# 全国医学外语学组 1993年年会

# 论 文 集

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中华医学教育学会全国医学外语学组

1993·成都

深入开展医学外
语教学研究，努力
培养具有深厚外
语基础的医学人才.

曹泽毅
一九九三年九月

▲中华医学会常务副会长兼秘书长
曹泽毅教授为本书的题词

# 中华医学教育学会全国外语学组

# 前　言

　　本论文集收录了中华医学教育学会全国医学外语学组在峨眉山市召开的 1993 年年会暨学术研讨会 24 篇大会宣读的论文、14 篇小会交流的论文摘要及大会收到的其他论文标题。这些论文都围绕医学高等院校外语教学改革这个中心议题展开研讨。

　　本届研讨会的论文具有一定的学术水平和学术价值。这些论文以语言学、心理学、社会学和语言教学理论的深入研究为基础，观点新颖，敢于创新。本届研讨会的论文，紧密联系医学院校外语教学改革的实际议题，复盖面广。论文研讨了医学英语、法语、日语、德语和俄语等不同语种教学中的问题与改革措施；研讨了全国教学改革新形势下医学研究生、本科生、大专生不同层次外语教学中的特殊问题和改革措施；也研讨了我国经济改革新形势下沿海开放城市、内地城乡及边疆地区医学院校外语教学中的问题和改革措施。由于这些论文都紧密联系全国外语教学改革的实际，因此其中提出的教学理论、原则和改革措施，对除医学院校以外的高等院校外语教学改革也具有普遍的建设性意义。

　　编辑和出版这本论文集，旨在推动全国医学院校外语教学改革的发展，同时也诚挚希望与全国高校外语教学界的同行专家交流探讨，携手共谋我国外语教学改革之大业。

　　金秋十月是收获的季节，峨眉山水迎来了又送走了来自全国医学外语教学改革战线的佳宾。展望未来，我们期待着医学外语教学改革取得更大的成绩。

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中华医学教育学会全国医学外语学组
1993.12 月于成都

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# 目　录

## ·语言研究·

## ·教学管理研究·

## ·论文摘要·

# 视听说教学在医学英语中的应用

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暨大医学院学生经过一、二年级大学英语学习后，有两年的医学英语必修课程。每周四节课。课时之多，国内医学院较少见。开设该课的目的是与该校的办学目的一致的。医学院作为一所外向型的社会主义华侨大学，肩负"面向港澳、面向海外"的特殊使命。学生来源 65%—70%来自境外，他们毕业后返回所在国家、地区生活、就业，英语水平的高低直接影响到他们在一个竞争激烈的社会中立足和发展。以香港学生为例，他们要参加英联邦执业医师资格考试，要过"三关"，其中两关是英语口、笔试。香港的医院内英语是医务人员之间的交际语言。我院把提高学生英语水平作为把我院办出水平和特色所采取的重要措施之一，在高年级学生中开设医学英语阅读课和视听说课。本文就视听说课在医学英语中的应用、存在的问题及其解决办法作初步探讨。

## 一、视听说课在教学中的重要作用

在外语教学中视听课作为一种教学手段，由于它具有直观性、趣味性、新颖性和感染力，自诞生之日起即孕育着无限生机，并随着现代科技不断发展而获得不断改变，由原来起教辅作用的"配角"过渡到与其他教学手段"平分秋色"。它通过原声录音、闭路电视、电影、广播等手段，真实地展现所学语言的背景和使用环境，创造一个立体的外语境界。它充分调动学生的听觉和视觉，进而启动联想功能，使学生不知不觉地进入用英语思考和解决问题的意境。视听说遵循结构整体的教学原则。不做单项的机械操练，一开始便以熔语言、词汇和语法于一炉的话语为训练素材，要求学生整体地而不是孤立地学习语言技能。在情景交融中，通过观其形、听其声、记其义等系列过程中，使抽象思维形象化、立体化，拓宽了大脑高级神经活动的回旋余地，加深了大脑皮层中留下的痕迹，从而大大地促进对语言材料的理解和记忆。

## 二、教材、教师、教学

医学英语视听说课有别于一般英语视听说课就在一个"医"字。教材必须与医科学密切相关，它又有别于医科学英语录像或录音材料。作为教材，应体现科学性——符合教学对象的实际情况；系统性——统筹计划和安排，由浅入深，循序渐进；趣味性——情节、语言生动活泼。此外还应具有实用性、准确性、题材多样化，着重巩固已学医学知识，介绍医疗单位日常运作概况等。通过看懂、听懂内容，培养学生的语感、反应能力、捕捉信息的能

