

Optimization of Medical English Teaching in Mongolian Medicine College

Based on ESP Theory

Xiaomei

Inner Mongolia Medical University
Hohhot, Inner Mongolia Autonomous Region, China

Yuehong Wang

Inner Mongolia Medical University
Hohhot, Inner Mongolia Autonomous Region, China

Agula Bo*

Inner Mongolia Medical University
Hohhot, Inner Mongolia Autonomous Region, China

*Corresponding Author

Abstract—From the perspective of ESP, this paper discusses the importance of effectively carrying out ESP teaching in Mongolian medicine colleges, introduces the modern medical English teaching mode in Mongolian medicine colleges and puts forward some proposals according to the existing problems and current situation.

Keywords—ESP; Mongolian medicine; medical English; teaching mode

I. INTRODUCTION

ESP is a register theory originated from Halliday's system functional linguistics, formed in the 1960s [1]. ESP (English for Specific Purposes) is a course in which English language knowledge is closely collaborated with specific professional knowledge. Different ESP courses cover different disciplines' professional knowledge and different professional literatures' language characteristics. Its purpose is to develop students' competence in communication by English in a certain academic or working environment.

Mongolian medicine education has promoted from the level of undergraduates to postgraduates' education; in the teaching staff structure, has experienced a series of discipline echelon adjustment, like starting the entrepreneurship from the older generation expert, taking over of middle-aged scholars, training the leader of the youth; in the professional direction, has experienced from the traditional literature sorting to the modern experimental research, from the dialectical demonstration of the regulation to explore the mechanism revealed, from the case analysis to clinical trial research and other levels of positioning and field development[2]. Mongolian medicine has its own characteristics and advantages. However, under the background with development of related disciplines such as modern medicine, pharmacy and traditional Chinese medicine, it always lags behind other disciplines in methods and ideas. Faced with such a harsh situation, the development of Mongolian medicine appeared "Mongolian

medicine modernization" and "collaboration of Mongolian medicine and Western medicine" [3]. Therefore a new generation's Mongolian medicine students have mastered the ESP, which plays a vital role under the current development of Mongolian medicine.

II. THE SIGNIFICANCE OF CARRYING OUT ESP TEACHING IN MONGOLIAN MEDICINE COLLEGES

As a characteristic medical subject, Mongolian medicine has own uniqueness. At this moment, Mongolian medical students cannot meet the needs of the society if only pay attention to the theoretical study of own major, so ESP teaching possess its advantages in cultivating the all-around talents who have well understanding about the Mongolian medicine, western medicine and medical English knowledge.

In the face of the rapid development of modern medicine, Mongolian medicine colleges are beginning to realize that one of the important factors restricting the development is the gap between languages. Therefore, the importance of medical English goes without saying in cultivating a new generation of Mongolian medicine talents. Students majoring in Mongolian medicine not only need to have a solid theoretical knowledge of Mongolian medicine, but also acquire modern medical knowledge and skills and learn about the latest medical advances in the world. Many Mongolian medicine educators have pointed out one after another that they want to cultivate high-quality medical talents. Mongolian medicine colleges must strengthen and develop ESP teaching so that Mongolian medicine students can use English as a language tool to obtain cutting-edge medical information, expand research capabilities, grasp the latest medical advances, conduct academic research and other related activities.

III. THE STATUS QUO OF TEACHING MEDICAL ENGLISH IN MONGOLIAN MEDICINE COLLEGES

At present, most of the medical English courses for students majoring in Mongolian medicine involve public English and medical English. We do some preliminary discussion on their teaching.

A. *Single Teaching Form*

Mongolian medicine colleges have two kinds of education-level students: undergraduates and postgraduates. The teaching objectives at the undergraduate level focus on developing the basic skills of public English, and subsequent teaching will simply involve a little knowledge of medical English. There is not much difference between postgraduates and undergraduates, but only a little bit more in the teaching depth than before. However, it is only at the level of public English. It is very difficult to make a breakthrough on the threshold of medical English. Undergraduate's investment is poor, while compared to before postgraduates have a great improvement out of reading a large number of foreign literature needs, so the overall ability of students to self-learning has also increased, but as a result of without a solid foundation for EGP on the undergraduate period, you need to spend more energy to learn the language.

B. *Wide Gap of Students' Level*

For Mongolian medicine students, in addition to mastering their native Mongolian language, due to the particularity of Mongolian medicine theory, they also need to master Tibetan and Chinese. It is an essential step that such students master ESP medical English, but the brutal status quo is that most Mongolian students with weak English foundation fail to achieve satisfied results while faced with CET4 or CET6 tests. Also students generally have a lower interest in learning medical English. However, some students already have a solid foundation of EGP during their undergraduate years, but they did not make any breakthrough in medical English in later teaching.

