



The application of CLT and PBL in the exploration of medical English teaching modality in the era of Internet⁺

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Abstract

In the post-epidemic era, in the context of Internet+ and the global pandemic of COVID-19, medical English teaching is facing greater challenges. Combined with the new situation, teaching modality blended with communicative language teaching (CLT) and problem-based learning (PBL), to adapt to development needs of the time of the Internet+, with the aid of modern education technology to reshape the classroom, meet the needs of the students' individualized cultivation, in order to improve the ability to use language as the guidance for the teaching method reform, can effectively improve the quality of medical English teaching and the level.

Key Words: Internet+, medical English teaching, communicative language teaching, problem-based learning

Introduction

The Latest College English Teaching Guide issued by the Ministry of Education of China (hereinafter referred to as the "Guide") includes ESP as one of the main contents of college English teaching. Along with the development of the medical career by leaps and bounds, the speeding up of globalization, the international medical cause extensive exchanges and increasing domestic clinical encounter of foreign patients, medical workers of our country's English proficiency level is put forward for higher request. Besides the more demanding requirements of the solid theoretical knowledge and practical skills, medical English learning communication ability is also of greater importance. Not to mention that most of the cutting-edge information of international professional research is published in English.

For a medical worker, medical English plays an important role in the career. In March of 2020, the seminar of discussion on the anti-COVID - 19 experience and diagnosis of the disease between Dr. Zhong Nanshan, the academician, with foreign experts through video calls was conducted, Dr. Zhong used English to communicate directly and fluently, which indicates that anyone who wants to go abroad for study and/or communication exchange, good grasp of the general English especially professional medical English is necessary. The current outbreak of COVID - 19 already has been proved to be a global pandemic, with the confirmed cases in other countries considerably outnumbering those in China to become the epidemic prevention and control main battlefields, which make us realize the concept of "human destiny community" and we need to address epidemic prevention and control in a collaborative and cooperative way, which inevitably urges the significance of the medical workers to improve their medical English skills.

The realistic challenges in medical English teaching

Medical English is separated from general English and belongs to the category of professional English teaching. Its teaching

purpose is to enable students to learn the professional vocabulary, sentence patterns and expressions related to medicine, so as to meet the needs of scientific research and medical situation communication in future work ^[1]. Medical English teaching is responsible for the transition from foreign language learning stage to the use stage. With the acceleration of globalization and the rapid development of medical science, especially under the current situation of COVID-19 pandemic, new and higher requirements have been put forward for medical students to have foreign language skills. It is unavoidable that medical English teaching in colleges and universities is faced with realistic challenges in various aspects:

1. The importance of medical English teaching is not recognized in colleges and universities

At present, many experts and scholars do not pay enough attention to medical English teaching and question the universality and necessity of medical English teaching. Some people think that the application of medical English in English teaching in medical schools is relatively narrow. For most medical schools, the need of medical English learning as a language foundation is not urgent. There are many problems in the research of medical English teaching in domestic universities, such as slow progress, insufficient empirical research, insufficient research on teachers and students, insufficient young teachers and insufficient international vision. A considerable number of English teachers in medical colleges and universities do not understand the medical English curriculum. The above reasons cause a large gap in the teaching staff of medical English.

2. Students' enthusiasm for learning medical English is not enough

Medical English course itself is characterized by strong professionalism. Students generally respond that it is too difficult

to learn, the vocabulary is obscure and difficult to remember, and the sentences are long and difficult to understand. These characteristics make students lose interest in learning. In addition, the English level of medical college students is uneven, some students' listening and oral expression ability is weak, medical English learning can not be well combined with the actual clinical work and paper writing, etc., consequently it is difficult to carry out medical English teaching effectively, and students' learning enthusiasm is not high.

3. The limitation of medical English teaching content

There are some problems in the teaching content, such as being separated from the practical application, the updating of teaching materials lagging behind, and not meeting the actual needs. For example, in terms of curriculum setting, the proportion of medical English class hours in the whole college English teaching in many medical colleges and universities is too small, and many medical colleges and universities still carry out medical English teaching according to the traditional professional English thinking, lacking of teaching reform. Some medical colleges directly apply college English teaching reform modalities to medical English teaching. In the process of teaching from college English to medical English, there is a serious "disjointed" phenomenon, which lacks the transition and cohesion of courses. Although the use of multimedia equipment is convenient under the background of Internet+, the lack of appropriate audio and video materials, and some of the audio and video materials are too professional and only applicable to a small number of students, also limits the use of multimedia equipment.

4. The deficiency of traditional teaching modality

In terms of teaching method, "teacher-centered" traditional teaching modality is also widely used in medical English teaching. Most medical English courses still cannot get rid of the teacher-centered pure-analytical teaching pattern, and the teaching content and form are monotonous. Students lack sufficient language input environment. Language learning, especially foreign language learning, requires a lot of language input and language practice. For most foreign language learners, the time for classroom learning is very limited, and most of it is occupied by teachers. Only the input in class is far from meeting the needs of learners in foreign language learning.

5. The teaching effect needs to be improved

Under the condition of the students' learning enthusiasm is not high, and teacher doing a solo act, cramming education of traditional monotonous teaching mode, make the class a dull one, nationwide medical English teaching in the traditional teaching mode appears boring, teaching modalities obsolete, students' lack of active learning phenomenon is widespread, and the effect is not satisfactory. In order to fundamentally improve the level of medical English teaching and research, it is urgent to introduce new medical English teaching models.

