

A Study on College English Teaching of Medical Students under the Guidance of CSE—Taking Chengdu Medical College as an Example

Yu-feng Tang¹ and Xiang-fa Zeng^{1,*}

¹English Teaching Department, Chengdu Medical College, Sichuan, Chengdu. 610500. Tel: 13458823801, Email: 771792640@qq.com

²English Teaching Department, Chengdu Medical College, Sichuan, Chengdu. 610500. Tel: 18980723680

*Corresponding author: Xiang-fa Zeng. Email: 1362806408@qq.com

ABSTRACT

China's Standards of CSE aims to guide English teaching and testing, to cultivate students' cultural awareness and to improve their practical language ability and intercultural communicative competency. A survey among the medical students in CMC reveals the current situation of College English teaching of medical students. Based on a comparative study of the requirements of CSE and problems to be solved in College English teaching of medical students, the paper aims to identify that CSE can exert essential influence on College English teaching. Therefore, the specific teaching strategies are put forward to enhance students' comprehensive language competency, such as listening, speaking, reading, writing and translation. In this way, students' comprehensive quality can be improved and guaranteed.

Keywords: CSE; Medical Students; College English; Teaching Strategies

1. INTRODUCTION TO CHINA'S STANDARDS OF ENGLISH LANGUAGE ABILITY

In April, 2018, English Language Ability (CSE) was issued as the country's first standard for English proficiency by the Ministry of Education and the State Language Commission and it aims to guide English teaching and testing, to cultivate students' cultural awareness and improve their practical language and intercultural communicative ability. Therefore, it exerts enormous impact on dealing with the problems such as the different standards for different English tests, the inconsistency of teaching practices and testing objectives, etc.

Centering on the language application competence, CSE was designed to classify the learners' English ability into three broad stages with nine proficiency levels. Level 1 & 2 equals the English ability of the students from elementary schools, Level 3 from junior middle schools, Level 4 from senior high schools, Level 5 & 6 from colleges, Level 7 from the English institutes, and Level 8 & 9 equals the ability of the advanced foreign language talents. It gives an overall and detailed description of the characteristics of the ability at every level, including language ability, listening comprehension ability, oral expression ability, reading comprehension ability, writing ability, interpreting ability and translation ability, pragmatic ability, etc.

CSE provides a reference for diversified English language tests. It unifies a variety of English tests with different

standards to deduce the repetitious tests and conducts certain reforms in the testing content and ways to realize the multi-dimensional assessment of comprehensive language competency required at college graduation, entrance examination, employment and overseas study respectively. All in all, it doesn't pay so much attention to student's skills in taking tests as their skills in using English.

Many scholars have spared no efforts to put the requirements of CSE into practice, putting forward some specific ways to instruct the practical College English teaching. However, few of them channel their energy into the special group of medical students. Therefore, taking the medical students in CMC as an example, the paper explores that CSE can serve as a guidance for College English teaching of medical students. Special consideration taken into the current situation of College English teaching of medical students, the paper proposes the specific teaching strategies to instruct the practical College English teaching with the hope that it will make certain contribution to the reforms of College English teaching and learning.

2. CURRENT SITUATION OF THE COLLEGE ENGLISH TEACHING OF MEDICAL STUDENTS

With the advent of CSE, there has been hot discussion about it. The colleges reevaluate the College English courses to see whether they meet the expectations of CSE and explore the means to really apply it to English

teaching and testing. The author, as a College English teacher of a medical college, finds that College English teaching presents a number of prominent problems under the circumstances that students are from the departments of different majors.

2.1. Students focus more on professional courses than College English

Compared to other majors, medicine features in its length of schooling, special curriculum, etc. Confronted with an ocean of difficult professional courses, the students always feel unable to get everything done perfectly. Under such great pressure, they are compelled to channel their energy into the courses considered as more important due to the necessity of fulfilling their own demands or realizing their own dreams. Therefore, College English, in which they are not so interested, is their first choice to give up. In the English teaching practice, the students always keep a cold eye towards the English teaching, diverting their energy to the study of professional courses, so it is imaginable that the English teaching efficiency is unlikely to be guaranteed under such circumstances.

2.2. Students lack initiatives and motivation to learn College English

Choosing to mainly pursue the science subjects in the middle school, most of the students were passive in English learning. Even the few ones who tried their best to learn English did it just for entrance examination. After they enter colleges, they will let themselves go in English learning without enough initiatives and motivation. The few interested in English learning are faced with difficult professional courses and a variety of English tests such as CET 4, CET6, Business English, IELTS, TOEFL, etc. A survey was done among the freshmen about their English learning purpose. The results were presented in Table 1. Just as Table 1 shows, 36% students study English for CET 4 or CET 6, 19% for future jobs, 26% for curriculum requirements, 10% for postgraduate study, 8% for language love and only 1% for overseas study. It can be concluded that most of the students lack the initiative and motivation to learn English. Gradually they yield to reality and devote themselves to learning professional courses which bring much more practical value. Gradually, the students have been developing English learning burnout. An investigation into students' English learning burnout reveals that the medical students influenced by daily learning patterns, self-efficacy, self-learning ability and commitment to the majors demonstrate serious learning burnout, which greatly hampers College English teaching efficiency. [5]

