

On the Reform of ESP Curriculum for New Medicine Discipline^{*}

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This paper discusses the reform of ESP (English for special purpose) curriculum in Chinese medicine universities for new medicine discipline. The reconstruction of ESP curriculum and evaluation system can better meet different students' needs, broaden their horizons, and cultivate compound talents of Chinese medicine with more competitiveness and international vision.

Keywords: ESP curriculum, evaluation system, Chinese medicine

Introduction

With the development of constructing new medicine discipline, ESP (English for special purpose) courses in Chinese medicine universities are found hard to take the responsibility of cultivating talents who will meet the requirements of new medicine discipline, because the current ESP¹ courses put more attention on English language skills, basic knowledge of subjects and are teacher-oriented. Recently, OBE (Outcome-Based Education) has become the leading concept of higher medical education reform in China. Therefore, this study aims to reconstruct the ESP curriculum system in Chinese medicine universities and to reconsider the course evaluation with the concept of OBE, which will improve the English level of Chinese medicine majors and meet the demands of the internationalization of Chinese medicine.

Problems in the Current ESP Curriculum System

In order to conform to the internationalization of Chinese medicine, the reform of general English course is highlighted in Chinese medicine universities, and the reform of ESP has become the trend. After years of exploration and practice, ESP teaching mode has made some progress in Chinese medicine colleges and universities, and OBE concept has gradually penetrated into ESP teaching, but there are still some problems to be further considered and studied.

A Vague Orientation of ESP Curriculum in Chinese Medicine Universities

In Chinese medicine universities, there is a tendency to emphasize basic English and trivialize ESP. Faced with the pressure of CET-4 and CET-6, most students mainly focus on coping with CET-4 and CET-6, ignoring

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¹ ESP in this paper refers to English for medical purposes.

the study of medical English for specific purposes. After passing CET-4 and CET-6, many students think there is no need to learn English, thus giving up the follow-up study of English, leading to stagnation or even retrogression of English level. Some English teachers also have a vague idea that students only need to learn basic college English well and there is no need for students to spend too much time and energy learning English for medical purposes. In fact, English for medical purposes is highly professional and targeted, and the level of basic English cannot represent the practical application ability of English for medical purposes. It is difficult to achieve the teaching effect of English for medical purposes by relying solely on students' autonomous learning.

The Adoption of Singular and Backward Teaching Method

At present, the teaching method of "translation + reading" is mostly used in English for medical purposes. Its basic mode is to analyze medical English vocabulary and grammar and then translate medical terms into Chinese sentence by sentence. Such kind of teaching mode is beneficial for students to understand the grammatical structure, word, and translation skills of medical English, but it cannot improve students' comprehensive language skills and practical application. Eventually, ESP medical English course will become a course for studying professional medical English vocabulary or translation. In addition, ESP teachers usually adopt relatively backward teacher-oriented teaching mode, and thus students are less interested in English course for medical purposes, which seriously affects the teaching effect and quality of ESP.

Unreasonable ESP Curriculum and Insufficient Class Hours

College English Syllabus (Revised Edition) puts forward that ESP is a compulsory course, which is arranged in the 5th to 7th semesters, with no less than 100 class hours, and in the 8th semester, ESP courses such as reading professional English documents, translating professional English materials, and writing English abstracts can also be offered, so as to ensure four-year continuous college English learning. In fact, many medical universities have not offered ESP medical English teaching in strict accordance with the requirements of *College English Syllabus (Revised Edition)*, and have not included ESP follow-up teaching in the normal college English teaching plan. Some colleges and universities have indeed set up follow-up teaching courses of ESP medical English, but the amount of class hours (20 to 30 class hours) is seriously insufficient, which cannot really ensure the effective teaching activities of ESP medical English.

The Shortage of High-Level Teachers for ESP in Chinese Medicine Universities

At present, a key factor that restricts the development of ESP teaching in Chinese medicine universities is the lack of high-level ESP teachers. In each ESP teaching module, the curriculum setting, the compilation of teaching materials, the implementation of teaching methods and the evaluation of teaching effect, ESP teachers are the most important. ESP medical English teachers should have requisite qualifications: strong English language ability and the ability to disseminate professional medical knowledge and analyze professional medical vocabulary in English. At present, there are two main sources of ESP medical English teachers in Chinese medicine universities: college English teachers and medical teachers. Although college English teachers have outstanding English language ability, they lack professional knowledge of Chinese medicine, and they do not know much about TCM terms and TCM classics in ESP teaching. Although medical teachers have rich medical knowledge and solid practical skills, their comprehensive English ability is weak.

