

Research on the Optimization of Postgraduate Academic English from the Perspective of Narrative Medicine

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Abstract: The teaching objectives of the public English courses for postgraduates in medical schools should turn to academic English to improve students' listening, speaking, reading, writing, and translation abilities in the medical academic field. This study studies the cultivation of academic English literacy of postgraduates in medical colleges from the aspects of curriculum, teaching content, teaching methods, teaching evaluation and application of modern technology, actively explores and establishes a complete academic English teaching system for postgraduates, and puts forward suggestions on how to carry out teaching activities according to the needs analysis and investigation results. EAP plays a bridge role in helping postgraduates to transition from college English study to academic English thesis writing, so it is necessary to offer EAP course. The online terminology database and self-built medical paper corpus are used to cultivate the academic English writing ability of graduate students. After a semester of rigorous training, students not only learn to use retrieval methods to solve vocabulary and grammar problems in writing, but also master the discourse structure and functional language features of medical academic papers.

1. Introduction

With the increasing frequency of international exchanges, English has become the common language of international academic exchanges^[1]. EAP mainly teaches academic listening, academic presentation, academic notes, academic paper writing and academic literature reading, emphasizing learning skills and practice^[2]. *The English Syllabus for Postgraduates of the Ministry of Education of China* states that the teaching goal of Postgraduates' English is that postgraduates can master English as a tool, carry out their own professional academic research and conduct international exchanges in English^[3]. At the same time, the requirements of universities for postgraduates are getting higher and higher. Many universities require non-English major postgraduates to publish papers in SCI journals before graduation, and academic English teaching for postgraduates is put on the agenda^[4-5]. China University of Geosciences has developed a "3+1" postgraduate course, that is, "language foundation + language skills + (in and out of class) simulation practice+overseas examination training". Academic English writing courses can not only help students acquire academic writing language and discourse patterns, but also train their rigorous academic logical thinking and lay a foundation for future academic research^[6-8].

At present, the society's demand for talents is showing a trend of specialization. Talents with both professional knowledge and proficiency in English are becoming more and more popular. Therefore, some scholars have proposed that college English teaching should shift from English for General Purposes (EGP) to English for Special Purposes (ESP), such as Cai Jigang. It is believed that ESP "should gradually develop into the mainstream of college English teaching" and "mainly position ESP on academic English"; graduate students, especially those in medical schools, face more English-based reading or writing tasks, while medical academics English has an indispensable bridge role in helping medical graduate students transition from college English learning to academic reading and academic writing. On the other hand, oral English focuses on daily communication topics, and cultivates and improves students' oral expression ability through various

activities; Practical writing mainly focuses on students' future cover letters, business letters and research papers. Therefore, the teaching emphasis must be on English, and the training of reading, writing and translation should be emphasized in combination with the characteristics of professional English. It can be seen that offering academic English courses meets the requirements of the syllabus, and graduate students need higher academic literacy and more professional knowledge than undergraduates, so the demand for academic English is bound to be more urgent.

2. Research on the Teaching System of Academic English for Postgraduates in Medical Colleges

2.1 Improving the Curriculum Provision and Realizing the Transition from General English to Medical Academic English.

With the reform of college English teaching, the English proficiency of college students continues to grow. The English entry level of graduate students and the society's requirements for graduate English ability are not the same as those 20 years ago. Graduate students have more urgent needs for English writing for research reports and academic papers. Some universities even expressly require master and doctoral students to publish academic papers in international journals of their profession. Therefore, if EGP, ESP can be organically combined with English for Academic Purposes (EAP) at the postgraduate level, the one-year English course will be divided into three sections, with academic English as the core, forming a postgraduate course system. In this way, postgraduate English is not only an English course, but a curriculum system. The course contents of graduate students in different majors are slightly different. According to the investigation and analysis, there are some deficiencies in academic English communicative competence of Chinese university postgraduates. Research shows that the basic abstracts and keywords still need to rely on Baidu translation, which is unreasonable in arts and sciences. There is an urgent need for students to improve their ability of scientific research expression, especially to promote research results abroad. On the basis of general English, combined with ESP and narrative medicine, we increase the courses of medical academic English listening, speaking, reading and writing, improve the English curriculum for medical postgraduates, and promote the development of medical academic English for postgraduates.

2.2 Integrating the Medical Professional Content into English Learning Based on the Content.

Language is the carrier of professional subject knowledge, and learning that combines language with the cultural and scientific knowledge it carries is in line with the essence of language^[9]. In terms of employment impact, the ability to read and retrieve medical professional literature ranks first (58%). Graduate students should write academic papers in English, such as SCI papers and abstracts of graduation thesis. Especially SCI papers, if they can be published, it will be of great help to employment or continuing to study. In a sense, medical academic English can help medical graduate students transition from general English learning to academic reading, academic writing and full professional English courses. At the undergraduate level, students have accumulated a relatively large number of vocabulary and mastered a certain amount of reading ability. But there are some words and expressions that have different meanings and different usages in the medical profession. By understanding students' Academic English ability and needs and adopting optimized teaching mode, students can finally understand and integrate into the academic environment of English-speaking countries; improve students' Academic English ability to meet the requirements of future professional learning; guide and help students to deal with various learning tasks; cultivate students' confidence and skills necessary for success in an academic environment. We adopt the teaching method of "commonness + individuality", teach the common characteristics of medical academic English based on medical content, give full play to the subjectivity of medical postgraduates in medical knowledge, encourage them to observe the discourse characteristics of medical academic English, and explore and learn medical subject knowledge in English according to the existing medical professional knowledge.

