Analysis of College English ESP Teaching Mode Based on CBI Concept

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Abstract: The content-based teaching model (CBI) belongs to the immersion teaching method. This teaching concept has gradually attracted attention in China, but few scholars and researchers have discussed the setting of College English curriculum system based on CBI from the perspective of College English curriculum. Based on the method of empirical research, this paper deeply analyzes the feasibility of the implementation of diversified curriculum system of College English basic courses, general education courses and ESP courses, and tries to solve the current situation of single language teaching of College English and stimulate students' enthusiasm for learning English, so as to further improve students' language ability, expand students' knowledge and improve students' comprehensive quality. On the basis of practical application, college students' comprehensive language ability can be improved. At the same time, students' own subject professional knowledge and cultural literacy have been further cultivated. The feasibility of integrating CBI into basic English teaching is prominent. Students not only improve their English language level, but also learn a lot of subject knowledge from CBI. The Online Autonomous Learning of general courses also helps students enhance their autonomous learning ability, gain more cultural knowledge and improve their own cross-cultural communication ability.

1. Introduction

CBI (content-based instruction) belongs to the language teaching of subject or subject content. It integrates the language system and content, takes learners' needs as the basis, and uses target language teaching when studying subject knowledge to achieve learners' goal of acquiring language ability. The concept of CBI includes such elements as theme teaching mode, authentic learning materials, imparting subject knowledge and meeting the needs of students. CBI theme mode integrates language knowledge, subject knowledge and so on. Second language acquisition theory, cognitive learning theory and communicative approach theory are the basis of c1bi. Under the concept of CBI, learners learn subject content on the one hand, and cultivate language skills on the other hand. English learning is no longer simply mastering language skills, but using subject content to learn and master language. CBI concept can effectively solve the problems related to the lack of students' learning motivation, make students' learning objectives clearer and learning efficiency higher, and can also quickly realize the transformation from general English to academic English or professional English. Whether academic English or professional English, CBI concept is an effective model for the transformation from EGP to esp.

The core of ESP teaching based on CBI is to promote the learning of English skills through the input of meaningful learning materials, so as to improve learners' ability of using English communication. CBI teaching mode focuses on the learned content, and the teaching materials are real and natural situations or tasks in work, life and learning. The selection and determination of teaching content, the arrangement and organization of teaching activities, the design of teaching process and the application of teaching methods must be consistent with students' future professional needs, ability development tendency and emotional needs. Therefore, guided by the CBI teaching concept and taking the classes of the school of computer and software as the teaching pilot, the author actively explores how to enable students to infiltrate and learn the general professional terms of ESP in EGP teaching, so as to effectively connect EGP teaching and ESP teaching and reduce the difficulty of students learning esp, And make students' English language literacy and professional English ability develop by leaps and bounds. The use of CBI concept to guide ESP teaching can effectively

improve students' language communication ability in theory. However, in the current English teaching environment, the traditional classroom teaching model can not give full play to the advantages of CBI concept, so it is necessary to make full use of educational resources, give full play to the advantages of CBI concept and improve the teaching effect of ESP course.

2. College English ESP teaching problems

2.1 Unclear ESP course positioning

At present, College English teaching materials are lack of updating with students' professional knowledge points. At present, College English ESP courses lack unified curriculum management. Most college English ESP courses still focus on students with relatively weak English level, emphasizing basic teaching and neglecting ESP teaching. The teaching content of ESP course cannot use real language materials. In addition, the teaching materials of ESP course are limited. Many colleges and universities repeatedly use a textbook, and do not update and supplement the relevant knowledge points of the discipline in time. Even some College ESP teaching materials directly use the basic English teaching materials of ordinary colleges and universities. Whether from the content of the teaching materials or the application of the knowledge and language points selected in the teaching materials, it has little connection with the majors learned by students, which makes higher vocational students unable to improve their interest in learning and low learning efficiency.

