

Research on English Teaching Mode under CBI Concept Based on Data Mining

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Abstract: Under the background of economic globalization and data mining construction, compound talents with professional knowledge and English skills are favored by the market. This puts forward new requirements for students of higher vocational colleges, and also brings new challenges to professional English teaching. The CBI teaching concept has great guiding significance for professional English teaching in higher vocational colleges. The results of the questionnaire survey and data analysis showed that the students' interest in English reading increased after the experiment; the sig value of the independent sample t-test between the experimental class and the control class was less than 0.07, that is, the students' scores in the two classes were significantly different.

Keywords: English Teaching Mode, CBI, Data Mining

I. INTRODUCTION

In the context of economic globalization and the construction of the "One Belt, One Road", the society has higher and higher requirements for vocational college students. In the face of prominent employment problems, for automotive students, if they only master the knowledge of the automotive industry, they have already unable to meet the needs of social development. To this end, it is necessary to strengthen the reform and exploration of English teaching for automobile majors in higher vocational colleges. Automotive professional English is to learn professional content on the basis of college English teaching, including the structure of the car, the working principle and the professional terminology of various parts and so on. Combined with the characteristics of English speaking and listening courses, we adopt an open comprehensive evaluation method to improve students' learning and ability, and provide dual feedback functions (Liu Kai, Sun Yanfang, 2017), between students and teachers, between students and teachers. Build two-way bridges between schools.

Based on the OBE education model, focus on the improvement of students' practical application ability; when evaluating teaching quality, focus on students' ability and learning output, and focus on "the ability that students really have after learning." Therefore, this course comprehensively examines students' teaching participation rate inside and outside the classroom and their usual learning and development effectiveness, and improves the assessment method of the results of one test to a "whole process, all-round and diversified" assessment system. The final grade of the course consists of three parts: normal, mid-term and final, with a grade ratio of 3:2:5. Among them, the usual grades mainly come from students' attendance rate, class participation rate, homework completion and personal ability improvement in the teaching process. The earliest practice source of Content-based Instruction is the "Immersion Education" implemented in Canada in the 1960s. The subject is truly integrated with the subject content [8]. Studies have shown that it is difficult for students to truly master a foreign language only by relying on

compulsory foreign language courses. Immersion is an effective method to improve language ability and has achieved obvious results.

In the "immersion" foreign language classroom, Canadian students use the second language for 50%-100% of the time. The second language is used as the teaching language of physics, chemistry, history, geography, music and other subjects. knowledge of foreign languages. CBI (Content-Based Instruction) means "language teaching based on subject content", which is a mode of learning foreign languages based on non-linguistic subject content and combining language learning or teaching with professional subject knowledge. The concept of CBI integrates language learning into the learning of subject knowledge, and pays attention to students' language skills through systematic subject content knowledge construction, so as to achieve simultaneous improvement of language skills and subject knowledge. Teaching based on results, curriculum design, student monitoring, and assessment systems are all developed around cultivating students' abilities and qualities and other learning outcomes. Comprehensive evaluation, including intellectual and non-intellectual factors. Non-intellectual factors include psychological factors such as needs, interests, emotions, will, etc., and intellectual factors include attention, observation, imagination, creativity and so on. Non-intellectual factors can compensate for some weaknesses of intellectual factors. Strong interests and strong personal will can promote the development of observation, creativity, etc., and also enable the interaction between teachers and students and between students to achieve healthy development.

II. THE PROPOSED METHODOLOGY

English teaching mode under the concept of CBI. Content-based teaching mode takes subject knowledge as the core, and emphasizes that curriculum organization should be arranged according to the content of the subject rather than the form, function, situation or language skills of the target language. In addition, the CBI teaching concept also has the characteristics of using real language materials and the curriculum must meet the needs of different student groups. At the end of the semester, the teacher will provide the course teaching summary report, and the course leader will provide the course reflection report. The reflection report includes six parts: course overview, learning objectives and ability development, teaching methods, evaluation methods, student learning outcomes and performance, and continuous improvement. .