Practice and Exploration of Medical English teaching

Faced with the dilemma of medical English teaching, teachers may try to break through the problem from the aspect of teaching method, adapt to the development needs of the Internet+ era, meet the individualized training needs of students, set foot on the teaching method reform oriented to improve the language use

ability. In the practice of medical English teaching, the communicative language teaching method (CLT) and the problem-based learning method (PBL) are used to teach medical English, to place the students in real communicative situations, and the problems or cases in the professional field, so as to cultivate the students' endogenous motivation to learn medical English, and effectively improve the effect of medical English teaching. To help students adapt to the needs of future work, so that students in the future medical practice to overcome medical communication barriers, effectively solve the problems encountered in practice of communication, improve the quality of medical services.

1. The application of communicative language teaching a.k.a. CLT

1. An overview of communicative Language teaching (CLT)

CLT (Communicative Language Teaching, which focuses on the cultivation of students' language social communication competence. Its essential view is that "communicative competence (i.e. the ability to use the language system effectively and appropriately) is the ultimate goal of foreign language learning and teaching"^[2]. Communicative language teaching includes the task-based teaching method, ability oriented teaching method, multiple intelligence teaching and cooperative language learning method, which promotes the principles and significance of communication and task, i.e. to achieve the teaching goal of using the language as the communicative tool, to use the language for meaningful communication tasks or activities in the process of learning content, the teaching process will give top priority to the meaning of language acquisition rather than the structure of the language. In the teaching process, the specific communication context should be set so that students can acquire the ability in the process of creative use of language. In teaching, students should be provided with comprehensible input as much as possible to reduce emotional filtering and improve output quality.

2. The practice of CLT in medical English teaching under the background of Internet+

The communicative approach to Foreign language teaching is a major breakthrough in the history of foreign language teaching. It makes the meaning of language communication precise, the order of language content taught is based on the function of communication, and enables students to master the use of language knowledge in English learning. The teaching process is student-centered, with teachers creating real learning scenarios for students to master a language as they use it. Special attention should be paid to the dilemmas of communicative language teaching, such as frequent "pseudo-communication" phenomenon, daily situational communication activities lacking ideological connotation and humanistic spirit, unmatched English teaching staff, limited curriculum resources and lack of language teaching environment^[3].

Under the background of Internet+, the above problems can be better dealt with. Traditional situational communication simulation has limited number of participants and is limited by time and space. With the help of Internet technology, students can realize online real-time scene simulation. It breaks the limit of

time and space, makes all students participate in the rich variety of scenarios of communicative activities, with the good combination of oral English and listening teaching, renders the student to perceive, understand and apply in the practice of the target language, then acquire while doing it, using it.

2. The application of question-based learning method PBL

1. The overview of question-based learning (PBL)

PBL (Problem-Based Learning) is a problem - oriented learning method or a problem- based autonomous learning model. Different from traditional teaching methods, PBL teaching method is a new teaching method and concept that takes students as the main body and focuses on problems in the professional field. It advocates that learners solve problems through self-study, research, discussion and cooperation, so as to cultivate students' independent learning ability and develop their comprehensive thinking ability. Adopting PBL teaching method is helpful to improve students' high level thinking ability such as independent thinking, problem solving ability and innovative thinking, which meets the needs of medical education and talent training.

2. Practice of problem-based learning method PBL in Medical English teaching under the Background of Internet+

Compared with the traditional English teaching mode, the PBL teaching mode can better meet the demand of students' individualized learning, can motivate students' interest in learning new knowledge by creating the real environment, and through the way of knowledge gathering or reserch survey to let students feel the charm of knowledge, so as to assert the main role of students in the classroom. Special attention should be paid to the dilemmas of problem-based learning, such as students' indigestion of medical English literature reading materials, the rationality of time allocation, and the phenomenon of group "free rider". The implementation of PBL classroom teaching can be roughly divided into the following steps: explanation of English terms; teaching difficulties: Define the scope of the problem, improve the effect of learning; Group discussion cases: brainstorming; Problem solving: the cultivation of critical thinking ability; Setting learning objectives: teaching at different levels; Feedback learning outcomes: summarize learning contents; Share the gains: Improve cognitive performance ^[4]. Practice needs to be based on the Internet iterative thinking, update teaching concept, strengthen the guidance, supplement the latest medical case, etc., and integrate computers, projectors, network platform, interactive tools and other hardware facilities, let students to be the active participants of class activities, partners, and even critics, improve the ability to solve the problem, make them truly become the main roll of teaching mode. In the process, open questions are set scientifically, groups are divided strategically, groups are guided to prepare for learning, deep analysis, try to solve and present in class. PBL teaching mode is carried out through teamwork learning, and special attention should be paid to after-class feedback.

3. The prospect of Medical English teaching

CLT and PBL have their advantages and disadvantages in practice. In the post-epidemic era, in the context of Internet+ and the global pandemic of COVID-19, medical English teaching is

facing greater challenges. For example, the problems and difficulties faced by the offline teaching mode are more prominent due to the impact of the epidemic, and the examination of students' learning effect and performance need to be more detailed. With the aid of Internet technology, the introduction of communicative language teaching CLT, problem-based learning PBL teaching method, can effectively deal with the current changes, and to reduce the learning pressure, enrich teaching content, make up for the inadequacy of traditional teaching mode, to improve medical English teaching quality and level, better help medical students set up a system of English knowledge, so as to achieve the best results in English learning.

At present, medical English teaching in China has entered a stage of leap-forward development based on network platform and information technology. Rich multimedia learning resources are entering students' learning life in a more convenient way, promoting the construction of a new cognitive system for students. The existing problems in medical English teaching can be improved through information-based teaching. Therefore, combining the new situation, integrating new teaching methods, adapting to the development needs of the Internet+ era, reshaping the classroom with the help of modern educational technology, meeting the individualized training needs of students, promoting the reform of teaching methods guided by the improvement of language application ability, and finally improving the effectiveness of medical English classroom.

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