

Research on the Application of “Production-Oriented Method” in the Teaching of English for Specific Purposes

--Taking Medical English as an Example

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Abstract: Visual listening and speaking is a difficult problem in medical English teaching. The application of output-oriented theory can guide medical English teaching according to the process of “driving-facilitating-evaluating”, so as to effectively solve the problem of listening and speaking in medical English teaching. The difficult problem has effectively solved the “separation of learning and use” in medical English teaching. The following is an introduction to the specific development and implementation methods of the output-oriented approach in medical English teaching based on the theory of the output-oriented approach.

1. Introduction

With the current development of medical internationalization, compound talents with professional medical knowledge and solid foreign language ability have become the focus of current medical education and training. Under such circumstances, medical English teaching occupies a very important position in medical schools [1]. However, judging from the current status quo, there are many problems in medical English teaching in medical schools, which leads to the unsatisfactory effect of medical English teaching. First of all, medical schools have many problems in terms of teaching staff, curriculum, textbook compilation, teaching mode, etc., which lead to a certain disconnection between the needs of students and medical English teaching, resulting in poor learning effects of students. The more prominent problem is that in the current medical English teaching process, students have a long-standing phenomenon of “separation of learning and use”, that is, the medical English knowledge learned by students can get high scores in exams, but they cannot be truly applied in practice. The teaching of medical English cannot apply what has been learned [2]. Therefore, it is very important to adopt scientific medical English teaching methods to continuously improve the quality of medical English teaching in medical colleges and universities, and to encourage students to use medical English to promote learning, use learning aids, and apply what they have learned.[3]. The output-oriented method is a foreign language teaching theory with Chinese characteristics proposed by Professor Wen Qiufang in response to the drawbacks of “separation of learning and use” in foreign language teaching in our country. The purpose of this teaching theory is to improve classroom teaching efficiency. When designing a task, the first thing to pay attention to is what students can learn from it. The ultimate goal is to achieve teaching goals and promote effective learning, so that students can apply what they have learned [4]. This article

studies the application of the output-oriented approach in medical English teaching, and uses it to provide a reference for improving the level of medical English teaching.

2. Overview of the Theory of Output-Oriented Approach

The Output Oriented Method (POA) was proposed by Professor Wen Qiufang in 2007 and extended the theory to English teaching in college English in 2013. The application of this theory aims to solve the problem of “separation of learning and use” in high-efficiency English teaching. . Guided by the theory of output-oriented approach, construct the teaching process, and continuously improve English teaching through teaching practice [5].

The concept of output-oriented approach is divided into “learning-centered theory”, “learning-use integration theory” and “holistic education theory”. The “learning-centered theory” breaks the student-centered philosophy that my country has long adhered to in English teaching. , Advocating that English teaching must achieve teaching goals and promote effective learning, this concept pays more attention to the essence of learning and education [6]. The “Speaking of learning and use” advocates that “all language teaching activities are closely linked to application”, that is, input learning such as listening and reading is closely combined with productive activities such as speaking, writing, and translation to achieve the purpose of mutual promotion. The “holistic education theory” emphasizes that English teaching should not only achieve instrumental goals, but also achieve its humanistic goals, such as improving students' thinking ability, cross-cultural communication ability, autonomous learning ability, etc. [7].

