

## Original Paper

# A Study on the Current Situation of College Students' English Reading Literacy under the Perspective of English Core Literacy—Taking School A as an Example

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### Abstract

*Under the background of economic globalisation, colleges and universities bear the responsibility of cultivating international, professional and compound English professionals, which requires English teachers to master appropriate English reading teaching methods and cultivate college students' English reading literacy. Based on this, this paper takes School A as an example, adopts the method of survey research, designs a survey questionnaire on college students' English reading literacy, analyses the current situation of college students' English reading literacy under the perspective of English core literacy, and combines the results of the survey data with the results of further analyses of the factors influencing college students' English reading literacy, and finally, from the aspects of learning ability, cultural awareness, evaluation and reflection, and diversified English reading teaching methodologies, it explores. Finally, from the aspects of learning ability, cultural awareness, evaluation and reflection, and diversified English reading teaching methods, the study explores the strategies of cultivating college students' English reading literacy under the perspective of English core literacy, aiming to provide some useful references and improve the level of college students' core literacy.*

### Keywords

Core English literacy, college students, English reading literacy, current situation, School A

### Introduction

With the continuous promotion of quality education reform, the cultivation of core literacy has become one of the important goals of English teaching for college students, and how to cultivate college students' English reading literacy is an important topic to be explored at present. At the same time, the

report of the Twentieth National Congress stresses the need to comprehensively implement the Party's education policy, implement the fundamental task of establishing moral education, and cultivate socialist builders and successors who are all-rounded in morality, intelligence, physical fitness and aesthetics. Therefore, English reading teaching, as an important part of English teaching in colleges and universities, needs to be fully integrated with the requirements of core literacy, with the aim of cultivating college students' moral, intellectual, physical, aesthetic, and psychological literacy, and optimising college students' English reading teaching methods. Based on this, this paper combines the results of the survey, analyses the factors affecting college students' English reading literacy, and explores the strategies for cultivating college students' English reading literacy, with a view to providing references for the innovation of college students' English reading teaching.

## **1. Survey Design and Implementation of English Reading Literacy for College Students in the Perspective of English Core Literacy**

### *1.1 Survey Design*

English core literacy consists of four main elements: first, language proficiency, second, quality of thinking, third, cultural awareness and fourth, learning ability. English core literacy is the key abilities and values that students develop through learning and that can adapt to the lifelong development of individuals. In order to effectively cultivate college students' English reading literacy, here we take School A as an example and implement a questionnaire survey on 260 college students and 20 English teachers in the school, which focuses on the four dimensions of language proficiency, quality of thinking, cultural awareness and learning ability.

### *1.2 Survey Implementation*

Using the research method of questionnaire survey, 260 college students and 20 English teachers were randomly selected from A-school as the survey object, and the questionnaires were distributed to college students and teachers respectively through the online questionnaire star platform. 260 questionnaires were issued to college students, 254 were recovered, 250 were valid questionnaires, with an effective recovery rate of 96.15 per cent; 20 questionnaires were issued to English teachers, 20 valid questionnaires were recovered, with an effective recovery rate of 100 per cent.

## **2. The Current Situation of College Students' English Reading Literacy under the Perspective of English Core Literacy**

### *2.1 English Language Literacy Situation*

According to the data in Table 1, 33% of the college students can't understand the author's purpose of writing well and can't accurately grasp the vein of the article, only 11% of the college students can accurately understand the author's purpose of writing, and 30% of the college students can understand it occasionally, which shows that most of the college students can't understand the author's purpose of writing frequently, and the college students' understanding of the article as a whole needs to be

improved; regarding the textual features of different genres and language features, 34% of the college students can see them, 35% never see them, and 31% occasionally see them, indicating that the college students have some understanding of the genre text features and language features of the articles, but pay attention to them infrequently in the process of reading; regarding retelling the contents of the articles and expressing their own opinions, 38% of the college students can hardly, 23% occasionally can, and Only 39% of the college students can often retell the content of an article and express their own opinions, which shows that some college students' ability to extract the main information of an article still needs to be strengthened; 32% of the college students often accumulate the text in the reading materials into writing materials, and 37% of the college students never or seldom accumulate the writing materials. Other students occasionally extracted suitable materials from the articles as writing materials, indicating that some college students' ability to utilize their knowledge of language is still insufficient.