力以及交际能力。由于师资、设备不足所限,我院视听教学起步较晚,教材主要来源是接收卫星及外台的电视、广播有关医学信息的节目,然后辑录整理。此外还通过购买和配合专业教师制作视听教材。目前整理出如下题材的教学素材:

①常见病多发病(如心脏病、肺炎)的防治; ②癌症及艾滋病防治;

③老年保健; ④减肥;

⑤保健食品; ⑥环境保护;

⑦新药介绍; ⑧天灾人祸。

　　视听教材只是一种教学手段,一种促进学生使用语言的催化剂,它既不能代替教师,也不能代替讲课。教师作为教学的组织者和指导者的作用是不可取代的。首先要花大量时间去看、去听教材,设计教材,按实际需要进行删剪,然后精心制定教学计划,特别要上好第一课,因为学生是带着不同的想法和好奇、徨惑的心理来上课的,教师要想方设法消除学生的顾虑,让他们学有所获,千万不要一开始便"败胃口"。从这一意义上说,教师还应是教学的推动者,要充分理解学生的学习困难。视听说课是一种艰难的、创造性的脑力劳动。要看懂一段录像,不仅需要能力和听觉技巧,还要综合运用其它文化知识和思维能力对信息进行整理、释义、加工、吸收。学生必须紧跟稍纵即逝的连贯语流,没有停顿、没有心译活动的时间,必须直接用外语思维来理解语流携带的信息,偶一走神便不知所云。我院学生来源极广,学历及文化水平不同,年龄各异,英语水平参差不齐,相当一部分同学仍未通过国家四级考试。一些同学对本课程视而生畏,听而生厌,或者干脆伏桌养神。厌倦心理是学习的大敌。视听说课最忌精力分散,心不在焉。怎样激发学生的兴趣、调动其主观能动性,促使他们全神贯注地看听说是教师必须认真解决的课题。心理学家认为:兴趣能使整个心理过程积极化,是产生注意力的基础,求知的动力。要提高兴趣就要说服学生认识课程的重要性,并在教材、教法上狠下功夫。医英视听教材不象风光片、故事片那么引人入胜,往往科学性、知识性有余,趣味性、幽默感不足。但可以尽量选用学生比较熟悉、容易理解的内容以及最新的医学信息,激发学生的求知欲。教材难度要适中,难度只能易于,不能超过学生的阅读理解力,开始阶段要避免使用篇幅冗长,医学术语太杂的教材。教学方法要灵活多变,把课上得生动活泼,有悬念,有变化,有高潮,随时注意学生的情绪,力求化枯燥为神奇。调动学生积极性的最有效方法是帮助他们克服难点、听懂内容。教师可通过摆难点——"设擂台",发动学生群策群力"攻擂"。解决一个难点学生就感到一分收获。

　　外语是一门实践性强的学科。学以致用应贯彻教学始终。上课内容与已学知识相联系。例如观看《减肥》一节时,请同学列出减肥的常用方法及其利弊;观看《帕金森氏症(Parkinson's Disease)》时,先要学生讲述病因(大脑及脊髓病变)、症状(始于手脚颤抖,继而发展到其他部位,身体前倾。随意肌活动困难,言语迟缓),学生看到录像中病人的形态恰如描述,便怀着极大的兴趣观看诊治过程。要使兴趣保持下去和深化已学知识,口、笔练习及检测均不可缺少。口头练习可包括模仿跟读——让学生找出语音语调的差距;提问——启发学生抓要点并了解学生理解程度;貌似乱哄哄的课堂分组讨论很可能是一堂成功的视听说课。口头实践中教师切忌过多纠正学生的口语错误。本来怕出丑、怕人家笑话是学生开口的心理障碍。如果教师过分注意他们的语法错误或过多的插话,都会造成学生的恐惧心理和反感,他们会产生失败感,变得谨小慎微。反之,如果表扬他们的口语能力,

学生一定会增强自信心。当然教师不应放任自流,要有错必纠。问题是在什么时候。实际上,适时或事后指出学生的通病他们会乐于接受。实践反复证明:语言只有在一种宽容轻松的氛围中才学得自然、生动和有效。

