

A Study on the Development of Students' core Literacy in University English Teaching



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Abstract: English teaching at the university level should not be merely the teaching of mere theoretical knowledge, but should explore students' core literacy and cultivate it in the teaching process, so that students can develop scientific logic and enhance their self-worth through the inculcation of quality education while possessing basic subject knowledge. This paper explores the current situation of university English teaching and proposes specific strategies for cultivating students' core literacy in university English teaching.

Keywords: university students; English teaching; core literacy; cultivation strategies

1. Introduction

In recent years, "core literacy" has become a hot issue in education and teaching. As the cradle of comprehensive talents, universities should follow the trend, strengthen the reform of English teaching, optimize the form of English teaching, and establish a core literacy cultivation mode with local characteristics by combining the employment needs of university students, so as to activate the core literacy cultivation mode of university English teaching towards This will activate the new momentum of high-quality development of university English teaching, and cultivate more socially useful talents.

2. Current situation of university English teaching

2.1 Unclear teaching objectives

As a gathering place for talents, universities should take the initiative to promote the core literacy education of college students. However, at present, most teachers do not have an accurate understanding of the essence of education and do not understand the connotation of core literacy education, and the university does not pay much attention to the core literacy education level of teachers, focusing more on

students' professional performance and neglecting the improvement of students' cognition. The overall goal of "educating people" is not achieved (Guo, 2018). As an important compulsory subject, English can not only broaden students' horizons, but also guide them to form a correct world view without realising it. When teaching English, some English teachers lack an understanding of core literacy and fail to combine it with students' specific learning conditions to determine appropriate teaching objectives, resulting in a decline in students' learning initiative and affecting their future development.

2.2 Monotonous teaching content

In the context of global economic integration, university English teaching should focus on cultivating students' quality of thinking and cultural awareness, so that they can have the professional ability to adapt to the development of society and truly apply their English knowledge in practice, creating value for society. In university English teaching, although the teaching content is relatively fixed, to make students feel interesting in learning, teachers must actively explore and summarise the teaching priorities according to the actual teaching situation, inspire students to think, and never let them develop biased thinking. However, in the current

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university English teaching, some teachers fail to enrich and optimise the teaching content system, and read from a book, resulting in a lack of creativity.

English core literacy has distinctive practical characteristics and is highly practical. At present, a significant proportion of university English teachers still focus on theoretical lectures in the classroom and do not provide students with too much time for listening practice and speaking practice, which imposes certain constraints on the development of students' language skills (Duan, 2022). As the university curriculum is not as full as that of high school, students are given ample free time for independent study after school. Therefore, the time spent in the English classroom alone is far from enough for the cultivation of core literacy among university students, and it is necessary to make full use of the time after school and do their homework outside of class. However, at present, English teachers do not provide sufficient after-school tutorials for students, resulting in students occupying an absolutely autonomous position in their extra-curricular learning and not making full use of their extra-curricular time to learn English.

2.3 Single teaching methods

At present, the teaching concepts of some university English teachers fail to keep up with the development of the times, and they cannot flexibly use a variety of teaching methods. They just blindly instil English knowledge and content into students, and end after the lecture, lacking classroom interaction and unable to meet students' diverse needs for English learning (Gu, 2021), resulting in students' failure to correctly comprehend the true meaning of English, restricting their creativity and thinking development and giving rise to The phenomenon of "high scores and low ability". The new curriculum reform requires teachers to create an equal and harmonious classroom learning environment, update their teaching concepts and integrate core literacies. However, as far as the current situation is concerned, the previous concept of English teaching still restricts teachers' creative thinking. Most teachers have been set in their ways from the beginning to the end,

without changing their teaching methods according to the different connotations of core literacy, and the effectiveness of core literacy education is extremely low. In the past, teaching assessments were mostly judged by examination papers, which did not highlight the content of core literacy and students' practical English skills. At the same time, the traditional assessment methods only set up the evaluation link from teachers to students, and students are unable to put forward reasonable opinions and suggestions on the problems in teachers' teaching work, which greatly affects students' interest in English learning and their learning ability.

2.4 Failure to reflect differences

In the current university English teaching, students' individual differences are often ignored. Students in the same year and in different majors take basically the same English courses, but there are big differences in employment, and many teachers fail to adopt different teaching methods according to students' different characteristics, and teach university English in the same way (Zhang, 2021), which is not conducive to promoting students to apply English to their daily life, and English The application of English requires constant practice and application, and the application scenarios are not sufficient. Over time, instead of improving students' core literacy, what they have learnt will slowly fade into oblivion, wasting their time and effort, and ultimately being futile. However, in actual teaching, as universities generally focus on employment rate, most of the class time is put on professional courses, not enough attention is paid to English, students lack sufficient English training related to their major, and the level of English teaching content taught by English teachers is not distinct, which cannot effectively mobilize students' interest.