**Table 1. English Language Literacy among University Students**

title	never	seldom	now and then	non-recurrent	always
Be able to understand the author's purpose in writing and grasp the pulse of the text	11%	22%	30%	26%	11%
Able to note textual features and linguistic characteristics of different genres	15%	20%	31%	14%	20%
Be able to retell a text and express your own opinion	13%	25%	23%	28%	11%
Ability to accumulate text from reading materials into writing material	17%	20%	31%	14%	18%

## 2.2 English Thinking Quality Situation

According to the data in Table 2, nearly 45% of college students never or seldom think about problems from different angles when reading, 23% of college students sometimes do, and those who say they often or always think about problems from different angles occupy 35%, indicating that most college students' critical thinking ability is still weak; nearly half of college students never or seldom think and solve reading problems independently, as long as 26% of college students often or always try to solve reading problems by themselves, and 27% of college students occasionally do so, which shows that a large part of college students still lack the cultivation of independent thinking, independent problem solving and creative thinking. 25% of college students often or always think in terms of English-speaking countries when reading, 26% of college students sometimes do so, and 49% of

college students never or seldom think in terms of English-speaking countries. The proportion of college students who think from the perspective of English thinking is 49%, which indicates that college students' English logical thinking ability is not used frequently; 37% of college students refer to the fact that they can put forward new viewpoints in combination with the reality when they read, which indicates that this part of the students' creative thinking and logical thinking ability is stronger, but there are still 41% college students who never or seldom put forward new viewpoints and insights, and the other part of the students occasionally put forward new viewpoints, which indicates that the majority of the college students' creative thinking ability is insufficiently cultivated.

**Table 2. English Thinking Quality of University Students**

title	never	seldom	now and then	non-recurrent	always
Thinks about things from different perspectives when reading	18%	24%	23%	18%	17%
Will think independently and use new ideas to solve reading problems	15%	32%	27%	17%	9%
Reads with an English-speaking mindset.	22%	27%	26%	14%	11%
Can contextualize new ideas when reading	16%	25%	22%	19%	18%

### *2.3 English Cultural Awareness Situation*

According to the data in Table 3, 27% of the college students can understand the different cultural elements in the articles, 25% of the college students say they can understand occasionally, and 48% of the college students say they don't understand, which shows that some college students don't have enough understanding of the cultural connotations, and don't have enough in-depth understanding of the articles; about the Chinese-Western cultural differences, 42% of the college students say that they can look at them dialectically, 23% of the college students say that they Occasionally, and 35% never or seldom can dialectically look at the cultural differences between Chinese and Western cultures in the articles, which shows that some college students do not think enough about the cultural differences between Chinese and Western cultures when reading in English, and the accumulation of related knowledge is insufficient; about the differences between Chinese and Western cultures and customs, 39% of college students will compare the differences between Chinese and Western cultures and customs when reading, 28% will occasionally, while 33% of college students will hardly ever, which can be seen that some college students have insufficient cultural awareness and insufficient accumulation of related knowledge. Besides, 35% of the college students will consciously use English to introduce Chinese traditional festivals and excellent culture, 29% will do so occasionally, and 36%

will hardly use English knowledge to introduce Chinese traditional festivals and excellent culture, which shows that most of the students have some knowledge about Chinese traditional festivals and excellent culture, and some of them have the awareness of cultural dissemination, but some of them still have insufficient mastery of the related knowledge. related knowledge is not enough, and the ability to use English knowledge is insufficient.

