

Research on English Content-based Instruction Model Based on Improving Teaching Quality

Hu Guorui

Chongqing Vocational Institute of Engineering, Chongqing 402260, China

Keywords: English teaching; content-based instruction

Abstract: The current "College English Curriculum Requirements" has pointed out the direction for the reform of college English teaching. Content-based instruction (CBI) advocates combining subject content and language learning, which is an effective way to achieve the college English teaching objectives. CBI originated from the immersion teaching method adopted in Canada in the late 1960s and was introduced into China in the 1990s. CBI teaching philosophy is a teaching method that achieves the purpose of language acquisition through subject content teaching. It pays attention to the needs of learners in the learning process and the choice of learning materials, which provides a good reference for college English teaching.

1. Introduction

Since the reform and opening up, the role of English in international cultural trade exchanges has become increasingly prominent. English is the official language in 45 countries over the world. 95% of the working language in various United Nations occasions is English. English has become an international language accepted by all countries. China's accession to the WTO marks a move towards the center of the world arena. After graduating from college, college students will make great achievements in the era of economic globalization and must be equipped with good English application skills. The college English teaching reform project has set clear goals for the reform of college English teaching. It is required for colleges and universities to pay attention to strengthening the cultivation of compound talents to promote the reform of college English teaching mode. The Content-based instruction model plays an important role in improving the quality of English teaching.

2. The background of college English teaching reform

The objectives of college English teaching is to cultivate students with comprehensive English application ability, so that they can communicate effectively in English in the future study and work, improving their comprehensive cultural quality. The teaching objectives of "College English Curriculum Requirements" pointed out the direction for the reform of college English teaching[1]. The main content of the reform is to change the teaching objectives, adjust the teaching content and reform the teaching mode.

At this stage, students have weak listening and speaking skills. At present, people can learn English through various channels. And listening, speaking, reading and writing are interrelated. In college English teaching, students should be trained in listening, speaking, reading, writing and social language skills so that they can communicate effectively in English.

English is not only a language tool, but also a carrier of cultural ideas. Learning English can learn the culture and history of English-speaking countries. College English teaching should help students transform their concept of language learning. In terms of course offered, the "College English Curriculum Requirements" points out that colleges and universities should combine compulsory courses such as Comprehensive English and Language Application with elective courses according to the actual situation, so as to ensure that students can steadily improve their English ability to meet their respective professional development needs.

The reform of the teaching model should be reflected in the transformation of teaching concepts

and methods. College English teachers should undertake the task of helping students grasp English learning methods. Teachers should use various methods to help students improve their knowledge of language, so that English teaching is not only launched in the classroom, but also creates favorable conditions for the transformation of college English teaching environment to the course using English to learn.

The reform of college English teaching aims to cultivate students with English application ability to improve their cultural literacy and subject knowledge proficiency. The goal of the reform provides a basis for content-based language instruction in college English teaching.

3. Introduction to CBI

CBI refers the language teaching based on a certain subject to promote the development of students' language ability[2]. The main task of teaching is to allow students to build a complete schema in the brain based on various background knowledge. Students can learn procedural knowledge to achieve the purpose of training language application ability.

CBI is a comprehensive concept on foreign language teaching, embodying in a system of teaching method or the teaching arrangement of a certain course. CBI imparts subject knowledge while imparting language skills. The focus of students' learning is to obtain subject knowledge information by objectives. CBI attempts to reduce the the separation between language education and subject knowledge caused by human activities. The content can be an important topic of interest to students.

In CBI, teachers should encourage students to think and learn through the goals they have learned. Students naturally use their listening, speaking, reading and writing language skills to express their thoughts. CBI gives prominence to the transfer of meaning, and the purpose is to make up for the difference between students' language knowledge and practical application ability. It advocates acquiring language skills by learning themes rather than simply learning the language. CBI regards content as the source of language learning and takes subject content knowledge as the core. The course offered must meet the needs of different student groups and use real language materials.

