

disciplinary knowledge

language proficiency

problem-solving skills

基于内容教学法的 商务英语实践教学探索

An Explorative Study of Content-based
Instruction for Business English Teaching

汤 熙 ● 著



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Foreword

Dr. Tang Xi is a promising young scholar in School of Foreign Languages, Changshu Institute of Technology. He started to teach business English at the then Changshu College in 2003. For the pursuit of academic advancement, he went to Durham University in the UK, where he obtained Doctorate of Education in 2012. Now his doctoral thesis is to be published in Soochow University Press and I feel greatly honored to write a foreword for it.

Content-based instruction (CBI) currently is a buzz word in the field of English teaching and learning, for it claims to associate language learning with content learning. It is acclaimed as an approach to facilitate acquisition of new knowledge and skills to offset inadequacy arising in teacher-oriented and language-based models. Based on the elaboration of varied aspects of CBI and on the overview of situation of business English teaching in China, the study proposes the hypothesis whether task-based instruction is a more effective CBI method to develop multiple academic literacies for EFL students of business English, in comparison with language-based instruction and discipline-based instruction. Pretests, pilot studies and posttests are done to guarantee validity. Four dimensions—language literacy, business knowledge, problem-solving skills and overall academic performances—are designed as yardsticks to test effectiveness of task-



based instruction CBI. The research concludes itself by stating that task-based instruction CBI has more advantages over language-based CBI and over discipline-based CBI in developing multiple academic literacies for the EFL students of business English.

Business English has established itself as a major along with English and translation studies. Related academic meetings are convened and researches on business English teaching and learning are conducted at various levels. With its empirical and explorative nature, the book will definitely make its due contribution to the ever-thriving major.

Ma Weilin

Changshu Institute of Technology

May 30, 2017



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Thanks to my loving families for constantly supporting me throughout my many years of further study in the UK and encouraging me to pursue my career goals in educational research and teaching.



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Abbreviations

- Acad. —Overall academic performance
- ACTFL—The American Council on the Teaching of Foreign Languages
- ANOVA—Analysis of Variance
- BEC—Cambridge Business English Certificate
- BICS—Basic Interpersonal Communication Skills
- Bus. —Business Knowledge
- CALLA—The Cognitive Academic Language Learning Approach
- CALP—Cognitive Academic Language Proficiency
- CBI—Content-based Instruction
- CET—College English Test
- CLIL—Content and Language Integrated Learning (Europe)
- CLIP—Content and Language Integration Project (the UK)
- DB—the Discipline-based Group
- DI—the Discipline Instruction
- EAP—English for Academic Purposes
- EFL—English as a Foreign Language
- EGBP—English for General Business Purposes
- EOP—English for Occupational Purposes
- ESBP—English for Specific Business Purposes
- ESL—English as a Second Language
- ESP—English for Specific Purposes
- FLAC—Foreign Language across the Curriculum
- GSEEE—the Graduate School Entrance English Examination
- ILR—Interagency Language Roundtable
- LAD—Language Acquisition Device