Original Research Article

Language-driven or Content-driven - on CBI Based Teaching Model of Public English Speech

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Abstract: Content-based instruction model (CBI) handles the relationship between language and content in teaching and learning properly. Based on the CBI concept, the current study constructed a progressive public English speaking teaching model based on four stages: English dubbing, simulated speech, speech based on draft writing and impromptu speech. Determining the series of speech theme combined with teaching materials, then digging the combination of the teaching materials with Chinese traditional culture, the study carried out four-stage training in the experimental group but only common training based on the speech course curriculum in the control group, and obtained the pre-test and post-test results of the topic-oriented speech of both groups separately. By using quantitative and qualitative analysis of independent samples t-test and feedback interviews, it was concluded that this model could effectively improve students' English speaking ability. And students' self-perception in three dimensions of English speech interest, speaking confidence and conception ability had been significantly improved.
Keywords: CBI; Content-driven; Chinese Traditional Culture; Topic-oriented Speech

1. Aims of the research

With the further development of the opening to the outside world in the new period, universities are required to train a large number of talents with good international communication skills, among which English speaking ability is the most important, and the cultivation of speaking ability is the major task[1].

The purpose of Public English Speaking course, an optional ESP course for college students, is to improve students' public English speaking proficiency, which is hard to achieve if teaching content and public speaking skills are separated in traditional language-oriented teaching. While traditional college English teaching is centered on language skills, from textbook compilation to classroom teaching[2],CBI based teaching model is content-oriented, advocating language learning with the process of content learning. In this teaching model, students naturally combine mastering language skills, improving language proficiency and learning the content of the course together. In this study, a CBI based theme-oriented speech teaching model is constructed and applied in teaching Public English Speaking course to improve students' English speaking proficiency, as well as their English speech interest, speaking confidence and conception ability.

2. Literature review

2.1 CBI model

CBI(Content-based Instruction)is a foreign language teaching model which rose in Canada, the United States and the United Kingdom in the 1960s and 1970s, and was widely spread to other countries afterwards[3]. CBI is a teaching concept that language teaching is based on a certain subject or a theme. It rejects the traditional teaching method of separating language teaching from content teaching or theme teaching[4]. The purpose of this teaching model was not only to transmit the teaching content, but also to train the learners' language skills in the process of content learning, and to cultivate their ability to use language. Brinton (2003) believed that CBI transferred the emphasis of teaching from learning language itself to learning language through content knowledge[5]. Actually CBI integrates the development of language, content and learners' cognitive ability.

2.2 Relative research of CBI based speech teaching

Researchers have enriched and developed CBI models according to their different understanding of content and separate teaching purposes. A lot of domestic researchers have done in-depth researches on how to guide teaching practice with the CBI concept theoretically. He genyou and Li Xiaojuan (2013) explored the common teaching model based on CBI, which were theme-

based approach, sheltered-content course and adjunct-course. It suggested that through exploring interesting teaching content, students were immersed in language learning and content exploring. They participated in teaching activities, which stimulated their interest and motivation in learning[6]. Dai Qingning and Lu Hua (2004) introduced the origin, content and teaching model of CBI, and discussed its feasibility of applying in English teaching[7].

Meanwhile, a number of researchers also carried out empirical researches on CBI based teaching. For example, Gu Feirong (2008) carried out the teaching practice of "cooperative completion of tasks" in the course of Academic English Writing for doctoral students[8]. Tian Fen (2014) carried out situational simulation speech training practice based on business knowledge[9]. Zhang Dongyu (2007) did a research on a 3-5 minute prepared speech in a comprehensive English course in the lower grade of English majors[10]. Their studies showed that this teaching model required teachers to re-examine their teaching from a new perspective, which was teaching foreign languages through a subject content.

The current study intends to practice topic-oriented speech training in public English speaking course for non-English majors, aiming at exploring the proper content for the speech teaching and checking the effectiveness of this CBI based teaching model of public English speaking.