**Table 3. English Cultural Awareness among University Students**

title	never	seldom	now and then	non-recurrent	always
Be able to understand different cultural elements in a text and understand their meaning	25%	23%	25%	15%	12%
Able to dialectically view cultural differences between Chinese and Western cultures in texts	15%	20%	23%	26%	16%
Compare the differences between Western and Chinese cultures and customs when reading.	17%	16%	28%	25%	14%
Consciously use English to introduce traditional Chinese festivals and outstanding culture	18%	18%	29%	19%	16%

#### *2.4 Situation of English Learning Ability*

According to the data in Table 4, 36% of the college students will summarize and reflect on their shortcomings regularly, while 43% of the college students never or seldom reflect on themselves, and 21% of the college students sometimes reflect on themselves, which shows that some of the college students have a certain degree of self-regulation ability, but there are still a lot of college students who fail to form the consciousness of self-reflection; about the adjustment of reading method, 38% of the About the adjustment of reading methods, 38% of the college students can adjust the reading methods according to the progress of reading, 27% of the college students will sometimes reasonably adjust the reading methods according to the progress of reading, and 35% of the college students lack the awareness of the application of reading methods, which shows that some of the college students still do not have enough awareness of the application of reading methods and strategies; about the collection of reading materials, only 21% of the college students will collect their own favorite materials for reading after class, and more than half of the college students almost do not collect reading materials. In addition, more than half of the college students hardly collect extracurricular reading materials, and 22% of the college students occasionally collect materials for extracurricular reading, which shows that some college students do not read enough, do not have enough access to extracurricular reading resources, and lack accumulation of basic knowledge of language. Besides, regarding the use of

reading skills, 35% of the college students can flexibly use 1-2 kinds of reading skills when facing different types of articles, while 34% of the college students lack the application of reading skills, and 31% of the college students sometimes use reading skills, which shows that most of the college students can flexibly adjust their reading methods according to different types of articles, but there are still some college students who seldom or never use reading skills. It can be seen that most college students can flexibly adjust their reading methods according to the different types of articles, but there are still some college students who seldom or never use reading skills.

**Table 4. English Language Learning Ability of University Students**

title	never	seldom	now and then	non-recurrent	always
Be able to regularly summarize and reflect on your shortcomings	9%	34%	21%	23%	13%
Ability to adapt reading methods according to reading progress	12%	23%	27%	20%	18%
Will gather their favorite materials to read after class	32%	25%	22%	12%	9%
Flexibility to use 1-2 reading techniques for different types of texts	6%	28%	31%	19%	16%

### 3. Analysis of the Influencing Factors of College Students' English Reading Literacy in the Perspective of English Core Literacy

#### 3.1 Lack of Cultivation Methods for College Students' Learning Ability in English Reading Teaching

In order to better cultivate college students' English reading literacy, the key is to use appropriate teaching methods to accurately and effectively cultivate college students' learning ability. However, at present, there is still the problem of the lack of methods to cultivate college students' learning ability. According to the questionnaire data, more than 35% of the teachers seldom or never help students to clarify their learning goals and planning; nearly 60% of the teachers will teach students reading skills and reading strategies, and only 5% of the teachers hardly teach them; 20% of the teachers never or seldom guide their students to use the reading strategies; about extracurricular reading, 40% of the teachers seldom mention this aspect, and only 25% of the teachers will often encourage their students to read outside the classroom. Comprehensive data show that in English reading teaching, teachers' methods of cultivating college students' learning ability are deficient, failing to effectively computerize students' clear learning goals, formulate learning plans, lack of guidance for students' use of reading strategies, and insufficient role change of teachers, failing to take the initiative to participate in

students' reading and learning.