### 三、教学中存在的问题及对策

视听教学以学生和教材为中心,这是许多教师的共识,但作为课堂教学的组织者和引导者的教师是教学成败的关键。从根本上说,医学英语视听说课应由既擅长听说又谙熟医学的教师担任,但基于历史原因,医学专业课教师一般英语基础差,口语表达能力更差,而大多数现职英语教师是文科英专毕业生,缺乏医学知识,教学中时觉力不从心(但科普性质的视听教学还是胜任的)。医学英语的特殊性使不少英语教师把医英教学视为畏途。由于师资不足或设备不全,不少医学院校把主要精力放在四级考试通过率上面,医英教学似有若无。出路在何方? 一是稳定队伍,补充新血液,选拔愿意献身教育、英语水平不错的医科研究生充实师资队伍;二是现职教师走与医学专业教师相配合的道路,互相取长补短。有些院校采取一起备课,由英语教师授课的做法,值得借鉴。

经过电教工作者和教师多年努力,各种视听教材繁花似锦,争妍斗艳,唯独适合医英教学的视听教材却寥若晨星,选择余地不多,更谈不上满足不同层次、不同年级学生的学习需要了。此现象与整个医英教学薄弱密切相关。这有待各有关领导进一步重视并扶持医英教学。众所周知,录制一部高质量的视听教材要投入大量的人力、物力,还受机器设备以及管理体制的制约。以我院为例,有些教师自力更生,动手制作卫星收录下来的视听教材,但大学电教中心的闭路天线可以引入教师宿舍,就是不能引入我院电教室,教师只能在家里制作,影响效果。在目前一般院校还不大具备各种完善条件的情况下,解决医英视听教材的主要途径是由教育领导部门牵头,集中各校在设备、资料、师资、电教人员的优势,组织班子进行协作,制订选编计划,制作适合各阶段各层次的系统教材。愿得各方重视,走联合制片之路,必将多快好省地丰富医英视听教材这一园地。

视听说课对教师的外语水平和知识面要求较高,选材、备课、编写练习更需要教师付出比规定的工作量多得多的辛劳,再加上不懂电教设备的性能和操作方法,坐在控制台前手忙脚乱,使部分教师产生畏难情绪,对视听课望而却步。另一种倾向是不顾主、客观条件,盲目追求现代化多媒体教学,爱搞“花架子”,似乎没有一整套电教设备就上不了视听课。其实讲课时过分追求媒体多样效果会适得其反。在某一阶段,一台录音机或一付耳机的教学效果不比“开关不断,声像生辉、画面频换”的多媒体教学逊色。

视听教学在医学英语中的应用,在我校仍处于起步阶段。从学科的教学规律到方法,从教学内容到形式,尚有许多值得进一步认识、探究的问题,我们愿望与同行们一道继续努力耕耘,充分发挥该课程在英语教学的作用。

# Helping Students Foster Good Vocabulary Learning and Retention

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1. Vocabulary learning is a major component in a foreign language learning. The accumulation of vocabulary is connected directly with the improvement of learners' abilities in terms of speaking, reading, listening and writing. When learners have acquired basic grammar rules, vocabulary even becomes an important factor for them to communicate meaningfully and effectively. In a foreing language learning, students should be encouraged to develop their own personal learning styles for vocabulary in such areas as memorizing and retaining new words. However, there is also a part teachers can play in helping students accumulate and retain vocabulary in long-term memory. For this reason, a particularly productive area teachers can exploit in vocabulary teaching is helping students foster good vocabulary learning and retention.

2. Factors affecting vocabulary learning and retention

For most intermediate students, vocabulary accumulation is an indication that they are making progress in foreign language learning. They spend much of their time and effort on the development of their vocabulary, but the outcome does not prove satisfactory. They feel that poor retention of vocabulary in long-term memory is a big problem in vocabulary learning. This is especially true in the case of medical students in my university. They take along with English many other subject courses, some of which also place heavier loads on memory, and so interrfere with vocabulary retention. Apart from the interference of other subject courses, there are also some other factors which are responsible for poor retention in vocabulary learning. The two major ones are the following.

