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Research on Adult English Learning Model and Implementation Mechanism Based on Wisdom Learning

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Abstract

This study selected adult students of different gender and age as subjects, and through them, the study on adult English learning mechanism for empirical research, as to understand the adult students of different gender, age, whether have significant differences in foreign language learning beliefs and learning strategies, and explores the relationship between learning strategies and learning results in adult students' English learning with the use of language learning beliefs. Results show that: (1) the adult students with different sex had no significant differences in learning belief, but had a significant difference in terms of learning strategies. Different age adult students have significant differences in learning belief and learning strategies. (2) learning belief has a moderate correlation between learning strategies as a whole, and all the parts of the learning beliefs and learning strategies are reached significant level. Learning strategies has low positive correlation with learning effects, reached extremely significant level. In all parts of learning strategies and learning effect present positive correlation, and reached significant level.

Key words: Adult students; English learning; Learning mechanism

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INTRODUCTION

With the advent of the lifelong education era, the construction of an open university facing the entire population has become a general trend. With the increasing popularity of mobile learning, as a foreign language teacher in the Open University, how to further improve the effect of foreign language learning for adult students receiving education in the Open University has become an urgent issue. The study of foreign language learning mechanisms has received great attention in the field of linguistics, among which the study of the use of language learning strategies by learners (O'Malley & Chamot, 1990; Rubin, 1975; Yang, 2006) and the beliefs of learners about language. Many research results (Bernat & Gvozdenko, 2005; Kalaja & Barcelos, 2006). Researchers have used empirical research to clarify the important role of language learning beliefs and learning strategies in language learning (Hong-Nam & Leavell, 2007; Li, 2010). Numerous studies have shown that students' learning beliefs not only have important effects on their learning motivation, learning attribution, learning strategies, and academic performance, but also affect students' lifelong learning (Hofer, 2001). Adults have different beliefs and learning strategies in foreign language learning due to their existing learning experience or cultural background. Adults' beliefs in foreign language learning refer to the attitudes and views of adult students on learning tasks during foreign language learning activities. Adult foreign language learning strategies are important when adult students learn foreign languages to make learning actions easier, faster, more fun, more self-directed, more efficient, and more capable of transferring existing status to new status action. Therefore, studying the factors affecting adult students' English learning will help us to understand the diversity of adult student groups and changes in teaching needs from the cognitive mechanism of adult student learning,

and to cultivate talents with the characteristics of an open university. Mechanism to improve the quality of English teaching to provide decision-making information support and a path to improve the system. This study intends to explore the relationship between adult students' English learning beliefs, applied learning strategies, and learning effects achieved, and to understand the differences in foreign language learning beliefs and strategies among adult students of different genders and ages. Is there a significant difference.

1. RESEARCH METHODS

1.1 Research Object

Taking adult college students as the research object, adult students of different genders and ages from the Open University (Radio and Television University) were selected as subjects, 500 questionnaires were distributed, and 467 valid questionnaires were recovered.

1.2 Research Tools

In this study, a questionnaire survey was used. The Adult English Learning Belief, Learning Strategies and Learning Effect Questionnaire were developed with reference to the BALLI scale and SILL scale to measure adult English learning beliefs, learning strategies, and learning effects. The learning beliefs are compiled according to the BALLI scale of Horwitz (1989). Language learning beliefs are divided into three levels: attitudes to the culture of

English-speaking countries, recognition of English values, and affirmative learning experiences. Language learning strategies refer to Oxford (1990a) The SILL scale was translated and compiled, and language learning strategies were divided into six strategies: life learning strategies, interpersonal interaction strategies, cognitive memory strategies, self-management strategies, instrumental strategies, and emotional regulation strategies; and learning effects Partially adopt English standardized test scores. All questions on the questionnaire are scored on Likert five-point scales, and each question has five options. The higher the score on the total scale and the subscale, the stronger the belief in English learning and the use of English learning strategies. The higher the frequency.

