

Application of Blended Teaching Mode in College English Teaching for Medical Purpose

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Abstract: Going to the world with medical purpose is not only the need of the world, but also one of the effective ways for China to increase its international influence. The training of English talents in TCM schools is an important way to realize the external communication and development of medical purpose. Over time, the traditional teaching model has been unable to meet the needs of contemporary talents training. The blended teaching model can change the monotonous teaching model in vocational English teaching, lack of vitality, and cannot mobilize the enthusiasm of college students for learning. College English teaching advances with the times and combines with the information-based teaching model. The research purpose of this article is to explore the application of blended teaching mode in college English teaching of medical purpose. This article is based on the classroom teaching design of the blended teaching model, taking a freshman class of a medical purpose major in a university as the research object, and proposes an English classroom teaching design plan based on the blended teaching model. A control group experiment is set up, and the experimental class is conducted for one semester. According to the analysis of blended teaching, the difference between the average values measured after the experiment in the control class and the experimental class is 7.478, which is very different, indicating that the blended teaching mode has a significant effect on improving college students' English reading ability.

1. Introduction

At present, the training mode of foreign language talents in medical purpose colleges and universities is mainly the training of compound talents. The course is also targeted at English and Medicine. It is not limited to English learning in medical purpose. We strive to offer courses in various disciplines based on the basic theories of English and medical purpose. The cultivation of English talents in TCM schools should not only stimulate the formation of interdisciplinary thinking models, use English language tools to explore, actively participate in classroom education and teaching, but also encourage them to independently and deeply learn relevant knowledge of the subject. Gradually realize the improvement of students' comprehensive abilities, and create composite, applied, and skilled talents. The current teaching model of medical purpose in colleges and universities is insufficient to meet the needs of contemporary talents.

Because the blended teaching mode gives full play to its unique advantages in classroom teaching, while overcoming the deficiencies of traditional teaching modes, it also fully reflects the advantages of efficient and concentrated traditional classroom teaching, the leading role of teachers, and the main role of students [1 -2]. Therefore, Blended Learning is actively introduced into school education, which combines the advantages of traditional teaching mode and blended teaching mode, and organically combines the two. Based on the existing research on blended teaching theory, we need to analyze and evaluate it through experiments, observations, and data [3-4]. Based on this, this article will study the application of blended teaching mode in college English teaching of medical purpose, in order to play a certain role of reference for future college English teaching. It also has certain reference value for the education of Medical Purpose English.

The research purpose of this paper is to study the application of blended teaching mode in college English teaching for medical purpose. This paper sets up a control group experiment through classroom teaching design based on the blended teaching mode. Studies have shown that

the use of blended teaching mode can improve students' ability to understand and memorize texts, and thus improve their English reading ability.

2. Method

2.1 Blended Teaching Mode

2.1.1. Concept of blended teaching mode

Throughout China's blended teaching model, the authoritative definition of blended teaching model has not yet been made. Broadly speaking, the blended teaching mode refers to a strategy that uses different learning theories, different technologies, methods, and different application methods to implement teaching. "blended teaching" is a combination of the advantages of traditional teaching methods and the advantages of online teaching [5- 6]. To put it simply, the most essential core of the blended teaching mode is: for the specific teaching content and learners, use the technical methods that are most conducive to the teaching content and learner communication, and use appropriate learning and teaching methods in the process. Carrying out blended English teaching is not a crude combination of past teaching methods and multimedia, nor is it a rigid integration of previous teaching methods and students' active learning. The blended English teaching mode is a network technology and multimedia students in English classrooms. The application of active learning to realize the teaching content in collaboration, and finally achieve the general improvement of the English learning ability of all students, and also enhance the quality and effectiveness of English teaching [7-8].

2.1.2. Characteristics of blended teaching mode

Compared with the traditional teaching mode, the blended teaching mode has the following characteristics. First, it can provide teachers and students with rich learning resources, and students can break through the constraints of time and space. The Q & A and communication platform provided online not only allows students to understand and understand the content of the lessons outside the class, but also can directly consult and discuss with teachers or other students through online courses. This blended teaching mode not only improves the effect of student learning, but also effectively stimulates the student's enthusiasm for learning, and closer the relationship between teachers and students. The students' own knowledge system has been further constructed and improved [9-10]. Second, promote teacher-student and student-student communication. Third, promote student participation in teaching content. The traditional classroom model: "knowledge of knowledge-dismemberment and understanding of segments-exercise exercises", while in the blended teaching mode, students' subjectivity is more important: "activity-experience-performance". This process not only has students' positive emotional experience, but also students are reflected in the activities of autonomy, competition and cooperation.