The second-language acquisition can be done through the form of first-language acquisition. If students have enough opportunities to use the second language, the second language is easy to acquire. Students use the targeted language to explore the subject content.

The teaching paradigm emphasizing on subject content is mainly to enable students to grasp the subject content. The teaching content is determined by the course or subject objectives, and the language-based teaching paradigm of subject content is the basis for students to learn the language[3]. The immersion teaching paradigm takes the second language as the medium to teach language. This teaching paradigm has been widely used all over the world. The course teaching tasks are undertaken by the teachers who teaches the subject.

The addition teaching paradigm combines the language course with the normal subject course teaching, and the emphasis of teaching is different. The theme teaching paradigm refers that the teaching program in the language course is developed around a theme, which constitutes the basic form of CBI. The language teachers can conduct teaching activities independently, and the theme is the main clue for organizing texts for each unit. The characteristic of CBI is that it is based on the knowledge of subject content and conforms to the law of language acquisition, which provides favorable conditions for students to learn subject knowledge.

4. Application advantages of CBI

Since the reform and opening up, college English teaching has made great progress and has become a systematic subject. However, there are still some shortcomings in the current college English teaching. College students' English application ability is not proportional to the actual teaching investment and the students' language output skills are weak. In the college English teaching system, English courses in some colleges and universities account for a large proportion,

but the practicality of basic English courses should be deliberated. The teaching philosophy and content attach more importance to the teaching of language knowledge, and the teaching methods and modes can not adapt well to the cultivation of learners' English application ability. Appropriate teaching methods must be chosen to adapt to the development of the situation.

CBI has an irreplaceable advantage in the reform of English teaching. It can provide English learners with a natural and real language learning environment, which is conducive to the generation of language acquisition. It can improve the learning interest of English learners, which will greatly stimulate the interest of learners. And it is conducive to the formation of learners' autonomous learning behavior. Students build their own understanding and judgment of things in their brains. Choosing interaction between teaching content and teaching is conducive to improve their learning efficiency. By allowing students to master the content of the subject, CBI has a great role in promoting the instructional objectives of college English[4].

It is more feasible to implement CBI in current college English teaching. In 2003, the new curriculum standard for ordinary high schools began to be implemented, which gradually reduced the basic course of college English. Many students are equipped with a solid English foundation, and the elective course will make change on the structure of college English course. The proficiency of English teachers in colleges and universities in the nation has been improved and the quality of college English teachers has been made great changes, the business standard of the overall teacher staffs has been improved.

The philosophy of CBI has been tried well in the foreign language teaching practice in China. And CBI is conducive to the improvement of the English proficiency of students. Some key universities compress the learning semesters of basic English. The bilingual education based on the philosophy of CBI is developed well. The college English teaching implements CBI to merge language acquisition with subject knowledge learning, which conforms to the requirement of transferring to ESP teaching.

5. The application of CBI philosophy in college English teaching

5.1. Teaching cases

In this paper, case teaching method is used to design classroom teaching cases, and the intermediate textbook "Chinese for Economics and Trade" published by Beijing Language and Culture University is selected to illustrate the application of CBI teaching mode in college English teaching.

The "Chinese for Economics and Trade" course includes the core Chinese language, reading unit and writing exercises. The core text is to allow students to know the significance of foreign trade to the Chinese economy. The reading unit is to make them understand the foreign trade activities of the China Export Commodities Fair. Additional content includes all aspects of international trade negotiations.

The instructional objectives require students to learn to use the common terms of foreign trade to express, to know the basic process of foreign trade and to learn to establish import and export trade relations. Teachers first use PPT or video to show the learning content, and to introduce the background information in detail, and to ask questions for students to preview.

The CBI philosophy requires learners to use the targeted language in their learning. Before the class, the teacher asks the students to be familiar with the trade negotiation process. The teacher uses the PPT to review the content of the subject of the computer class, and then supplements it according to the text. And the key words in the text are explained in the form of a blackboard. The CBI teaching philosophy requires students to organize old and new knowledge. Teachers should inspire students to review the vocabulary they have learned, to make the language rich and varied.

