

The Influence of Individual Differences in College English Dialogue Teaching

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Abstract: This study analyzed the impact of individual differences among students on college English conversation teaching and proposed corresponding teaching strategies. Research suggests that differences in students' language abilities, personalities, and learning styles may have a positive or negative impact on teaching. Through literature review and case analysis, the paper explores the specific impacts of these differences and proposes strategies such as personalized teaching, emotional teaching, and group collaboration to enhance teaching effectiveness. The study emphasizes the importance of teachers in adapting to individual differences among students and provides guidance for educational practitioners.

Keywords: College English Dialogue Teaching; Individual Differences of Students; Teaching Strategies; Teacher Role.

1. Introduction

1.1. Research Background and Significance

In the context of accelerated globalization, English, as a key language for international communication, has become increasingly important in university education. Despite this, college English dialogue teaching still faces many challenges, especially the role of individual differences in students on teaching effectiveness. Differences in language proficiency, personality traits, and learning habits among students may have a positive or negative impact on their English learning and communication skills. In view of this, it is of profound significance for both theory and practice to explore the impact of these individual differences on teaching and seek effective teaching strategies.

1.2. Research Objectives and Issues

This article aims to explore the impact of individual differences on college English dialogue teaching and propose targeted teaching strategies. The specific research questions are as follows:

How do individual differences such as students' language ability, personality traits, and learning habits affect the effectiveness of college English dialogue teaching?

How to use personalized guidance, emotional teaching, group cooperative learning and other strategies to effectively improve students' communication and expression skills in college English dialogue teaching based on individual differences?

2. Literature Review

2.1. Analysis of the Progress and Current Situation of College English Dialogue Teaching

By searching in the CNKI database with the keyword "college English dialogue teaching", a total of 80 relevant articles were obtained. The research content of these documents mainly focuses on two categories: one is pure theoretical exploration, and the other is the application research of dialogue teaching theory in English teaching in middle schools, universities, and vocational colleges.

However, there is currently no literature that specifically explores the factors that affect the effectiveness of college English dialogue teaching.

College English is not only a required course for non English Majors in China, but also a very important basic course. The teaching requirements for College English courses issued by the Ministry of education in 2007 (JGT [2007] No. 3, hereinafter referred to as the requirements) defines the nature of College English as: "College English is a teaching system that is guided by foreign language teaching theory, with English language knowledge and application skills, cross-cultural communication and learning strategies as the main content, and integrates a variety of teaching modes and teaching methods." the requirements defines its teaching goal as: "to cultivate students' Comprehensive English application ability, especially their listening and speaking ability, so that they can communicate effectively in English in future study, work and social interaction, while enhancing their autonomous learning ability and improving their comprehensive cultural literacy, so as to meet the needs of China's social development and international exchange." [1] It highlights the comprehensive cultivation of students' English comprehensive ability, autonomous learning ability and cultural literacy. The realization of this educational goal mainly depends on classroom teaching, in which dialogue teaching plays a vital role.

German scholar klinberg pointed out that in all teaching activities, the broad dialogue is always going on, no matter which teaching method is dominant. Interactive dialogue is the fundamental feature of excellent teaching. In essence, teaching is a process of diversified dialogue, which has the essential attribute of dialogue. [2] Dialogue is a way of communication, through which the theme can be deepened and the meaning can be understood. As a medium of interpersonal communication, English makes dialogue teaching particularly important in College English classroom.