Through these two reports, teachers are guided to enter the teaching growth process of self-knowledge, self-reflection, self-evaluation and self-improvement, thereby further improving teachers' teaching level, enabling teachers to actively carry out teaching reforms, establishing a focus on quality education and cultivating students' international vision. It leads students to internalize the society's requirements for talent quality into their own needs and pursuits, promotes the full play

of the main role of students, and effectively realizes the transformation from "solving problems with fixed answers to solving open-ended problems". In order to maximize the students' oral application ability. Authentic language materials, teaching media images, audio materials and teaching aids must be selected from the learner's native language environment. Real language materials make it easier for learners to understand the meaning, so that the focus of learning will be placed on the effective information expressed by the language materials, it is easier to enhance the learners' interest in reading, and it is easier to complete learning in a real context Task.

Therefore, learners will have more knowledge and understanding of the culture in the language materials, and at the same time broaden their knowledge and form a cross-cultural communication awareness. The CBI teaching model can fully integrate professional content and language learning. Language as a tool for learning professional knowledge, use language to learn professional knowledge, obtain professional information, solve professional problems, and develop one's own language skills in the process, complete the ultimate goal of learners' language learning, and finally use this language skills to actual jobs. Therefore, CBI is a teaching model in which professional skills and language levels are developed together. There are three basic modes of CBI teaching mode that are generally accepted and used: Theme-Based Approaches, Sheltered Content Courses, and Adjunct Courses. (Wang Shixian, 1994) As the hotel English course teaching is characterized by "module teaching", it is divided into main modules such as "front hall", "guest room", "catering", "recreation" and "complaint" according to the actual job content. The hotel English course teaching is reformed to be more in line with the nature of the course.

With the deepening of economic globalization and international exchanges, the automobile market is also growing. With the "going in" of many international auto brands and the "going out" of more and more Chinese auto brands, in order to better conduct cross-border business negotiations or provide services for international customers, master auto professional skills and English language knowledge at the same time It is particularly important for the talents of automobile professional English to master a certain English ability to read and translate automobile manuals and maintenance manuals and other technical materials in foreign languages. In order to let students pay attention to the understanding of the content, rather than the English language form, so that students can reflect more meaningful professional subject content in the hotel English course learning, so that students can "apply English at the end of the course" Language and professional knowledge" (Kong Fanxia and Wang Xin, 2015), when designing teaching models, teachers should create a real language environment for students, not just explain boring language forms, so as to increase students' interest in learning and learning satisfaction, Acquire hotel expertise and improve your English language skills at the same time.

Therefore, the teaching mode under the CBI theme mode is designed as follows: "Taking subject content as the core" is a significant difference between CBI and other teaching methods. In the content-based teaching method, teachers guide students to acquire subject knowledge naturally according to the real subject content, Instead of teaching language in the order of traditional vocabulary, grammar, sentence patterns, etc. Simply put, students will learn vocabulary, grammar, etc. through reading, understanding, and reciting an article, rather than learning language knowledge separately. In this way, students can not only learn more knowledge, but also will not feel that

the classroom content is monotonous and boring. Students will even indirectly master it by learning language knowledge in other fields (such as mathematics, physics, literature and history, politics, etc.). Target language. This shows that the teaching of automotive English must have the characteristics of interdisciplinary and practical.

The concept of CBI emphasizes that teaching is student-centered, increases the interest of course teaching, and can effectively mobilize students' enthusiasm and initiative in learning. According to the situation that the students of higher vocational colleges have poor English foundation, low interest in English learning, strong fear of difficulties, and lack of enthusiasm for learning, teachers need to improve the interest of the content and stimulate students' interest in learning when organizing teaching activities. For example, when studying the content of Logos of Automobiles (car logo), teachers can let students watch movie clips and divide the class into several groups to conduct a knowledge contest to find out the type, brand and English name of the car logo that appear in the movie, etc. . Through this form of competition, the interest of the content is increased, the classroom atmosphere is effectively mobilized and the learning efficiency is improved.