2.3 Changing Teaching Methods and Paying Attention to the Cultivation of Comprehensive Ability of Medical Postgraduates.

Postgraduates in medical colleges should have critical thinking ability, innovative ability, autonomous learning ability and teamwork ability. It is a teaching task to improve academic literacy and make students understand and be familiar with academic norms. Improving the ability of writing, reading and listening and speaking in medical academic English is the learning purpose and demand repeatedly emphasized by the respondents. The combination of teaching materials and lecture notes ensures the flexibility and novelty of teaching content, and the pertinence of different majors is strong. Students need to complete various tasks, especially applying English skills to real tasks, such as completing group discussions, classroom presentations, and academic paper seminars and reports. At present, postgraduates of medical schools have quite good English self-study ability and hope to take the initiative to participate in teaching activities. However, EAP, after all, belongs to an academic discourse circle with its unique language, genre and genre characteristics, so students need to be systematic guided. In the teaching, the research-based teaching mode is adopted, based on the content and narrative medicine, the task-based and project-driven teaching method is adopted, and the teamwork and self-exploration opportunities are given to graduate students in the form of groups, so as to effectively improve the comprehensive ability and empathy competency of graduate students.

3. The Practice of Corpus-Based Academic English Writing Ability Training

3.1 Corpus-Based Writing Content Setting and Teaching Goals

We have set up an academic English writing course for academic medical postgraduates in 2016. The teaching cycle is one semester, totally 16 weeks, with 2 hours per week. In the course setting and textbook selection, we need to focus on professional knowledge and language ability. However, there are few academic English textbooks suitable for medical postgraduates. So, teachers compiled hand-outs or compiled suitable textbooks according to teaching experience and actual situation at that time. Teaching evaluation can help teachers get teaching feedback information, improve teaching methods and improve teaching quality. It can also help postgraduates reflect on English learning, adjust learning methods and strategies, and improve learning efficiency. Graduate students' English learning is a long-term process. From basic knowledge to professional English, and finally to academic English, teachers should evaluate students at each stage, pay attention to the application of English and reading and writing skills in different academic environments, break away from surface learning, promote in-depth learning, and encourage students to use the high-level cognitive skills necessary for college. Professional teachers select reading materials, magazines and periodicals to explain professional theories. English teachers introduce the learning and use of corpus into the learning of academic writing from the perspective of language skills and jointly complete teaching tasks. Medical topic composition, listening, academic paper abstract / introduction, genre reading comprehension, vocabulary and grammar multiple-choice questions were used to cultivate postgraduates' comprehensive English ability.

3.2 Application of Online Academic Corpus

The online academic corpus is used to determine the context and collocation of vocabulary use, which helps students use language properly in their academic English writing, reading, speaking and translating. Because a large number of English materials need to be consulted after work, academic English teaching should focus on cultivating the reading ability of medical English professional literature^[10]. Another 40% said that they should comprehensively cultivate the comprehensive application ability of Postgraduates' English, strengthen the practical application ability of language, especially improve their listening and speaking ability. The results of this survey show that postgraduates have the highest academic reading needs and most want to learn EAP language features, but the most target needs are writing ability rather than reading ability, which seems to be self-contradictory. Gradually turn the postgraduate general English course into

academic English course, and combine English study with medical professional research and the cultivation of narrative medical competency, so as to arouse students' learning enthusiasm and cultivate students into compound talents who can communicate effectively and professionally in English. Genre analysis theory uses terms such as language steps and steps to describe the overall structure and development order of academic papers through systematic analysis. In this study, the teaching of genre analysis of academic English writing is mainly carried out in two steps by adopting the mode of “reading → verification → imitation → innovation”. Besides, teachers assign tasks for graduate students to choose topics related to their major for classroom presentation, group discussion, writing academic papers, and simulating academic conferences in the classroom to improve students' academic ability.

4. Conclusion

Based on narrative medicine, combined with corpus, postgraduate English course are optimized, which meets the students' needs for academic English ability, especially the ability to write and read academic English papers. The corpus-based teaching of academic English writing is a useful attempt to teach postgraduate academic writing, and it has certain practical significance. The academic literacy of postgraduates needs to be improved, and it is necessary to focus on training in teaching, so that students can understand and be familiar with important academic norms. Use online free corpus and self-built corpus to effectively improve graduate students' academic English writing ability, thereby improving writing literacy, and laying a solid foundation for future participation in international academic competition. As departments and teachers who undertake English teaching for graduate students, we should have a certain sense of mission and responsibility, and constantly explore the ideas and methods of postgraduate English teaching and contribute to cultivate and improve postgraduates' academic ability.

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