3. Research questions

The current study, based on the curriculum of public English speaking course for non-English majors in Zhejiang Yuexiu University of Foreign Languages, constructed a progressive public English speaking teaching model with four stages: English dubbing, simulated speech, speech based on draft writing and impromptu speech to explore its the feasibility and teaching effect of topic-oriented speech training in public English speaking course. Concrete research issues were: 1. How to determine the theme of speech in CBI? 2. How does topic-oriented speech teaching improve students' English speech performance? 3. How is the degree of the effectiveness of this teaching model on improving students' interest, confidence and conception ability in public English speaking?

3.1 Participants

Participants were 70 girls and 30 boys chosen from overall students who took public English speaking as an optional course. They belonged to non-English majors of 2017 grade in Zhejiang Yuexiu University of Foreign Languages. A total of 100 individuals took part, of whom 50 (35 girls and 15 boys) were enrolled in experimental group and the rest 50 were in the control group randomly. The experimental group focused on topic-oriented speech training through four stages, which were English dubbing, simulated speech, speech based on draft writing and impromptu speech. While the control group experienced the corresponding speech training on the basis of the syllabus and teaching plan of the public English speaking course.

Before determining the teaching model, a questionnaire was distributed to all of the 260 students who took the course to know the English speech status among non-English majors, and 260 valid questionnaire sheets were collected. The findings were as follows:

Table 1 Questionnaire on present situation of public English speech for non-English majors and its results

Questionnaire:	Options	Respondent no.	Proportion
Q1: Motivation to learn English speaking:	A: Improving English ability	129	49.6%
	B: Developing critical thinking	99	38.1%
	C: Developing a hobby	19	7.2%
	D: Enhancing confidence	13	5.1%
Q2: Ways to stimulate interest in English speaking	A: Zest in teaching materials	105	40.3%
	B: Diversity in instructional models	65	25.1%
	C: More interesting extracurricular activities	64	24.5%
	D: More practices	26	10.1%
Q3: Quality of an excellent speaker	A: Fluent oral expression ability	202	77.7%
	B: Ability to communicate	39	15.1%
	C: Ability to respond	19	7.2%
	D: In-born talent	0	0%
Q4: Problems encountered in English Speaking	A: Poor oral English	158	60.8%
	B: Nervousness which leads to forgetting words	53	20.4%
	C: Low adaptability	26	10%
	D: Difficulty in writing speech drafts	23	8.8%
Q5: Favorite instructional model & learning method (multiple choice)	A: Teachers' lectures mainly	116	44.6%
	B: Group projects mainly	144	55.2%
	C: Simulation & Practices	139	53.5%
	D: Practices only	0	0%

In **table 1**, 49.6% of the students chose improving their English comprehensive ability as the motivation to learn English speaking, and 38.1% chose critical thinking, from which we could see students had a strong desire to improve their comprehensive English ability and critical thinking ability. Meanwhile, they also wanted zest in teaching content (40.3%) and diversity in teaching forms to learn English speech (25.1%) and 53.5% held a desire to master the speaking skills through simulation and practice. Therefore, the CBI based speech training model was very timely and necessary.

3.2 Measures and procedure

Based on the understanding of students' English speaking situation, the research group determined the teaching model of topic-oriented speech, and carried out a four-stage empirical study in the experimental group, which were English dubbing, simulated speech, speech based on graft writing and impromptu speech. A blended teaching was carried out in the first three stages of training. Mainly the experimental group completed the tasks before the class, that was, students recorded dubbing for the first stage, simulated speech clips for the second stage, and delivered speech based on draft writing for the third stage, and then the works were displayed and commented by both teachers and peers in class. The fourth stage of impromptu speech was prepared, delivered, and commented in class, and teachers' assessment, as well as peer assessment was carried out afterwards.

3.2.1 Determining the theme of speech

According to the different teaching purpose, students' level and demand, the models of foreign language teaching under the guidance of CBI are quite different, from the strong teaching model - "focusing on content" to the weak teaching model - "focusing on language"7.

Strong CBI teaching model is mainly used in the professional courses which uses second language as the medium of teaching; weak CBI teaching model is for thematic teaching, mainly used in foreign language teaching, which uses relevant thematic materials for language skill training[11]. Teachers do not need to copy a certain CBI teaching model. On the contrary, it is wise to choose and design a model which meets the teaching objectives and caters for students' actual demands. This is the principle the current study sticks to - designing a teaching model suitable for public English speaking training.