1.3 Data Processing

All data were processed with SPSS software package. The statistical methods used were independent sample t-test, analysis of variance, Pearson correlation and so on.

2. RESULTS ANALYSIS

A. Differences in English learning beliefs, learning strategies, and learning outcomes among adult students of different sexes

Aiming at the differences in English learning beliefs, learning strategies, and learning effects of adult learners of different genders, independent sample t tests were used. The results are shown in Table 1.

Table 1
Differences in English Learning Beliefs, Learning Strategies, and Learning Outcomes Between Adult Learners Of Different Sexes

	Variable	Sex	Num	AVE	Standard	t value	
Learning Beliefs	Attitude towards the culture of English-speaking countries	M	328	3.80	0.61	-0.94	
		F	139	3.86	0.65		
	Understanding of the value of English	M	328	3.43	0.74	-0.13	
		F	139	3.44	0.76		
	Positive learning experience	M	328	4.36	0.51	-1.41	
		F	139	4.43	0.44		
	Learning beliefs as a whole	M	328	3.83	0.52	-1.17	
		F	139	3.89	0.46		
Learning strategy	Life learning strategies	M	328	3.28	0.63	-0.46	
		F	139	3.31	0.67		
	Interpersonal strategies	M	328	3.58	0.67	-1.19	
		F	139	3.67	0.65		
	Cognitive memory strategy	M	328	3.39	0.65	0.30	
		F	139	3.37	0.71		
	Self-management strategy	M	328	3.31	0.67	-1.00	
		F	139	3.38	0.73		
	With tool strategy	M	328	2.61	0.69	-2.25*	
		F	139	2.78	0.73		
	Mood regulation strategies	M	328	3.35	0.69	-0.42	
		F	139	3.38	0.74		
	Learning strategy as a whole	M	328	3.33	0.56	-0.52	
		F	139	3.36	0.61		
	Learning result	Test score	M	328	71.34	22.67	-0.51
			F	139	72.55	24.58	

* p < 0.05

It can be seen from Table 1 that in terms of learning beliefs, adults of different genders have no significant differences in terms of learning beliefs. In terms of learning strategies, adult students of different genders scored higher on girls than boys on learning strategies and interpersonal interaction strategies, and there were no significant differences in other aspects of learning strategies. In terms of learning effectiveness, there was no significant difference

in test results between adult students of different genders.

B. Differences in English learning beliefs, learning strategies, and learning effects among adult students of different ages

Aiming at the differences in English learning beliefs, learning strategies, and learning effects of adult learners of different ages, age was used as the influencing factor to perform analysis of variance.

Table 2
Differences in English Learning Beliefs, Learning Strategies, and Learning Outcomes Among Adult Learners of Different Ages

	Variable	Age	Number	Average score	Standard deviation	F value
Learning Beliefs	Attitude towards the culture of English-speaking countries	18-25	121	4.10	0.56	5.71***
		26-35	257	3.76	0.64	
		36-45	66	3.80	0.67	
		above 46	23	3.99	0.71	
	Understanding of the value of English	18-25	121	3.46	0.66	4.23**
		26-35	257	3.18	0.76	
		36-45	66	3.14	0.90	
		above 46	23	3.28	0.85	
	Positive learning experience	18-25	121	4.57	0.45	3.93**
		26-35	257	4.46	0.54	
		36-45	66	4.55	0.45	
		above 46	23	4.19	0.56	
	Learning beliefs as a whole	18-25	121	3.98	0.45	7.78***
		26-35	257	3.75	0.53	
		36-45	66	3.78	0.56	
		above 46	23	3.82	0.55	
Learning strategy	Memory strategy	18-25	121	3.24	0.65	1.11
		26-35	257	3.28	0.58	
		36-45	66	3.27	0.68	
		above 46	23	3.33	0.70	
	Cognitive strategy	18-25	121	3.66	0.67	0.78
		26-35	257	3.61	0.66	
		36-45	66	3.58	0.70	
		above 46	23	3.62	0.56	
	Compensation strategy	18-25	121	3.34	0.69	0.87
		26-35	257	3.35	0.77	
		36-45	66	3.49	0.67	
		above 46	23	3.41	0.60	
	Met cognitive strategy	18-25	121	3.26	0.74	3.27*
		26-35	257	3.34	0.73	
		36-45	66	3.59	0.64	
		above 46	23	3.64	0.60	
Affective strategy	18-25	121	2.63	0.71	3.31*	
	26-35	257	2.58	0.81		
	36-45	66	2.66	0.81		
	above 46	23	3.21	0.65		
Social strategy	18-25	121	3.25	0.84	1.31	
	26-35	257	3.35	0.66		
	36-45	66	3.49	0.85		
	above 46	23	3.48	0.81		
Learning strategy as a whole	18-25	121	3.30	0.57	1.21	
	26-35	257	3.31	0.55		
	36-45	66	3.39	0.55		
	above 46	23	3.46	0.56		
Learning result	Test score	18-25	121	72.84	24.49	1.75
		26-35	257	78.10	23.71	
		36-45	66	79.52	18.60	
		above 46	23	68.09	16.26	