### *3.2 Deficiencies in the Cultivation of College Students' Cultural Awareness*

The lack of cultural awareness among college students is one of the important factors affecting the cultivation of college students' English reading literacy. According to the questionnaire data, only 13% of the teachers compare the differences between Chinese and Western cultures and customs in reading teaching, while 28% of the teachers seldom or never compare the differences between Chinese and Western cultures and customs in reading teaching, which leads to a partial lack of students' understanding of the differences between Chinese and Western cultures and customs; only 25% of the teachers often or always let their students introduce traditional Chinese culture in English, while more than 40% of the teachers seldom do so, resulting in a lack of students' understanding of the differences between Chinese and Western cultures. Only 25% of the teachers often or always ask their students to use English to introduce Chinese traditional culture, and more than 40% rarely do so, which is insufficient to cultivate students' cultural awareness; nearly 60% of the teachers often or always use reading teaching to convey correct values and outlooks on life to their students; and 50% of the teachers often or always introduce the culture, customs and habits of British and American countries to their students. On the whole, in reading teaching, there is insufficient introduction of other countries' culture and customs, lack of comparative teaching on the differences between Chinese and Western cultures and customs, and lack of cultivation of students' cultural self-confidence.

### *3.3 Weak Self-Regulation Ability of College Students in English Reading Teaching*

According to the survey data, 43% of college students do not reflect on the problems they have in reading, only 13% of college students always reflect on themselves, and 21% of college students occasionally reflect on themselves. It can be seen that the use of self-regulation strategies in English reading is not optimistic, a larger part of the students failed to form an effective self-reflection consciousness, the use of self-regulation strategies is insufficient, and the self-regulation ability of college students is relatively weak. The reasons for this are: firstly, in English reading teaching, teachers lack guidance in this area, or the frequency of guidance is not high, and students lack correct cognition of self-regulation strategies; secondly, teachers' teaching concepts are not updated in time, and the combination of English reading teaching and the cultivation of core literacy is not close enough.

### *3.4 Unbalanced Content of English Language Proficiency Cultivation for College Students*

According to the current situation of the cultivation of college students' English reading literacy, the unbalanced content of the cultivation of college students' English language ability is one of the main existing problems. According to the questionnaire data, only 15% of the teachers always help students analyze the parts of speech and guide them to find the main idea sentences and transition sentences, 30% of the teachers occasionally help students analyze the parts of speech, but there are still more than 30% of the teachers seldom or never help students analyze the parts of speech. Meanwhile, more than 40% of the teachers seldom create scenarios for students to practice their language use skills. Some

teachers lack the teaching and use of students' word sense guessing and methods in reading teaching, the cultivation of students' discourse analysis ability is insufficient, students lack the opportunity to exercise their language use ability, and the content of college students' English language ability cultivation is not balanced, which leads to the insufficient cultivation of college students' English language ability.

#### **4. Strategies for Cultivating College Students' English Reading Literacy in the Perspective of English Core Literacy**

##### *4.1 Optimize English Reading Teaching Methods to Improve College Students' English Learning Ability*

Aiming at the lack of college students' learning ability cultivation methods in English reading teaching, English teachers should constantly optimize English reading teaching methods, teach correct English reading skills, guide students to successfully complete English reading tasks, and improve college students' English learning ability. For one thing, teachers should have an overall goal and plan for English reading teaching, and invite students and teachers to work out and implement the plan together, so that students can understand what they have to do and how they have to do it. This will enable students to understand what they have to do and how they have to do it. Teachers can allow students to complete some tasks independently, think independently, develop their thinking ability and creativity, and have fun and a sense of achievement in learning. For example, set a time limit to complete the English reading and discourse analysis classroom tasks, in the guidance of the students to master the English reading skills based on the students according to their own situation to rationally arrange the learning tasks. During this period, teachers should change their roles in time, take the initiative to participate in students' learning, communicate and interact with students in close proximity, combine with students' learning characteristics, guide students to make a reasonable classroom learning plan, reasonably plan the learning time, and help students to successfully complete the classroom learning tasks within the set time, which not only helps students to master the English reading skills, but also improves students' independent learning ability, and cultivates students' English reading literacy. Secondly, teachers should teach students the correct reading strategies, one is to use multimedia to list the basic reading strategies, and then demonstration teaching, and the second is that students group reading exercises, during which the teacher is on the sidelines at any time to guide, to help students to correct their errors in a timely manner, which allows students to quickly master the reading skills and strategies to improve students' English learning ability.

