

The Influence of Individual Differences in Learners' Way of Thinking on English Language Skills-- Mediated by Explicit/Implicit Knowledge

Biao Zeng

Furong College, Hunan University of Sciences and Arts Hunan Changde 415000

Abstract: In the era of rapid development of information technology, the traditional theoretical and systematic way of learning can not meet the development of human thinking, but also strongly restrict the human individual innovation ability and imagination ability. Based on learning and mastering English language skills as the main research subject, to learners' way of thinking as the research of the application of media, through the analysis of different student individual explicit/implicit knowledge, explore in different situation of contemporary college students "learning", its way of thinking on the potential influence of language skills. The results show that, under the mediating effect of explicit/implicit knowledge, students' mastery of language skills is closely related to their way of thinking. English language learning strategies based on individual difference thinking methods can bring substantial influence and effect to the improvement of learners' language skills.

Keywords: Learners; Language skills; Individual differences; Thinking ability

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Introduction

As an international language with a wide range of applications, English has long been widely concerned by experts and educators from all over the world^[1]. In the context of the cultivation of core literacy talents, China has accelerated the reform process of various disciplines in order to promote the rapid development of the comprehensive core literacy of all students through practical teaching^[2]. From the perspective of cultivating English language skills of contemporary college students, this paper takes learners' way of thinking as the medium, aims at individual differences of "learning emotion" of contemporary college students, takes explicit/implicit knowledge as the medium, adopts diversified teaching methods, and carries out efficient analysis of English language skills learning. In terms of English language learning skills, it is the key factor to improve students' English language quality to implement English language teaching in accordance with their aptitude according to the differences of learners' way of thinking. The research of this subject, from the perspective of linguistic application, has important practical significance and effect

1. Concept brief introduction of thinking mode

Generally speaking, mode of thinking refers to the preferred mode of thinking adopted by human beings in understanding things, dealing with problems and dealing with various things. Theoretically speaking, the mode of thinking can be divided into two types: rational thinking and perceptual thinking. Perceptual thinking focuses on the acquisition of emotional information, emphasizes the inner impression and emotional cognition of the human body, mainly combines observation and intuition to obtain information, and realizes the understanding of knowledge on the basis of intuitive processing.

2. The influence of learners' thinking mode on individual difference

2.1 Similarities and differences in thinking modes caused by personality differences

In the process of mastering English language skills, learners' personality differences play a crucial role in the quality of their

language learning. Compared with introverted students, extroverted and cheerful college students have more advantages in language skills. Their outstanding language expression ability can promote their rapid mastery of English language skills.

2.2 Different modes of thinking lead to different learning effects

English language learning cannot be based on the same way of thinking. When students are in different ways of thinking, they can obtain different learning effects. In the innovative application of thinking mode, perceptual thinking has a strong influence on students' perceptual understanding, which can greatly improve students' understanding of basic Knowledge system of English. Rational thinking, to a great extent, has a certain influence on students' psychological consciousness, which can improve students' ability of deep understanding of English and improve students' ability of practical application, imagination and innovation.

2.3 Different learning interests affect the quality differences of students

The effective combination of conscious explicit knowledge and unconscious tacit knowledge is an effective means to improve English language skills. In recent years, various linguistic scholars have carried out intense discussion and in-depth analysis on how to acquire tacit knowledge through theoretical research and empirical analysis.

3. The relationship between explicit knowledge and tacit knowledge

3.1 Thinking style questionnaire design

Based on the relationship between explicit knowledge and implicit knowledge, this paper analyzes the potential influence of learners' thinking styles with individual differences on English language skills from the perspective of practice by questionnaire survey. There are 26 questions in total, including 4 aspects: 1) External information sources (EIS); 2) Linear decision making (LDM) problem; 3) Internal information source (IIS) problems; 4) Nonlinear decision making (NDM) problem has four parts. In these four parts, the EIS and LDM related questions are proposed mainly to measure the linear thinking mode of different students. The other two questions IIS and NDM mainly measure the nonlinear thinking mode of different students.

