New Styles on the Integration of Learning Strategy into English Individualized Instruction

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Abstract. Development of communication technologies enable English learners to acquire language and communicate in English to anyone, anytime in any corner of this world. Also, it enforces language learners to stand on learning-centered position in language acquisition. So, learning strategies is an important problem under research in the study field of individualized instruction. This article begins from the introduction to the background of Language learning strategies study, then makes a brief exposition and analysis on the core questions that integrate of learning strategy into English individualized instruction via smart education.

Keywords: learning strategy, individualized instruction, smart education, Rain Class, leaner-centered

1   Introduction and classifications of learning strategy

Research and theory in second language learning strongly suggest that good language learners use a variety of strategies to assist them gaining command over new language skills. Learning strategies are operations or steps used by a learner to facilitate the acquisition storage, or retrieval of information (Rigney 1978, Dansereau press).

An alternative scheme proposed by Naiman, Frohlich, Stern, and Todesco (1978) contains five broad categories of learning strategies: an active task approach, realization of a language as a system, realization of language as a means of communication and interaction, management of affective demands, and monitoring of second language performance [5].

Oxford's definition of language learning strategies are specific actions taken by the learner to enhance learning; to perform specific tasks; to solve specific problems; to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations; and to compensate for a deficit in learning (Oxford, 1990) [4]. Oxford's categorization of language learning strategies included two main

types, direct strategies and indirect strategies. Direct strategies consist of memory, cognitive, and compensation strategies while indirect strategies include metacognitive, affective, and social strategies [3].

2   The development and present situation of the English learning strategy training in China

According to Yanxia Shen & Julei Song (2008) [6] review on English learning strategy in China from 1995 to 2008, the articles and thesis based on the experimental study collected by the CNKI database are 171.54 articles belong to the macroscopical topics while 117 articles go to the microscopical topics. They contain 32 metacognitive strategies, 4 cognitive strategies, 5 affective strategies, 0 social strategies and 13 learning strategies (mixed). They have some findings that few researchers were carried through on the application of cognitive, affective especially social strategies except the metacognitive strategies and the applications of learning strategies on the oral English are still very few.

Since then, with the continuous development of information technology, software and hardware support, especially, in these years, smart education takes an important position during learning process under the epidemic situation. We noticed that English instruction had been changed a lot, which has various class platforms to provide teaching activity. For learners, there still exist traditional problems that how to be a good learner and how to acquire English language efficiently. But with the help of technology, it's easier to put learning strategy training into practice, so more relevant researching papers on various aspects of English learning strategies that published on CNKI in recent 14 years from 2009 to now. The total number of the paper and thesis collected by the CNKI: 204 metacognitive strategies, 581 learning strategies, 220 strategy training and research. We find that the number of articles on learning strategies has not only increased significantly, but also the proportion of articles on learning strategies use under smart education or online learning environment has increased year by year in China.

Teaching mode has connected with various smart educational platforms, new style of education and the philosophy of education should be combined. But we should also consider the question how to be a good learner and a good teacher. So, we impose that learning strategy and individualized English instruction are both integrated during language acquisition, with the help of various smart education methods, we could better develop learning strategy training.

3   Learning strategy integrated into individualized instruction

3.1   The definition of individualized instruction

Individualized instruction in foreign language teaching was the most observable trend in foreign language education since 1970s (Altman 1972) [1]. Individualized instruction as a kind of educational philosophy has been carried out and developed in various teaching programs by more than hundreds of universities in the USA. Each learner is

taught to be learner-centered learning. They should acquire language by their own learning progress and style to satisfy their needs. So, our working definition of individualized instruction is that it is an approach to learning and development, a collection of learning methods using digital technologies that enable, distribute, and enhance learning.

3.2   The scope of individualized instruction and smart education

Individualized instruction should meet learners' needs and adopt learner-centered teaching method. Teacher and students should clarify and realize learning objectives, learning method, learning pace by learning strategy. Owing to our students are familiar with the learning way that are connected by mobile phones and desktop (or notebook) computers, they can learn from Internet, Webinar, Twitter, Apps, and Blog, which are new methods to everyone.

In fact, information technology has provided a good medium for learner's achievement. Smart education is an approach based on learning strategy and teaching activities that embraces new thinking associated with new technologies, with an emphasis on planning and implementing learning interventions, and managing them, and appreciation of the potential of these technologies informs our understanding of learning in general. In these ten years, there are many smart education platforms, such as Spoc, Mooc, Rain Class and so on; meanwhile, online language learning resources have been much applied into instruction. We have made the use of Rain Class platform to deploy individualized instruction. In general, it is classified into four models: online courses, integrated online and offline learning and self-managed learning. For all these models are designed by teachers and students according to learning strategy, so learning pace and tasks' objectives are more clearly.

Online courses.
Online courses are recent positive trend in higher education, especially exclusively online courses, providing learning solely via the internet. The effectiveness in learner engagement is debatable. Online course has been as online tool that help the realize reverse instruction. We impose that the online materials and information does influence how we teach our students online, but teachers should design and train learners' strategy and guide them how to achieve their need. Rain Class instruction platform provides online teaching that is a kind of online teaching classroom, which blends online courses with online teaching. Most of components of traditional classroom such as course instruction, lecture, and information delivery are conducted online course, but the class activities, homework, complex problem solving, question and answer sessions are done online teaching classroom. Students have the chance to discuss with the instructor, the instructor guidance is presented in both contexts.

