

Research on University English Teaching Based on CBI

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Abstract. Content-based Instruction (CBI) approach which combines the language teaching with the content teaching is considered as an efficient teaching approach in university English teaching. It is necessary to summarize the experience and lessons seriously of the applications of the CBI approach since it has been introduced into China for twenty years. This paper firstly gives the basic idea of CBI, and then expounds the applications of CBI in listening teaching, oral teaching, reading teaching and writing teaching in university English teaching to provide some references for the university English teachers.

Concept of CBI

Content-based Instruction (CBI) is to use English as a tool to acquire the knowledge of subjects, rather than to consider English learning as the ultimate purpose. CBI combines the language form learning and the language meaning learning and changes the current situation of English teaching. Students learn the language by learning the specific subject. CBI originated from Quebec, Canada, in 1960s, and many countries in the world began to use CBI and obtain success. In 1994, the CBI theory was introduced into China and began to put into practice.

Compared with the traditional language teaching concept, CBI teaching concepts carry out various activities circling around the subject content. It changes the language classroom into a place of social activities. Students can be clearly aware of the target language culture in the formation of verbal communication. Students can gradually learn to use the target language appropriately in all kinds of learning and working environment. In addition, the role of teachers and students in CBI has a fundamental change. In the traditional language teaching mode, the teacher is not only the knowledge of the teachers, but also to supervise the students learning process. In CBI teaching, students can use their own background knowledge, through interpretation and reflection and other means, to build their own knowledge, to become autonomous, self-disciplined. 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.

Main Teaching Models of CBI

CBI is only a kind of teaching idea. There is no unified, fixed teaching model in CBI concept. This article mainly introduces three classic teaching models: protection models, attaching models and theme models. The theme curriculum model is composed of a series of teaching mode, which is not

based on the systematic grammar learning. It is based on the students' needs and interests to choose the subject. Teaching evaluation is usually based on language knowledge test and other means. Additional mode of curriculum is to guide students to study professional knowledge and English learning together, learning foreign language courses and is racing together bridle to bridle, encourage students to use English to complete the task of the real learning mode usually by professional teachers and English teachers shared professional teachers: mainly on knowledge, language teachers need to be familiar with professional content and the implementation of the content for the background of language teaching. Protected mode is the subject content of teachers in English teaching according to students' foreign language level, and the teaching of subjects, such as mathematics, history, and so on a certain adaptation or adjustment, so that the teaching content is more easily understood by the students. In protected mode, students and English learners separate teaching. The teaching model is often used by a professional teacher who has a good command of English and subject knowledge. It is close to the immersion teaching, which is conducive to the development of students' knowledge and language knowledge.

Reforms of University English Teaching Based on CBI

CBI stresses the combination of the language teaching and the content teaching. It also emphasizes the language learning used in real life, helps students memorize a topic related words, syntax and usage in the process of listening. The practice proves the CBI can improve the students' listening comprehension. The theme of the content can stimulate students' interest, such as plug and play the classic movie clips and English songs, etc. In a word, teachers should arouse students' interest in learning, let students learn English in a positive and optimistic spirit, be enthusiastic and press on. The theme of the input should be set from simple to difficult and step by step. Teachers should let the students' first contact with daily life topics, then English daily news theme, and finally the appreciation of English literature theme content. Teachers let the students build confidence in the sense of achievement to steadily improve the level of English listening. At the same time, teachers should pay attention to the theme of knowledge input by understanding the cultural background of the English speaking countries to learn the knowledge. It enables students to understand the local customs and practices, English thinking modes and special knowledge to reduce their dependence on the sound in a certain extent, enhance their comprehension and oral expression ability in the discourse. In addition, the listening database should be classified by themes and difficulties. Teachers should set the primary stage, intermediate stage, advanced stage, step by step the database can meet the need of combining intensive and extensive listening ", to help students build up confidence, can adapt to the different needs of the students, with the realization of. For example, teachers can encourage multiple times to repeat the content to help remember the key notes. The "compound dictation" in the National College English test is a good transitional form, which is the dictation of the words, phrases and sentences.

