

Research on English Reading Teaching Based on CBI

Meng Jiaying

Bohai University, Jinzhou, Liaoning, China, 121013

jiaying@163.com

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Abstract. Content-based Instruction (CBI) is a teaching approach that combines the language teaching with the content teaching and has an effect on promoting learning efficiency. This paper firstly points out the problems of current English reading teaching, then expounds the concept and teaching models of CBI, and finally gives the English reading teaching reform approaches based on CBI to provide some references for the university English teachers.

Current Situation of University English Reading Teaching

Reading is an important means that modern human access the information and knowledge. The cultivation of English reading ability plays an important role in the cultivation of students in colleges and universities. It is the basis of writing, translation, and also affects the students' listening and speaking ability. Reading comprehension part always accounts for 40% of the score in the English examination. However, at present, the college English reading course always cannot meet the requirements of students' good command of English reading ability.

On the purpose of teaching, teachers tend to focus on the purpose of improving students' vocabulary, language points and sentence patterns, such as the basic knowledge. The lack of the analysis of the whole article, the author's attitude to the careful study, the lack of dialectical thinking of the article, the lack of comparative reading of similar articles. This student only mastered some language points, became a pure language talent and cannot become a compound talent. In the teaching content, the choice of textbooks, although more classic, but also more backward, the article more than a few years ago or more than ten years ago, the interception of British and American newspapers, timeliness is poor, it is difficult to arouse the students interest. Teaching content while a unit a theme, seemingly orderly, but due to the number of each unit only two to three papers, the students learning content is scattered, fragmented. On the teaching mode, the traditional intensive reading teaching model, teachers in the classroom to explain vocabulary, grammar knowledge, students in the class notes. There are a lot of students because of the teaching mode is too rigid, do not listen to lectures, completely on the self-study. On the relationship between teaching and learning, due to the traditional mode of teaching teachers ignore the interaction with students, the classroom into the teachers "one-man show". The teacher is the center of the whole teaching and interaction with students is very little. The relationship between teachers and students is like the relationship between two strangers.

Concept and Teaching Models of CBI

The core idea of CBI (Content-based Instruction) is to abandon the past learning language method, and learning the language in a subject or a certain subject content of teaching so that students can improve the language ability in learning the subject at the same time. This method will language as a medium for learning content, the content as a language learning the basic, so as to promote student's subject cognitive ability and language ability, to achieve the effect of killing two birds with one stone. This method was originally originated in Quebec, Canada, in 1960s. There, the teachers used French to carry on the teaching of mathematics, physics, and history and so on. The students got good French learning by this teaching model. Since then, in language teaching, this method is known as the CBI teaching method, many countries in the world are beginning to use and get success. The introduction of this method in our country is relatively late. In 1990s, it began to

have a theoretical study, teaching practice is also out of exploration stage. CBI teaching philosophy has three core elements: first, teaching should be subject to the core of knowledge, language is only media; second, language materials must be true and reliable, must be derived from English newspapers, books, audio and video, film, etc., cannot be written by the teachers themselves; third, curriculum content must meet the needs of students. Different students are not interested in the topic of the same. The curriculum must be in line with the students' interest, emotion, attitude and other conditions.

CBI is only a kind of teaching idea, not a specific teaching model. There are mainly the following four models in the teaching practice. Subject mode is the most commonly used teaching model of CBI. It refers to the teacher according to a subject of the organization of teaching materials, to around the subject of teaching materials (including grammar, vocabulary, text, the author's attitude, etc.), so that the students to enhance their English listening, speaking, reading and writing skills. The choice of subject should arouse the students' interest, and the choice of materials should be rich. Curriculum model of teaching material is the target language of other professional courses, teachers through the teaching of professional courses to promote students' English ability. This model is used for the students in scientific research. The curriculum model of teachers is often a professional teacher, not a language teacher. Assistant mode is a kind of mode to set up the professional and language courses at the same time. Professional course is undertaken by the professional teachers, teaching professional knowledge; language teaching for language teachers, through the teaching of professional knowledge to learn the target language. It takes two teachers closely, language teachers also need to keep step with, learning professional content, familiar with professional knowledge. Special model often requires some training of special group service, or their on-the-job staff, or is the vocational college students, or is going overseas college students. Topics are often closely linked to the actual situation of their study and work. The teaching of thematic patterns can be hosted by a professional teacher, and also can be in charge of the language teachers.

