

Analysis of the Cultivation Methods for Listening, Speaking, Reading, and Writing Skills in English Teaching at Universities in the New Era

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Abstract: With the development of globalization, English has become an important tool for international communication. In this context, English teaching at universities needs to adapt to the demands of the times and focus on cultivating students' comprehensive language abilities. Starting from the importance of academic listening and speaking skills in universities, this paper proposes corresponding teaching methods in order to enhance students' overall English proficiency and provide references for improving English teaching at universities.

Keywords: New era; English teaching at universities; Listening, speaking, reading, and writing skills; Cultivation strategies

1. The Importance of English Listening, Speaking, Reading, and Writing Skills for University Students in the New Era

1.1 Foundation for International Communication

With the development of globalization, international communication has become increasingly frequent. Proficiency in English listening, speaking, reading, and writing skills can help students communicate better with international friends, enhance mutual understanding and cooperation. Whether participating in international academic conferences or studying abroad, English serves as a bridge for university students to communicate with the outside world. Excellent English abilities can improve students' competitiveness on the international stage.

1.2 Beneficial for Employment Opportunities

Today, more and more companies and organizations require employees to possess good English skills. In the context of globalization, many multinational companies need to communicate with foreign clients or partners. If university students have outstanding English listening, speaking, reading, and writing abilities, they will have an easier time securing job opportunities and be more competitive in the workplace.

1.3 Facilitates Broadening of Knowledge and Perspectives

English, as an internationally recognized language, possesses abundant academic resources and cultural heritage. Through learning English, university students can read and understand the latest research findings and academic development dynamics on the international stage. Additionally, learning English also helps in understanding different countries' and regions' cultures and cultivates cross-cultural communication skills.

1.4 Enhances Overall Qualities of University Students

Learning English requires continuous reading, practice, and expression, which hones students' self-learning abilities, logical thinking, and expressive skills. Through learning English, students can improve their critical thinking, analytical abilities, and better comprehend and solve problems.

1.5 Contributes to Personal Growth and Development

Learning English requires persistence and patience, nurturing students' perseverance and self-discipline. Through continuous

learning and practice, students can enhance their self-confidence and self-management abilities, laying a solid foundation for their future development.

2. The problems in English teaching in universities

2.1 The students' proficiency in English application is insufficient

In the teaching of English at universities, students often focus on classroom learning and exam preparation, neglecting the practical application of English. They lack opportunities to engage in actual communication with foreigners, resulting in a deficiency in their spoken English and listening skills.

2.2 The teaching methods are monotonous

Many English teaching approaches in universities still revolve around traditional teacher-centered instructional models, lacking opportunities for interaction and student participation. Such monotonous teaching methods fail to stimulate students' interest and motivation for learning, which ultimately affects their learning outcomes.

2.3 There is a lack of cross-cultural teaching content

With the development of globalization, the demand for cross-cultural communication has become increasingly important. However, many English teaching practices in universities still prioritize the imparting of language knowledge while neglecting the cultivation of cross-cultural awareness and intercultural communication skills. This results in students lacking the ability to cope with and comprehend cross-cultural exchanges.

3. Strategies for Developing Listening, Speaking, Reading, and Writing Skills in English Teaching at Universities in the New Era

3.1 Cultivating Listening Skills

3.1.1 Utilizing Multimedia Technology and Online Resources

Teachers can utilize multimedia technology, such as audio and video, to provide students with diverse listening materials. These materials can include authentic dialogues, interviews, news reports, etc., helping students engage with real language environments and improve their listening comprehension. Additionally, teachers can make use of online resources, such as audio and video content, listening practice websites, etc., to encourage students to engage in self-directed learning and practice, thus enhancing their listening skills.

3.1.2 Diversifying Listening Exercise Formats

In addition to traditional listening comprehension exercises, teachers can incorporate various formats of listening exercises, such as listening gap-filling, summarizing, and judging. These exercise formats help students develop different listening skills, such as capturing key information, understanding context, inferring meanings, etc. Through diversified exercise formats, students can comprehensively improve their listening abilities.

