# Distance Learning Strategy Choices on English Under the Learning Belief Theory

## CEN Hongxia[a],*

[a]Associate Professor, College of Foreign Languages, Zhejiang Radio and TV University, Hangzhou, China.
*Corresponding author.

## Abstract

Distance English learning has the complexity of the learning object ,learning method and learning content. Domestic research on distance English learning lacks of comprehensive in-depth survey. This paper through domestic research about the special student group ignored, from the empirical perspective, the characteristics of distance English phenomenon and the influence mechanism of in-depth study,combines with foreign related research, to explore distance English learning beliefs, the relationship between learning strategy and learning effect, improve distance English learning, enrich and expand the Open University under the background of adult students diversified group planning in our country.

**Key words:** Learning belief theory; Distance English learning; Learning strategies

## INTRODUCTION

With the advent of the era of lifelong education, geared to the needs of construction of the national Open University is the trend of The Times, receiving education of adult students in the Open University the mechanism of foreign language learning has become a concern.Since the National Medium and Long-term Education Reform and Development Plan Outline (2010-2020) launched in 2011, we paid more and more attention to education informatization in our country, and thus, got fruitful achievements in various aspects.

Involved in information technology and curriculum integration under the informatization environment of teaching and learning mode, informationization teaching design, we emphasize on the change of information technology for learning style and support for learning. In the case of mobile learning is increasingly common, as the Open University, foreign language teachers, and even relevant government functional departments, should be an in-depth understanding on mobile learning teaching mode of adult English learning mechanism, the adult English learning related issues to explore in depth.

## 1. DISTANCE FOREIGN LANGUAGE LEARNING THE SECOND LANGUAGE ACQUISITION

Distance education is the development of second language acquisition started very late, scholars for adult learning the second language knowledge was limited in 70s of the 20th century, until this century, which has been developed through observing the teenagers and adults' learning in university, and understand the differences between adult distance learning and adolescent learning on foreign languages. Recent years, about the second language acquisition issues received high attention in linguistic studies continue, especially the learners' language learning

strategies on using status of research, as well as explore learners to language learning beliefs held by ,and have a fairly fruitful research results. Various empirical research shows that language learning strategies and language learning beliefs in succession in the process of language acquisition of important role.

Distance education learners do not like young full-time learners in the learning process is dependent on the lead of others. First of all, adult for self-concept, was able to self-directed learning, the language must be meaningful for adults. Second, the adult has a rich experience, learning its understandable language, in the early in the process of language learning, usually experience a period of silence, thereafter, can blend in the process of learning for its rich resources. Third, the adult learning readiness, according to social role development tasks and learning, in other words with the development and the needs of the development phase, the task to effectively deal with real life situations, and keep on learning readiness;Fourth, adult's learning orientation is not a discipline orientation, but the task or problem oriented, particularly in the rest assured they can learn best when making mistakes;Fifth, the adult learning motivation comes from internal incentives, including demand of self-esteem, achievement requirements, etc., so it is easier to in a variety of different forms of speed and learning. Of these the characteristics of adult learning language and general education of adult learners' characteristics and is not the same, must study the choice of different learning beliefs

about foreign language learning strategies, the effects of final on English learning performance.

## 2. DISTANCE ENGLISH LEARNING BELIEFS

Learning beliefs and expectations and learning task success, on the learning beliefs related theory of second language acquisition study, can be divided into three kinds of orientation, respectively called Meta cognitive approach, the Contextual approach, and Normative approach.

Achievements have significant influence on the three for learning, and to give characterization in three elements. Post social cognitive mainly idea is "different cultural attitude": Refers to learners for the competence or skill needed to perform this task in terms of faith, the belief that contains the self-efficacy beliefs and expectations. Contextual approach mainly reflects the value of "foreign language": Refers to the learners to learn the task value and importance of faith, contains the intrinsic value of this task and practicability of the evaluation, and think of the importance of the task; Normative approach with "definitely learn course" state: Refers to learners emotional reactions to perform this task process, contains positive emotions like to enjoy the fun of task execution process, like learning, negative emotions, such as the content of the learning process of disappointment or frustration, test anxiety like worry about negative achievement and so on.

**Table 1**
**The Study of the Foreign Language Learning Belief Orientation Classification**

| Approach | Standard approach | Contextual approach | Meta cognitive approach |
|---|---|---|---|
| Concept | Faith is refers to the preconceived ideas and emotional feedback | Faith is part of the student experience, associated with its environment | Belief is a kind of meta cognitive knowledge |

Learning belief "attitude toward different culture" "foreign language value" "definitely learn course" three elements will affect the learning achievement, is also the success of learning tasks. The model response to a remote part of learning foreign language, for the expectation of foreign language learning, the value of foreign language learning, and emotional reaction of foreign language learning process, will have a positive impact.