##### *4.2 Introduce Cross-Cultural Communication Case Teaching to Cultivate College Students' Cultural Awareness*

With regard to the lack of cultural awareness among college students, English teachers can introduce intercultural communication case teaching to guide college students to look at Eastern and Western cultures from a dialectical point of view with the help of actual cases, so as to enhance college students' cultural self-confidence and cultivate college students' cultural awareness. As a teaching concept and



mode that combines language teaching with intercultural education, intercultural competence is an important development direction of foreign language education and the most important thing in cultivating the core qualities of college students. In order to better cultivate students' cross-cultural communication awareness and ability, teachers can introduce cross-cultural communication case teaching in the classroom, taking multicultural life, public diplomacy and business communication as the themes, and help students understand the differences between Chinese and foreign worldviews, values and ways of thinking through the interpretation of the four links of case development and design, case description, case presentation and case analysis, so as to further cultivate students' ability to respond to cultural differences. Through the case development and design, students are helped to understand the differences between Chinese and foreign worldviews, values, ways of thinking, etc., and further cultivate their ability to analyze and cope with cultural conflicts arising from cultural differences. In addition, teachers can also let students participate in cross-cultural case presentations, through role-playing, scenarios and stage dramas to let students truly experience the cultural conflicts and contradictions caused by the differences in cultural backgrounds and ways of thinking in real scenarios, and through case analyses and the application of relevant cross-cultural communication theories, to let students understand the reasons behind the triggering of cultural conflicts, and come up with solutions and countermeasures to solve the conflicts and contradictions. Through case studies and the application of relevant cross-cultural communication theories, students can understand the reasons behind the cultural conflicts and come up with solutions and countermeasures to solve the conflicts and contradictions, so as to cultivate and improve students' awareness of cross-cultural communication and their ability to solve cross-cultural conflicts and problems, and to lay a solid foundation for successful cross-cultural communication in the future. In the process of cultivating students' intercultural communication awareness and ability, teachers should let students understand that there is no superiority or inferiority between different cultures, and that they should respect, understand and tolerate the diversity of the world's cultures, uphold the principle of seeking common ground while reserving differences, and at the same time, they should be firm in their cultural self-confidence, love the Chinese culture, tell a good story about China, enhance international understanding, and devote themselves to cultivating college students' English language and cultural awareness.

#### *4.3 Adding Feedback and Guidance to Guide College Students' Evaluation and Reflection*

For the problem of weak self-control ability of college students in English reading teaching, it is necessary for English teachers to add feedback and guidance after the English reading teaching session to guide college students to self-evaluation and reflection, to make continuous progress, and to improve the self-control ability of college students. The process of text reading is a process in which the individual mind is highly involved, thinking and evaluating the text. Readers do not follow the author's thinking, but critically participate in text reading, reviewing, reflecting and scrutinizing the text's values, forms of speech and other content, so that reading must be meaningful reading. Reading literacy in college English includes a series of goals such as humanistic cultivation, scientific spirit, critical

thinking, communication and expression, independent development, etc. In this regard, we should stimulate students to participate in reading teaching independently as a focus, guide students to generate the thinking mechanism of “evaluating” and “reflecting” on the text, let students feel and experience the text, and let them experience and read the text. Mechanism, so that students feel, experience the joy of reading teaching, to realize the change from passive learning to active learning. In specific reading teaching, teachers should run through the concept of more practice, through the setting of reading questions to inspire students to think, discuss and solve, to the classroom “white space”, encouraging students to read through the answer to independent reading, guiding students to independent construction of reading literacy. Teachers should take the question as the logical main line of classroom teaching, and take the reading task as the penetrating point of classroom teaching, including retrieving textual information, summarizing the central idea of the text, reflecting on and evaluating the text, etc., which can greatly mobilize the students’ subjective initiative and realize the value-added reading literacy. For example, teachers can evaluate with the help of multimedia and learning platforms, one is to let students evaluate themselves, the other is to evaluate each other, and can also take the grouping way, the other group will score according to the classroom performance of the group members, and give the reasons for the scoring and their own ideas, to ensure that the evaluation results are fair and just. At the same time, teachers should guide college students’ English reading in a timely manner, receive students’ feedback in a timely manner, help students solve English reading problems, and deepen students’ understanding of self-regulation strategies, so that students can also self-regulate independently after class, and urge themselves to make continuous progress.