Approaches of English Reading Teaching Reform Based on CBI

Teaching Objectives

The purpose of the reading course should be consistent with the purpose of English teaching. The goal of college English major is "with a solid foundation of English language and extensive cultural knowledge and can skillfully use English in foreign affairs, education, economic and trade, culture, science and technology, military and other departments engaged in translation, teaching, management, research, etc.." This kind of compound talented person not only needs a solid English knowledge and skills, but also needs a broad knowledge background and good thinking ability. The teaching objective of College English major should also be located in the ability to cultivate students' reading comprehension, but also to cultivate students' knowledge of the width and the depth of thinking. How to improve the knowledge of the students, the most commonly used method is to choose a certain theme, a deeper excavation. For the life and work of the common theme, not tasted, but carefully read from every angle, standing on a different position, there are different views of the. For example, business is a lot of English major students in the future employment direction, the supply chain is a good theme of this theme, the theme from the British and American newspapers and magazines in the selection of 5, 6 strong timeliness of the article, and even select some of the supply chain management professional materials to learn to think. Only in this way can we understand the subject profoundly. How to improve students' ability of thinking, analyzing the connotation of the article, the author's tendency to experience the author, and from the positive and negative two angles to think about their attitude is a good way. Some teachers can guide the students to divide the paragraph and refine the central idea. This method does not show the uniqueness of the British newspaper reading. British and American newspapers and magazines in order to keep the news authenticity, the author often need to be "objective and fair", but the words used or dark implies the author's attitude, from the perspective of the analysis tend to be more enable students to understand the implication and improve thinking ability.

Teaching Content

Teaching content is the key to the teaching. The core element of CBI is the language material must be true and reliable, and must be prepared by the native speakers. This is as long as the attention of English teachers can do. In addition, on the topic, it should be as much as possible to choose the topic of concern to the students, the future practical topics, and the professional related topics and the recent hot topics. In the classic and timeliness of this contradiction, should first pay attention to timeliness, as far as possible to choose a year to publish newspapers and magazines published articles, to stimulate students' interest, while taking into account the classic, select some of the classics to guide students to read. In the range, the initial choice or the face of the low grade students, the topic should focus on the breadth, interest, difficulty, increase the breadth of knowledge, mobilize the students to read interest, the latter choice should pay attention to professional, appropriate increase the length and difficulty of the article, as far as possible to improve students' professional ability and English reading ability. Teaching material not only should be chosen well, but also should be compiled well. The sequence arrangement should follow from the shallower to the deeper, the principle of easy to difficult. For the selected articles, should be appropriate notes and translation, marking the reading difficulties, to facilitate students to prepare or review, to reduce the burden on students. For the selected articles, we should work out a certain amount of exercises, or in the words of the filling in the blank, or reading comprehension questions, or open questions, in order to investigate the degree of language points.

Teaching Models

The CBI teaching models include the theme model, the course model, the assistant model and the special subject model. They each have advantages and disadvantages. In the choice, we should make each other collocation, complementary advantages. The most common teaching mode of language teachers is the theme mode, which not only can rapidly expand the breadth of students' knowledge, enhance the thinking ability, and all the teaching process is completely by the language teachers can bear, convenient and quick. In the theme mode, the teacher chooses the theme of the same materials as the material for the students to read and study, and to maintain the difficulty in the theme of the progressive, content of the coherence and the complementarity of views. Students in the teacher's guidance to learn language vocabulary, text structure, explore the article tendency, through thinking; give their own views, views. This model not only pay attention to the language learning, but also pay attention to the content of the study, is a combination of the two good model. However, from another point of view, the theme mode is too monotonous and boring, but also failed to completely get rid of the mode of learning for the language, the emphasis is not enough. Another mode, the auxiliary mode is often used by the language teachers. This mode requires the language teachers and professional teachers to complete each other. This model avoids the disadvantages of the traditional English teaching, not only the heavy language, but also the students' education. The students learn the language in the course of study, which not only consolidate the knowledge, but also help to improve their English ability.

Teaching Relationship

CBI teaching approaches emphasize the students' center ideas. The relationship between teaching and learning is no longer under normal circumstances, teachers in the classroom verbatim to explain, students in the classroom verbatim copying the context formation of stranger type relationship between teachers and students, but teachers and students interact positively the formation of harmonious teacher-student relationship. In CBI teaching, teachers play a guiding role in guiding students to explore and study a subject or a subject. Teachers in the whole process, through the classroom report, group discussions and other ways to create a good learning atmosphere, and promote the students from passive learning into active learning. The teacher as a consultant and the examiner, taking students as the main body, let the students read their own learning. In order to ensure the students' self-reading program is effective, to facilitate teachers to monitor students' reading progress and efficiency, teachers need to establish English reading autonomous learning files for each student. When students can plan to self-monitoring in a certain extent, the teacher will not interfere with it. This also requires students to preview before class, the classroom to complete

the reading task, actively participate in the discussion, after careful thinking, summary of the contents of the study. In the CBI teaching approach, teachers and students promote each other, forming a harmonious relationship between teachers and students.

Conclusion

Practice shows that CBI teaching method can improve the college English reading teaching. The students' interest in learning English has been improved obviously. There are many students who have changed the habit of not listening to lectures and reading other books in class. English reading teaching based on CBI has great potential because of its own characteristics. CBI teaching method can integrate the financial discipline knowledge and the skills of language teaching to construct their knowledge system and form and improve the ability of critical reading, as well as the overall quality of training. The successful implementation of content based English reading teaching will greatly improve students' learning interest, and effectively improve their learning efficiency. Of course, this kind of teaching approach also needs the further study to solve the concrete problems in the process of implementation.

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