

Practical Research on Progressive Immersion Bilingual Teaching Mode in Nursing Major of Sino-foreign Cooperative Education

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Abstract—A progressive immersion bilingual teaching mode was investigated in the nursing major of Sino-foreign cooperative education. Ninety two international nursing students from 2 classes of 2014 grade were selected as the experimental group, and literature research, interview, question and action methods were used for the implementation of progressive immersion bilingual teaching mode. The higher vocational nursing students from 2014 grade who learned the same courses at the same time were chosen as the control group, and taught with the conventional teaching method. The results showed that students in the experimental group were willing to accept the progressive immersion bilingual teaching mode, and there was no significant difference in the final examination scores on Human Anatomy and Basic Nursing between the two groups, while the pass rate of the National Profession English METS 1 ~ 3 level test in the experimental group was significantly different from that in the control group ($P<0.05$). The application of the progressive immersion bilingual teaching mode may stimulate the students' interest in English and improve their professional English level.

Keywords—Sino-foreign cooperative education; Nursing; Bilingual teaching; English Level

With the increasing global demand for nursing personnel, professional bilingual teaching in nursing colleges has become a hot topic in the reform of health occupation education. Bilingual teaching refers to the use of local official language and a foreign language as the medium of teaching and learning in classroom teaching process, including classroom text and sound language[1-3]. Penetration bilingual teaching is to Chinese materials, adding appropriate components of English Teaching in the classroom teaching, improve teaching methods, students' English level in the premise of not affecting the professional progress and teaching effectiveness of the[4]. The bilingual teaching in nursing occupation colleges in China is the exploration stage. There is no mature theory and experience, so according to the actual situation of occupation school students at present, we adopt a progressive penetration of bilingual teaching mode, which gradually increase the proportion of bilingual teaching in the classroom teaching, and achieved good results. Now the report is as follows.

I. OBJECTS AND METHODS

A. Objects

To selected as the experimental group, and the other 2 nursing classes in our school were as the experimental group, and the other 102 students in the same class with the same track as the control group were selected as the control group with 2014 students in grade 2014

B. Method

The traditional teaching method was used in the control group, while the experimental group adopted the method of literature research, interview, investigation and action.

Group members carefully review and learn the bilingual teaching theory and practice cases, update the bilingual teaching philosophy, and from the school of American foreign teachers through interviews, clinical nursing experts, the expert opinion of vocational education, collective discussion, conception of bilingual teaching mode, forming a scientific and reasonable implementation plan is practical.

Finally, complete content and organizational editing before formatting. Please take note of the following items when proofreading spelling and grammar. A questionnaire was designed to investigate the students and parents of Chinese and foreign cooperative education classes in grade 2014, so as to understand the knowledge, attitudes and interests of the students and parents in the development of progressive Bilingual Teaching.

The research group using progressive immersion bilingual teaching mode, stages layers carry out bilingual teaching. First of all, the teacher and English teacher training pair group of non English courses, to help non English teachers in the classroom the core vocabulary of English comprehension and explanation, and regulate their pronunciation, teachers write < Sino-foreign cooperative education nursing non professional English curriculum English vocabulary ", followed by non English teachers in each class in the penetration of the 5 or 6 core words, expand the vocabulary of students in the experimental group. Secondly, the teachers based on the original textbook of medical terminology, to write bilingual textbooks for students' level of medical terminology, and

recorded medical terminology bilingual audio data. Then, the improvement of bilingual teaching in the proportion of Basic Nursing and Anatomy of two courses, not only increase the core vocabulary, but also add core Fall, important knowledge points in English explanation, with English published < professional knowledge Reading >lectures for students after class reading, students a week 1 translation related to the course of about 400 words of English literature. Finally, in practice for a semester elective courses of nursing skills training "bilingual", nursing professional full-time teachers according to the original English textbook Basic Nursing Science double training course teaching notes, bilingual teaching in the classroom teacher ratio up to 80%, teachers and students to communicate in English.