C. *Deficiency of Professional Teaching Staff*

Mongolian medical colleges doesn't have teachers who are specialized in medical English, teachers have two kinds of characteristics: one is a professional English teacher, the other is Mongolian medicine professional teachers. There is a general lack of professional teachers in medical English teaching. Related courses are undertaken by professional English teachers who lack of professional medicine knowledge while others by specialized teachers who do not have English training. Therefore, this arrangement appeared in a variety of teaching embarrassing situation. For example, English teachers have difficulty in teaching the contents of medical knowledge. However, Mongolian medicine teachers may not be competent in English language teaching, and the content and style of teaching are limited, which may affect the quality of teaching, ultimately will affect students to learn the comprehensiveness of professional English.

D. *Lack of Professional Medical English Textbook*

At present, the medical English's textbooks we use are for western medicine, while Mongolian medicine has its own unique theoretical system. The textbooks used in the present teaching are different from Mongolian medicine theory, so it is more difficult to learn, which to a certain extent, affect Mongolian students' English learning. Only with a certain Western medicine they can have a good understanding of its content, which in turn Mongolian medicine students have higher requirements.

Among the Mongolian medicine teachers and student groups, their foreign language standards are uneven. Obviously, most of them also fail to recognize the importance of medical English in their academic and professional life. When face of massive foreign language literature, many said they were helpless. Also many knowledge and methods cannot be widely spread by more and more senior experts and professors because of their lack of mastery of language. So the optimization without delay!

IV. THE REFLECTION AND IMPLEMENTATION OF ESP TEACHING

For ESP teaching mode, many researchers put forwards many brand-new teaching ideas through theoretical discussion and practice teaching. For example: CBI(Content – Based Instruction) teaching mode, the language course content based on professional subject knowledge organization and design, focus on language in the real context of the functional use[4]; Based on the social constructivism learning theory, teaching in situational teaching and multi-latitude teaching assessment are added to the teaching mode so as to improve students' professional English communication ability and thinking ability of innovative learning[5]; Through the network resources and multimedia tools, teachers and students to create an interactive learning mode of life and living, combined with massive network information and real-time online resources to achieve language skills training and optimization of the combination of professional knowledge[6]; Using data corpus to create a data-driven teaching mode, we can improve the accuracy and richness of English in different disciplines by accelerating the accumulation of students' professional vocabulary, so as to train students' autonomous learning ability and stimulate their curiosity and exploration spirit[7]etc.

The level of medical English has become a potential indicator of medical students' capacity; however, the current situation of medical English teaching in Mongolian medical colleges is far from satisfactory. On the one hand, medical English belongs to the category of science and technology English, its terminology is complicated and obscure, the sentence structure is complex and difficult to understand, dull and boring to learn, so that many Mongolian medical students dare not to learn; on the other hand, medical English classroom has been focused on cramming, and it is very difficult to raise students' enthusiasm for learning because of the single teaching form and the translation one by word. Therefore, it is imperative for us to change the traditional

teaching mode and improve the teaching quality and efficiency.

A. Science ESP Timing Is a Powerful Move to Improve ESP Teaching

During the first three years of undergraduate education, students need to develop basic language skills of EGP such as listening, speaking, reading, writing and translating. The most important thing is to effectively transit from EGP to ESP in the last two years staging. For the Mongolian medicine students, ESP- the combination of medical English and Mongolian medicine- is a application-based curriculum, it must be based on the EGP in order to achieve teaching effectiveness.

B. The Right Target Is the Prerequisite for ESP Teaching

Mongolian medical students' mastery of medical English was once unsatisfactory and there was no way to meet the current demand. The main reason was that English was the third foreign language for Mongolian students, and most of the Mongolian students are from rural pastoral areas, and even some students was no interest in English when admitted into the college. Poor English will seriously affect the effectiveness of ESP teaching.

Therefore, according to the status quo, Mongolian medicine colleges should implement individualized training of talents, on the basis of the students' comprehensive English capacity (with or without pass the college English CET4 or CET6 tests etc.) to open ESP classes targeted ESP teaching.