3. Strategies for cultivating students' core literacy in university English teaching

3.1 Reforming English teaching objectives

As a public foundation course, English must be constantly innovated and improved, adopting advanced teaching concepts, transforming students'

aversion to learning, encouraging students to take the initiative to explore and research, and strengthening the amount of knowledge in English courses so that university students can acquire the English knowledge they need for growth and employment (Tang, 2021). Based on the perspective of core literacy, the overall objectives of English teaching are established, with emphasis on expanding students' English skills so that they can apply the English they have learned to their everyday environment and strengthen the quality of their English thinking; in actual teaching, teachers should focus on choosing English courses with specialised, visual and life-like content, not relying excessively on English textbooks, but expanding on the content based on them and preparing lessons By introducing materials such as independent learning skills and the quality of English thinking, or by introducing English materials related to the profession, and by strengthening the cultivation of English cultural awareness, students can enhance their core English literacy while mastering English vocabulary and English grammar; in the design of English teaching, teachers should also focus on core literacy, strengthen communication and interaction with students, explore their potential, and allow them to develop good habits of independent English learning. This will enable students to develop good habits of independent English learning.

3.2 Creating English learning contexts and emphasising practice

At the present stage of university English teaching, over-emphasis on theoretical knowledge of English has become a common phenomenon, which restricts the improvement of students' core literacy, so the focus of English teaching must be changed from theoretical knowledge to practical skills(Wang, 2022). Vivid life-like situations can stimulate students' enthusiasm for learning English and make them combine the knowledge they learn in the classroom with their everyday life. English teachers can create vivid life-like situations in university English teaching to help students form a correct understanding of English knowledge in order to

promote the cultivation of their core literacy; they can also integrate students' future work situations into English teaching and lead them in English communication to strengthen Reading is an effective way to promote the practical use of English. Teachers can motivate students to read original English books with simple vocabulary and easy to understand(Chen, 2018), such as *The Stranger* and *The Catcher In the Rye*, to stimulate students' interest in learning through the storylines in the books and to promote their growth.

3.3 Focusing on teaching at different levels

As students have different levels of English, English teachers should take a student-centred approach and pay attention to stratified teaching. They should make a comprehensive analysis of the students' English foundation and level, and formulate corresponding teaching plans and tasks so that each student can remain active in learning English. In university English classroom teaching, teachers should give full play to the guiding function of English and stimulate students' initiative through classroom questions, exchanges and discussions. In recent years, with the optimisation of the education system, universities have built up a good partnership with society, but English, as a basic course, is still "exam-oriented" and not particularly closely related to students' majors and skills, resulting in a low level of enthusiasm for learning English. To make the best use of English, it is necessary to focus on teaching at different levels, so that the demands of English teaching can be matched to professional skills.

3.4 Making full use of modern information technology

Teachers can use modern information technology to combine English knowledge with real-life situations and build effective English teaching mechanisms, thus making the English classroom shine(Xu, 2022); micro-classroom, mu-classroom and other "Internet+" teaching methods have enriched the university English teaching classroom, effectively relieving university students' English learning and creating a positive relationship between teachers and students. Teachers

can also use the Internet platform to introduce some attractive and major-related extra-curricular English materials for university students, so as to exercise students' English reading ability and stimulate their enthusiasm and independence, thus unknowingly help students build up a complete English knowledge system and cultivate their core English literacy.

3.5 Establishing an assessment system that focuses on core literacy

Core literacy is a basic skill for future university students to strive for in society. An assessment system focusing on core literacy should be established in university English teaching to discover students' strengths, correct their weaknesses and guide their improvement in time, so as to achieve long-term development. Therefore, a clear, enforceable assessment system that respects the principle of equality should be in place before teaching English at university to test knowledge of the textbook; attention should also be paid to the practical application of English in conversation and writing in the context of professional development; it can also be used to develop students' cognitive and emotional literacy through role reversal between teachers and students, allowing students to assess their teachers and listen to their feedback, and also helping teachers to be able to better plan what to teach next and provide an effective basis for teachers to improve the quality of their teaching; combine process assessment, stage assessment and comprehensive assessment to cultivate students' discursive thinking and core English literacy.

4. Summing up

The core literacy of university students affects their future and development to a certain extent. As a subject that can be closely integrated with core literacy, university English plays a crucial role in cultivating the core literacy of university students. College English teachers should focus on core literacy, create English scenarios and apply modern

information technology to English teaching activities, so that the overall quality of college students can be improved and outstanding talents can be cultivated to meet the needs of the times.

Conflict of Interest

The authors declare that they have no conflicts of interest to this work.

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