3.2 Distribution of questionnaires

The questionnaire was distributed to students at random. The group to be distributed is junior English major students of our university, and the number of questionnaires prepared is 100. Among them, 100 were sent out and 98 were recovered. 96 valid questionnaires were collected with effective recovery rate of 96%.

3.3 Analysis of questionnaire survey results

Through the summary of the questionnaire data, it can be learned that the channels of acquiring explicit grammar knowledge of the tested students in high school are different due to the regional/school differences, which leads to the differences in individual students' learning situation. In college, all the students who participated in the survey were systematically taught the basic knowledge of English grammar by the same teacher (explicit knowledge absorption). Few college students pay for extra English lessons, so it can be seen that in this period of time, there is little difference in the acquisition degree of explicit knowledge of students, and there is no great difference in the acquisition channel of explicit grammar knowledge. To some extent, the differences in students' scores show that tacit knowledge has a great impact on individual differences in learners' thinking styles.

4. Analysis of differences in learners' thinking styles based on explicit/implicit knowledge

Found from the study, thinking fast response and outgoing student individual, because of love or habit for regular interaction with people, its performance in the learning of English power of expression is more at ease, and thinking is relatively slow, introverted students individual, because like or used to meditate and in-depth study, Its performance is more outstanding in the learning ability of English theoretical knowledge points. It can be seen that flexible teaching content and diversified learning methods are effective means to promote the development of students' individual thinking.

5. Research on application strategies of English language learning skills based on individual differentiated thinking methods

5.1 Explore English language learning skills from a personality perspective

People who grow up in different living environments have certain differences in personality formation and nurture. Some people are lively and outgoing, brave in taking risks, good at communication, flexible and quick in response to people and things, and dare to use intuitive language to express problems when facing others; Some people are shy and introverted, mild and quiet. They are reserved for people and things. They are not good at interpersonal communication with others and prefer to be immersed in books. People with different personality angles, in the process of learning and mastering English language skills, extroverted student groups are

willing to obtain opportunities for language information exchange through language communication, so they have more advantages in the practical application of English language (such as oral expression) ; Introverted students are more willing to spend time on English reading and writing, so they are better at mastering basic knowledge of English grammar and theoretical knowledge. People with different personalities have their own advantages and disadvantages in English language learning. Therefore, the learning of English language learning skills does not need to be based on the change of personality characteristics, but needs to build a suitable individualized learning method for the self under the premise of combining its own personality characteristics.

5.2 Explore English language learning skills from the perspective of reverse thinking

In the research mediated by explicit/tacit knowledge, it has been shown that both forward thinking and reverse thinking are normal human thinking modes. The traditional English language skills learning is premised on forward thinking, but it is too old-fashioned and rigid. From the practical point of view, the application of thinking mode should lay a good “foundation” and pay more attention to the mastery and utilization of basic theoretical knowledge of English. As a new learning method, reverse thinking, which is often referred to as “results-oriented” learning method in teaching methods, excavates English knowledge and theories step by step through “reverse thinking” in English language practice. To establish a learning method for a certain learning objective, and in the process of application and optimization of learning methods, to achieve the learning and mastery of English language knowledge system.

5.3 Explore English language learning skills from a logical and non-logical perspective

People’s way of thinking has a certain logic, it can reflect and summarize things, and can be closely linked with people’s language. If human beings want to express their thoughts and feelings, they need to describe related things through language. Therefore, under normal logical thinking, learners’ thinking is a process from concept -- judgment -- reasoning -- expression -- language. Under the condition of non-logical thinking, learners have strong language logic and are good at free expression and play, but weak sense of English language thinking and weak ability to master basic knowledge.

Conclusion:

To sum up, learners’ way of thinking is of great significance in English language skill learning. In the teaching process, teachers should pay attention to the individual differences of learners’ thinking styles and make full and reasonable use of the influence of the differences of thinking styles, so as to optimize learners’ English language proficiency to a great extent and help them construct a scientific English learning plan.

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About the author:

Biao Zeng, male, associate professor of Yiyang Foreign Language and Literature, Hunan Province, September 1984