic corpus. The study revealed prevalent problems in advanced HSK writing related to vocabulary usage, sentence structures, discourse cohesion, and punctuation (Yu, 2011). The researcher observed similar challenges in HSK level 5 writing among international undergraduate students at Qinghai Nationalities University, showcased in the following excerpts from their writings.

**Figure 1.2**

*Writings of HSK level 5 by international undergraduate students of advanced level at QNU*



The above writings were gathered from an HSK level 5 model test from the Class of 2017 at Qinghai Nationalities University. The first writing on the left exhibited exceptional quality, while the other on the right diverged significantly from the given topic with incorrect word usage, sentence patterns, and meaning. These issues show that international undergraduate students have plagiarizing and language problems. Similar language problems were observed by Liu (2018), who noted that many students



used vocabulary appropriate for HSK level 3 in their HSK level 5 exams, resulting in incorrect word choices and poor coherence in their writing (S. Liu, 2018). The issues highlight international students' problems and challenges in standardized HSK writing and an urgent need to enhance their writing skills.

Regarding academic writing, senior-year international undergraduate students at Qinghai Nationalities University encounter increased challenges as they prepare their theses. These challenges include language proficiency barriers, problems in comprehending and implementing supervisor instructions, and instances of plagiarism. These problems perplex the students and their supervisors, posing a significant threat to graduation. Consequently, several international undergraduate students gave up their studies, and some have been discouraged from continuing at Qinghai Nationalities University. Zhang's research at Nanjing University similarly noted cases where international students discontinued their studies due to dissertation completion difficulties, and 13 international postgraduates extended their Master's studies to four years (Q. Zhang, 2020). In 2021, a Mongolian postgraduate student at Qinghai Nationalities University failed to pass the Qinghai Provincial Dissertation Review conducted by the Qinghai Academic Expert Committee. This failure had significant repercussions, affecting both the student and the supervisor and underscoring the challenges associated with Chinese academic writing and meeting graduation requirements. Consequently, it is not uncommon for international students to resort to unethical practices such as purchasing theses or seeking assistance from friends. These actions not only violate academic integrity but also undermine the standards of higher education. As for academic writing contents, Shu (2022) found significant writing issues in 16 international students at Central China Normal University, including poor





structural organization, noticeable colloquial language, weak writing style, improper word collocation, incorrect use of thesis formats, significant plagiarism, and a lack of in-depth analysis of research questions (Shu, 2022). Similarly, Zhang (2020) found that 52.9% of writing problems were related to language issues, 19.6% stemmed from research method usage, 10.8% were due to lack of writing experience, and 4.9% were attributed to differing thinking styles (Q. Zhang, 2020). In conclusion, the aforementioned instances highlight the writing challenges international students face in Chinese learning, from standardized tests to academic writing, emphasizing the urgent need to improve their Chinese writing skills.

Correlation studies between language learning strategies and Chinese proficiency available in the China National Knowledge Infrastructure (CNKI) database include works by Jiang (2000), Lü and Lin (2007), Yuan, Rao and Yuan (2011), Qi (2012), Cai (2014), Wang (2017), Zhou and Lu (2021), Liang and Zhang (2022). These studies, conducted between 2000 and 2022, utilized Oxford's Strategy Inventory for Language Learning (SILL) to explore international students' use of language learning strategies and their relationship to Chinese proficiency. Despite these efforts, the limited number of studies highlights a significant deficiency in journal empirical research. The literature specific to Qinghai Province is even scarcer, with only five relevant references. For instance, A (2003) studied the development of foreign student education and the recruitment of experts for higher education in Qinghai (A, 2003). Dang (2011) investigated the development of foreign student education at Qinghai Nationalities University (Dang, 2011), and another study by Dang (2018) examined the enhancement of international Chinese education at universities in Qinghai (Dang, 2018). Additionally, Yao (2011) published a paper titled *Utilization of Local Ethnic Cultural*





*Resources for Foreign Student Education in Qinghai*, which delineated the favorable and unfavorable factors impacting international education development in Qinghai (Yao, 2011). Furthermore, Li (2018) surveyed ideological differences among international students at Qinghai University, focusing on management perspectives. The study highlighted recurring issues such as low self-regulation in learning, lack of motivation, and negative learning attitudes among international students (Q. Li, 2018). The above studies focused on developing international education rather than Chinese as a second language acquisition, underscoring an even more significant research gap. Therefore, this research aimed to fill the gap by providing empirical evidence of the language learning strategies used by international undergraduate students at Qinghai Nationalities University and their relationships to advanced Chinese vocabulary and writing proficiency.