3.1.3 Listening Dialogues and Debates

Teachers can organize listening dialogues and debates, allowing students to enhance their listening and speaking skills simultaneously. In dialogue activities, students can simulate real-life conversational scenarios and improve their listening and speaking abilities through interaction. In debate activities, students can listen to opposing viewpoints and present their own counterarguments, honing their listening and debating skills. These activities can stimulate students' interest and enhance their listening and speaking abilities.

3.2 Cultivating Speaking Skills

3.2.1 Role-plays

Teachers can design scenarios where students play specific roles and engage in dialogue and communication. For example, students can act as a restaurant server and customer, practicing order confirmation and service communication. Such activities help students practice oral expression in authentic contexts and develop their communication skills and language application abilities.

3.2.2 Situational Dialogues:

Teachers can design authentic situations for students to practice dialogue. For example, students can simulate scenarios such as shopping, traveling, job interviews, etc., to practice their oral skills. These activities help students apply their language knowledge in different contexts and improve their speaking abilities.

3.2.3 Group Discussions

Teachers can organize group discussions where students can discuss a specific topic and share their opinions and viewpoints. Such activities stimulate students' thinking and creativity, improving their oral expression and communication skills.

3.3 Cultivating Reading Skills

Teachers can foster students' reading abilities through the following approaches:

3.3.1 Provide a diverse range of reading materials

Teachers can select English articles on different topics and difficulty levels, including news reports, popular science articles, and literary works, to meet students' various reading needs and interests.

3.3.2 Guide students in thematic reading

Teachers can choose a theme, such as environmental protection, technology, or culture, and have students read related articles. This helps them establish connections between vocabulary and knowledge, enhancing overall reading comprehension.

3.3.3 Organize reading comprehension exercises

Teachers can design various types of reading comprehension questions, such as multiple-choice, fill-in-the-blanks, and true/false, requiring students to answer questions based on the reading material. This cultivates their reading comprehension abilities.

3.3.4 Conduct translation exercises

Teachers can select interesting sentences or paragraphs for students to translate between Chinese and English, helping them improve their reading and translation skills.

3.4 Cultivating Writing Skills

Teachers can foster students' writing abilities through the following approaches:

3.4.1 Provide explanations of writing techniques

Teachers can introduce students to the basic elements of writing, such as presenting arguments, developing reasoning, and organizing structure. Additionally, teachers can explain common writing mistakes, such as grammar errors and logical flaws, and provide suggestions for improvement.

3.4.2 Demonstrate model essays

Teachers can showcase exemplary writing samples to help students understand the characteristics and techniques of exceptional writing. By analyzing the structure, language usage, and other aspects of the model essays, students can better comprehend and emulate excellent writing styles.

3.4.3 Organize writing exchanges and discussions

Teachers can facilitate writing exchanges and discussions among students, encouraging them to share their writing experiences and insights. Students can provide feedback and suggestions for improvement on each other's compositions, fostering mutual progress in writing skills.

3.4.4 Provide writing practice opportunities

Teachers can offer ample opportunities for writing practice, allowing students to engage in hands-on exercises and repetitive practice. By assigning essay topics and writing tasks, teachers can guide students in writing practice and provide timely evaluations and feedback, helping students identify issues and improve their writing.

4. Conclusion

In conclusion, in the new era, English teaching should keep pace with the times and follow the trends of development. By utilizing advanced technology and teaching methods, students' listening, speaking, reading, and writing abilities can be cultivated, enabling them to better meet the demands and challenges of society. This is a complex and diverse process, and students' English learning cannot be solely accomplished through classroom teaching. In practical application, students also need to improve their English proficiency through self-learning, practical application, and other methods. Therefore, schools and teachers should provide more learning resources and opportunities, encouraging students to actively participate in all aspects of English learning. Only through continuous exploration and practice can we provide students with higher-quality English teaching and cultivation methods, enabling them to truly master English language skills and lay a solid foundation for their future development.

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