2.2 Limitations of ESP teaching philosophy and teaching methods

The teaching concept of ESP in many colleges and universities is to "make up the gap". It is believed that as long as students make up the missing English foundation, they can pass cet-ab or CET-4 and CET-6, which is the successful completion of the teaching goal. As everyone knows, for students in higher vocational colleges, the practicability of improving their listening and speaking ability is far more than a CET-4 certificate. The grammar translation method is still widely used in ESP teaching methods, ignoring the teaching of cultural factors and professional application quality, failing to cultivate students' language practical application ability, and the classroom is lack of interest, which makes ESP teaching in Colleges and universities in a vicious cycle mode of "students have no mechanics, teachers work hard to teach", and the teaching effect is not ideal.

2.3 Lack of ESP teaching teachers

Most colleges and universities have ESP courses in English teaching, but there is a large gap between the actual implementation and the curriculum objectives, lack of teacher training, and the teaching organization is not organized and orderly. Moreover, ESP teaching in Colleges and universities still inevitably applies the teaching mode of undergraduate colleges and universities, and the teaching plans are uneven. It is equivalent that some schools set ESP courses as elective courses and have not formed a complete curriculum system.

3. Construction of ESP ecological teaching mode from the perspective of CBI

3.1 Improve ESP teaching environment

ESP ecological teaching mode based on CBI teaching concept should be established in an environment with good interaction between teachers and students and harmonious unity of English language and professional knowledge. Ecological foreign language teaching emphasizes the harmonious interaction between teachers and students and creates an open teaching atmosphere. ESP ecological open classroom should be reflected in the expansion of teaching content, the freedom and looseness of classroom atmosphere, and the respect and understanding between teachers and students. In an open classroom environment, teachers and students cooperate and support each other, and actively participate in flexible classroom activities for teaching content. In ESP ecological teaching, teachers should change the traditional teaching concept. Classroom teaching should be student-centered, from teacher led classroom teaching to teacher guided classroom teaching. The

transformation of teachers' role is the key to realize ecological teaching. By designing classroom teaching links, we can guide students to actively participate. Through real language materials, with the help of multimedia and other information technology, actively create a real scene, mobilize students' thirst for knowledge and learning enthusiasm, understand professional knowledge through language learning, and improve English skills in the learning of professional knowledge. The two complement each other.

Table 1 ESP related courses

ESP	Travel
	Law
	Finance

Table 2 score fluctuation of ESP teaching mode based on CBI concept

pattern	fraction
General teaching	76.7
ESP teaching under the concept of CBI	83.6

3.2 Improve ESP College English teaching content

CBI teaching concept focuses on the use of real language and text, and the use of original teaching materials and target language. In actual teaching, the teaching content is not equal to the content of teaching materials. Teachers and students should choose the content of teaching materials reasonably according to the actual situation, or recreate the teaching materials with the help of modern information technology, so as to make the teaching content more in line with the specific needs of students and fully mobilize students' learning enthusiasm. The flexibility and dynamics of ESP teaching content can better highlight the student-centered, cultivate students' autonomous learning ability and create a benign ecosystem of ESP learning. In the teaching process, teachers should comprehensively consider students' majors and reality, rely on the advantages of network multimedia resources, reasonably carry out curriculum design, prepare rich English resources and information for students, ensure the enrichment of curriculum related resources, make the whole teaching process more professional and ecological, and gradually improve students' Comprehensive English ability and professional knowledge level.

3.3 Improve ESP ecological teaching process

ESP teaching from the perspective of CBI meets the requirements of modern educational philosophy and College English teaching objectives. Actively explore the construction of ESP ecological teaching mode in practical teaching. By dealing with the relationship between teachers, students, environment and other ecological factors, it is conducive to truly implement the education concept of "student-centered" and create a harmonious and dynamic ESP teaching environment, Promote students' language knowledge and professional skills at the same time.

4. Conclusion

CBI teaching concept has great feasibility to be applied to college English ESP teaching mode. Both CBI teaching concept and ESP College English teaching emphasize "student-centered" and encourage students to form experiential, cooperative, exploratory and other autonomous learning processes. ESP teaching in Colleges and Universities Based on the CBI teaching concept can stimulate students' learning motivation, improve students' learning enthusiasm, find the effective combination point between students' language learning and professional knowledge information acquisition, so as to find solutions to many problems existing in ESP teaching in Colleges and universities, and bring new perspectives and research methods to the reform of English Teaching in Colleges and universities, Promote the continuous improvement of the educational level of colleges and universities in China.

Acknowledgments

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