

## A study of CBI on the Reading for the TESOL

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### Abstract

CBI, called content-based instruction, as a main teaching instruction, has got more attention from many scholars and professors. It can combine the subject and language and make it an integrated system in which the specific content, background, information and subject terms and knowledge can be acquired naturally by the way of these language skills such as listening, speaking, reading, writing and translating. Therefore, the language acquisition will be more useful and practical in this inter-disciplinary situation. It changed the way of traditional teaching instruction to colourful and fruitful language contents. It is of great importance for the second language learners to gain the specific knowledge and they can have the bilingual ability. In addition, this instruction can be used mainly in the reading and make it more understandable because you have more discipline background to deal with the difficulties in the context. As is shown in the experiment of this article, this instruction will be helpful to the improvement of the ability as an English learner.

### Keywords

Second language acquisition, content-based instruction, language skills.

### 1. Introduction

For centuries the English scholars have been focused on the positive means to promote the TESOL at home and abroad. They hope to study how to improve the students' ability to learn English including listening, speaking, reading, writing so that teachers can teach students these four parts of language competence and performance with the guidance of clear and accurate pedagogies of English teaching step by step and the students will acquire the language skills rather easier because of these different but accurate goals. However, language is an integrated system combining speaking, listening, reading and writing that we cannot separate. So how to recognize their relationship and how to improve our English ability are our major problems since ancient times. Different teaching approaches and methods have emerged over time and put them into our classroom practice such as Grammar-Translation method, Direct Method, Situational Approach, Audiolingual Method, Communicative approach, Humanistic Approach, Constructivist Approach. Here I will mainly discuss the Communicative approach and how it is used in the classroom and why it is more useful in real classroom practice.

The communicative approach, also called Communicative Language Teaching (CLT), which is witnessed by us in the late 1970s and 1980s. It is a unified but broadly based, theoretically well-informed set of tenets about the nature of language and of language learning and teaching. It can be supported by Chomsky's Competence and Halliday's functional account of language. For example, Halliday's seven basic functions that language performs for children learning their first language. Here I will not talk about it in detail. Nowadays, the CBI as a variant of communicative approach has been a major task in some higher universities and colleges to develop learner's communicative competence. CBI, as one teaching pedagogy, which emphasizes the content as the driving force of classroom instruction and students' language acquisition. And

it can be taught by the content to make students improve the language skills automatically but not to learn language itself. We can say it achieve the combination between the language and content. I presents the total integration of language learning and content language. The language is the scaffolding of the content and is expressed and shown by the content . Therefore, the content is so significant that we should focus on the language meaning and the form and rules of language can be acquired be all kinds of materials. People also can understand the language by means of rich and concrete language and make it become more real and lively so that the language can be acquired but not studies by second language learns. In addition, people can gain the information such as in the areas of science, arts, history, geography, mythology so the language will not that boring. In this way ,we can form a system of language and knowledge. It also can broaden our horizon to know this world and practice our expressive ability using English full of knowledge and even influence our logic and thinking patterns.. But the most important of CBI is the teaching materials.

## 2. Theoretical Basis

When we refer to the English teaching, it naturally we should be concerned with three subject, students, teacher and the teaching pattern----CBI. Next, we will talk about the other aspects to influence the effect of on the classroom practice. First, we should regard the students as the center of the CBI, make them carry out self-dependent study and develop their interests in all kind of genres of articles. The teacher need guide the reform and direction of the way of the study as well as encourage them to try out new information in new texts. Stryker and Leaver(1997) claims that CBI can be at once a philosophical orientation, a methodological system,, a syllabus design for a single course, or a framework for an entire program of instruction. However, few people have studies the influence of CBI on reading instruction.

This study aims to investigate this influence and effect on the reading so that we can use this way to apply it into our classroom practice because the content in content-based instruction can be combined the information and specific subjects to promote the reading ability. As you know, reading is a very important skill in the learning acquisition. I hope to this article will help you understand that CBI also can apply the reading instruction into reading classroom so it will be not only a instruction to integrate the subject with language skills.

### 2.1. The Definition of Content-Based Instruction

CBI, Content-based instruction refers to an approach to second language teaching in which teaching is organized around the content or information that students will acquire, rather than around a linguistic or other type of syllabus (Richards, 2001, p.204).In the Applying Content-Based Instruction to Extensive Reading Class, Zhao YiYu has concluded the language skills should be taught in the content subject and not left exclusively for the English teacher to deal with after investigating the No.8 Middle School in Baotou, Inner Mongolia. He also thinks the English teacher should be familiar to other teachers in such subjects as physics, science, Chinese, Geography.