3. The Implementation Method of Output-Oriented Method in Medical English Teaching

3.1 Driving Link

The teacher designs and arranges an oral English expression task for the students according to the teaching needs. The purpose of the oral expression task is to encourage students to effectively use English to introduce diseases, explain medical terms, and put forward their own opinions and opinions in combination with the corresponding diseases. Taking the oral expression task of “Introducing Alzheimer's disease at an international medical conference” as an example, the driving link of the application of output-oriented method in medical English teaching is introduced: ① When the teacher arranged “in the international medical conference” After the oral presentation task of “Introducing Alzheimer's disease”, students first watch some news videos about Alzheimer's disease and aging before class to learn some related information. Then the teacher arranges a communication scene for the students according to what the task has learned, creates a scene for an international medical conference, and establishes a communication task with the topic of “Alzheimer's Disease & Aging” as the speaking theme. ②The teacher assigns the output tasks, and then the students try to output their personal opinions, prompting the students to discover their own language and content deficiencies through oral speech, so as to better understand their own learning situation, and this process can be effective To stimulate students' interest in learning. ③The teaching goals of English teaching include two levels, namely content goals and language goals. The language goal is to enable students to master some typical sentence patterns, basic vocabulary and phrases. The content goal takes the oral expression task of “introducing Alzheimer's disease at an international medical conference” as an example, which is to enable students to introduce Alzheimer's disease in English, and combine it with the current global population aging. Questions, form your own opinions.

3.2 Facilitating Links

In the facilitating link, it is mainly to provide students with textual materials and video audio-visual materials related to the oral expression task, so that students can input in language and content, so as to “introduce Alzheimer's disease at international medical conferences”. Take the oral expression task as an example. First, the teacher provides students with Alzheimer’s disease-related text materials and two video audiovisual materials.

Allow students to input in terms of language and content: ① Text input: Students can master the words and common sentence patterns related to Alzheimer’s disease by reading relevant Alzheimer’s disease text materials, and on this basis, through reading Articles related to Alzheimer's disease have accumulated more related terms. ② Video input: Students watch the video of Alzheimer's disease, and the teacher explains the key points and difficulties in the video accordingly. Then organize students to discuss the related knowledge of Alzheimer's disease in the form of a group, so that the students will be familiar with and master the relevant medical terminology. Then organize students to watch speech videos related to Alzheimer's disease and global aging, so that students can master oral expression skills and form their own views and opinions. On this basis, organize students to selectively learn text input and video input in the form of a group. In this process, teachers play the role of scaffolding to assist students in learning, as a guide and organizer. For example, when there are more difficult vocabulary in the video data, more authentic expressions can be explained and explained for students. The students complete three output tasks through selective learning of the above materials: ① Oral output task: 2 students as a group, play the role of doctor and patient respectively, and then have an English dialogue around the doctor and the patient. For example, clinical diagnosis, condition inquiries, symptom description, preliminary conclusions and suggestions, etc. After the students complete the group dialogue, they should report their learning results to the teacher in the group. ② Translation task: The teacher can arrange an English document related to the learning task for the students, so that the students can read and discuss in a group, translate it, and organize it into a complete translation. ③ Writing exercises and language output: The teacher organizes students to study audio-visual materials, and then organizes and writes an English diagnosis certificate in a group based on the audio-visual materials. The writing of the English medical certificate requires the use of English expression sentences and medical terminology in the audio-visual materials.

3.3 Evaluation Link

The teaching evaluation process adopts a diversified evaluation method, including a combination of teacher evaluation, student mutual evaluation, and network evaluation. It mainly evaluates students’ oral output tasks, group translation tasks, and English diagnosis book writing tasks. Teacher evaluation mainly refers to the teacher's evaluation of the completion of tasks such as doctor-patient English dialogues in the student group, content objectives, and group report results. Among them, the average doctor-patient English dialogue in the student group focuses on the use of their language skills . In the process of student mutual evaluation, teachers and students first select typical translation samples of the group's Chinese translation, and work out the scoring standards for translation together. The standards involve language, content, structure and translation skills, forming a standardized evaluation system. Then let the students evaluate each other in terms of Chinese translation after class according to this evaluation system. In the process of online evaluation, students first modify their English diagnosis based on the results of the mutual evaluation, and then upload their modified draft to the corresponding network platform for machine review [8].

4. Conclusion

In summary, the output-oriented approach has shown great application advantages in the teaching of medical English. The application of the output-oriented approach can significantly improve the classroom efficiency of medical English teaching, and can pass driving links, facilitating links and evaluation Links and other teaching are carried out to effectively solve the problem of students' "separation of learning and use", to promote the application of what they have learned in medical English teaching, and to continuously improve students' oral expression ability, translation level and medical professional communication level, which has high practical promotion and application value .

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