
RESEARCH ARTICLE

A Study on the Application of CBI Teaching Mode in College English Reading Course for Media Majors: A Case Study of College English Reading Teaching for Students in Sichuan University of Media and Communications

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ABSTRACT

This paper discusses and practices the application of the CBI model to college English reading course systems with media characteristics. The goal of CBI is to assist the core teaching of subject knowledge through language learning. The evaluation method is divided into two parts: language knowledge test and process evaluation. The data were collected and analyzed through in-class tests, unit summary composition, questionnaire survey, and semi-structured interviews. The results show that the content-based teaching model, which focuses on the professional knowledge of media science, integrates the professional knowledge of media science with English language teaching and emphasizes the students' initiative and participation in the teaching process. While improving students' basic English vocabulary, syntax and reading skills, it also significantly improves their professional knowledge. This teaching mode is suitable for the college English teaching and personnel training requirements of each specialty.

KEYWORDS

Media major; English reading course; CBI teaching mode; applied research.

ARTICLE INFORMATION

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1. Research background

CBI (Content-based Instruction) teaching mode came from the Immersion Program in Montreal, Canada, in the 1960s. It advocates that language teaching should be based on the teaching of a certain subject, and it is a kind of foreign language teaching mode that integrates language and content. This kind of Content-Driven Language teaching mode overturns the traditional Language-Driven teaching concept and breaks the boundary between professional knowledge learning and Language learning. Its main feature is to systematically study professional knowledge as the core with real foreign language materials so as to integrate content learning and foreign language learning and to be in line with the needs of different professional groups of students.

In the past, the implementation of a unified national foreign language teaching mode and the neglect of various professional characteristics of colleges and universities have seriously affected the enthusiasm and learning effect of students and hindered the development of college English teaching. In 2007, China's Ministry of Education officially promulgated the "College English Curriculum Teaching Requirements", making college-specific and personalized college English teaching a reality. In order to create a characteristic way of college English teaching for the media majors, the college English reading teaching group of Sichuan University of Media and Communications, where the author is, discusses and practices the application of CBI teaching mode to college English reading course system with media characteristics from the perspective of curriculum design.

For a long time, the teaching of college English reading only paid attention to the training of basic English skills, which is out of touch with the professional knowledge teaching and does not play the role of public courses serving the professional courses. The

different meanings of media English vocabulary in basic English and professional English, especially the articles of various genres, and long and difficult sentences in professional English are daunting. The traditional teacher-centered and examination-oriented teaching mode and curriculum system have obviously affected the learning enthusiasm of students. The curriculum setup of Sichuan University of Media and Communications mainly includes broadcasting hosting, art design and animation, integration of media, art directing, filming, dancing, drama, film and television production and other professional disciplines. The teachers who are engaged in the teaching of basic college English are all English majors, and they have little knowledge of the media. The implementation of CBI mode can improve the input and output of college English teachers' knowledge in the field of media to meet the needs of media majors. Therefore, the goal of CBI teaching mode in college English reading courses for media majors in this university is to integrate basic English learning and professional English learning to improve media major stability in reading and writing professional documents, studying professional vocabulary and related scientific and technological literature, to train students to engage in professional research, to understand media English academic lectures, to participate in international project cooperation, to read and write professional documents, etc.

2. Feasibility analysis of the study

CBI topic mode organizes teaching on a specific theme-related topic. The content of college English reading materials covers a wide range of aspects, including politics, history, geography, society, economy, education, industry, science and technology, etc. It is beneficial for teachers to combine the unit topics, students' professional characteristics and language learning to enhance the authenticity and purpose of the language classroom. In the reading class, students can acquire language skills and have a good understanding of the subject matter of the textbook while learning and practising professional skills at the same time. More importantly, the CBI advocates student-centered, professional-based, self-directed learning and independent thinking, allowing students to actively participate in thematic activities to experience and discover in the real language environment.

The main teaching objectives of college English reading courses in this university are to cultivate students' English language knowledge and application skills, to improve learners' cross-cultural communicative awareness and ability, and last but not least, to promote learners' professional knowledge learning. At the same time, combined with the distinctive features of media studies in our university, the compound teaching concept of "Foreign Language + specialty" is conveyed in the college English course, forming a pattern of interdisciplinary and professional infiltration. By making rational use of modern networks and multimedia resources to assist teaching, the further improvement of the college English curriculum into a teaching system which integrates various teaching modes and teaching means becomes a reality. It advances in a planned and step-by-step manner, committed to the training of bilingual professionals with international education backgrounds and global vision. It not only paves the way for students who want to start their own businesses in the global media in future but further promotes the deepening of college English teaching reform as well.

