

A Case Study of Application of Needs Analysis to English for Medical Purpose

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Abstract—To set undergraduate medical English teaching closer to the national demand scientifically, target needs and social needs questionnaires on medical English proficiency were carried out towards medical undergraduates and medical professionals. The results showed that: there is a deviation between skills that learners need to acquire in the target scenario cognitive and the social practical needs, there are differences in learner's needs of certain skills in speaking and writing in the target scene in three dimensions and the needs for four skills under a dimension. To explore the causes of these phenomena, we propose to set Undergraduate Medical English course program considering the needs of the learner objectives and social needs, and to arrange speaking and writing modules hours and teaching content.

Keywords- requirements analysis; Medical English; curriculum; teaching situation

I. INTRODUCTION

In recent years, with the dominant position of the students in foreign language teaching enhancement, needs analysis theory attached more and more attention of scholars, has been widely used in foreign language teaching practice. Needs analysis theory originated in the 1960s and 1970s, one of its theoretical base is humanistic psychology, there is about 34 years of history in discussing and practicing analysis needs on education abroad, as well as two or three decades analysis in the needs for the foreign language teaching, our country has begun to realize the role of the academic needs of the students in English teaching, some researchers work from different aspects to introduce the analysis theory of English needs. Needs analysis is a prerequisite to carry out foreign language teaching, as well as the foundation of foreign language curriculum design, which has important theoretical significance for building a scientific medical English teaching model. The demand in the foreign language learning process means that the learner wants to require knowledge to adapt to expectations and desire of society from the foreign language classroom. Requirements analysis concept was first proposed, referring to the needs of research techniques and methods through introspection, interviews, observations and questionnaires and other means, in the field of foreign language teaching, demand analysis is mainly the analysis on community needs

as well as the student's own language talent for learning foreign languages needs. Needs analysis is indispensable for language curriculum design and start-up steps considered including subjective and objective requirements and needs, the learner's personal information, such as age, gender, nationality, marital status, educational background, and language courses revised. The current level of foreign language, foreign language learning difficulties and the current or intended occupation belong to the objective needs of language learning and learner cognitive and emotional needs such as self-confidence, attitudes and expectations are summarized as subjective needs. Needs analysis have at least four major functions: to provide a basis for the development of language education policies and the setting up of foreign language courses, to provide the basis for content, design and implementation for foreign language courses, to provide a basis for determining the purpose of foreign language teaching and teaching methods, to bring reference inspection and evaluation for foreign language courses. Core requirements analysis is to instruct theoretical and practical needs of foreign language teaching through needs analysis guidance. The importance to improve foreign language teaching process and provide a basis for policy formulation to the administrative department of foreign language education is equivalent to the doctor's diagnosis for patient before prescribing. In practice of foreign language teaching, the demand analysis on the one hand contributes to better achieving teaching objectives, on the other hand helps to improve learners' enthusiasm for learning. Foreign language teaching in the classroom is the main way to teach, the process is closely related to the needs of students, if teachers do not understand the needs of students, they will not be able to effectively carry out classroom teaching; if the teaching activities meet the learning needs of students, student motivation will be stimulated, the teaching target can be successfully completed. Therefore, to fully understand the actual needs of students is a fundamental work of foreign language teachers. Teachers choose teaching materials and teaching methods, important assess basis for teaching. Needs analysis theory provides us with a new perspective, laying the theoretical foundation for science and medical English teaching model.

II. MEDICAL ENGLISH TEACHING NEEDS ANALYSIS

Currently, facing the changing needs of medical students medical English course, from the previous focus on by medical CET, CET ability not only focus on improving the

assessment, but also pay attention to the cultivation of professional quality and ability, indicating that more and more medical students recognizing the importance of English courses. English courses is not just a course, it is important channel of the essential qualities of professional development training in students' future. Medical English medical students in medical schools need reform of medical English teaching positioning, positioning accuracy will bring clear thoughts, clear thoughts bring appropriate measures. Medical English in Medical College can be classified as ESP courses (ESP), in accordance with the United Kingdom famous theory of ESP expert, Qiao ulineC.Robi~ views, ESP courses on the one hand is the "specific target-oriented English teaching", on the other hand is based on the "needs analysis" based on the diagram. Chinese famous scholar Professor also pointed out that initially focused on students in the teaching of medical English listening, speaking, reading, writing and translating skills training, skills training should focus on academic activities, mainly to solve common problems in English for academic purposes. While on the high school stage, students should be combined with a high level of dedicated professional learning academic English LsJ. Combined with the actual situation of our school, medical English course can be divided into three phases, the first phase is general English ability training stage, mainly to solve the problem of students basic level of English, the second stage is to opened primary professional English courses mainly, And the third stage should be set up primarily of senior professional English courses, three stages comes together, and realize the integration of English teaching system, as well as the smooth convergence between the foundation stage curriculum and the professional phase.

III. MEDICAL ENGLISH CURRICULUM BASES ON THE NEEDS ANALYSIS

For the above, when setting a course we should not be overly partial to empower learners lacked knowledge. Be considering three dimensions of learners ' needs and the needs of society. According to the results of the requirements analysis, we offer the following solutions:

Set reading module. According to the results of the analysis of the two requirements, reading ability is a essential need for medical workers in future first and foremost, which is also the ability that students lack ,as well as the one most wanted to raise. Furthermore, the reading skills are also improving the basis for other skill levels. Conclusion taking into account, read medical English courses module must be one of the largest modules and can be arranged for larger classes, course content and choice of materials is also depending on the results of the needs analysis. Getting started with scientific and professional articles, students then slowly get to professional academic papers, specialized in the medical text book or monograph selection page.