#### **1.4 Research Objectives**

The study investigated the relationship between language learning strategies, advanced Chinese vocabulary, and writing proficiency among international undergraduate students at Qinghai Nationalities University. The specific objectives are outlined as follows: 1) To explore language learning strategies international undergraduate students employ. 2) To evaluate proficiency and challenges international undergraduate students face in advanced Chinese vocabulary and writing. 3) To investigate the relationship between language learning strategies, advanced Chinese vocabulary, and writing proficiency.





## 1.5 Research Questions

In line with the research objectives, the study developed specific research questions as follows: 1) What language learning strategies do international undergraduate students employ? 2) What levels of proficiency and what challenges do these students face in advanced Chinese vocabulary and writing? 3) What is the relationship among language learning strategies, advanced Chinese vocabulary, and writing proficiency?

## 1.6 Theoretical Framework of the Study

The study employed Oxford's Language Learning Strategy Theory to investigate international undergraduate students' use of language learning strategies at Qinghai Nationalities University and their relationship to advanced Chinese vocabulary and writing proficiency. The theory has offered a comprehensive framework for comprehending the students' use of language learning strategies, covering aspects such as memory, cognitive, compensation, metacognitive, affective, and social strategies.

### 1.6.1 Introduction to Language Learning Strategy Theory

Since the 1970s, significant attention has been dedicated to understanding successful language learning in second language acquisition, particularly focusing on language learning strategies. This focus has garnered increased interest among researchers like Rubin, Naiman, O'Malley, Chamot, Cohen, Oxford, Andrew, and others. Research on





effective language learning strategies has concentrated on identifying, describing, and categorizing strategies; examining the frequency of strategy usage and its correlation with successful language learning outcomes; investigating differences in language performance influenced by factors such as gender, age, and cultural background; and assessing the impact of learning strategy training (Hardan, 2013). In 1981, Rubin made a distinction between strategies directly contributing to second language learning and those indirectly involved. Subsequently, in 1985, O'Malley and his colleagues developed their own taxonomy identifying 26 strategies which they divided into cognitive, metacognitive, and social. Oxford (1990) took this process a step further. She classified language learning strategies into six groups: memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies and social strategies. These six categories were further divided into direct strategies and indirect strategies (Griffiths, 2004). A comparative analysis of different strategy theories was conducted by Hsiao and Oxford in 2002, revealing that Oxford's six-factor model of strategy classification provided a better explanation of learners' reported use of 50 strategies and was more aligned with empirical data. Furthermore, hypothesis testing on competing strategy classification models demonstrated that the six learning strategies model exhibited greater consistency with learners' actual strategy use compared to other models (Hsiao & Oxford, 2002). From 1977 to 2018, notable contributions from Rebecca L. Oxford, particularly her LLS taxonomy and the Strategy Inventory for Language Learning (SILL) have significantly impacted the literature (Kölemen, 2021). Domínguez & Juanías found that 86% of them were influenced by Oxford's comprehension of language learning strategies, establishing Oxford's work as a fundamental reference in the field (Domínguez & Juanías, 2024). Based on these



reviews and findings, the research adopted Oxford's (1990) language learning strategy system as the theoretical framework for the study.

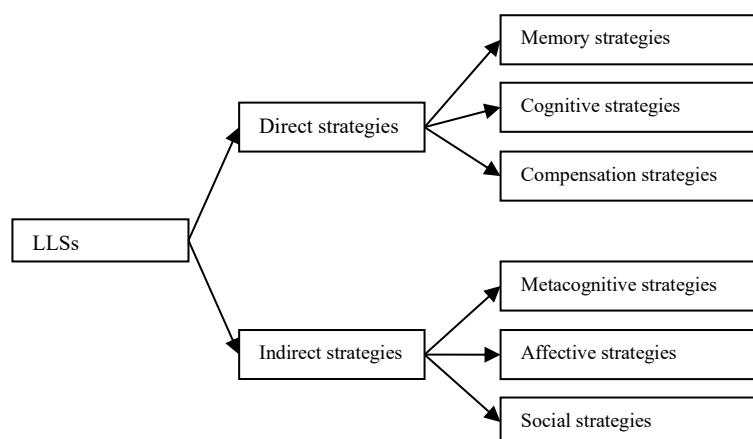
### 1.6.2 Oxford's Language Learning Strategy Theory

In 1990, Oxford proposed a comprehensive framework for language learning strategies, including two primary categories, direct and indirect strategies, in her book *Language Learning Strategies: What Every Teacher Should Know*. These two categories are further divided into six distinct groups: memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies, and social strategies (L. R. Oxford, 1990). The diagram of the language learning strategy system

is illustrated in Figure 1.3 below.