3. The implementation plan of the study

3.1 The teaching objectives and teaching contents of the CBI teaching mode

The goal of the CBI teaching mode is to assist the core teaching of professional knowledge through language learning. The basic aim of college English teaching is to meet the needs of students of different majors using real language materials so that students can master professional knowledge and improve their English language skills at the same time. In second language learning, language works best as a tool for learning professional knowledge.

The majors of this university are all related to the media, such as journalism, film directing, digital media technology, broadcasting hosting, etc. The teaching of college English reading for media majors in this university has the following two characteristics: 1. multi-mode teaching is adopted. In addition to the traditional paper-based text, the teaching content carrier is also supported by PPT, electronic text, audio, video, network links and other multi-modal and multi-media presentations to help students retrieve, collect and sort out media information and stimulate learning interest and drive self-regulated learning behavior (Zhang, 2021); 2. The multi-media teaching environment is created. It integrates modern information technology represented by a network, computer, mobile phone, etc., actively creates software and hardware teaching environment, and makes effective use of the course website, teaching materials micro-learning environment, network and online education and teaching system, self-learning and cooperative communication platform, Network Resource Bank, class QQ group, WeChat group and "Internet +" multimedia learning environment. It meets Students' needs for media access and ubiquitous learning through devices such as mobile phones and computers (Yang, 2023); 3. For most students who are good at entertainment arts, active and innovative thinking, and are eager to discuss and exchange, it is very suitable for communicative teaching methods, situational teaching methods, and interactive teaching methods to assist in speculative education. Speculative education is a necessary condition to promote scientific and technological innovation and thinking innovation, so the education sector has repeatedly reiterated the importance of promoting students' speculative ability (Xue, 2021).

3.2 The teaching practice experiment of CBI teaching mode

The study involves 60 sophomore students of journalism as subjects. In this paper, we discuss the teaching design, practice and reflection based on CBI teaching mode by taking "Unit 3: Science and Technology and its Impact" as an example.

3.2.1 Introduction of the theme.

According to the theme mode of the CBI theory, teachers should carefully select teaching materials and organize theme activities to make them both original and interesting and to meet the interests and requirements of various types of students with a variety of teaching methods. First, The teacher appoints a team in advance to give a short English presentation on "the world's hottest technology and its impact". After the report, the teacher asks other groups to make simple questions or comments on the report before making a summary statement. Next, the teacher uses multimedia to introduce ChatGPT, a popular AI language model, and explain the tremendous influence of AI on the world. Finally, the teacher uses news clips or images on social media to further demonstrate the positive and negative impact ChatGPT has on people's lives and work.

3.2.2 Deep thinking of the theme.

According to the CBI's project mode, the teaching content should be closely related to the specialized field or professional knowledge. The teacher puts forward the topic of group discussion: "Please think about the advantages of science and technology for the development of the discipline of your major". The group discussion is extended to a class debate after 10 minutes. The purpose of this step is to enable students to improve their oral English as well as learn to think about the impact of technology on their career development in light of the characteristics of their major. In the meantime, they can also evaluate the real progress and development of human beings from a humanistic point of view. For the students majoring in journalism in the study, the teacher proposes questions like "What can you do with ChatGPT as a journalist?". It has proved that when it comes to writing news, ChatGPT is generally accurate in terms of time, place, people, and data, and it can take only six and a half minutes to write four articles. For journalists, it is an ideal tool to reduce their workload in writing and editing. Students are very excited about their findings in this part.

3.2.3 The text content study

The CBI curriculum mode and assistant mode require students to learn professional skills and language skills at the same time, language skills serving professional skills services. Thus, students can master professional knowledge with language knowledge. This mode requires language teachers to have a solid foundation of language, skilled oral English communication skills, and familiarity with relevant professional knowledge. With strong organization and control ability, teachers are able to use English as a medium to select a large number of examples of professional knowledge for students to practice.

The title of this text is "As technology gets better, will Society get worse?". The text analyzes the advantages and disadvantages of science and technology in the fields of human reproduction and evolution, medical health, sports science, and cultural inheritance. After letting students read the text independently, the teacher gives a brief explanation of the professional vocabulary, long sentences, and difficult sentences and leads them to complete cloze, sentence translation, and paragraph matching exercises. In summarizing the content of the text, the teacher guides the students to think about the criteria for judging whether something is good or bad for the development of human society, which is if it can promote welfare for most people in society. Next, the teacher proposes questions like "Can ChatGPT take a journalist's Job? " or "In which way is a real journalist better than ChatGPT?" With the help of mobile phones and networks, students can collect information and data instantly, and discuss, even debate on the topic. In the study, students finally reach a conclusion in classroom discussion. The good news is that ChatGPT does have strong text learning and information extraction capabilities, but its ability to integrate and process information is not ideal, with some key information sometimes missing. At the same time, the ability to update the information base in real time based on dialogue needs to be improved, so there is still a big gap between it and real journalists, at least for now. The not-so-good news is that it is expected that artificial intelligence will replace some of the secretarial and creative work in culture, which will force humans to make their jobs more irreplaceable in order to keep their jobs, making people's creativity form a new quality leap.

