

# The Analysis of Students and Teachers in English Thinking Set Training

Sizi Chen

Chongqing Business Vocational College, Chongqing, 401331

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**Abstract:** English acquisition is an upward spiral. In this process, people will break old thinking pattern and establish new one and move in this way all the time. How to acquire language thinking set's positive effect and eliminate its negative effect is a very meaningful topic in language teaching. As the two main parts in language learning process, students and teachers should complete their own mission and cooperate with each other to achieve the fruitful learning result.

**Keywords:** Thinking Set; Training; Students; Teachers

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**Fund project:** Chongqing Business vocational College's Scientific Study Project in 2021, Thinking Set's Influence on College Students' English Learning. No. 2021XJKTYB60.

To Chinese English learners. Their Chinese thinking set has both passive and negative effect on the acquisition of English knowledge and its thinking set. People with better Chinese ability can master English better than those with poor Chinese ability. This can be seen as the passive influence provided to the formation of English thinking set. But it doesn't mean that the more Chinese they gain, the more helpful they can be to master English. When Chinese ability reaches a particular level, the mastery of English knowledge and thinking will be measured not so much by their Chinese ability, as by the time and skills of English training.

We should fully realize the positive and negative effect of original language on the acceptance of new language knowledge and its thinking set and cultivate learners' new language thinking set little by little. Teachers and students are two main parts in language learning process. In order to decrease the dependence on Chinese thinking set, English thinking set's training should be focused on how to overcome Chinese thinking set and cultivate English thinking set.

## 1. From students' side

### 1.1 From the perspective of listening and speaking

In phonetic training, students should memorize the basics IPA (International Phonetic Alphabet) for English and eliminate the negative influence of Chinese pronunciation on English standard pronunciation. Students should realize and spell IPA for English to enhance their capacity to listen to and tell differences between similar sounds. This kind of exercise should last for a relatively long time. Students should also make use of pronouncing skills, draw the main pronunciation rules and pay attention to the stress and tones.

### 1.2 From the perspective of reading

Students should read original English version of some famous works and can memorize some passages and sentences from them. Only through this kind of large-scale reading can the students get the deep understanding of how people use idiomatic expressions to show thinking and opinion and prompt the feeling of language continuously and finally achieve the English thinking.

### 1.3 From the perspective of writing

In vocabulary, students can train their own thinking set through bilingual Chinese and English meanings. In fact, English meaning is more useful for students to tell two different words with the same Chinese meaning. By referring to bilingual definitions, students can less and less depend on Chinese vocabulary. In grammar, students can get the basic understanding of English grammar and the difference between these two languages by Chinese. In grammar learning process, students should master some frequently-used sentence patterns by analyzing example sentences in the learning material. By collecting these sentence patterns, students can imitate them and create new sentences. In composition writing, students should not only use simple sentence but also master the writing skills of short passage and gradually get rid of the negative function of Chinese thinking set and use standard English to finally accomplish English writing.

### 1.4 From the perspective of translation

Students can master the Chinese-English and English-Chinese translation skills. They should master the mutual translation skills and understandings.

## 2. From Teachers' side

### 2.1 Teachers should attach great importance on understanding and memorizing and teach students how to learn

In English teaching, especially grammar teaching, students always choose to memorize the grammar points but ignore teaching, usage and understanding. It is very common that students do not listen to teacher's teaching, instead, they study by themselves by memorizing automatically without the assistance of teacher and basic understanding. In this way, students only understand the

grammar on surface. They don't know how to use. According to this kind of real situation, teachers should teach students how to study and help them to master the languages based on good understanding. At the same time, teachers should not ignore students hard work on memorizing, encouraging to put memorizing and understanding together and get better improvement.

## **2.2 Teachers should cultivate students' observation and explore the profound sentence meaning**

Teachers should encourage students to draw conclusion after observing some grammatical phenomenon. The thing that they get by themselves is always better than the thing you teach them. Teachers should call for students to conduct some surveys in related fields, such a culture, history, art and so on. Language and culture, have evolved together through history. Their mutual independence can find proof in the course of humanization, the development of writing and human communication.

## **2.3 Teachers should help students to set up English thinking set. English is an open language**

It's very direct and open-minded, which is reflected in all aspects of English. In English writing, the classic "Three Part-Structure" is always widely applied. In the first part, the main idea can be put forward. The second part is always used to explain or describe the main idea. The main idea can be reemphasized in the third part. In reading teaching, after absorbing this structure, when facing the question concerning the main idea, students can get the answer the first or third part of the text. In teaching writing, by using this structure, teacher can teach students how to make a logic and clear composition. It's the same in paragraph structure. The first sentence is always the main idea of the whole paragraph. The last sentences are the further explanation of the first sentences. Teachers can also use this point to teacher student how to get the correct answer in reading and how to write a good paragraph.

## **2.4 Teachers should emphasize on class prediction and arouse students Thinking**

In this way, teachers should make better preparation for the lesson, taking all kinds of situation into consideration, and create some interesting and piratical tasks to attract students attention Learning by doing and thinking is always a common knowledge.

The aspects mentioned in this articles make it possible to establish the English thinking set.

Although it's difficult to help students to set up English thinking set, both teachers and students should implement their strategies and missions in the learning process and get the way out together .

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## **About the Author:**

Sizi Chen(1988.11-),Female,Han, Chongqing people,Education Background: Post- Graduate, Education degree: Master,Title:A ssistant,Orientation:English Education,English Translation.