**Figure 1.3**

*Diagram of Oxford's language learning strategies*





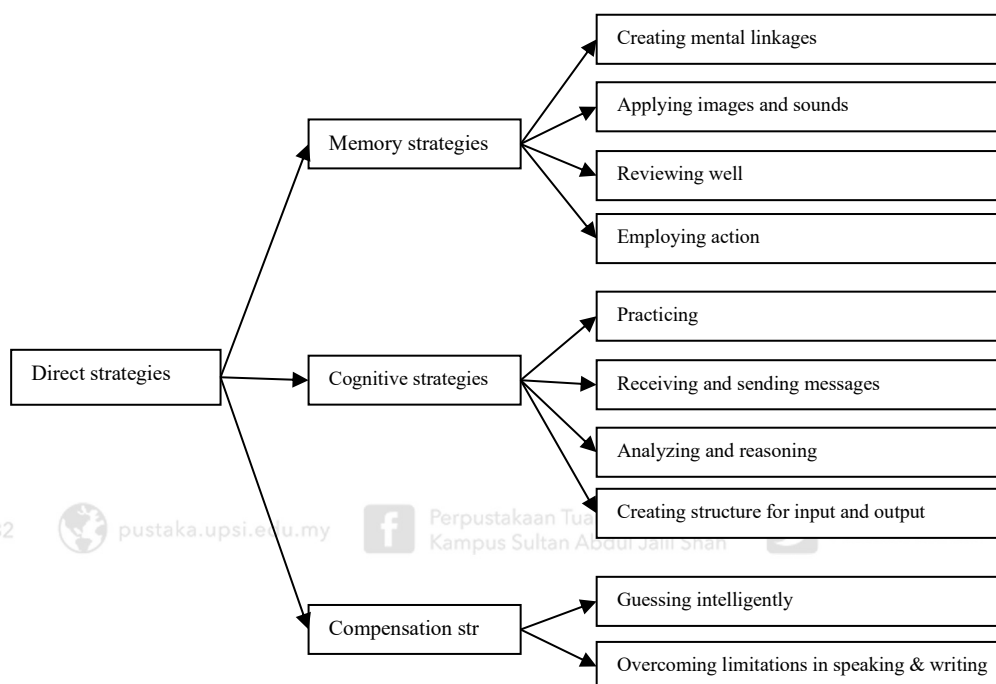
According to Oxford's language learning strategy system, strategies that directly engage with the target language are categorized as direct strategies, comprising memory strategies, cognitive strategies, and compensation strategies. Memory strategies focus on memorization, which is particularly beneficial for learning vocabulary, as it constitutes the largest and most challenging aspect of language learning. These strategies aid learners in storing verbal information and recalling it when necessary. Moreover, they assist in transitioning learned material into production through mental associations, visualization, auditory cues, regular review, and practical application. Cognitive strategies are essential in learning a new language. These strategies include practicing, receiving, and conveying messages, analyzing and reasoning, and structuring input and output, serving a dual purpose of manipulating or transforming the target language by the learner. It has been noted by Oxford (1990) that cognitive strategies are commonly preferred by language learners. Studies conducted by Chamot (1987), Wenden (1987), Oxford and Crookall (1989), as well as O'Malley and Chamot (1990) also support the idea that cognitive strategies hold significant importance among language learners. Compensation strategies aim to compensate for deficiencies in grammar and vocabulary acquisition, involving strategies like guessing and overcoming limitations. According to Oxford, all direct strategies require mental processing of the language. Memory strategies help learners store and retrieve new information; cognitive strategies enable them to understand and produce new language by different means; and compensation strategies allow learners to use the language despite their large gaps in knowledge. Additionally, direct strategies allow beginners to communicate in a new language despite incomplete knowledge, while helping advanced learners manage communication breakdowns and sustain language use for



ongoing practice (L. R. Oxford, 1990). The figure below highlights the three groups of direct strategies.