2.2. The Influence Mechanism of Students' Individual Differences on College English Dialogue Teaching

English learning is a very complex acquisition process, which involves designing various factors. These factors directly affect learners' English achievement. Especially the

learner's own factors, non intellectual factors other than intellectual factors are also crucial. For example, learning motivation, learning attitude, learning interest, will and character. [3] Intelligence factors are related to learners' learning level. ANSEA (2017) believes that there are three forms of dialogue teaching: Monologue dialogue teaching, technical dialogue teaching and real dialogue teaching. The first two forms are pseudo dialogue teaching disguised as dialogue, while the real dialogue teaching is to carry out equal dialogue and discussion through the real scene, multi-directional interaction between teachers and students, and build students' ability to analyze and solve problems. [4] Intelligence factors such as differences in language level may make students feel uncomfortable in communication, and then affect their fluency of expression. Due to the lack of vocabulary and sentence patterns, many students will stutter during communication, which not only causes anxiety in oral dialogue, but also hinders the smooth progress of dialogue teaching. As for non intellectual factors, such as personality traits, they may affect students' participation and enthusiasm in dialogue; Differences in learning styles may lead to friction in cooperative learning. Obviously, participation, enthusiasm and effective cooperative learning are the key factors for the success of dialogue teaching.

3. The Influence of Students' Individual Differences on College English Dialogue Teaching

3.1. Relationship between Language Level and Communication and Expression Ability

Students' language level significantly affects their communication skills. High level students can use rich vocabulary and complex sentence patterns more flexibly in the dialogue to achieve accurate and smooth expression. On the contrary, students with low language proficiency may encounter the problems of limited vocabulary and single sentence pattern, which limits their ability of communication and expression.

3.2. Analysis of the Influence of Personality Characteristics on Communication and Expression

Students' personality characteristics play an important role in their expression skills. Extroverted students tend to be more willing to participate in dialogue and have the courage to express their views, so their communication and expression skills are usually strong. The introverted students may be more cautious and have lower participation in the dialogue, which to some extent affects the improvement of their communication skills.

3.3. Discussion on the Influence of Learning Style on Communication and Expression

Students' learning preferences also play a key role in the cultivation of their communication skills. Visual learners may rely on reading and visual information, which may cause restrictions on language output; However, auditory learners are more likely to communicate fluently through auditory input. Different learning styles may lead to differences in students' language understanding and application, and then affect the effect of their communication and expression.

Summing up the above, this chapter deeply analyzes the

influence of students' individual differences on their oral expression ability. The interaction of these factors constitutes a complex influence network, which affects students' ability of dialogue expression in College English teaching. Understanding these factors will help educators better grasp the needs of students and provide a theoretical basis for designing effective teaching strategies.

4. Teaching Strategy Design

In classroom teaching, instructional design is very important for teachers. It not only reflects teachers' teaching philosophy, but also guides teaching activities at the macro level. By using communicative teaching methods, teachers can skillfully integrate English grammar and vocabulary knowledge into communication practice, which can not only break the monotony of traditional English teaching, stimulate students' learning enthusiasm, but also effectively improve students' English application ability and ensure that they reach the expected English level. [5] Therefore, teachers need to take seriously the individual differences of students, implement differentiated teaching, to ensure the smooth progress of dialogue teaching, and let students learn effectively in the process of dialogue. This method effectively avoids the monotony of the traditional teaching mode, and promotes the effectiveness and efficiency of teaching activities.

4.1. Personalized Guidance Strategy

In teaching, teachers are the main body of "teaching", the organizer of English teaching and the guide of students' learning. They face all students, pay attention to every emotion of learning, respect students' personality differences, stimulate students' interest in learning English, and negotiate with students to design, select and develop English curriculum resources. [6] Therefore, in order to improve the effect of College English dialogue teaching, this paper puts forward personalized guidance strategies for students' language level differences and learning styles. Teachers should tailor dialogue tasks and exercises according to students' actual abilities to ensure that students can effectively express themselves at an appropriate level of challenge, so as to ignite their enthusiasm for English learning. At the same time, teachers should also provide targeted feedback and guidance to help students solve the expression problems, so as to gradually improve their communication and expression ability.