## 3. DISTANCE ENGLISH LEARNING STRATEGIES

There are lots of learning method , but to choose a suitable and effective strategy is a difficult problem, also is the main impediment to school results. Second language learners often hold different beliefs or ideas to language learning, these ideas affected by its previous language

learning experiences, or shaped by itself with cultural backgrounds; opposed the successful learning experience will affect students concluded that light in relation to that learning a foreign language requires special competence and he or she does not have these competence, so may be self presentation of learning belief is low, but the actual measure of language competence is higher.

There are many research on foreign language learning strategies, the research category includes two fields: the second language acquisition and cognitive psychology. The important factors that affect foreign language learning strategy selection for age, sex, occupation, learning environment, cultural background, personality traits, and the types of motivation, learning tasks, a second language, learning style, learning and language teaching methods and also the selection of foreign language learning strategies have an effect. In addition, the degree of mastery of the target language, the number of years, the

country origin and race, professional, mother tongue will influence foreign language learning strategies.

For distance education students, majority is in a state of autonomous learning and distance learning, for the English needs a lot of communication and training of discipline, lack of systematic and conceptual learning process, tends to be resigned to learn alone helpless. And remote education study of adult students, is often the work face specific English proficiency requirements, have translation needs, reading requirements, oral communication requirements, etc., comprehensive and balanced language training for them, often also not adapt and reality, must be combined with their requirements, basic conditions, the design is based on media and Internet learning strategies, and provide a learning environment support, help distance education learners learning task in the end.

# 4. UNDER THE VALUE VIEW OF STRATEGY CHOICE

Adult foreign language learning beliefs can be said to be the adult learners while doing the activity of learning foreign language for their attitudes and opinions held by learning tasks. Foreign language learning strategies are the learners in learning a foreign language, used to make them more "action learning, fast, more fun, more self orientation, effective rate, and more able to existing is transferred to the new situation of important action. Results of adult learning a foreign language or alleged after adult learners to participate in the activities of foreign language learning, in listening, speaking, reading and writing four achieve the degree of achievement on competence, as well as its reflected in feeling or attitude.

Introduced aiming at the characteristics of adult students, learning perspective of faith, in studying the effect of adult students' English learning effect, from theoretical and empirical research level will be experienced adult students learning theory, help to explore and construct the system of adult English learning and teaching comprehensive understanding and research methodology, help to understand the adult students' English learning diversity and the change of the requirements of teaching, improve the talent training mechanism for under the background of the Open University, improving the quality of adult English teaching to provide decision-making information to support and complete system.

Finishing at the same time to explore related literature of foreign language learning beliefs and strategies of learning foreign language found, scholars generally agree that the selection of foreign language learning strategies and learner itself held beliefs have correlation, e.g. Hong (2006) in Korea and Korean learners in China, Li (2010) for the English learners in China, Mokhtari (2007) of the three universities Persian language learners and other studies, basically all have both had positive correlation relationship exists. In our country, language learning strategies and the related literature research in language learning beliefs, whether suppliers to focus on education, that is, from the perspective of colleges and universities teachers' analysis of the influence mechanism of the influence of the teaching quality of adult students, or from the demand of education, the study of adult students learning beliefs, the correlation between learning strategies and learning effect, that the influence of both have a very strong relationship.
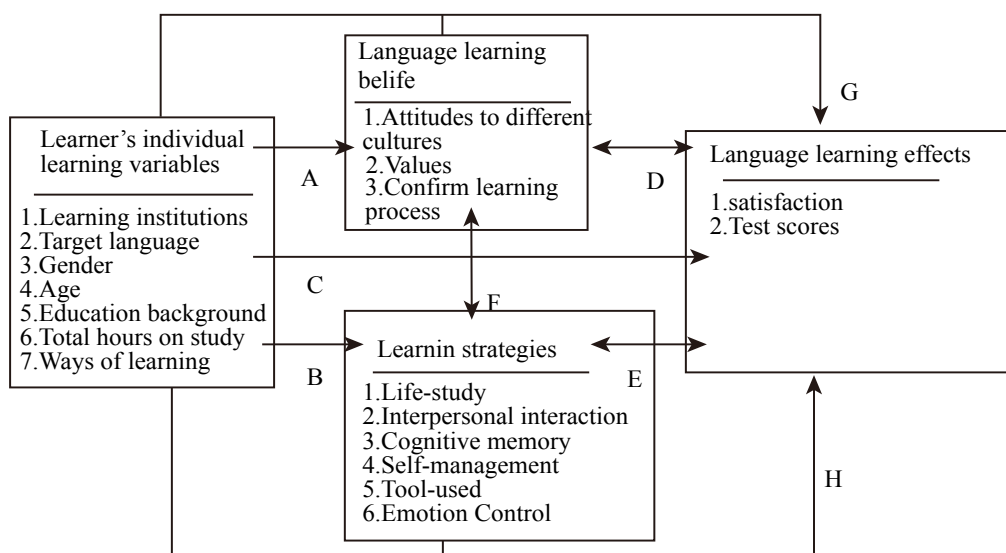