CBI has broken the traditional information processing method, using the method of semantic and pragmatic, emphasizing the application of oral English in the actual scene. It is beneficial to accelerate the students to absorb the new knowledge and permanent memory and improve the efficiency of oral English teaching. Teachers select the CBI theme and intersperse with other relevant background knowledge in oral teaching. With the guidance of the teachers and the certain principles, students can learn the oral English in many situations, which can improve students' learning interest and their spoken English. Take the theme of "cross cultural communication" for example. Teacher's language can compare the differences of the first sentence of the people in the western culture, which not only enriches the content of oral English teaching, but also increases the

active level of classroom teaching. Teachers set the subject of the next lesson before each class, so that students can make good preparation. Teachers can guide students to do a good job in a number of ways to prepare for work, and to suggest a reference book, to group web information search, to watch a number of movie clips, etc. With enough preparation, the efficiency and the interaction of classroom teaching can be improved. For example, the teachers select the "western festival" as the theme and design cross-cultural communication project content. Before class, teachers can let the students to search for information about western traditional festivals and Chinese traditional festivals, but also suggest that some of the students make a contrast. In contrast, it requires students to fully grasp the origin, significance and celebration. Then in the formal class, students can have a lot of content and materials to interact with each other.

Teachers have introduced CBI into English reading teaching for about twenty years. Based on the different subjects of reading teaching content, it can make the learners acquire knowledge of the subjects. Reading teaching reforms based on CBI can not only broaden the students' knowledge, but also reinforcement learning's critical thinking ability and improve the learner's English level. The quality of the teaching material is to determine the effect of teachers' teaching and students' mastery of knowledge. Therefore, the quality of the teaching material is the basic factor to affect the teaching and learning to achieve good results. In the contents of the selection, should be selected with the professional related to the latest information and the latest technology, as well as the latest edition of the journal and conference papers in the curriculum, the content of the article can be rich, appropriate to relax the scope of the topic, the content of the text, the content can be related to the students' professional knowledge, whether it is to improve students' professional knowledge or to improve reading ability. Teachers can translate the proper annotation and translation of the uncommon words and difficult to translate sentences after, because most of the students master the basic knowledge of a certain level. If properly annotated and translated, it is good for students to preview and self-study. The students have learned the knowledge level, the practice of the contents and exercises in the design of the actual situation of students learning. According to the students to learn the actual situation, students learn the actual situation which helps students to understand the meaning of the text, to enable students to understand the text. The teacher uses the heuristic approach, the task approach, the discussion approach and so on to stimulate student's creativity. At the same time, the teacher assigned a certain time to explain the key words and sentences and after-school vocabulary exercises to test the students' language knowledge.

Writing is a language output skill, which contains the logical thinking, information collection, structure selection. All the human intellectual activities not only need the process of reading, writing and critical thinking, but also need the content knowledge. Content knowledge can promote the understanding and application to deeper level. The writing teaching reforms based on CBI can improve the university students' writing ability a lot. Teachers should avoid the phenomenon of input content is much more than output content. The input content has changed into the writing materials during the writing teaching reforms based on CBI. University English writing course includes a large number of real scenes of text, audio, video and other information, so that students can improve the level of writing in the observation, learning and imitation. The writing courses should be organized according to the four big themes, namely the exposition, the argumentation, the narration and the description. Teachers can combine the theme selection with the students' majors. At the beginning of the semester, each student is required to establish a learning file, and to develop their own learning objectives and tasks before each subject's study. After the related subjects, the study of this stage is to self-evaluate, summarize the harvest and insufficient, and pave the way for the next subject. Comprehensive English course is an important course in every major in

universities. This course runs through the whole process of university English teaching. Comprehensive English teaching textbooks have many rich, diverse and different types of real corpus, and the materials are always updated. There are different chapters and articles of the exposition, the argumentation, the narration and the description written with different techniques in each volume of the teaching material. Teachers can select these articles as the themes of CBI and focus on the text content of understanding rather than the traditional skills. Through the real exchange of information, students can develop their writing abilities.

Conclusion

The reforms of listening, spoken, reading and writing English teaching in universities based on CBI have good effects in the past twenty years. According to English teachers in universities, there are many students who have changed the habit of not listening to lectures and reading other books in class. English teaching aims to improve students' English level and meet the demands of English talents in society. CBI mixes the content teaching and language teaching as a whole so that the university students can learn the professional knowledge and develop their language skills simultaneously. The ideas and models of CBI in listening teaching, oral teaching, reading teaching and writing teaching can provide a good reference for university English teaching.

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