Table 1. Students' purpose of English learning

	Purpose	Number	Percentage (%)
Students' purpose of English learning	Curriculum requirement	272	26
	Future job	199	19
	CET-4/6 test	376	36
	Postgraduate study	105	10
	Language love	84	8
	Overseas study	11	1
Total		1047	100

2.3. Traditional teaching ways can't satisfy students' diverse demands.

Compared to English teaching in middle schools, College English teaching has its own distinctive features, which sets higher requirements for the teachers. However, College English teaching presents such similar thorny problems as the limited teaching time, too much teaching content, etc. in middle schools. It is still a tough task for most of the teachers. Even though there is less teaching content, the teaching time has also been shortened. The teachers have to hurriedly cover all the teaching content in the limited time, which will absolutely affect the teaching quality. In the traditional English teaching ways, the teachers endeavour to convey all the teaching content without a detailed study of the students and the teaching objectives. What's worse, they fail to penetrate the class with proper professional medical knowledge. As a result, English teaching efficiency is seriously decreased.[4] Furthermore, what the students want to get from English learning is the practical use of language and the ability to consult the medical literature which can lay a solid foundation for the study of professional knowledge instead of language knowledge. All of these demands are hardly satisfied in traditional English teaching ways.

3. PRACTICAL AND INSTRUCTIONAL SIGNIFICANCE CSE HAS ON COLLEGE ENGLISH TEACHING

Confronted with the current situation of College English teaching, the colleges endeavour to implement the reforms to deal with the difficulties. However, little has been changed. The newly-issued CSE brings light to colleges and it is the guiding document to carry out the reforms of exerting practical significance on College English teaching. The traditional teaching ways can't satisfy the diversified demands, so the colleges desperately call on the reforms of teaching methods. Responding to the required reforms in

teaching procedures, the author has attempted to make some changes. In the teaching practice, teaching content and teaching methods have been adjusted to meet the students' needs. For example, students are required to make the presentation individually or in groups. In this way, students can improve their overall ability to employ the language to express themselves. Furthermore, while dealing with the translation exercises, the author firstly explains the different writing styles between Chinese and English instead of presenting the correct answer directly. The students are expected to pay attention to the different translation methods such as literal translation and free translation so as to improve their translation ability. At last, the students are required to cultivate their cultural awareness and intercultural communicative ability. However, all those attempts haven't attracted students' attention. Complaining that their practical needs cannot be satisfied, they still bury themselves in the different kinds of tests such as CET4, CET6, Business English, ITLTS, TOFEL, etc. CSE is the one that can help to tackle such serious problems and it helps make medical students realize that all the hard work in the teaching procedures are of great importance and are able to satisfy their demands. They should plunge themselves into classroom learning. But it is a pity that all the teaching procedures can't be connected in a systematic and logical way without any theoretical support. Therefore, CSE is rightly here to guide everything in the English teaching practice.

4. THE EXPLORATION OF EFFECTIVE TEACHING STRATEGIES IN COLLEGE ENGLISH FOR MEDICAL STUDENTS UNDER THE GUIDANCE OF CSE

Many researchers have done a profound study on the practical application of CSE, believing that it has a great impact on the different procedures of English teaching. The educational institutions can not only reorganize their teaching according to the learners' different personalities, motivations, needs and potentials, but they also modify their syllabus for English courses. Liu Jianda holds that it is also helpful to guide teachers' teaching practices in "helping teachers to clarify the specific and practical teaching objectives and to choose proper teaching methods and helping teachers and the school to design the tools to test and evaluate the learning efficiency." [2]

4.1. Perfecting the courses under the guidance of CSE

Firstly, it is about modifying the syllabus and compiling the textbooks. It involves a lot of factors in modifying the syllabus, such as the grading of English ability and the classification of courses. Wang Shouren holds that the comparability can be achieved by connecting the description system in CSE with that in the previous standards.[3] The scientific grading can make College

English teaching more normative by presenting unique features of higher education and appropriate standards to grade the same courses in different colleges. The practical steps are as followed. Teaching content can be adjusted to enrich the class with more knowledge about English culture and literature for actually improving students' comprehensive ability. Furthermore, it can be filled with more medical knowledge by connecting the general courses with the professional courses to broaden students' horizons and better motivate their interests in learning English. In this way, they can indulge themselves in English courses, appreciate the charm of English culture and realize the practical significance of learning English well.