2. 1 <u>Vocabularry presentation in the textbooks</u>

Vocabulary itself is a system in a language, but textbooks are not compiled on the basis of the vocabulary system. Textbooks often present vocabulary items in chronological order or provide an alphabetical list of new items with monolingual explanations or translation equivalents. The students may find it convenient to refer to these items when they read, but this is undoubtedly unfavourable for them when they are trying to memorize words. In addition, there is a higher density of new items in the text, and many of them appearing in one text seldom reappear in the next. Although following each text are supplied certain types of vocabulary exercises, by which students can review and consolidate the new items learned in the text, yet these exercises are basically within the scope of one text. The words being learned bear little relation to the words learned pre-

4

viously. They are not organized semantically for the benefit of mental storage.

## 2. 2 Students vocabulary learning strategies

Most students seem to get used to a memorization technique called 'rote learrning'. The common practice for this is that students use a bilingual list of items in their coursebook and notebook. In order to memorize they repeat either silently or aloud one side of target items as prompts and the other side of translation equivalents. This rote-learning technique is quite useful in the early stages of language learning because "it may be a legitimate means of transmmitting items into long-term memory where there is a direct mother tongue equivalent"and "it gives the students the opportunity to manupulate the oral and written form of language items"(Gairns &. Redman 1986,90). However, this mechnical learning technique has also its limitations.Committing items to long-term memory requires a far deeper level of processing and semantic organization, not merely rote-learning, and memorization of this type may delay the process of establishing new semantic networks in a foreign language. (Gairns &. Redman 1986,87—90)

## 3. Proposed solutions

As discussed above, one big problem students encount in language learning is poor retention of vocabulary in long-term memory. Long-term memory, which is different from the other type of memory,(e. g. short-term memory) is our ability to store and recall information weeks and years after the original input. However, how is the vocabulary of a second language stored in learners' mind and made retrieveable when required? So far the answers to these questions are not complete and definite, but observations made by some researchers suggest that the mind must store and process words in some way. The 'mental lexicon' is highly organized and efficient. McCarthy(1990,34—35)expresses it in metaphors of dictionary, thesaurus, encyclopaedia, library and computer. Whichever the metaphor is we may find they all have in common the idea of organization among other things. This has the implication for teaching and learning that organizing vocabulary in some way is an essential step toward improving learning and retention.

For organizing vocabulary,we would first suggest that students should be explicitly encouraged in good note-taking habits, because keeping some sort of well-organized written record of new vocabulary is quite an important part of language learning and "the very act of writing a word down often helps to fix it in the memory, even if only with regard to its spelling"(McCarthy 1990,127). The vocabulary note-book is the most common form of student written record, and the well organized notebook will lead to the most efficient learning and long-term retention.

Vocabulary can be organized in several ways. For effective memorization and assimilation, a better way of organization is in the form of sense relation and collocation within the framework of word part of speech. Organizing vocabulary is an essential step toward good learning and retention, but it cannot ensure firm storage in long-term memory.

5

In fact, learners still suffer lapses when they are unable to recall something that is thought to be well established in memory. So there must be some other factors which affect retention. One fact is the infrequent use of the items learned. According to one theory of forgetting which is called 'decay theory', the new input will gradually fade in the memory and ultimately disappear if learners do not activate and practise it regularly. This theory of forgetting clearly has implications for vocabulary revision and recy-cling. Recycling and frequent use will facilitate long-term retention, so it should constitute an important part of vocabulary learning. The vocabulary that a learner controls may be divided into two categories: receptive versus productive. By receptive vocabulary we meant language items which can only be recognized and understood in the context of reading and listening materials. Productive vocabulary are those language items which the learner can not only recognize and understand when reading and listening, but also recall and use appropriately in speech and writing. In recycling vocabulary, therefore, the priority should be given to maximizing the learner's productive vocabulary. In the following we will give three demonstrations of how teachers can help students to organize and recycle vocabulary in a productive way.

4. Demonstration and Evaluation

We have discussed some factors affecting students' vocabulary learning and retention, and also offered three solutions to the problems. We will see how these solutions can be implemented with the textbooks currently used in college English courses. Some evaluations will also be given following each demonstration.