With the promotion of "Belt and Road" strategy, there are more and more opportunities for Chinese culture to be spread to the rest of the world. As far as the theme of speech was concerned, the current study excavated elements of Chinese traditional culture, and permeated them into the establishment of the theme of speech. As for the first two stages of online dubbing and simulated speech, the experimental group were required to search for the authentic corpora to finish dubbing and simulated speech, no specific theme required. As for the third and fourth stages, the experimental group were required to combine suitable elements of Chinese traditional culture with the topic. Samples of combination were as follows:

Table 2 Sample themes for speech

Themes	Sample elements of Chinese traditional culture
Attitude toward addiction to online games	Chiseling a hole on the wall in order to get some light from neighbor's house by Kuang Heng; Tie one's hair on the house beam and jab one's side with an awl to keep oneself awake —painstaking in one's study.
Attitude toward struggle	"To be bestowed with great responsibility, one must be crucified with ordeal and tribulation so as to break one's will; subdue one's spirit; exhaust one's muscles; starve one's flesh." —Mencius' view on adversity
Attitude toward doing plastic surgery	Unity of truth, goodness and beauty - Chinese traditional aesthetic concept.
Attitude toward animal experimentation	If fine-mesh nets are kept out of ponds and lakes, there will be more fish and trionychids than you can eat. —Mencius Love people, and love all the creatures, including animals and insects; If not, how can be called "benevolence"? —Dong Zhongshu The laws of Nature govern all things. Man is modeled on Earth, Earth on Heaven, Heaven on the Word, and the Word on Nature. —Laozi
Attitude toward reading paper books	The story of development of paper —from oracle bone inscription, bamboo tablet, silk manuscript, scroll to paper sheet.
Attitude toward responsibility	"Be the first to show concern and the last to enjoy oneself." —Fan Zhongyan's view on responsibility
Attitude toward highly advanced technology	Stories of the four great ancient inventions.
Attitude toward celebrating western festivals	The origin of some Chinese traditional festivals

During the teaching process, students showed depth in comprehension of Chinese traditional culture. They improved their language skills as well as understanding Chinese cultures deeply. Through speech training, students were trained to reflect on reason and debate on evidence, to gradually improve their reflective thinking, and to realize the leap from language-based to content-based.

3.2.2 Implementation of the speech teaching model

This teaching model was carried out according to the four stages of public English speaking course.

Online dubbing of the first stage belongs to phonetic imitation. Non-English major students comparatively have poor oral communication skills. Online dubbing is a good method for students to practice as it is interesting and easy to operate. In the

meanwhile students have no psychological burden to do dubbing as they only need to make a voice, no standing in front of a camera, so they are willing to participate. According to the three elements of CBI teaching concept: taking subject knowledge as the core, using authentic language materials and meeting the needs of special student groups[6], the experimental group were required to choose authentic materials, from relatively simple and relaxing content such as topics on travel, food, campus life to other materials with moderate difficulty such as on the original film monologue or dialogue etc. During the dubbing, students imitated word by word, comparing with the original sound, correcting their pronunciation, optimizing their intonation, and mastering pronunciation skills. At this stage, the assessment was mainly carried out by the teacher, who primarily commented on the phonetic skills such as linking, contraction and reduction.

Simulated speech of the second stage belongs to analytical imitation. Students further optimized pronunciation and intonation, understood the content, paid special attention to the emotional processing of the speaker's cadence, and learned the speech skills such as eye contacts, facial expressions and gestures. The speech theme of the second stage was related to cultural customs of both target language countries and China. At the second stage, the assessment was carried out by the teacher and peers respectively, who primarily focused on the speech postures, with the purpose of guiding students to speculate and understand the significance of speech postures.

The third stage was the speech based on draft writing. The theme of speech combined the content of the textbook with the elements of Chinese traditional culture, to stimulate students' cognition, warmth and respect for Chinese traditional culture. The process of draft writing was a combination process of searching for network and library resources, extensive reading and data collection. It adopted the principle of three drafting --- first draft writing with effective mutual correcting among group members, second draft submission with being evaluated and corrected by the teacher, and third draft to be the final version. In this process, group cooperation played a positive role and peer teaching functioned. And then students were encouraged to pre-talk before recording the video. The more times they pre-talked, the lower the stage fright they would suffered.