CBI is a content-based language teaching, and the CBI concept is integrated into the English teaching of automobile majors, which can effectively combine the learning of language and professional knowledge, and use English as a carrier to learn automobile-related knowledge. Context also provides good conditions for English learning. In learning, students use English as a learning method to learn and discuss automotive professional knowledge, which can better improve students' English ability. For language learning, students' learning around professional content can improve their enthusiasm for learning and improve the efficiency and quality of language learning. In the theoretical research stage of CBI, Widdowson (1978) proposed that language and content should be combined in the teaching process, learning language knowledge in a real language environment, and acquiring comprehensive English language ability. He believes that the content-based teaching method combines language knowledge with students' own life experience, and guides students to "learn by doing" and "learn by doing". After the publication of Mohan's 1986 book "Language and Content," applied linguists in the United States, Canada, and other countries began to study this pedagogy. This book has made a great contribution to the development of CBI and laid a solid foundation for the concept of CBI in the future [27]. Met regards CBI as a continuum, with content-based language on the left, including immersion methods; and language-based content on the right, including topic-based language teaching models and additive language teaching models.

Selection of course materials under the data mining. Course materials are an important condition for the development of CBI teaching in automotive English. When choosing teaching materials, teachers should take students as the main body, fully understand students' professional level and English foundation, and choose teaching materials for students' learning needs according to the actual situation of the students they teach. In order to better implement the CBI teaching mode, the content of the teaching materials should be moderately difficult, and should be professional, interesting and practical. Specifically, pay attention to the following aspects. The experimental class adopts the content-based theme teaching mode, which can improve students' interest and enthusiasm.

Because the teaching content is close to the life of the students, the classroom teaching form is flexible, and the students connect with the reality through the theme, thus changing their learning attitude. "Students are not passive recipients of knowledge, but active information processors" (Bruner, 1971). In the actual classroom operation, the teacher observed that the students explored the demonstration content with great interest and were able to gradually use more and more professional vocabulary and professional knowledge, which effectively promoted the internalization of professional subject knowledge. In the practice stage of CBI, Brinton (1989) divided CBI teaching into three categories, namely: topic-based language teaching mode, protected content teaching mode and additional language teaching mode, which made the concept of CBI move from theory to practice [28]. At the same time, CBI teaching is widely used in foreign immigrant education, and they even offer bilingual courses, which have been widely praised. For example, the United Kingdom has set up a "specific purpose language learning" course, and Canada has set up relevant educational courses such as innovative English learning practices for immigrant survival.

In 1993, Kramsch's experiment proved that language rules and knowledge can also be mastered in the process of acceptance learning. In 2001, Tomlinson's experimental research also showed that when the learning content is closely related to life, the language acquisition process will become easier [30]. As a result, CBI has been widely used in teaching practice. The CBI concept emphasizes teaching based on content. For example, in the automotive English class, students should combine professional knowledge to learn language. The textbook "English for Automotive Professionals" published by Beijing University of Posts and Telecommunications Press has a wide range of professional knowledge. The unit contents include The Vehicle World, History of Automobile, Famous Car, Logos of Automobiles. Standard), the Production of Automobile (automobile production), etc.

At the same time, each unit of the textbook also provides 2 readings of professional content, including automobile structure, automobile type, automobile engine, automobile chassis, etc. This textbook conforms to the theme-based teaching of CBI's teaching concept. Each unit focuses on a certain professional knowledge for language learning, which can improve students' interest in learning and effectively improve the efficiency of language acquisition. Teachers are more demanding in the CBI subject mode. Each topic content is designed to be authentic and valid, and to be closely related to subject knowledge. In the process of teaching implementation, teachers should pay attention to the learning process of students, strengthen students' learning motivation, and integrate language concerns for students into professional content, so that professional knowledge and language skills can achieve the effect of applying what they have learned at the same time. Under the effective guidance of teachers, students can stimulate their interest and motivation in learning, improve their professional knowledge and English language skills, and easily gain a sense of learning satisfaction.

CONCLUSION

Professional English is an important course for professional students to acquire language and improve their English practical ability relying on professional knowledge. The CBI teaching concept plays an important guiding role in the practice of English teaching in higher vocational education. Therefore, the industrial English courses of higher vocational colleges can explore the CBI teaching mode according to the students' English learning ability, professional teaching objectives, the selection of course materials, and the construction of the teacher team, so as to improve the English teaching effect and improve the students' English practical ability.

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