4. 1. Organizing vocabulary in sense relation and collocation under the heading of the part of speech

Most English textbooks list vocabulary in a chronological order, e. g. in the order in which new words appear in the text. Earlier we have discussed some disadvantages of presenting vocabulary in chronological or alphabetical order for learning and retention. We will take a unit from 'College English Intensive Reading II' (Zhai Xiangjun 1986) to demonstrate how students can organize vocabulary according to sense relation and collocation within the framework of word part of speech:

NOUNS

Unit 1      Topic: environmental protection

atmosphere: mixture of gases surrounding the earth, the air in the sky

conclusion: come to a final conclusion

            draw a logical conclusion

hazard: =danger

            Smoking is a hazard to health.

planet: The Earth, Venus and Mars are planets which move round the Sun

photograph: =photo, picture

6

take a    photograph of/a colour photograph

signal: traffic signal; warning signal

send out' receive signals

...... ......

...... ......

## VERBS    •

Unit 1    Topic: environmental protection

compose: =make up, consist of

Water is composed of oxygen and hydrogen

give off: =send out, emit

give off a gas/a bad smell

pollute: =contaminate; (opposite: purify)

The water has been polluted and is unfit for use.

set back: =delay, put back

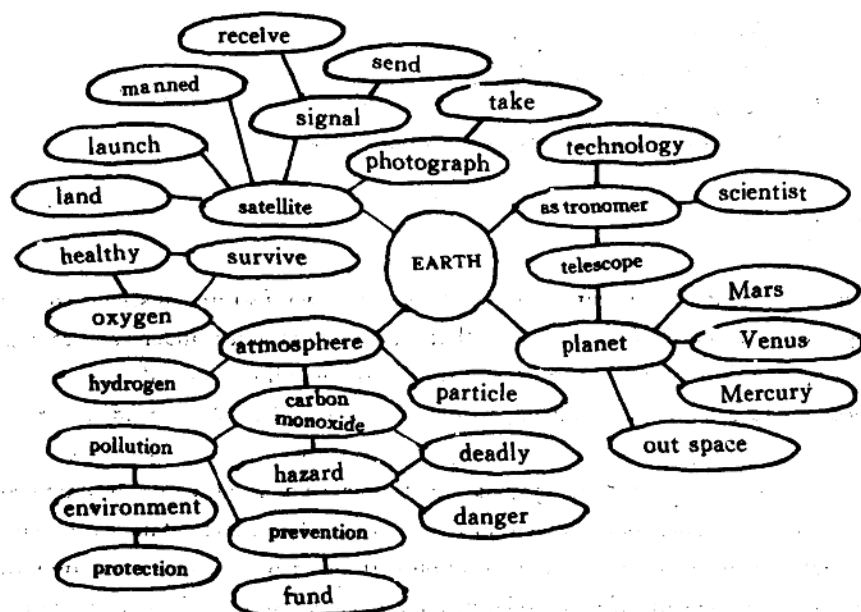The bad weather set back our building plan by 3 weeks.

...... ......

...... ......

In the vocabulary organization above there are two features distinct from the chronological list of words. One feature is that words are grouped under the heading of the part of speech. The other feature is that the notion of collocation and sense relations are applied in the grouping. Organizing words in this way has obvious advantages for learning and retention. Firstly, each heading clearly shows which part of speech new language items belong to. Students may have a clear sense of what words they are learning. Secondly, some contexts are given so that students learn and retain words not in isolation, but in sense relation to and collocation with other words. This may strengthen the students' awareness of different relationships between words when they learn and memorize them. Thirdly, it helps students avoid entering new items in a random way, and they can review words under each heading separately and according to their personal need. Nevertheless, we should note that there are slight problems with sense relation applied to grouping vocabulary. One problem is with synonymy. Strictly speaking, it is rarely the case that two words are exactly synonymous on every occasion. Synonymy may differ in dialect, style, collocation, connotation and grammar. So, when we use synonymy, we are actually talking about partial synonymy. The same is the problem with antonymy. A word may have different opposites in different contexts. However, the use of synonymy and antonymy has great psychological validity for the majority of language learners provided that these differences are highlighted; learning and storing

words as out-of-context synonyms and antonyms could be a useful organization principle. (McCarthy 1990,17)