### 2.2. The Relationship Between CBI and Reading

Otherwise, we also should focus on the reading. Teacher should know what is reading, how to teach reading. "Reading can be defined simply as making meaning from print. Four key elements combine in the process of making meaning from print: the reader, the text, reading strategies, and fluency. Reading is a process of readers combining information from a text and their own background knowledge to build meaning " . (David Nunan &Neil J.Anderson) A good reader is the necessity to know the English knowledge and acquire the western culture and also it is a important skill to promote the English skills. According to the Krashen' Input hypothesis, the reading is the process in which the knowledge can be input by our eyes , brains, mouths so

that we can output it after we have known it. Therefore, the input is the presumption of the output and the significance of reading can be emphasized any more. In brief, It is an active process of understanding in given context involving guessing, predicting, checking and asking oneself questions. Bottom-up, top-down, and interactive reading are the names of different theoretical modes that researchers use to describe how people process print. The bottom-up is a lower-level reading process from letters, sounds, morpheme, word, phrase to sentence and text. In this model, students start from the bottom to get to the top(comprehension). In top-down reading, it begins with the ideas that comprehension resides in the reader. The reader can predict the meaning of the the whole article according to his previous background. So he can understand the text even if he does not know every word. Goodman(1976), one of the original advocates of the top-down models of reading, criticizes bottom-up models because the readers become “word callers”, people who can read the words on the page but does not understand what they have read. Goodman believes that teachers make learning to read difficult “by breaking whole language into bite-sized, abstract little pieces”. So One possible way to help students understand their reading is to use a whole-approach approach to teaching. The interactive approach combines the elements of both. For example, most readers begin reading by using top-down approach until there is a problem, and then they shift to bottom-up strategies. You will slow your reading pace to decode the new word you have met. As for the teacher, we should use different ways to achieve the goals of our instruction.

### 3. The Analysis of the Study Case

Here, we am supportive of the interactive approach because it is more practical for the Chinese student. In our practical instruction, we will involve collection and analysis, the preparation, presentation in class, evaluation and other steps. The teacher should prepare various reading material in many different subject areas so that this means can integrate the content and information. Of course, this materials should be understand and known by teachers and they can give a lecture clearly. If we only put these materials into the hand of the student, then the CBI instruction will not really achieved. Also ,teachers can take two kinds of materials to differentiate these two materials so that the student understand the important keys ,that is to say ,if only we know every word or even if we know with the help of the dictionary, we cannot say we have a understanding of the whole text. The students will find this seemingly strange phenomenon, what is the reason that we cannot do it on earth? In fact , the text is full of information that they have not met before. That is the point to hinder the reading obstacles. Although, they know the word and phrase, but they cannot know the organization, the implied meaning in some specific subject areas. In this situation, the teacher can teach this text by introducing the main background, the language features, the genres and the organization. When the student read it again , they will understand this article. So we can say the information and the language points are equally important for the second language learners to study. As we know, the culture is a factor to influence our reading comprehension, and the information is also a necessary factor to comprehend the English texts in subject areas. This instruction will improve the English ability in a obvious manner after you have do a experiment at one specific school using quantitative and qualitative research studies, as is showed in the Baotou No.8 Middle school. But all of this need the cooperation between the teacher and the student to achieve the outcome of the goals of this instruction. Remember to choose the level of difficulty of a text is not the same as the level of a reading task.

How is the information organized? How familiar are the students with the topic ? remember that the subject background will become the main difficulty. These factors should be considered b the teachers before the reading lesson. In While-reading activities, students should be immersed in the article full of the subject information we have chosen for them. But this process

should not stop until the students acquire the language skills and understand the subject knowledge. Also, we should choose the vivid and familiar information at its beginning, but the level of reading materials should be increasing gradually in the background from geography, art, literature, sociology and some minor information as colorful as they can. Finally, they can deal with the more difficult texts. In this process, we can train the student to be a comprehensive talents with English ability and specific subject skills. This instruction will attract them to read what is interested to themselves from a variety of background information. In addition, students will be able to write articles full of facts, reasons and the ideas in many topics.

#### 4. Conclusion

In conclusion, in order to integrate the language skills in EFSOL instruction, teacher should consider these steps:

- a. Learn more about the various ways to integrate language skills in the classroom
- b. Reflect on the current approach and evaluate the extent to which the skills are integrated.
- c. Choose instructional material, textbooks, and technologies that promote the integration of listening, reading, speaking, and writing as well as the subject knowledge.

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