**Figure 1**
**An Interactive Model of Distance Learning Strategies in the Perspective of Learning Beliefs**

The above research, mostly concentrated in the formal education China-Africa adult students as objects, to Open University students as the research object, analysis of foreign language test evaluation, learning satisfaction measurement model for adult foreign language learning beliefs and learning strategies, learning effect, promote distance learners of English to improve learning experience, get real help in the work and life, have good sense. By analyzing the information related to the theory of learning beliefs and learning strategies, and combining with the characteristics of distance education learners and to extract the main factors, can build a following interaction model:

Learn the target language, learners' gender, age, education background, total hours of learning foreign language, and the species number of learning foreign language. Language learning belief is the attitude to its cultural value, foreign language, must learn course three levels; language learning strategies is to modify themselves life learning, interpersonal interaction, cognitive memory strategy, management strategy, with the aid of tools and emotional regulation strategy; while learning part is divided into foreign language standardized test scores and self-evaluation of learning satisfaction.

A to H said learning beliefs and learning strategies and learning background, the interaction of the learning effect:

A, B, C: remote, foreign language learners' beliefs and learning strategies and learning differences mainly has the following features: - A remote English learners' personal background influence on learning belief, is different from ordinary students, as A working adult learning, learners' learning often lies in the purpose of the work and the realistic requirement of degree or certificate, relatively ordinary university students, more purposeful and belief and more firmly. B - learners' personal background and the relationship between learning strategy and is often difficult to close relationship, because of the distance learners of English, the poor foundation, study habits is not very good, often without full-time study of formal training, especially for English this systematic and conceptual strong subject, is an urgent need to establish a scientific and effective learning strategies. C - the distance learners of English often value in effect, the purpose of learning for the achievement of high and low, often is not very important, they can also be translated communication in some aspects, such as English listening, speaking, reading and writing. B > A > C comprehensive importance.

D, E, F: remote, foreign language learners' beliefs and learning strategies and learning effect between related main: D - the relationship between the learning effects and faith, for remote education students, effect relative to the average, and the elastic is not big, because learning

demands and purpose, more rich. E - learning effect and the influence of learning strategy was relatively strong, due to the low learning starting point, through appropriate and specification language learning strategy training can progress to distance learners of English at a significant performance and improve, is also the key factors in the process of English learning. F - learning belief plays a leading role to the improvement of learning strategies, especially the relative background influence on learning strategy, learning language learning beliefs under the witness, to be able to long-term and effective influence on the learning strategies, for learning, learners, age weak, adaptability, such as learning difficulties, finally get good grades. Comprehensive importance for F > E> D.

G, H: due to the influence of learning strategies is relatively remote education learners more direct and effective, so distance learning foreign language learners' different background variables and the role of faith interaction overlay (G) to weak remote language learners' different background variables interact with learning strategies (H) in its impact factors on foreign language learning effect.

## CONCLUSION

Exploring remote Open University students as the object, with the aim to study English language, the research to our country adult second language acquisition to pick the learning of faith, the use of learning strategies, and analyze and explore the relationship between their learning effect, is the current adult education research an important part of the concept and theory, at the same time help to explore and construction with Chinese characteristics in conformity with the Open University in our country the characteristics of adult students' foreign language learning theory and teaching system. Analysis and identify the Open University adult students learning beliefs, use of learning strategies, and the relationship between the learning effect, helps to understand the changing needs of the diversity of the adult students and the teaching, in order to establish with the characteristics of the Open University personnel training mechanism, improving the quality of English teaching to provide decision-making information to support and complete system.

The diversity of distance English teaching, learners' group, the diversification of learning style, the study will be uncontrollable variables, a number of variables will be characterized in terms of the strength of the learning beliefs, through the learning belief "attitude toward different culture" "foreign language value" "definitely learn course" in-depth study of the three elements, and combining with the study background, training and integrated design and customize personalized, web-based

learning strategy, and finally on the basis of the study background, by learning beliefs, use of learning strategies, finally finished learning objectives, learning effect, improve learning performance.

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