**Figure 1.4**

*Diagram of direct strategies (Oxford, 1990)*

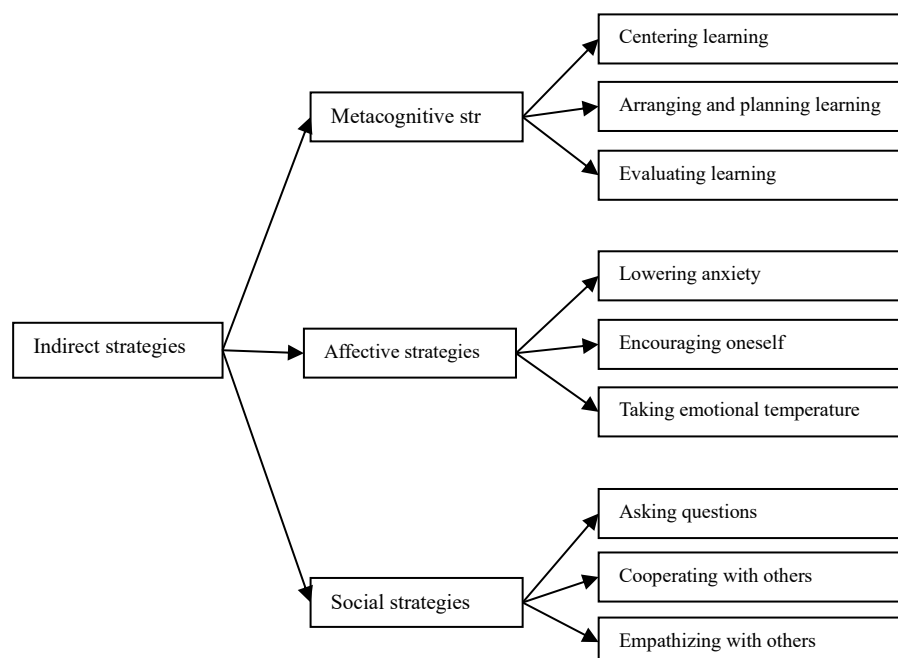


In addition to direct strategies, indirect strategies, classified by Oxford, also play a crucial role in second language learning. Indirect strategies are strategies that contribute indirectly but are powerful to learning. These strategies are viewed as general management techniques. They are grouped into metacognitive strategies, affective strategies, and social strategies. Metacognitive strategies enable learners to focus, organize, plan, and evaluate the learning process. These strategies help learners regain focus when distracted, seek practice opportunities, plan their learning effectively, monitor and correct errors. Affective strategies involve managing emotions related to language learning, such as reducing anxiety, motivating oneself, and assessing

emotional states. Given that language learning is intertwined with emotions, attitudes, motivations, and values, affective strategies play a significant role in countering negative emotions like low self-esteem, negative attitudes or motivations, and harmful anxiety. Social strategies facilitate learning through communication and interaction with others. These strategies include asking questions, collaborating with peers, and empathizing with others to enhance comprehension, boost confidence and achievement, and foster cultural understanding and empathy. The application of indirect strategies undoubtedly assists learners in coordinating the learning process, regulating emotions, and learning with others. The diagram illustrating these indirect strategies is provided in Figure 1.5 below.

**Figure 1.5**

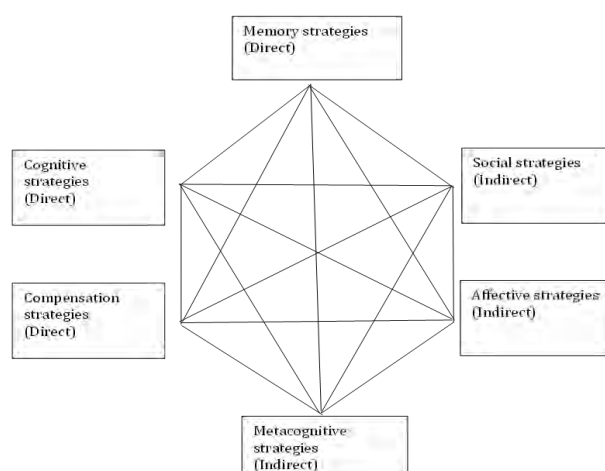
*Diagram of indirect strategies (Oxford, 1990)*



There exists a symbiotic relationship between direct and indirect strategies, as Oxford pointed out that “direct strategies and indirect strategies support each other, and that each strategy group is capable of connecting with and assisting every other strategy group” (Oxford, 1990, p. 15). This relationship becomes evident as learners engage in language acquisition. Direct strategies come into play when dealing with the language. Memory strategies aid in remembering and recalling new information, cognitive strategies assist in comprehending and producing the language, and compensation strategies are utilized to bridge knowledge gaps caused by inadequate learning. On the other hand, indirect strategies coordinate the learning process. They encompass metacognitive strategies for managing learning tasks, affective strategies for regulating emotions, and social strategies for collaborative learning experiences. The diagram illustrating the interrelationship between direct strategies and indirect strategies is presented below.