Secondly, it is about the faculty training. Teaching efficiency relies more on the teachers. Teachers' overall quality directly affects the teaching efficiency. Being the guiding document, CSE is a little bit new to some teachers. In order to get to know the specific situation about teachers' awareness of CSE, a survey was carried out. Table 2 vividly presents us the results. According to Table 2, 27% teachers are familiar with CSE, 37% little familiar, 15% least familiar, 16% very familiar and only 5% most familiar. It reveals that a majority of the teachers are not familiar with CSE. Certainly, they cannot recognize its great importance to and influence on English teaching and testing. Therefore, the personnel department in colleges can organize the relevant training for the teachers to help them really grasp the art of teaching and testing. They can implement some self-reflection and self-improvement to become qualified College English teachers.

Table 2. Teachers' awareness of CSE

	Effectiveness	Number	Percentage (%)
Teachers' awareness of CSE	Most familiar	1	5
	Very familiar	3	16
	familiar	5	27
	Little familiar	8	37
	Least familiar	3	15
Total		20	100

4.2. Implementing the requirements of improving students' comprehensive ability under the guidance of CSE

Providing a detailed description of the students' ability in listening, speaking, reading, writing and translation, CSE aims to enhance students' overall English ability so as to improve their comprehensive quality. Bearing such an aim in mind, the teachers and the students should implement the specific requirements in the classes. As for the teachers, they ought to take students' learning into consideration in before-class preparation, in-class teaching and after-class testing and evaluating. Paying close attention to students' differences in various abilities, the teachers can encourage the students to carry forward their advantages and avoid

their shortcomings. As for students, they should have a clear and accurate understanding of their English ability. Therefore, they can work hard at their shortcomings so as to really improve their comprehensive quality.

4.3. Bettering teaching content under the guidance of CSE

With CSE aiming at improving students' comprehensive ability, made some adjustments should be made by adding, deleting or modifying the teaching content to satisfy students' various needs. It cannot be denied that most of the medical students lack interests in learning English, thus presenting serious situation of learning burnout. However, they are highly required to possess the comprehensive ability of culture and literature if they are to stand a better chance of being employed. Therefore, the key point is to add proper professional knowledge to the English class in terms of the teaching content. Chen Yuanliang believes that the teaching content should include more knowledge about medicine apart from that about general English which truly motivates the students to express their opinions with some short and brief academic words and phrases. [1] Furthermore, certain knowledge about the English language and culture should also be included in the class to strengthen students' general education and inspire their great interest in learning English. Chen also puts that some simple linguistic knowledge such as phonology, lexical items, grammar and pragmatics should not be left behind. College English teaching should gradually center on academic and professional English instead of the language content itself. [1]. In a word, it can be concluded that teaching content should span more and involve more knowledge in relevant fields. Teachers should choose appropriate teaching content to teach every student so as to truly meet their demands and help them to grow and develop.

4.4. Centering on the students and cultivating their ability of self-learning and self-discipline under the guidance of CSE

Traditional teaching ways usually center on teachers and depend on them to convey the knowledge to students. Consequently, students are passive in receiving or giving the response from or to the teachers. It has been discussed that most medical students are not interested in English learning and lack of motivation and inspiration to learn English. Thus, they cannot command themselves in self-learning and self-discipline. However, in the teaching procedures, teachers and students occupy equally important position to guarantee teaching efficiency, and it is not exaggerated to say that the students' ability to learn all by themselves plays a more important role. Therefore, it is crucial for the teachers to cultivate the students' ability of self-learning and self-discipline. To be specific, the teachers can make use of CSE to evaluate students'

learning and motivate them to study even harder. At the same time, the students can also test themselves to see whether they are learning effectively to meet their demands. In this way, students occupy a much more positive position in learning and should bear more responsibilities for themselves. What's more, students can also judge other students' learning to help each other clarify their English ability and adjust their learning objectives and learning methods. Based on a clear understanding of themselves, they can choose proper learning materials and take part in suitable English training and English tests. What Wang Shouren concludes that CSE is crucially important for the students in improving their ability to self-learning and truly promoting their learning by evaluating each other. [3]

Therefore, in the practical teaching procedures, the teachers can improve students' awareness of self-discipline and self-regulation, help them know their real needs and their ability to learn and push them to make some relevant adjustments. In this way, students' self-learning ability can be truly enhanced which advances the shift from teachers-centered to students-centered.

5. CONCLUSION

Based on the careful study of CSE, the paper concretely analyzes the current situation of the College English learning for medical students and endeavors to explore the effective teaching strategies to change the current situation under the guidance of CSE. The paper mainly discusses such ways of implementing the important requirements of CSE as modifying the syllabus and compiling the textbooks, teaching principles, teaching contents and teaching methods to improve students' comprehensive quality in detail. While putting everything into practice, what is worth mentioning is that we should bear in mind that CSE bears many possibilities to explore as a new product. Therefore, we should try our utmost to help it play the positive roles in practical teaching procedures and be deeply aware of the likely potentials which can be better used to serve for the teaching and testing of College English so as to truly enhance medical students' English ability and comprehensive quality.

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