C. Solid EGP Foundation Is the Basis of ESP Teaching

ESP, as an extension of EGP (General English), is a specialized English teaching for medical students. ESP teaching is based on the needs analysis. The teaching content is determined by the learners' different professions and different needs [8]. ESP editor Tony Dudley Evans believes that ESP teaching and general English EGP teaching is different, mainly because of universal students have a certain degree of professional knowledge and learning experience, as well as a certain degree of cognitive ability. Also most ESP courses are based on the student's knowledge of the basic language system [9]. Therefore, ESP teaching must be based on EGP teaching. The two are in a progressive relationship. On the basis of developing basic language knowledge and skills (EGP) of Mongolian medical students, the ESP further aims at students' actual needs to cultivate and improve learners' ability to conduct academic exchange.

D. Qualified ESP Teachers Is the Key to ESP Teaching

ESP teaching must have qualified teachers. At present, there are mainly two types of teachers who teach English courses in Mongolian medicine colleges: English teachers who graduated from a Normal University, Mongolian medicine teachers who specialized in Mongolian medicine. It is the biggest problem they faced: English teachers are lack of theoretical knowledge of Mongolian medicine, Mongolian medicine on how to make little knowledge of the

combination of knowledge; although some Mongolian medicine teachers have a certain English basis and have the ability to write, translate and publish English papers, compared with ESP teachers they are lack of specialized English training, are short of experience in English basic teaching English level and couldn't reach a higher level, which are directly related to Mongolian medicine ESP teaching methods and effects.

The deficiency of qualified ESP faculty is currently a common problem in English medicine teaching. The effective teaching of ESP in Mongolian medicine colleges strongly requires an excellent team of teachers who understand both Mongolian medicine and English.

E. Practical ESP Teaching Textbook Is ESP Teaching's Guarantee

Specialized medical-English textbooks used for Mongolian medical colleges is almost blank, and the teaching materials are not organically integrate with Mongolian medicine theory resulting in poor teaching results. Although it is difficult for us to make use of Mongolian Medicine English for all Mongolian medicine students at this stage, we can boldly adopt the ESP teaching materials. The key point is that all students engaged in national medicine are fully aware of ESP's importance in their academic career, ESP textbooks to train students in a particular discipline of language ability rather than impart content and knowledge of the subject. In the textbook content is only a media, through professional themes textbooks present the unique language characteristics to help students master the specific areas of language features and communication skills.

V. CONCLUSION

The optimization of ESP teaching in Mongolian medicine colleges should be based on ESP theory: mainly in the teaching of the timing, teachers, suitable object, the teaching materials and how to cultivate a solid EGP ability. We should focus on the traditional teaching mode combined with modern teaching modes and concepts; using massive online information and resources, training students self-learning ability; stimulating students' curiosity and exploration spirit; improving students' communication skills and innovation ability.

In the 21st century, Mongolian medicine has introduced modern analytical methods, integrated the essence of the humanities discipline. After the improvement of Mongolian medicine theoretical system, it is about to usher in a new period of the development. However, Mongolian medicine should also see own deficiencies. In order to grasp the cutting-edge scientific knowledge, language is a powerful weapon needed for Mongolian medicine. Therefore, only the implementation of ESP teaching, can we better hold the Mongolian medicine's future.

REFERENCES

- [1] Hutchinson T, Waters A. English for Specific Purposes: A Learning Centered Approach [M].Cambridge: Cambridge University Press, 1987:19
- [2] A Go La. Mongolian Medicine [M]. Hohhot: Inner Mongolia Education Press, 2010(12):15
- [3] A Go La. Mongolian Medicine [M]. Hohhot: Inner Mongolia Education Press, 2010(12):18
- [4] Wang Wei. CBI Curriculum Design and Practice Based on Demand Analysis-A Case Study of Business English Communication Course in Shanghai University of Finance and Economics[J].Foreign Language Research,2015(5):63.
- [5] Zhao Ke, WANG Zhi-jun. Towards an ESP approach: Design research in English for Business Communication at Shanghai University of Finance and Economics [J].Foreign Language Learning Theory and Practice,2015,V2(2): 71.
- [6] Liu Xin. Influence of Network Relying ESP Teaching Model on Learning Autonomy[J]. Foreign Languages Research, 2013(2):118.
- [7] Lu Hua-guo, ZHANG Ya. A Study of the ESP Vocabulary Data-driven Teaching Mode Based on Sketch Engine[J].Modern Educational Technology, 2015(2):72.
- [8] Jordan R R. English for Academic Purposes [M].Cambridge: Cambridge University Press, 1997: 231-232
- [9] Evans D, John st. Developments in English for Specific Purposes [M]. Cambridge: Cambridge University Press, 1998:46