**Figure 1.6**

*Interrelationship between direct and indirect strategies (Oxford, 1990)*





Oxford's (1990) concept of a mutually supportive network suggests that direct and indirect strategies mutually enhance each other, and all six strategies synergistically reinforce one another. This concept is corroborated by Brown and Palincsar's (1982) study, which revealed that cognitive strategies are more effective when combined with metacognitive strategies (Hsiao & Oxford, 2002). The interconnectedness of language learning strategies provides valuable insights for the study. Consequently, the study utilized Oxford's Language Learning Strategy System to explore language learning strategies used by international undergraduate students and their relationships to advanced Chinese vocabulary, and writing proficiency at Qinghai Nationalities University.



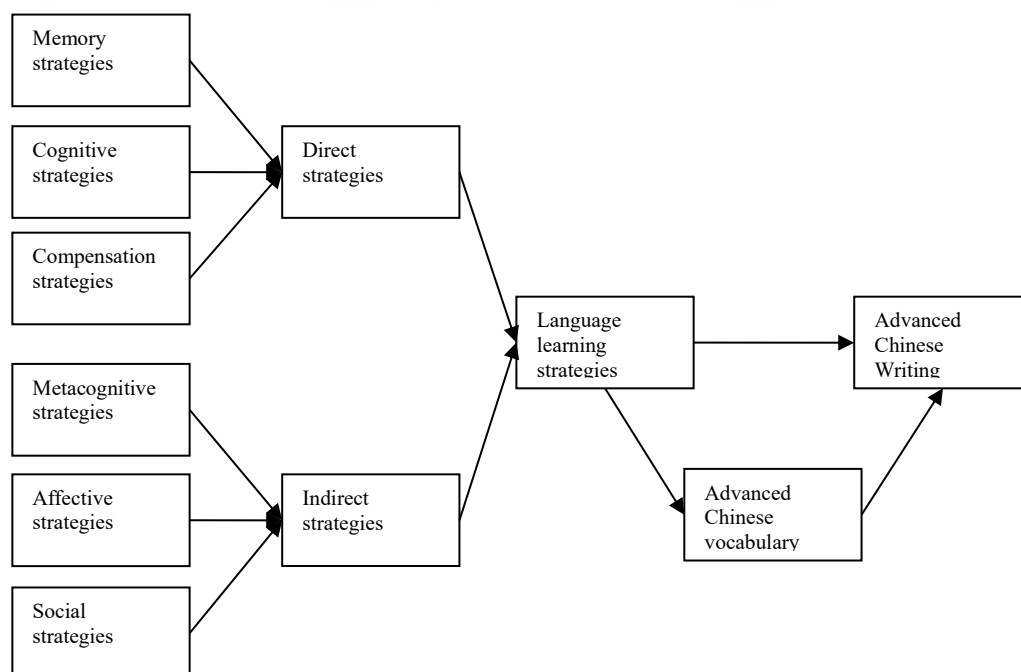
As stated by Oxford in her book *Language Learning Strategies: What Every Teacher Should Know*, appropriate language learning strategies result in improved proficiency and self-confidence" (L. R. Oxford, 1990, p. 1). This statement indicates that the use of language learning strategies impact language proficiency. Numerous correlation studies demonstrated the relationship between using language learning strategies and successful language learning (Griffiths & Oxford, 2014). Studies by Green and Oxford (1995), Dreyer and Oxford (1996), Park (1997), and Griffiths (2003), Kyungsim and Leavell (2006), Magogwe and Oliver (2007), Alfian (2018), Abdul-Ghafour (2019), Kovacevic (2019), Sukying (2021), and Becirovic (2021) have reported favorable outcomes associated with the use of learning strategies, underscoring their significant role in achieving language proficiency. In the 1990s, the studies by Hong (1996) and



Yang (1998) marked the beginning of correlation studies between language learning strategies and Chinese proficiency. Following this period, Jiang (2000), Lü and Lin (2007), Yuan, Rao and Yuan (2011), Qi (2012), Cai (2014), Wang (2017), Zhou and Lu (2021), Liang and Zhang (2022) have conducted various correlation tests using Oxford's Strategy Inventory for Language Learning (SILL). All studies have reported positive outcomes. These findings indicate that language learning strategies are one of the significant factors affecting Chinese language proficiency. Based on Oxford's Language Learning Strategy Theory and the research objectives and questions, the study developed a theoretical framework outlined below.