4.2. Emotional Teaching Strategy

According to the new English curriculum standards, stimulating and cultivating students' interest in English learning, helping them build self-confidence, develop good learning habits, form effective learning strategies, and develop autonomous learning and cooperative spirit are placed in the primary position of teaching. The standard not only attaches importance to the learning of language knowledge and skills, but also emphasizes the important role of emotional attitude in the process of language acquisition. [7] Students' emotional experience in the learning process has a significant impact on their learning effectiveness and attitude. Therefore, emotional teaching strategy is very important in College English dialogue teaching, which focuses on students' emotional experience and participation. Teachers can stimulate students' enthusiasm and initiative in communication and expression by creating a relaxed and

pleasant learning environment, introducing topics to stimulate students' interest, and establishing positive emotional interaction between teachers and students. In addition, emotional teaching can also enhance students' self-confidence and self-identity, reduce their expression anxiety, and promote more free communication.

4.3. Group Cooperative Learning Strategy

The concepts and methods of cooperative learning theory lay a theoretical foundation for the rational existence of English dialogue teaching. First, cooperation and dialogue complement each other in teaching. "In group cooperation, the process of problem solving and learning is usually based on dialogue." [8] Therefore, group cooperative learning strategy plays a key role in College English dialogue teaching. Through group cooperation, students can support and encourage each other, carry out language interaction in the real dialogue scene, and promote English dialogue and communication between students. Teachers can design various tasks, such as role play, debate and discussion, to cultivate students' cooperative spirit and communicative skills. In addition, group cooperation also helps students learn from each other and share a variety of expression methods and views, so as to enrich their expression content.

4.4. Strategies to Promote Student Participation

In order to overcome the obstacles of students' introversion and lack of self-confidence, teachers should adopt strategies to stimulate students' classroom participation. By implementing diversified incentive mechanisms, such as reward, praise and points system, teachers can encourage students to actively ask questions, answer and express their views in the dialogue. In addition, by means of taking turns to speak and random roll call, ensure that every student has equal opportunities to participate in communication, gradually overcome communication anxiety and improve expression ability, so as to achieve the best effect of dialogue teaching.

4.5. Transformation of Teachers' Roles and Teaching Strategies

In College English dialogue teaching, the role of teachers has changed from the traditional knowledge transmitter to the guide and partner of learning. Teachers need to deeply understand students' individual differences and adjust teaching strategies according to these differences. Through personalized guidance, emotional interaction and group cooperation, teachers can better meet the needs of students and comprehensively promote their communication and expression skills.

This chapter comprehensively expounds a variety of teaching strategies aimed at improving the effect of dialogue teaching according to students' individual differences. These strategies not only focus on language level, but also take into account emotional experience, cooperation ability and active participation, so as to comprehensively promote the improvement of students' oral expression ability.

When applying these strategies, teachers should evaluate their effectiveness in improving students' communication and expression ability. For example, consider which strategies are effective in specific situations and which strategies are more effective for specific groups of students. Personalized

instruction may be more suitable for students with low language level, while emotional teaching may be more effective for introverted students. At the same time, teachers also need to consider the limitations of strategies. For example, personalized guidance may be limited by manpower and time, emotional teaching requires full teacher-student interaction, and group cooperation is affected by the willingness of team members to cooperate. These limitations need to be reasonably adjusted and dealt with in teaching practice.

5. Summary

William doll, American educator and thinker Jr once said that teachers are "the first in equality" in the relationship between teachers and students. "Their role has not been abandoned, but can be reconstructed. They are leaders of the internal situation, rather than external autocrats, from the external situation of students to the coexistence with the situation." Obviously, in dialogue teaching, teachers play multiple roles as guides, guides and partners. When implementing dialogue teaching, teachers should consider the individual differences of students and provide customized teaching support. Flexible use of diversified teaching strategies, such as emotional influence teaching, can reduce students' Oral Anxiety and enhance self-confidence; Group cooperative learning can improve students' communicative ability and cultivate cooperative spirit. These insights provide valuable experience and reference for educational practice, and help to improve the quality and effectiveness of College English dialogue teaching.

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