The fourth stage was impromptu speech. Through the practice and accumulation of the first three stages, students had a certain reserve in cultural literacy, gained sensitivity to current events, and raised their ability to deliver a speech. The impromptu speech drove students to shift delivering a speech in front of the camera to in front of class, which further practice students' confidence, conception ability and communicative competence. At the fourth stage, the assessment was mainly carried out by the teacher, who focused on whether the point of view was clear, whether the argument was sufficient, whether the logical relationship developed smoothly, and whether the language was accurate.

3.3 Data analysis

This current study mainly adopted two assessment methods: one was the comparative analysis of results of pre-test and post-test of topic-oriented speech in the experimental group and the control group. SPSS 25.00 was used to analyze the data collected for the study. Independent samples t-test analysis was used to determine whether there were improvement in the results of pre-test and post-test of topic-oriented speech both in the experimental and control groups. The other is questionnaire survey. In order to identify the improvement in students' self-perception in the three dimensions of English speech interest, speaking confidence and conception ability, a questionnaire survey containing 15 multiple choices, with options of Richter Scale 5, was carried out before and after the experiment. The data was also analyzed by SPSS 25.00 to investigate whether the CBI teaching model would have any difference in students' self-perception of English speech interest, speaking confidence and conception ability.

4. Findings and discussion

4.1 Comparative analysis of the results of Pre- and Post-Test

In order to test the effectiveness of the CBI topic-oriented speech teaching model, the experimental group and the control group were examined together to obtain the results of pre- and post-test. In order to ensure the objectivity and effectiveness of the assessment, the examiners were teachers outside the research group without knowing which group students belonged to. Students were required to deliver a impromptu speech in 3 minutes after 20-minute preparation. The assessment score was based on percentage (content 35%, language 35%, fluency 10%, postures 10%, comprehensive impression 10%). The pre- and post-test results obtained were the main basis for analyzing the effectiveness of CBI topic-oriented speech teaching model, showing as follows:

Table 3 Independent samples t-test for the results of pre- and post-test

	Group		M	SD	T	P
Pre-test	The control group(N=50)		71.8800	9.84500	-.137	.892
	The experimental group(N=50)		72.2000	13.31717		
Post-test	The control group(N=50)		73.5000	8.94940	-2.696	.008
	The experimental group(N=50)		78.6600	10.15514		

In **table 3**, from the perspective of the pre-test, there was a slight difference between the average scores of the control group and the experimental group (71.88/72.2). The difference of standard deviation was large (9.845/13.317), which indicated that the dispersion of the distribution of students' results was significant. The significant p value (p=0.892) was significantly greater than 0.05(p>0.05), showing that there was no significant difference between the control group and the experimental group, which was

conformed to experimental condition.

The post-test results of the control and experimental groups showed that both groups had improved their English speaking skills after the course learning. While the progress in the experimental group was more remarkable. Its average score of post-test results (78.66) was significantly higher than that of pre-test (72.20) through longitudinal comparison, and its post-test average score (78.66) was 5.16 higher than that (73.50) of the control group by horizontal comparison. The significant p value (p=0.008) was smaller than 0.05(p<0.05), which achieved statistical significance requirements, showing the effectiveness of the CBI topic-oriented speech teaching model.

What's more, standard deviation in experimental group decreased(13.31→10.15), which meant the discreteness of post-test scores decreased, indicating that after four stages of speech training, students with average grades had made greater progress in delivering a speech than that of the students with good grades.