**Figure 1.7**

*Theoretical framework for the study*





Hsiao and Oxford (2002) noted that Oxford's strategy taxonomy provides the most comprehensive explanation of learners' strategy utilization, demonstrating greater consistency with actual strategy usage compared to alternative models (Hsiao & Oxford, 2002). Moreover, Oxford's Strategy Inventory for Language Learning (SILL), developed in 1990, has become a widely utilized tool for researchers investigating learning strategies among second language learners. These are corroborated by Kölemen (2021) and Domínguez & Juanías (2024), that Oxford's language learning strategy taxonomy and the Strategy Inventory for Language Learning (SILL) have significantly impacted the literature and established as a fundamental reference in the field. Thus, the study adopted Oxford's language learning strategy theory and her Strategy Inventory for Language Learning (SILL) to investigate language learning strategies used by international undergraduate students at Qinghai Nationalities University and their relationship to advanced Chinese writing proficiency. Advanced Chinese vocabulary proficiency is introduced as a third variable to explain the relationship between language learning strategies and advanced Chinese writing proficiency.

Specifically, the study first explored the use of language learning strategies by international undergraduate students. It then investigated three correlations: the correlation between language learning strategies and advanced Chinese vocabulary proficiency, the correlation between language learning strategies and advanced Chinese writing proficiency, and the correlation between advanced Chinese vocabulary and writing proficiency. Through these correlation tests, the study aimed to determine whether language learning strategies significantly affect international undergraduate students' advanced Chinese vocabulary and writing proficiency, thereby identifying



factors contributing to lower Chinese writing proficiency among international undergraduate students at Qinghai Nationalities University.

### 1.7 Significance of the Study

The significance of the study is highlighted through four key aspects: its contribution, innovation, feasibility, and relevance of the study.

According to Feng (2018), the significance of research should manifest in both theoretical and practical dimensions. The theoretical significance, according to Feng, encompasses the contribution to disciplinary development, theory formulation and testing, comprehension of social laws, and interpretation of social phenomena. On the other hand, practical significance refers to providing scientific answers to research inquiries in real-world social contexts and offering solutions to related issues (X. Feng, 2018). This study held immense significance as it addressed gaps in correlation research between language learning strategies and Chinese language proficiency in Chinese as a second language field. Moreover, it filled the gap in the empirical study of Chinese as a second language acquisition in Qinghai province, establishing a foundational work for teaching and learning Chinese as a second language at universities in this region. Additionally, the research findings provide empirical evidence for future longitudinal and comparative studies of language learning strategies used by international undergraduate students.



From a practical standpoint, the research findings have practical implications for CSL teachers. First, the factors identified by the study that significantly affect international undergraduate students' advanced Chinese writing can be incorporated into Chinese writing courses and assessments. This can help teachers adjust their teaching methods and enhance international undergraduate students' writing skills. Second, other findings from the study can be integrated into the curriculum, leading to improved Chinese language teaching and Chinese language proficiency among international undergraduate students. Finally, language learning strategy instruction can be implemented into teaching to consciously train international undergraduate students' cognition abilities and strategies that correlate with Chinese proficiency.

The innovation of this study lies in its use of a mixed-methodology approach, which explored the intricate relationship between language learning strategies, advanced Chinese vocabulary, and writing proficiency. Gong et al. (2018) found that the leading Chinese journals published a proportion of 86.9 % of quantitative studies, a proportion of 6.3 % of qualitative studies, and a proportion of 4.2 % of mixed-method studies on CSL teaching and learning in China (Gong et al., 2018). After a literature search, the references for this study were 36 articles from 2000 to 2021, which align with the theme of correlation study on language learning strategies. Among these studies, 89% employed quantitative research methods, and 11% employed a mixed-method approach. These results indicate that the quantitative research method is popular among researchers. Besides quantitative research, the study employed qualitative research methods to uncover the complexities of advanced Chinese writing challenges, proficiency levels, and the nuanced utilization of language learning strategies by international undergraduate students. The qualitative data analysis





included discourse analysis and thematic analysis. These analytical methods were used to answer the research questions of language learning strategy usage and its relationship to advanced Chinese writing. Moreover, discourse analysis assessed international undergraduate students' advanced Chinese writing proficiency and identified writing challenges, which are significant for enhancing writing among international undergraduate students. Finally, the study conducted a triangulation analysis to comprehensively compare the findings from the two studies to obtain a holistic understanding of the research questions.