2.2 Limitations of Traditional Teaching Mode in College English Reading

At present, the traditional classroom teaching mode commonly used in college English teaching in China is student preview, teachers explain language points or sentence by sentence, classroom questions, classroom exercises, etc. [11-12]. The current college English reading teaching method overemphasizes the teaching of "words or sentences that leave the context". Once the teacher speaks English reading, he uses the old traditional teaching method. It seems that only the detailed explanation of the word usage and the discrimination of the meaning of the word can complete the reading. In fact, the main obstacle to students' reading is not only the difficulty of English words, but also the difficulty of grammar determines the difficulty of reading English materials. The combination of traditional teaching and blended teaching can achieve the best learning effect. Blended teaching mode includes the integration of teaching methods and the mixing of teaching information resources. It not only mixes these related components together, but considers how to better integrate them at the right time to achieve the best learning results [13-14]. Compared with the traditional teaching mode, the blended teaching mode has obvious advantages, which increases

the opportunities for learners to participate in learning and improves learning efficiency [15]. Good teaching design can make teaching achieve better results, improve the optimal allocation of resources, and improve the quality and level of teaching. Therefore, in the context of the blended teaching model, college English reading classroom teaching design can also meet the requirements of the blended learning model.

2.3 Practice of Blended Teaching Mode in English Teaching

2.3.1. Method of applying blended teaching mode before class

1) Learn initiative leadership

Students can learn and study knowledge unconsciously during the preview period. It is also the most concise way for students to cultivate their self-learning ability. It is also an effective channel for teachers to improve their teaching efficiency. Therefore, teachers need to lead students to consciously preview the textbook content that needs to be taught, and to develop a good habit of students' conscious and research-based learning. At the same time, teachers should have an accurate positioning of themselves. Teachers should promptly transform from the traditional concept of teacher-oriented to the student-oriented concept of learning.

2) Guide students to actively participate in pre-class preview of offline classroom teaching

The traditional teaching model is simple and old-fashioned, and most of the methods are based on pre-reading words to improve the accumulation of professional vocabulary. At the beginning of teaching, teachers usually do not check the preview before class, and often give students the illusion of whether there is a preview. The teacher's failure to check the preview will also affect the questioning of the teacher. I think that the preview teacher is just asking for it, There is no special benefit for learning; and, when people are engaged in an activity, there is usually a certain goal, so the teaching method that puts forward the preparatory requirements is essentially that students do not experience the corresponding incentives. In general, The teacher just said that the students forgot about it after listening. As a result, students don't know anything about the new knowledge to be learned in actual classroom teaching. Even words and special sentences need to be carefully taught, which virtually reduces the quality of classroom teaching. However, if the network is used to supervise the study for preview, it is possible to check the situation of the study at any time.

2.3.2. Method of applying blended teaching mode in class

1) Clarify the subject of the classroom

In the consciousness of most teachers, they take the subject of the classroom for granted, because students are only passively receiving the object of knowledge, and they themselves are the subjects responsible for the transmission of knowledge. Teachers can smoothly transfer knowledge only if they occupy the main body of the classroom. Their own textbooks are teaching resources. By reflecting the knowledge points in the textbooks, they can reach the purpose of imparting knowledge to students. The emergence of the network education model has forced the teaching model to complete a major change. Students can independently complete the pre-class review and review, and then raise personal doubts in the classroom, and the teacher will be responsible for explaining. Teachers can also supplement areas that students do not focus on based on knowledge points. Teachers have changed from a subject in the classroom to an assisted organization and leading object, while students have become the subject of active exploration in an autonomous learning process.

2) Create a strong learning atmosphere

The story of ancient Chinese people using the three moves of Meng mother tells people that the environment and atmosphere will seriously affect one's thinking and behavior. Teachers are the creators of classroom atmosphere. The quality of classroom atmosphere directly affects the quality of teaching. Therefore, here we compare and analyze the three main teaching models currently used. The first is the traditional classroom. In traditional classrooms, teachers occupy the main body. In the classroom, teachers are responsible for lectures, questions, and answers. Students can participate in teaching activities only when teachers ask questions in the classroom. The classroom atmosphere

is boring and students do not experience the joy of learning; the second is the Internet. classroom. In the online classroom, students occupy the main body, and teachers are only responsible for answering questions. Often, the atmosphere in the classroom is too active and deviates from the theme of learning. The classroom does not have a complete main line to guide through. The free speech of students also seriously affects the order in the classroom. The third type is blended teaching. This teaching mode integrates the first two teaching methods into a unified whole, that is, it can activate the classroom atmosphere and control the classroom order reasonably, laying a foundation for the later learning of knowledge.

3) Review of classroom knowledge

To learn English well requires long-term accumulation, continuous review, memory, and use of words in order to improve English proficiency. The advantages of the hybrid teaching mode are perfectly reflected in the review of classroom knowledge. The hybrid mode can complete the carding links that traditional teaching cannot achieve, as well as classroom explanations that are not available in online teaching. The blended mode combines the advantages of the traditional mode and the network mode. This mode is especially suitable for higher vocational students. The review of the blended mode can concatenate the knowledge as a whole into an intuitive chart, which greatly improves the students' ability to accept knowledge.