It is hoped that online smart education will create opportunities for deep exploration on the effect of raising student and teacher awareness of academic learning and language skills such as listening, speaking, reading and writing, and the consequence of this raised awareness for the development of student language output and the diversity

they produce. During the process, learners should cultivate and use direct and indirect learning strategies and set a schedule for final achievement.

Integrated online and offline learning programs.

The core philosophy of individualized instruction is learner-centered learning and sees everything from the perspective of the learner. In integrated online and offline learning, we can foster the development of learning resources and interventions that put the learner first. This means analyzing and determining learning needs in terms of the individual learner's needs; it means writing learner objectives from the learner's point of view, getting learners active and allowing them to choose how they learn, and involving learners in planning and reviewing learning. We carry out the learner-centered philosophy on smart educational platform that makes possible both learning strategy and learning organization. There are many ways of blending online and offline learning that online learning with complementary offline activities. From this has sprung the greater degree of learner input and participation, and the consequent improvement of learning strategies and output. For example, the learners take a presentation of their group learning or individual critical thinking with the data of their online learning in offline activities. During the activities, provide learners with critical thinking scaffolds including resource packages, learning task lists, learning maps, etc., guide them to show their opinions "with justifications".

Self-managed by learners and teachers.

Cognitive strategies relate to how students think about their learning and comprehend and perform new language by various methods ranging from repeating to analyzing and summarizing. Cognitive strategies are more limited to specific learning tasks and involve more direct manipulation of the learning material itself. O' Malley's classification of it into repetition, resourcing, translation, grouping, note-taking, deduction, recombination, imagery, auditory representation, keyword, contextualization, elaboration, and transfer. Rain Class platform provides the function to realize learners' cognitive strategy on the platform. Follow the instructor's design on the learning platform, the learners can learn any time or any place as they are scheduled by themselves. All learning materials for individual learner has been designed by cognitive learning strategy sequence or principle. For example, practicing English skills are from repeating, formally practicing by reading and writing systems, recognizing and using formulas and patterns, recombining to practicing naturally; Creating structure for input and output can be design taking notes, summarizing and highlighting in order.

All these learning procedures will leave records on the platform that takes the function of learning supervision. The individual learner will overview and link with already known material as they center their learning. Each learner arranges and plans his learning has set his goal and objectives. Instructors will get learner's feedback that has been better than non-strategy learning. High-quality feedback can make a big difference in quality of teaching, as well as provide suggestions for the subsequent lessons. Learners' self-monitoring and self-evaluating strategies have been an important role during the whole learning.

4　The role of teachers and learners

Smart educational system provides convenience for individualized instruction. It is more easily transferred to learner-central instruction. Under the background that the new teaching mode replaces the traditional teaching classroom, it is particularly important for us to observe the learning strategy again. The construction process of the smart classroom also requires each teaching worker to rearrange the teaching plan and scheme according to the learners' individual learning development law and relevant learning strategies. Learners need to strengthen the application of learning strategies and improve the output of individualized instruction.

4.1　To be an effective individualized instruction teacher

Instructors are required to begin the project by creating a timeline for design and development tasks, such as writing objectives, creating lectures, recording videos, designing assessments, and building the course. Besides, it's important that teacher should take learning strategies to pick up online learning module and assign their teaching plan. The teacher can change the sequence based on the students' feedback or progress available to meet individual needs.

When teachers observe how the students' performance on learning, they should first guide learners to know how to learn by learning strategy. Wen Qiufang (1998) [2] pointed out in her introduction to Andrew D. Cohen's strategies in learning and using a second language that "the focus of strategy training is to discuss the use and use value of each strategy, encourage learners to use strategies consciously and purposefully, and require them to self-monitor and evaluate the effectiveness of strategies." The key to strategy training is teachers, so the training of teachers must be carried out first. The most effective way to train teachers is the workshop based on strategy training. After training, teachers will integrate the strategy training for students into foreign language teaching. Teachers demonstrate strategies in combination with the content of foreign language learning, encourage learners to practice repeatedly in combination with learning tasks via smart educational system.

4.2　To be an effective individualized instruction student

From a learner perspective, individualized instruction deploys on the smart educational platform, in which learners draw on their cognitive and metacognitive knowledge of self, task and strategy use. As a successful learner, he should be aware of how to use strategy when learning tasks provided by software. Although video or picture image will absorb learner's attention, they should be serious in learning and avoid overloading information and distraction. When learners are aware of finding the suitable time, location with Internet connection, and completing all tasks before the deadlines, they have practiced learning strategies that belong to their own learning experience. If learners can realize the function of learning strategy, they can better understand the construction of smart education design. In fact, their online group learning is integrated by affective

or social learning strategy into their participation, sharing and communication with others. For example, their oral and listening practice could be repeated and get correspondent remark for each performance. And reading skills and performance will be recorded by the teaching and learning process.

5   Discussion and Conclusion

In this paper, we point to one major development of individualized instruction via smart educational platform, which provides a new style of researching and training on learning strategy. From this aspect, it's necessary to integrate learning strategy into individualized instruction. If learners could practice strategy during language learning, individualized instruction would be more effective to help them develop language acquisition ability. We hope that future research be directed at refining the strategy training approaches, targeting evaluative direct or indirect strategies for specific language tasks, and strengthening the effects of the training on student learning and strategy use on smart education.

Acknowledgement

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