The feasibility of this study is strongly supported by the researcher's dual role as a Chinese as a Second Language (CSL) teacher at the College of International Education in Qinghai Nationalities University. With internal and external support, the researcher is well-equipped to undertake this study. Internally, she possesses bilingual proficiency, a robust understanding of CSL, and seven years of practical experience teaching Chinese to speakers of other languages in and outside China. Externally, the researcher has direct access to international students and fellow teachers with whom she collaborated. These advantages significantly contribute to ensuring the feasibility and success of the research endeavor.

The relevance of the study directly aligns with the research problem of international students' incompetence in advanced Chinese writing at Qinghai Nationalities University. It is relevant for several reasons, chiefly because the research effectively addressed the persistent problem of inadequate Chinese writing among international students and provided practical recommendations for teachers to enhance the teaching of Chinese writing. The study comprehensively answered the research





questions through quantitative and qualitative studies. It provided empirical evidence of international undergraduate students' use of language learning strategies and their relationship to advanced Chinese writing proficiency. The research findings have practical implications for enhancing the curriculum, including adjusting Chinese writing courses and assessments. Moreover, the research findings filled the gaps and contributed to applied linguistics by offering new insights into the relationship between language learning strategies and writing proficiency in Chinese as a second language acquisition.

### 1.8 Study Limitations



The study is subject to certain limitations that should be acknowledged. Firstly, there is restricted access to information, particularly literature, that can serve as a reference. The study aimed to explore the relationship between language learning strategies, advanced Chinese vocabulary, and writing proficiency. However, the limited number of references points to a notable gap in empirical research in scholarly journals. This limitation is supported by Chen (2009), who noted the scarcity of research on language learning strategies and the dearth of publications in reputable journals (Chen, 2009). Wang (2013) and Cao (2019) echoed this sentiment, highlighting that the majority of studies on micro-strategies are primarily found in master's theses. Hence, the references used in this study are drawn from a limited pool of sources and theses.

Secondly, the population and participants for the study are limited. The population was international undergraduate students in universities across Qinghai





Province, China. The province has three universities: Qinghai University, Qinghai Normal University, and Qinghai Nationalities University. Of these three universities, only Qinghai Nationalities University has offered an undergraduate program in Chinese Language and Literature for international students since 2016. Therefore, the participants were exclusively drawn from this university, ensuring homogeneity among the participants. At Qinghai Nationalities University, there are, in total, 47 international undergraduate students majoring in Chinese Language and Literature. The number of international undergraduate students has decreased due to the pandemic's influence. Due to these constraints, the population and participants are restricted.

Thirdly, it is crucial to recognize that there is no one-size-fits-all methodological approach. The mixed-method approach employed in this study is suitable for addressing the research questions. For instance, in the quantitative study, SILL was employed to explore language learning strategies used by international undergraduate students, and tests were used to assess the student's advanced Chinese vocabulary and writing proficiency. The qualitative study involved assessing advanced Chinese writing and conducting interviews to gain insights from international undergraduate students regarding their use of language learning strategies. While the mixed-method approach is suitable for this study, it is essential to note quantitative data analysis, particularly inferential analysis, relies on specific assumptions. Similarly, qualitative data analysis, such as discourse and thematic analysis, has potential biases. Integrating qualitative and quantitative data presents challenges that the researcher must carefully navigate.

Finally, there is a limitation regarding research experience. The researcher concentrated on developing teaching skills as mandated by the master's program. While



the researcher acquired comprehensive knowledge and taught Chinese in Kyrgyzstan, the United States, and China, she lacked research skills at that time. Methodological training was obtained during the PhD program. Despite this limitation, the researcher is dedicated to enhancing her research skills through diligent learning and engaging in rigorous research projects.

## 1.9 Operational Definitions

This study investigated the relationship between language learning strategies, advanced Chinese vocabulary, and writing proficiency among international undergraduate students at Qinghai Nationalities University. In this context, language learning strategies and advanced Chinese vocabulary proficiency were the independent variables, while advanced Chinese writing proficiency was the dependent variable. The study hypothesized that language learning strategies correlate with advanced Chinese vocabulary and writing proficiency. The operational definitions of these variables are presented in Table 1.2 below.