2.3.3. Application after class

The blended teaching mode and strengthening the importance of after-school review After-school review can promote students' solidification of knowledge and further deepen their memory, which is an effective method to improve learning efficiency. After class review is also an important part of English learning. For most students, independent review is difficult. If students use the blended mode for online review, they can not only be familiar with the key points and difficulties of the classroom content, but also deepen their understanding by combining their own weaknesses. The online learning can also allow students to associate the weaknesses with the teacher's lectures in the classroom, so as to diverge Sexual thinking and memory can strengthen the learning effect, and also allow students to sort out the content of the classroom during the review.

3. Experiment

3.1. Research object

This article takes four students in the second year of a medical purpose major in a university as the research object, and divides the students in the four classes into an experimental group and a control group. The students in the four classes have roughly the same English performance, and the experimental cycle is one semester.

3.2. Experimental design

The experimental group used online education and college English learning platforms to establish online classrooms. This group of students teach in a blended mode of college English classroom teaching and online platform teaching, supplemented by online management, such as online teaching organization, online scheduling and correction of homework, and online Q & A. At the same time, for the control group, reading teaching is still carried out according to the traditional classroom teaching mode. There were no significant differences in motivation, interests, and learning styles between the two groups of students. In college English teaching in a semester, the experimental group fully adopted the blended teaching method and online college English teaching platform, focusing on training students' reading ability. The specific teaching design is: four types of blended teaching: autonomous learning, network interaction, advance breakthrough, group discussion. Specific teaching requirements are: students' advanced online learning. Students use their free time to complete online learning tasks. In this paper, the entire experimental process was closely monitored and recorded.

4. Discussion

4.1 Analysis and Discussion before Experiment

In order to ensure the rigor and credibility of the experiment, the performance analysis was performed on the experimental group and the control group before the experiment. The results are shown in Table 1.

Table 1. Statistics table of experimental group and control group before experiment

Group	N	Mean	Std.deviation	Std.Error Mean
Control group	49	12.62	6.931	1.110
Experimental group	51	13.37	6.512	0.912

As can be seen from Table 1, the P value is greater than 0.05, which obviously indicates that there is no significant difference in the pretest results of the control group and the experimental group. That is to say: the pre-test subjects' English reading comprehension ability is at the same level in the blended teaching mode.

4.2 Post-Experiment Analysis and Discussion

After a semester of blended teaching mode, students from both groups took standardized tests of English reading. The experimental process was strictly monitored by the author, and a questionnaire was distributed to collect data. After obtaining the test scores of the two groups of students, using tools to compare and analyze the test score differences between the two groups of students, the results are shown in Figure 1.

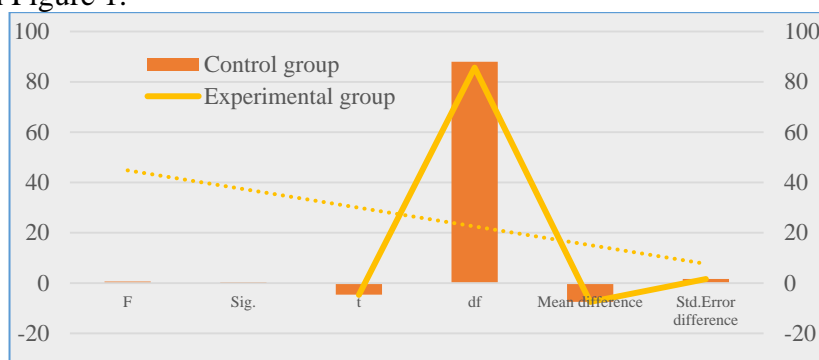


Figure 1. Test results of the experimental group and the control group after the experiment

It can be seen from Figure 1 that the difference between the average value measured after the experiment in the control group and the experimental group is 7.478, which is very different, so there is a significant difference in the English reading level between the control group and the experimental group. In addition, the P value was greater than 0.05, indicating a significant difference between the control group and the experimental group. In other words, the experimental group accepted the "blended" teaching mode, while the control group accepted the traditional "big classroom" teaching mode. The difference between the pre-test and post-test results in the experimental group is very significant, and the difference between the pre-test and post-test results in the control group is not significant, indicating that the "hybrid" teaching mode is more suitable for students' English reading learning.

5. Conclusion

The application of the blended mode in college English teaching of medical purpose effectively combines the blended resources of resources, background, teaching and learning. Aiming at the content of college English courses in medical purpose, it fully reflects the advantages of traditional classrooms, improves teaching efficiency, and improves teaching of college medical purpose English Reform has also played an important role. The blended model also provides more teaching solutions for teachers, provides students with a platform for applying English, and lays a strong foundation for students' English communication after entering the society. However, the application

of blended mode also requires teachers to complete the role transition as soon as possible and invest more energy. At the same time, teachers are required to have a high level of resource integration and ability to control the classroom in order to achieve the expected goal of the application of blended teaching mode in college English teaching.

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