II. RESULTS

A. Survey results

The research group in the process of implementation of bilingual teaching, in January 2016 of the 2 experimental classes conducted 1 general survey, issued a total of 92 questionnaires, 86 valid questionnaires. The survey results show that most of the students believe that the implementation of bilingual teaching in Sino-foreign cooperative education class is necessary to adopt Bilingual Teaching; pattern and interested in bilingual teaching, the bilingual teaching ability and improve English writing ability in English class of Chinese foreign cooperation in running schools, and promote the professional development in the future. But in bilingual teaching, on the philosophy of nursing content is not much, especially in nursing ethics, culture content less. See Table 1 for specific evaluation.

TABLE I. EVALUATION OF BILINGUAL TEACHING OF PROGRESSIVE PENETRATION TYPE

Contents	Yes	No
Willing to accept this method of teaching	91.5	8.5
Be interested in Bilingual Teaching	82.6	17.4
Be necessary to set up bilingual teaching	87.6	12.4
Improve the ability of English expression	96.5	3.5
Improve the ability of English writing	84.1	15.9
Help to improve the professional quality in the future	62.3	37.7
Advanced nursing concept	22.1	77.9

B. Comparison of examination results

The final test scores of the experimental group were compared with those of the control group. The results are shown in Table 2.

TABLE II. COMPARISON OF PROFESSIONAL EXAMINATION RESULTS(SCORE, MEAN±S)

Group	Numbers	Anatomy	Basic nursing
Experimental group	92	75.7±8.78	84.3±5.01
Control group	102	75.3±15.6	85.5±8.18
t		0.212	-1.261
p		>0.05	>0.05

C. The two groups of English proficiency test pass rate (see Table 3)

TABLE III. COMPARISON OF THE NATIONAL ENGLISH PROFICIENCY TEST (METS) IN THE TWO GROUPS

Group	1LEVEL		2LEVEL		3LEVEL	
	numbers	Pass rate	numbers	Pass rate	numbers	Pass rate
Experimental group	92	100%	92	100%	65	70.6%
Control group	95	93.1%	64	62.7%	8	7.8%
χ^2	7.62		24.7		4.33	
P	<0.05		<0.05		<0.05	

III. DISCUSSION

At present, the global nursing shortage, for nursing students to go abroad, to provide a broad prospect to the world. But with the international integration of nursing and the process of integration, foreign language has become an indispensable medium; it's increasingly important position and role, so the training of bilingual personnel can use English to master nursing professional knowledge become the need of the development of the times that will become the needs of the curriculum reform.

Currently, English learning ability of nursing students is relatively weak, slow and progressive penetration of bilingual teaching mode is a suitable choice, not only consider the level and diversity of bilingual teaching objective, accurately define the differences between the various groups at all levels, but also in line with the basic principles of bilingual teaching to make all the students understand does not affect the understanding of professional knowledge [5] . Teachers teach the simple easy to understand knowledge in English, and the difficulties in Chinese and English teaching. Not only to strengthen the professional understanding, and avoid the occurrence of major injury in [6]. Bilingual textbook is an important carrier of the implementation of bilingual teaching, but also an important aspect of the bilingual course construction, but China has not been determined for the unity of higher vocational nursing specialty bilingual teaching. Therefore, the research group in the original materials based on the premise follows the development, application, adaptability, open principle, carefully prepared for nursing students to use the English book and other medical terms of school-based teaching materials, is conducive to fully mobilize the dominant position of the students in the classroom teaching, the leading position of the teacher.

Bilingual teacher is the key factor for the success of the implementation of bilingual teaching, but also the implementation of bilingual teaching should break through the "bottleneck" of [7]. In order to reach the quality structure of bilingual teachers should have, combined with our own practice of teachers, using a variety of training methods, and achieved good results. The leading expert: hire English experts regularly for bilingual teachers focus on training classroom teaching organization, expression, expression and oral English classroom management professional English commonly used

spoken English with pronunciation, intonation "pronunciation" training. The foreign teachers training school: through the arrangement of bilingual teachers go to accept foreign teacher training, at the same time to hire foreign teachers to come to lectures, organize bilingual teachers together with the teacher, and the attendant lectures, let bilingual teachers in lectures, review and improve their professional abilities in the course of the company. Through mutual learning of bilingual teachers and English teachers twinning, help bilingual teachers grasp the use of English teaching difficulty, accurate understanding of core vocabulary, to ensure the quality of bilingual teaching. The bilingual teachers weekly collective classes one times, received good results. The overseas training school: uninterrupted delivery of bilingual teacher training abroad, to improve their bilingual teaching foreign language quality, let them in the classroom practice of bilingual teaching, broaden their horizons, update the concept, gradually improve the ability of bilingual teaching. The practice of bilingual teachers encourage reflection: encourage for their bilingual teaching goals, contents, methods, evaluation and management of introspection and reflection, constantly sum up, continuous improvement.