#### *4.4 Implementing Teaching Methods such as Problem Situation, Group Discussion, Role Play, etc.*

Regarding the problem of imbalance in the cultivation of college students’ English language ability, during the English reading teaching period, English teachers can implement different teaching methods such as problem situation, group discussion, role-playing, reading report, etc., and use multimedia as an auxiliary teaching tool, so that the students can have sufficient opportunities to exercise their language skills, continuously cultivate college students’ English language ability, and improve the college students’ English reading literacy. First, implement the problem situation teaching method. First of all, the English teacher should combine the main content of the reading material, put forward the teaching problem, can use multimedia to set up the problem situation, attract students’ attention, and create a good teaching environment. For example, what is the article about? What is the theme? What are the important and difficult knowledge? How to apply? Secondly, after the teacher sets the problem, students follow the guidance of the problem, independent learning with the help of the learning platform, the Internet, can also discuss with other students, and record the problems they encountered, and articulate their confusion. Then seek help from the teacher through the WeChat platform to solve the problem in time and complete the learning task; finally, the teacher records his observations, collects and organizes the problems encountered by the students during the reading and exploration and explains them one by one, solves the students’ questions and develops their English language skills.

Second, the implementation of group discussion teaching method. The teacher divides the students into several groups, and then gives several different types of reading materials, and the representative of each group randomly chooses one for discussion and learning. After selecting the reading materials, the representative of each group leads the other members to set the reading objectives, from shallow to deep, from simple to difficult, and then combines the different learning abilities of the group members, each arranging different tasks, such as looking for information, reading and analyzing the discourse, and applying the language, etc. The group discussion session will be held at the end of the day. Finally, we will enter the group discussion session, draw the results of the discussion, and write a report to be submitted to the teacher. During the discussion, the teacher can turn himself into the role of the students, to actively participate in the student discussion, timely expression of their own views, give students potential guidance, bring students a certain inspiration, so that students correctly apply reading skills, reading strategies to complete the reading and learning tasks. Third, the implementation of role-playing teaching methods. Teachers choose a few English reading themes in line with students' learning characteristics and interests, and then list a few scenarios of reading materials based on their own practical experience, and prepare short scripts for each group to choose freely. During the preparation of the scripts, the teacher should incorporate English knowledge, introduction of traditional Chinese culture in English, etc., listening, speaking, reading and writing, so that the students can get the exercise of all aspects of ability during the performance and improve their English language application ability.

## 5. Conclusion

To sum up, English teachers in colleges and universities should strengthen the cultivation of college students' English reading literacy, which helps to realize the goal of cultivating internationalized and compound English majors. However, there are still some shortcomings that affect the cultivation of college students' English reading literacy, such as the lack of methods to cultivate college students' learning ability and the lack of cultural awareness cultivation among college students in English reading teaching. In this regard, it is necessary for English teachers in colleges and universities to optimize the English reading teaching mode, such as optimizing the English reading teaching methods to improve the English learning ability of college students; introducing cross-cultural communication case teaching to cultivate the cultural awareness of college students; increasing the feedback and guidance links to guide college students to evaluate and reflect; and implementing teaching methods such as problem situations, group discussions and role-playing.

The study of the current situation of college students' English reading literacy in the context of English core literacy has a positive reference significance for the innovation of college students' English teaching, and in the future, we should also pay attention to the latest research dynamics of college students' English reading literacy, and continue to conduct in-depth research and exploration of the path of cultivation of college students' English reading literacy.

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