The Lack of Effective Teaching Evaluation

1. The concept of evaluation is relatively backward. When ESP teaching is evaluated, teachers' behavior and activities are usually highlighted, while students' learning status is paid less attention to.

2. The evaluation method is relatively backward. At present, the evaluation of ESP teaching in Chinese medicine universities highlights the implementation of the requirements of teaching conventions, which cannot reflect the requirements of ESP curriculum in Chinese medicine universities in the new era and cannot be closely combined with OBE concept.

3. The evaluation is not scientific and rigorous. Most teachers know little on how to evaluate teaching and what the general principles and requirements of teaching evaluation are, and most of them have not mastered more scientific and rigorous evaluation methods. The determination of evaluation items and their weights are also arbitrary.

The Reconstruction of ESP Curriculum in Chinese Medicine Universities

The Core ESP Curriculum

The core ESP curriculum in Chinese medicine universities should integrate related disciplines and be constructed on the base of Chinese medicine discipline and oriented by English discipline. A brand-new curriculum system should be designed to form an ESP curriculum based on the knowledge structure of related disciplines.

1. Investigate and analyze the different needs of students, and then design ESP core curriculum on the basis of general English curriculum.

2. Construct a "course group" teaching module based on "platform course", which can meet the requirements of flexible learning.

3. Make every effort to build premium ESP courses for TCM-related majors, and then promote the cultivation of special courses.

4. Formulate the syllabus of ESP courses, push forward the reform of teaching contents and methods, and comprehensively promote the construction of ESP curriculum in Chinese medicine universities.

5. Impel the reform of teaching methods and encourage the adoption of POA (Problem-Based-Learning), Autonomous Learning, and BOPPS teaching mode.

A Multi-mode ESP Curriculum for Different Grades and Majors

1. For freshmen and sophomores, all students focus on general English, and lay the foundation for learning ESP courses.

2. For juniors and seniors, they should choose their own ESP courses to study and get continuous English education for professionals;

3. Establish an integrated teaching mode of "major + English" and emphasize major and English at the same time.

Implementation of ESP Curriculum System in Chinese Medicine Colleges and Universities

ESP courses in Chinese medicine universities can be implemented according to different stages and majors. In addition to classroom teaching, ESP teams in Chinese medicine universities can actively promote the construction of online open courses and online learning resources, and build multimodal course resources consisting of general English course resources, MOOC platform, ESP course resources, and cross-cultural

communication course resources, so as to realize the organic combination of classroom teaching, extracurricular autonomous learning, teacher-student interaction, teacher exchange, and cultivate students' innovative, critical thinking, personalized learning strategies, and autonomous learning ability. Based on the series of ESP textbooks, we can set up an ESP course group of MOOC platform, which includes ESP courses for different majors, such as English for basic Chinese medicine theory, clinical Chinese medicine, acupuncture and tui na, etc., so as to lead the construction of online ESP courses in China. Online ESP course can arrange videos according to the facts of the course, and the duration is controlled within 10-15 minutes. Students can take advantage of computers, PAD, mobile phones, and other modern media to study on demand, and they can also set the course schedule and homework deadline on WeChat. In order to keep students interested, it is essential to test the effect of learning in time and insert synchronous homework, unit tests, discussions, and exams into the online learning.

The Construction of ESP Teaching Evaluation System Based on OBE Concept

According to the design principle of teaching evaluation index system, the influencing factors of teaching evaluation index system will be analyzed, and the evaluation method will be “the evaluation of the whole teaching process”. In the classroom teaching content, a mutual evaluation scheme is designed, so that students can make interactive comments and group discussions on relevant topics. According to the proportion of online learning communication records, attention frequency, classroom discipline, classroom group discussion and evaluation, offline homework, and final theoretical examination results in the evaluation system, a reasonable course evaluation scheme is designed. When designing the proportion of the course evaluation system, we should pay attention to the analysis of different students in each class, and we should not make the course evaluation scheme invariable and universal for all classes. The content of practical teaching evaluation is the main body of the quality evaluation system, highlighting the evaluation of innovation ability, team communication and cooperation ability, organization activity ability, etc. We should build a college English ESP course teaching evaluation system based on the OBE concept, and form a “ability-oriented”, “student-centered”, and “continuous improving” teaching evaluation system.

Conclusion

This paper analyzes the status quo of ESP curriculum in Chinese medicine universities, and then discusses the construction of ESP curriculum and ESP teaching evaluation system. It puts forward some principles and methods to construct the ESP curriculum and teaching evaluation system, but further detailed case study needs to be done in the future.

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