Simulation should be held in class, and students are required to prepare correspondence according to their own company. Teachers are required to use hierarchical learning method to complete the grouping and give the prompt question.

Firstly, the import and export company should be established according to the situation of the

class. It is required to be as real as possible. The simulated content includes all the contents that they have learned. When simulating the negotiation and fulfillment of international trade contracts, the most important thing is to simulate the specific content of each step, and important steps such as the agreed price of the contract, the packaging and transporting and the commodity inspection should be presented. After that, exchanging companies to allow students to exchange roles.

Students should think fully before the performance. After it, the advantages and disadvantages of the performance should be discussed, a representative should be selected to summarize the company's performance and other students add and correct it. Finally, a report including the trade negotiation process and precautions should be written, and the trade negotiations should be designed. Integrating the content of separate learning. Students continue to think in learning to improve their ability to learn independently and to summarize relevant professional vocabulary.

To allow students to comment on each other can stimulate their enthusiasm for learning and inspiring thinking, which will help avoid similar mistakes in future business negotiations. The purpose of learning in traditional theory is to impart knowledge and skills. The CBI teaching model attaches more importance to the use of knowledge content. The CBI teaching model should play the subjectivity of students. The teaching philosophy of CBI can establish the awareness of mutual cooperation among students and cultivate students' ability to find and solve problems in practice.

5.2. Attentions in teaching

There is no perfect teaching mode in English teaching. The mode to be adopted should be analyzed concretely. And there is a process of perfection in the application of any theory. The application of CBI teaching mode should pay attention to the choice of subject content and the logic of course design. The choice of subject content is the core issue of teaching. Business Chinese involves cultural backgrounds, etc. How to deal with the relationship between the theme and the sub-theme and how to best meet the needs of the students need to be carefully considered.

Business Chinese teaching in the CBI teaching philosophy requires students to use Chinese to master the subject content of business majors to improve their ability to practically use business Chinese. The textbook knowledge should be combined with life to achieve a combination of knowledge of specialty and life. The special content should be added to the courses offered, such as Chinese culture, trade negotiations, and China's economic topics. Repeated negotiations are required in business activities and the course schedule should be consistent.

The teaching of business Chinese should use real language materials to enable students to maintain a positive learning attitude. The use of textbooks in business Chinese teaching should take into account the needs, interests, cognitive ability and other factors of students. The input level of language materials is slightly higher than that of the actual level of students, which can achieve the purpose of using language skills.

The economy and culture are constantly evolving and changing. Teachers are required to collect all kinds of new materials in time to make the teaching content authentic and contemporary, so as to meet the requirements of most students. The application of the CBI teaching model puts higher demands on teachers. Whether the teacher can effectively control the classroom, whether the teacher can collect sufficient new information and whether the context reproduction can be carried out around the theme of the course pose certain challenges to the teacher.

The CBI teaching mode has certain feasibility in college English teaching, but there are many difficulties in the implementation, and it will take some time to use it in practice.

6. Conclusion

The CBI teaching philosophy has common features with immersion teaching and task-based teaching. The CBI teaching model plays an important role in college English teaching. The CBI teaching mode is conducive to cultivating the language using ability of students and improving the quality of English teaching.

References

- [1] Yan Li. On the Subject-based Instruction Model in College English Teaching [J]. Overseas English, 2013(24):142-143.
- [2] Chenghua Li. Content-Based Approach to EAP [J]. Journal of Hebei Polytechnic University (Social Science Edition), 2013, 13(06):174-176+180.
- [3] Yuelu Wang. The Application of College English CBI Method in Agricultural Colleges [J]. Modern Society, 2013(10):223-224.
- [4] Rong Lu. College English Teaching Reform and Language Teaching Model Based on Subject Content CBI [J]. BioTech World, 2013(08):86+88.