IV. SUMMARY

Progressive bilingual teaching mode is accepted by the students and parents of the experimental group, and gradually improves the students' English application ability, and enhances the overall quality of teachers and students and the potential of professional development.

The external core of this pattern is the classroom. Class is our main position to carry out bilingual teaching. As students of cognitive subject, in the teaching scenario, into the classroom, like people into any scenario, cognitive experience can be divided into three levels: physical, physiological responses), emotional level(emotional responses),cognitive level (cognitive responses) [8]. The physiological response mainly comes from the perception of the scene from the five senses, namely light, sound, temperature and humidity, space, teaching facilities, equipment, and other individuals in the teaching scene. Emotional level refers to stimulate students learning enthusiasm and interest of emotional connection, is related to its character, temperament, the will, mood, expression is satisfied with the cognitive process and are not satisfied, relaxed and tense emotional experience. Cognitive level of reaction is mainly based on previous knowledge and experience of students, students on the basis of the original knowledge, experience, and the selection of active new information, processing, construction of new knowledge. Teaching process is closely related to the students' cognitive experience, students acquire knowledge depend on whether physical, emotional, cognitive and orderly organization of the three levels of cognitive experience, the meaning of the relevant knowledge. It depends on whether the teacher can effectively mobilize and coordinate the cognitive responses of these three levels to assist students in the construction of meaning.

The inner core of this model is teaching objective. Teaching objectives provide direction for teaching activities, provide guidance and set boundaries. In the practice of

bilingual teaching, because too much emphasis on English language ability, we are widespread a myth: equating bilingual teaching to English teaching, the bilingual class is a little bit stronger professional reading comprehension class or translation class. English teaching is the "language teaching" and the English language itself is the content of teaching. Bilingual teaching is to use English as the "teaching language", English is just the medium of teaching, and professional knowledge is the content to be taught.

In the process of bilingual teaching, there are not only two kinds of collision of languages, but also two kinds of collision of cultures, two world views and values. The bilingual education is not to accept the western world outlook, values, life style, but to make them understand western culture and its psychology. In the face of two cultures, to correctly guide students, to strengthen its discrimination, to cultivate the correct value orientation, in the contrast teaching but also gave the students a deeper understanding of their own national conditions, culture, and for their future work in various fields to carry on the communication between Chinese and western culture, concept of communication. Also cannot ignore the foreign advanced concept of nursing, nursing the penetration of culture, we should strengthen this aspect of the bilingual teaching, foreign culture into the foreign culture atmosphere, real fusion between eastern and western culture, let the advanced nursing concept into the real knowledge, solve the problem of the students' thinking ability, cultivating.

During the bilingual teaching, the teachers can not ignore the care of foreign advanced concepts, infiltration of nursing culture, bilingual teaching should be strengthened in this regard, the foreign culture really integrate into the foreign culture, fusion of eastern and Western cultures, make advanced nursing concept really into the student's thinking, problem solving ability, the cultivation of international type of nursing talents.

The experimental group did not because the implementation of progressive infiltration bilingual teaching mode and professional knowledge of the injury, and stimulate students' interest in English, was a large vocabulary, improve the ability of reading English, exercise the students ability in using English majors. In the National English proficiency test, the experimental group level three pass rate was significantly higher than the control group, showed that the progressive penetration of bilingual teaching mode for students learning English, work, communication environment.

The implementation of the nursing professional in the Sino-foreign cooperative education mode progressive immersed bilingual teaching mode is based on the teaching object, teaching conditions, the bilingual teaching mode of students' practical ability to accept and teach the content of information selection, is a bilingual teaching mode is efficient and practical, can effectively solve the problem of students adapt to bilingual teaching, lack of bilingual the teacher, is conducive to the sustainable development of bilingual teaching.

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