The last step for teachers to do is to summarize the future of journalism with the help of technology. With multimedia methods, taking the news production mechanism of the media industry as an example, the teacher talks about the reshaping of the news production mechanism by technological innovation. For example, in response to the proliferation of fake news on social media, as an important branch of artificial intelligence, natural language processing (NLP) is widely used in the field of news fact checking and the impact of algorithms on the platform news content distribution. The teacher puts forward three trends of media operation based on the Internet: platformization, mobility and intelligentization. Mobility creates access to massive amounts of data, platformization supports the interactive flow of multivariate data, and intelligentization ensures the efficiency and accuracy of data flow. These three trends define the basic patterns of future communication, with technology playing a key role in opening, connecting, and constructing the closed loop.

Ecological theory holds that only open systems can survive and develop, and classroom ecosystems are no exception (Cheng, 2022). So, the teacher opens multimedia and asks students to consult online materials and have a panel discussion on "What are the possible negative effects of technological innovation on Journalism?"

3.2.4 Summary and reflection on the theme of the text

This part can be done in flexible organization according to students' majors, for example, setting up situation simulation teaching to carry out practical training (communicative teaching method), designing role-playing to consolidate the use and expression of professional terms (task-based teaching method), designing group topic discussion and presenting the results of discussion in the form of composition (interactive teaching method). For students majoring in journalism, a group discussion can be held on how to use technology to identify fake news, which is followed by a news writing to summarize the main points; for students majoring in broadcasting and hosting, they can act as reporters to interview participants of international scientific and technological conferences, which is culminated in a news report; for theater majors, they can create a sitcom that shows the impact of technology on people's life; for digital media majors, they can make a TV documentary that shows the pros and cons of the latest technology in their life, and so on.

3.2.5 The mode of assessment and evaluation

According to the requirements of CBI teaching mode, the assessment and evaluation of college English reading teaching in Sichuan University of Media and Communications can be divided into two parts: language test and process evaluation. Among them, the auxiliary mode requires that the teaching of college English reading courses should be divided into professional English teaching and basic language teaching. The implementation plan is as follows: the test paper for students' language knowledge includes basic English test and professional English test for media science majors (including vocabulary, listening, speaking, reading, translation, writing, etc.), and process evaluation generally includes classroom teaching process evaluation, extracurricular learning process evaluation, cooperative learning ability evaluation, comprehensive ability evaluation, etc. The process evaluation should follow the principles of diversity, encouragement, development, justice and effectiveness (Zhang, 2023). The data of the study was collected through classroom tests, unit summary composition, questionnaire surveys, and semi-structured interviews. The survey data on various aspects of students' skills upgrading are as follows:

Learning effects	Description	Approval Rate (%)
Improvement of basic English vocabulary and sentence patterns	The learning of technical vocabulary, and the improvement of analytical skills of long and difficult sentences	80.8%
Improvement in extensive reading skills	Skill in analyzing the text structure, the main idea and the detail digging	80.2%
Improvement in professional knowledge of journalism	The learning of the journalism, English vocabulary and related professional knowledge	90.3%
Enhancement of ability to reason and talk	The Ability to analyze problems independently and do oral presentation	70.8%
Enhancement of professional English writing ability	The ability to use specialized English vocabulary in writing	51.5%

Fig. 1 Approval Rate of Learning Effects of CBI Teaching Mode

4. Conclusion

The application research of CBI teaching mode in the college English reading teaching group of our University aims at promoting learners' professional knowledge learning while cultivating students' English language knowledge and application skills. The results show that the CBI teaching model can effectively convey the idea of "Foreign Language + specialty" in college English teaching and help to form a pattern of interdisciplinary and professional infiltration. The inadequacy of the study is that it was only designed for one sub-discipline (news editing professional) in the media major and only involved two small-scale teaching classes; it has not been studied on a large scale in all subjects of the media major. However, according to the results of the research, this model can flexibly adapt to the college English teaching content and personnel training requirements of different specialties. In the future, it can contribute to the cultivation of multi-talented people and further meet the needs of the Society for high-level professional English talents. It is hoped that this study can provide a reference for the individualized teaching of college English and further promote the deepening of college English Teaching Reform.

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