* p < 0.05 ** p < 0.01 *** p < 0.001

It can be seen from Table 2 that in terms of learning beliefs, adult students of different age groups have significant differences in learning beliefs. There are significant differences in adult students of different ages in the three dimensions of the attitude of learning beliefs to the culture of English-speaking countries, the recognition of English values, and the affirmative learning experience. A further comparison found that the attitudes of adult students aged 18-25 to the culture of the English-speaking countries and their knowledge of English values were higher than those of adult students aged 26-35.

In terms of learning strategies, adult students of different age groups have significant differences in terms of learning strategies, self-management strategies, and tool strategies. Further analysis found that adult students

over 46 years of age used tool strategies more than adult students aged 18-25 and 26-35.

In terms of learning effectiveness, there was no significant difference in test scores among adult students of different ages.

C. Correlation analysis between English learning beliefs, learning strategies and learning effects of adult students

Correlation analysis methods of Pearson product difference were used to explore the relationship between learning beliefs and learning strategies, learning beliefs and learning effectiveness, learning strategies and learning effectiveness.

a. Correlation analysis between learning beliefs and learning strategies

Table 3
Correlation Analysis of Learning Beliefs and Learning Strategies

Variable	Attitude towards the culture of English-speaking countries	Understanding of the value of English	Positive learning experience	Learning beliefs as a whole
Life learning strategies	-0.328***	0.308***	0.322***	0.398***
Interpersonal strategies	-0.378***	0.353***	0.371***	0.466***
Cognitive memory strategy	-0.311***	0.361***	0.298***	0.389***
Self-management strategy	-0.289***	0.246***	0.289***	0.321***
With tool strategy	-0.331***	0.322***	0.731***	0.357***
Mood regulation strategies	-0.315***	0.256***	0.229***	0.347***
Learning strategy as a whole	-0.413***	0.378***	0.367***	0.457***

*** p < 0.001

It can be seen from Table 3 that the correlation coefficient between the overall learning beliefs and the overall learning strategy is 0.457 (p < 0.001), which has reached an extremely significant level, and the two have a positive correlation. There is a significant correlation between each part of learning beliefs and each part of learning strategies (p < 0.001). Among them, the correlation coefficient (r = 0.731) of the positive

learning experience aspect of learning beliefs and the use of tool strategies in learning strategies has the highest correlation (p < 0.001). And the correlation coefficient (r = 0.229) between the positive learning experience aspect of learning belief and the emotional adjustment strategy aspect of learning strategy was the lowest (p < 0.001).

b. Correlation analysis between learning beliefs and learning effects.