At the same time, the research group also conducted feedback interviews among 10 students who were selected separately from the experimental and the control groups. Students from the experimental group held positive attitude toward this teaching model. They believed that dubbing training and simulation speech could help students correct and optimize pronunciation and intonation. Students were very motivated to do dubbing, some of whom had done as many as 40 dubbing works within the first stage which lasted for four weeks. And in the second stage, the recitation of the speech draft helped them establish the consciousness of the structure building of the speech draft, which laid a good foundation for them to do draft writing in the third stage. Students pointed out that the most obvious effect that speech draft writing training brought was that it was easier for them to grasp the theme more accurately, to make the structure and content more clear, and to illustrate and cite the elements of Chinese traditional culture in writing. In the process of material searching, they had a deeper understanding of Chinese traditional culture. When it came to the impromptu speech stage, students pointed out that they had certainly benefited from it in the perspective of boosting their courage and confidence, but there was still much to be improved. Because of the limited preparation time, the impromptu speech was really nothing but waffle in content, and the sentence structure was mostly simple, with basic grammatical errors and misuse of the pronouns, like he/she.

There were also students who gained much but not so impressive progress in the control group. Through interview, the research group found that those students worked really hard for the course. They also enjoyed watching original English movies and TED speech, and would do dubbing for the classic movie clips. In the meanwhile, they attached importance to reading and writing practice. So although those students did not participate in the training of CBI topic-oriented speech model, their autonomous learning functioned a great deal, which showed the effectiveness of CBI speech model edgewise.

4.2 Students' self-perception of improved interest, confidence and conception ability

In order to further verify the teaching effect, the research group conducted a self-perception questionnaire on the three dimensions of students' interest in speech, speech confidence and conception ability both in the experimental group and the control group respectively at the beginning and end of the CBI speech teaching model. The questionnaire was in the form of a 5-point scale. The higher the score was, the stronger the self-perception was.

Table 4 Independent samples t-test for students' self-perception

The experimental group(N=50)		M	SD	T	P
English speech interest	Pre-test	2.6802	.48985	-13.241	.000
	Post-test	3.9434	.36843		
Speaking confidence	Pre-test	2.7070	.42963	-14.388	.000
	Post-test	3.8806	.34519		
Conception ability	Pre-test	2.6802	.35109	-20.086	.000
	Post-test	3.8302	.30360		
The control group(N=50)					
English speech interest	Pre-test	2.7002	.33718	-1.118	.269
	Post-test	2.7728	.31542		
Speaking confidence	Pre-test	2.7098	.36854	-1.138	.260
	Post-test	2.7734	.44978		
Conception ability	Pre-test	2.5634	.35470	-1.258	.214
	Post-test	2.6430	.40767		

Table 4 showed students' self-perception of improved interest, confidence and conception ability. For the experimental group, the post-test average of English speech interest increased 1.26 points, compared with the pre-test average (2.68→3.94). The post-test average of speech confidence was 1.18 points higher than the pre-test average (2.70→3.88). The post-test average of conception ability was 1.15 points higher than the pre-test average (2.68→3.83). All the test significant P value of the three dimensions were less than 0.05(P<0.05), which indicated that the improvement of students' self-perception of speech interest, confidence and conception ability was significant. For the control group, independent samples t-test analysis was used to see that the average value of the post-test of the speech interest increased by only 0.0726 (2.7002→2.7728). The average value of the post-test of confidence increased by only 0.0636 (2.7098→2.7734). The average value of the post-test of the conception ability was

only 0.0796 points higher (2.5634→2.6430). All the three test significant P value of the three dimensions were greater than 0.05 ($P>0.05$), which indicated that there was no significant improvement in students' self-perception of speech interest, confidence and conception ability.

5. Conclusion

From the empirical point of view, the current study explored the feasibility and effectiveness of using CBI topic-oriented speech teaching model in public English courses. The speech training was divided into four stages, of which the first three stages were completed before the class, which was an extension of the public English speech class, effectively making up for the lack of public English speech course periods. In the implementing of this teaching model, the research group attached great importance to combining the teaching materials of public English speech course with the elements of Chinese traditional culture, when determining the theme of the speech, with the purpose of breaking through students' simple and single language practice model and carrying out the continuous comprehensible input and output training of Chinese traditional culture. This teaching model effectively improved students' English speaking ability. And students' self-perception in three dimensions of English speech interest, speaking confidence and conception ability had been significantly improved. The current study also found that there were no unified English translation versions for some Chinese traditional cultural expressions, so the translation practice of Chinese traditional cultural expressions into English could be integrated into the follow-up teaching. Thus, students could establish their cultural confidence and tell more Chinese stories to the world.

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