**Table 1.2**

*Operational definition of study variables*

| Variable                             | Observable                                                                   |                                                           | Measurable                                                        |
|--------------------------------------|------------------------------------------------------------------------------|-----------------------------------------------------------|-------------------------------------------------------------------|
| International undergraduate students | Participants: International undergraduate students of advanced Chinese level | NOT: Beginners and Intermediate Students are not included | 45 international undergraduate students of advanced Chinese level |

| Variable                                | Observable                                                                                                                                                | Measurable                                                                                                                                                                                                                                                       |
|-----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Language learning strategies            | LLS are strategies used for effective second language learning.<br><br>NOT:<br>Other factors in second language acquisition are not included              | 1 Descriptive analysis of Strategy Inventory for Language Learning including frequency distribution, means and standard deviations<br><br>2 Thematic analyses of how international students use language learning strategies in their studies through interviews |
| Advanced Chinese vocabulary proficiency | Vocabulary proficiency refers to the vocabulary knowledge that international undergraduate students obtained, such as receptive and productive vocabulary | 1 The Advanced Chinese Vocabulary Knowledge Test<br><br>2 Discourse analysis of the vocabulary used in the context                                                                                                                                               |
| Advanced Chinese writing proficiency    | Chinese writing ability refers to the skill to write Chinese in a coherent way                                                                            | 1 The Advanced Chinese Writing Tests<br><br>2 Discourse analysis of writing materials including vocabulary, referential, structural, logic, sentence patterns and contexts                                                                                       |

As shown in Table 1.2, the participants in this study are advanced-level international undergraduate students at Qinghai Nationalities University. These students were selected through purposive sampling with specific criteria. These criteria included: i) the students have reached an advanced level of Chinese study, ii) they have completed advanced Chinese language courses and tests. Of the 47 international undergraduate students, 45 met these criteria, with the remaining three studying at an



intermediate level. Thus, the final sample consisted of 45 advanced-level international undergraduate students.

Language learning strategies are specific actions that learners take to make language acquisition easier, faster, more self-directed, and more effective. In this study, the measurement of language learning strategies is the Strategy Inventory for Language Learning (SILL), developed by Oxford in 1990, which is widely recognized in second language learning (L. R. Oxford, 1990). The SILL questionnaire contained 50 items divided into six categories: memory strategies (items 1-10), cognitive strategies (items 11-23), compensation strategies (items 24-29), metacognitive strategies (items 30-38), affective strategies (items 39-44), and social strategies (items 45-50). Participants responded to each item using a 5-point Likert scale. This instrument investigates language learning strategies used by international undergraduate students at Qinghai Nationalities University. Additionally, based on the Strategy Inventory for Language Learning (SILL), the study developed an interview guideline to explore qualitatively language learning strategies used by international undergraduate students.

The Advanced Chinese Vocabulary Knowledge Test was developed based on the Table of Specifications and Read's Word Associates Test (WAT), which evaluated both paradigmatic and syntagmatic relationships between target words and their associated words. The test consisted of 30 words selected from the *Grade Standard* level five vocabulary (Committee, 2021). Each word had one correct associate for paradigmatic relationships and two correct collocates for syntagmatic relationships. Each correct answer carried one point, resulting in a total score of 90 points. Furthermore, discourse analysis is employed in the qualitative study to analyze 24





advanced Chinese writing materials. This analysis focuses on vocabulary usage within the context, providing insights into the advanced Chinese vocabulary proficiency and challenges international undergraduate students face.

Advanced Chinese writing encompasses various forms, from informal notes and summaries to formal writing, such as exam/HSK writing, essays, papers, and theses. In this study, advanced Chinese writing specifically refers to exam writing, evaluated through the Advanced Chinese Writing Tests conducted at the College of International Education of Qinghai Nationalities University. Furthermore, in the qualitative study, discourse analysis is used to analyze 24 advanced Chinese writing samples across six key writing elements: lexical cohesion, referential cohesion, structural cohesion, logical coherence, sentence patterns, and contexts. These elements collectively contribute to a comprehensive understanding of the advanced writing proficiency and challenges international students face.

### 1.10 Summary

The first chapter is the introduction of the study. This chapter included the research background, problem statement, research objectives and questions, theoretical framework, significance, and limitations. Based on previous research and recognizing the challenges international undergraduate students face in advanced Chinese writing at Qinghai Nationalities University, this study explored language learning strategies used by international undergraduate students and their relationships to advanced Chinese vocabulary and writing proficiency. The study aimed to determine whether





students' vocabulary and writing skills are impacted by their use of strategies, thus identifying factors contributing to lower Chinese writing proficiency among international undergraduate students at Qinghai Nationalities University.