Table 4
Correlation Analysis Between Learning Beliefs and Learning Effects

Learning result	Attitude towards the culture of English-speaking countries	Understanding of the value of English	Positive learning experience	Learning beliefs as a whole
	-0.047	-0.133**	0.021	-0.088

** p < 0.01

As can be seen from Table 4, the correlation coefficient between learning beliefs and learning effects is -0.088, which has not reached a significant level. There is only a low degree of negative correlation between the recognition of English value and the learning effect between each

part of learning beliefs and learning effect (r = -0.133; p < 0.01).

c. Correlation analysis between learning strategy and learning effect

The correlation between learning strategies and learning results is shown in Table 5.

Table 5
The Correlation Between Learning Strategies and Learning Results

	Life learning strategies	Interpersonal strategies	Cognitive memory strategy	Self-management strategy	With tool strategy	Mood regulation strategies	Learning strategy as a whole
Learning effect	0.293***	0.127*	0.171**	0.096*	-0.018	0.071	0.189***

* p < 0.05 ** p < 0.01 *** p < 0.001

It can be seen from Table 5 that the correlation coefficient between the overall learning strategy and the learning effect is 0.189 ($p < 0.001$), which reaches an extremely significant level, and the two have a low positive correlation. Learning strategies for each part of life learning strategies ($r = 0.293$; $p < 0.001$), interpersonal interaction strategies ($r = 0.127$; $p < 0.05$), cognitive memory strategies ($r = 0.171$; $p < 0.01$), self-management strategies ($r = 0.096$; $p < 0.05$) was positively correlated with the learning effect and reached a significant level.

Discussion and summary

The results in Table 1 show that in terms of gender, adult students of different genders have no significant differences in beliefs in foreign language learning, but in terms of foreign language learning strategies, the average score of women is higher than that of men. This result is consistent with the research by Green and Oxford (1995), Kang (2012), and Wharton (2000). It shows that adult students of different genders have different choices of learning strategies.

The results in Table 2 show that in terms of age, younger adult students show higher learning beliefs in terms of overall learning beliefs, cultural attitudes towards English-speaking countries, and recognition of English values. Beliefs are part of the learner experience and are interrelated (Barcelos, 2006). In terms of the age distribution of the study object, 18-25 years old accounted for 26%. Under the current education system in China, most of the students aged 18-25 years are students who have failed the college entrance examination and are in the age stage of college students. Some students are in the society just now, and haven't even entered the society yet. Belief is related to experience, and experience is created by the learning environment. Young adult students' foreign language learning environment is relatively more positive.

In terms of learning strategies, adult students of different ages have significant differences in the use of tool strategies in English learning strategies. This may be due to the fact that older adult students are more experienced in social life and are generally active and willing to participate in English learning. Therefore, the time spent on learning is more cherished and they are more willing to find tools. Assist in solving learning problems.

Table 3 shows that there is a significant positive correlation between adult foreign language learning beliefs and learning strategies. This is consistent with the research of Hong (2006) and Kim (2001), that is, the original learning beliefs of adult students and the selection of learning strategies have a positive correlation. Among them, the belief in affirming learning experiences is highly related to the use of tool strategies, indicating that adult students who value learning experiences will find possible learning tools to solve problems encountered in learning

experiences. There is a significant positive correlation between adult foreign language learning strategies and learning effectiveness, which is consistent with the findings of the relationship between language learning strategies and learning effectiveness, such as Nisbet (2003) and Wharton (2000).

CONCLUSION

Under the sampling conditions of this study, the following results were obtained:

There is no significant difference in learning beliefs between adult students of different genders, and there are significant differences in learning strategies. The average score of women in the use of tools is higher than that of men.

Adult students of different ages have significant differences in learning beliefs. Adult students aged 18-23 have a belief strength of more than 25--35-year-old adult student. There are significant differences in learning strategies, with adult students over 46 years of age using tool strategies higher than younger (18-25, 26-35 years) adult students.

There is a moderate correlation between the overall learning beliefs and the overall learning strategy, and each part of the learning beliefs and each part of the learning strategy reach a significant level. There is a low degree of positive correlation between the overall learning strategy and the learning effect, reaching an extremely significant level. Each part of the learning strategy is positively related to the learning effect and reaches a significant level.

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