4. 2. Using semantic maps to recycle vocabulary outside the classroom

Maps can be used by students to recycle vocabulary productively outside the classroom, for example, many of the new items learned in the text 'Is There Life On Earth?' (Zhai Xiangjun 1986)  can be recycled through the following maps:

```
                receive
        manned        send
                              take
      launch      signal
                    photograph      technology
    land        satellite                          scientist
                                 astronomer
    healthy    survive      EARTH    telescope
                                                     Mars
    oxygen                                planet    Venus
             atmosphere
    hydrogen       carbon      particle            Mercury
                   monoxide
    pollution                  deadly       out space
               hazard
    environment
                   prevention     danger
      protection
                   fund
```

In the maps, the word 'EARTH' in the title of the text can be used as the central point, around which are words 'satellite', 'astronomer', 'planet' and 'atmosphere', which are all in a certain relation to the word 'EARTH', and are also given as cues for students to recycle and recall other words. Students may complete the maps through their association, and even add more personal words. If the maps are completed, we can see most words recycled are nouns, but verbs and adjectives are also likely to be recy-
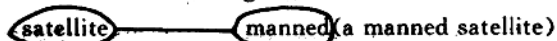
8

cled. In the maps, for example, 'oxygen', 'healthy' and 'survive' are associated with 'atmosphere'. 'Oxygen' is a kind of element in 'atmosphere'; it is also a vital element for a person to stay 'healthy' and to 'survive', thus, an adjective and a verb are recycled in this part of the maps.

Furthermore, certain parts in the maps reveal word collocation and sense relation such as the following:
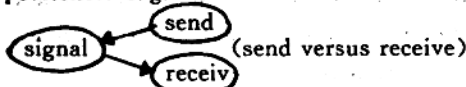
A. verb and noun collocation e. g.

satellite —— launch (launch a satellite)
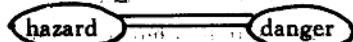
B. adjective and noun collocation e. g.

satellite —— manned (a manned satellite)

C. sense of oppositeness e. g.

signal → send
signal → receiv
(send versus receive)

D. sense of inclu. on e. g.

planet
Earth  Mars  Venus  etc

E. sense of sameness e. g.

hazard ═══ danger

F. part —whole relation e. g.

oxygen   hydrogen   etc
are parts of
atmosphere
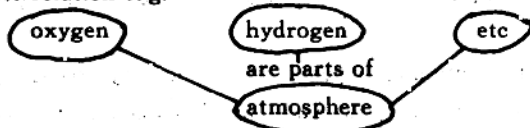
The fact that certain sense relations and collocations are reflected in the maps suggests that using maps is not only a good way of recycling vocabulary, but also can make students more aware of various relationships existing between words. On the other hand, if the students can apply the notions of collocation and sense relation to the maps, then the scope of vocabulary to be recycled will be extended far beyond the limit of one text or topic.

4. 3. Recycling vocabulary with listening activities

Recycling vocabulary can be incorporated with other language activities, for example, with listening activities. Recycling vocabulary incorporated with listening is another effective way to help learners to review and retain vocabulary related to a certain topic.

Word-predicting is a kind of activity that can be performed at the beginning of a class to aid recall and develop retrieval system. Take for example 'College English Focus Listening III' (Yu Shumei &. Li Huiqing , 1988). The listening topic in lesson 4 is 'School'. Before students listen to a passage, for instance, 'Education in U. S. A. ', they can be asked to predict 10—15 words which might appear in the material. Alterna-

9

tively, the teacher can give the students some cues for vocabulary in relation to the topic 'Education', and then ask them to write out 10—15 words, or phrases:

A. attend school/classes        B. full-time students

1. _____ term papers        1. optional _____

2. pass _____               2. _____ system

3. _____            3. _____

......                          ......

Obviously, the end-products of prediction may be different from one student to another, and also different from what is in the listening material, but the word-prediction itself is a highly productive activity, which relates students' personal lexical knowledge to the given context. Dual purposes are thus achieved through using the listening topic to recycle vocabulary before listening: activate students' lexical knowledge and make listening less difficult in terms of vocabulary.

Recycling vocabulary with listening can also be done as a post-listening activity. In that case students are asked to work in pairs to pick out a cerrtain number of words which serve as key words to the listening topic. This provides students with a further opportunity to recycle vocabulary within a given context. This post-listening vocabulary work can be considered as a word-recognition activity, but it is more than word recognition, because it also helps students to have a deeper understanding of what they have heard.

Whether used as a pre-listening or post-listening activity, recycling vocabulary with listening can make listening easier, make understanding deeper and make language items more firmly retained in the memory.

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