Set listening module. Although compared with the reading and writing skills, the level of listening and speaking skills requires relatively low. But that is their second poor ability. And listening and speaking are indispensable to the future scientific research needs. Thus, listening and speaking must be indispensable to medical English curriculum

modules, we recommend put aside schedule hours per module for listening and speaking. Taking into account the close ties of the two modules, we can consider merging the two teaching modules. Meanwhile, according to the results of the requirements analysis, instructors can choose to use a simple English-language academic reports or medical related documentaries as listening material for learners and ask questions to answer, or make the learners for listening materials, and related topics for presentation of reports and discussions. In addition, learners can also conduct clinical rounds-themed role playing and so on.

IV. CURRENT PROBLEMS AND COUNTERMEASURES IN MEDICAL ESP TEACHING

A. *Lack of the policy support on the teaching.*

We should put the ESP (English for Specific Purposes) into the medical English curriculum, specifically related to the field of English language skills and professional requirements to provide a path to indicate the direction for the development of the ESP.

B. *Develop ESP materials.*

Current ESP teaching materials are in short supply, so it is imperative to develop teaching materials, the correct combination of teaching methods of ESP knowledge, forming real ESP teaching model. In order to stimulate interest and their thinking, general medical English teacher should work together, and prepare suitable teaching materials in the shortest period of time, teaching materials should be specialized, scientific, combines knowledge and interest together. Meanwhile, we must pay attention to balance the relationship between quantity and quality, and strive to achieve new teaching content, and to larger the information content. In addition, can also make full use of networks or campus area networks platform set on subsequent English courses, preparation of electronic materials, electronic courseware makes teaching more colorful.

C. *The short of ESP teachers.*

ESP English teachers should not only have a solid foundation, but also have the appropriate expertise. Currently, ESP teachers are generally divided into two categories: one is going to work ahead of literature consisting mainly of English education, and later engaged in common English teaching of medical English in the work teachers; one is run by professional teachers. This category of teachers ' professional quality is high, but their English proficiency is not strong, lacking of specialized language training, lacking of listening and speaking ability, pronunciation is not standard, which makes the current teaching situation: most English teachers because of limited expertise, often teaching ESP with the teaching method of teaching basic language, vocabulary and grammar teaching-oriented, while professional teachers due to lack of experience in language teaching, take ESP classes as expertise teaching only, mainly by translation. These two kinds of teaching model are only combinations in the form of language and profession, which do not reasonably integrate features of ESP and skills in

depth, which is difficult to effectively improve students' English proficiency.

V. WAYS TO SET UP MEDICAL ENGLISH TEACHING SYSTEM

A. *Change ideas scientifically, adjust program structure.*

Improving the teaching of medical English teaching requires that school authorities and teachers to change traditional foreign language teaching ideas, set up the new ideas of cultivation of compound foreign language talents. The main objective of teaching the language can not be confined solely to impart knowledge and skills, but also to determine the focus of medical English teaching on improving the English proficiency and improving capacity of acquiring the professional information. Teachers should constantly use advanced teaching theory and experience to enrich their minds in teaching practice, teaching management should be based on the needs of society, schools locate different learning objectives of students, set scientific system of medical English syllabi and lesson plans, establish a complete management system, regulate teaching unified long-term planning for teaching objectives, and set strict standards on teaching requirements, teaching arrangements, and tests to strengthen the teaching of the follow-up organization, implementation, monitoring and management.

B. *Update teaching mode, innovate teaching methods.*

In the past, we put too much emphasis on students' basic knowledge accumulation stage in medical English teaching, ignoring the cultivation of language proficiency, and unable to meet the students' communicative needs, interests, and other professional needs. Most college English teachers teach in traditional teacher-based single teaching mode, students expressed dissatisfaction with English teaching situation, believing that the existing English classes have no effect on improving the actual ability of English, limited on form only. In order to solve the contradiction between the increasing students' learning needs and traditional teaching modes, in the subsequent process of teaching English, we should meet the needs of students from the perspective view, re-examine the role of teachers and students, and establish a teacher-led, student-centered concept. The teacher's role should not be limited on imparting knowledge and skills, but also to guide learning strategies, organizers, judge and consultant for students learning English. The focus of teaching mode should transfer from imparting knowledge to emphasizing on student participation and knowledge of training. Learning should be student-centered, insisting on the combination of teacher instruction and student learning, teaching and practice, as well as classroom teaching and extracurricular learning.

C. *Increase the intensity of training teachers.*

Currently, the weakness of teachers is an important factor in obstructing the smooth progress of medical English

Teaching going forward. Existing teachers majored in English language and literatures, whose knowledge structure with single mode are unable to meet the demand of the times and the learning needs of students. Medical English teachers undertook the heavy task of basic teaching, which is difficult to devote more time and effort in English teaching in follow-up stage, leading to the teacher's teaching mode, single, horizons-narrow, lack of innovation, improving the training of teachers is a long-term and arduous task.

VI. CONCLUSIONS

As English teaching for medical students gone through changes in teaching in the early post-reform, according to the characteristics of their own medical schools, we should adjust the positioning of university English courses to improve students' general English ability and professional English ability. Revolution in college English teaching can be adjusted by playing the effect of design on modern educational technology in English Course into full from the five aspects: meeting the needs of medical students, reflecting the professional characteristics of the course modules design, preparing English textbooks with professional features, and training teachers such as manpower. On this basis, the college English teaching reform will get better and better results by meeting the needs of medical students, reflecting the characteristics of medical colleges.

ACKNOWLEDGEMENTS:

This work is supported by Youth Project of Education Science of Heilongjiang Province on A Case Study of Application of Needs Analysis to English for Medical Purpose (Grant No. GJD1214087)

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