

Improving the Cultural Communication Ability of Medical Students under the Perspective of Culture Confidence

Yu Pan

School of Foreign Language Studies, Wenzhou Medical University, Wenzhou 325035, China.

Abstract: Discussion on promoting the international communication capacity building takes the goal of improving the international discourse power as the practical goal, taking the establishment of the discourse system as the practical path, and telling the China's story well as the practical basis. Research findings are generated through literature study and in depth semi-structured interviews are analyzed under the guidance of rooted theory, empirical pedagogical experiences are discussed with the path and teaching ideas of college English course based on the concept of OBE, and finally further implications are drawn for the cultivation of culture communication in an international view among medical students. Upon the perspective of culture confidence, this paper probes into the abilities of culture communication of medical students and the problems with the purpose of establishing a more effective training path so as to realize the ideological education and boost culture confidence among medical students.

Keywords: Culture Confidence; Medical Students; Communication of Chinese Culture; Ideological Education

1. Introduction

College English Curriculum Requirements (2020 edition) issued by The National Administration Committee on Teaching English Language to Majors in Higher Education under The Ministry of Education highlights the nature of interdisciplinary in terms of the construction of college English courses in medical colleges and universities to improve the language capability of medical students and enhance their speciality literacy. However, with the development of English language teaching and the promotion of research on cross-cultural communication among college students, problems gradually emerged from the teaching of cross-cultural communication in English courses in universities, posing a new educational topic of improving medical students' culture communication ability under the perspective of culture confidence^[1].

2. Literature Review

2.1 Culture confidence and English Language Teaching

Research on the cultivation of culture confidence featured with "telling China's stories well" is limited. culture confidence in college means that students use appropriate foreign language knowledge and communication strategies to integrate information, thoughts and emotional attitudes related to Chinese culture in cross-cultural scenarios, and convey Chinese culture and Chinese voice to the world in the context that other cultures can understand and accept. Therefore, scholars have pointed out that the process of "telling China's stories with foreign languages" not only involves the learning and application of foreign language knowledge and skills, but also drives college students to actively pay attention to and deeply understand Chinese traditional culture and Chinese national conditions, upon which students' cultural consciousness and ideological and moral quality could be subtly improved^[2]. Based on the hierarchical relationship between international communication ability, national discourse ability and national language ability, Wen Qiufang puts forward the notion of "two-wheel drive" mode for the cultivation of international communication talents of English majors, which is worth learning from^[3].

2.2 Culture confidence and Medical Students' Language Learning

Recent years have witnessed a large number of English course fusion education elements education research in domestic academic circle. Scholars including Lu (2018) and Zhang (2020) conducted researches both at theoretical and macro levels [4]. Wen researched on the ideological and moral education with integration of a holistic view towards the current educational system [5]. Zhang and Wang (2020)'s study on connotation, principle and path framework study [6] is inline with Hu's investigations on the applicable teaching strategy research for foreign language course education [7]. Huang et al. analyzed the urgency of implementing moral education in the ideological and political education of foreign language courses [8]. Although there is rich research at the macro level, there is a lack of micro-level analysis and discussion on how to reflect the function of ideological and political education in foreign language courses so that students' culture communication awareness and linguistic abilities could be boosted.

Research on improving the ability of international communication of Chinese culture done among medical students is not producing abundant results, either. Existing studies^[9] focused on Chinese traditional culture education to medical students involve research and development of training path of medical students' professional quality and medical ethics^[10], research on humanistic care curriculum and humanistic quality education in medical schools^[11], research on medical students' core values from the perspective of socialist core value system^[12], etc. In addition, many studies have explored the role and training mode of traditional Chinese medicine (TCM) talents in the dissemination of Chinese traditional culture. Hong studied the countermeasures of integrating traditional Chinese medicine culture into western medicine colleges and universities^[13]. The combination of corpus technology to improve students' critical thinking ability to realize the organic integration of curriculum and ideological and political development has attracted widespread attention from the academic circle. It is a pity that the role of corpus is mostly reflected in the teaching mode of professional skill cultivation among English major students^[14] and the macro application of small corpora in foreign language teaching^[15].

Facing the trend of information technology and education integration, the exploration of how to cultivate the communication literacy via English language teaching, especially to medical students whose role is not only confined to medical professional but are of potential cultural representatives in post pandemic ear with vast collaborations and communications among different cultures and countries, is without doubt, urgently needed.

3. Problems And Issues

3.1 Research Questions

- 1) *What elements should be considered as the core cultural communication abilities for medical students?*
- 2) *What current difficulties have emerged in the practice of culture communication ability improvements in today's English language teaching in universities?*
- 3) *What pedagogical implications could be drawn upon to improve medical students' culture communication literacy in English Language teaching?*

3.2 Composition of Chinese Cultural Communication Ability

culture confidence is defined by scholars as "the full affirmation of a country, a nation, and a political party of its own cultural value and a firm belief in its own cultural vitality" [16]. To answer research question 1), based on the analysis of relevant studies and data compiled, I propose the following capabilities be cultivated via English language teaching to equip medical students with the ability to promote the international dissemination of Chinese culture.

First, under the influence of new media technology and with information literacy, the consciousness to adhere to the subjectivity of Chinese culture and the adherence to the discourse power of Chinese culture is vital. Secondly, consciousness leads to ideas, that is, medical students should be directed in their daily study and lives to focusing on topics such as language, culture, medicine, environmental protection and international relations for the sake of experiencing the instrumental and humanistic characteristics of English language. Thirdly, ideas implanted and reflected through thinking leads to actions, it is important for students to participant more actively with the provision of linguistic materials or even

corpus as inspirations of content and scaffolding of language to practice their literacy of different culture interpretations of domestic and foreign media on the same topic. Last but not least, actions trigger effects. Medical students should actively participate in cultural and academic exchanges. They have many opportunities in this regard, thus, should polish their multi-cultural perspective and communication perspective^[17] to various kinds of communicative settings to build their own culture confidence, to improve their understandings towards the essence of their own culture, and to improve their communication ability.

3.3 Difficulties in Chinese Cultural Communication Ability

To answer research question 2), I conducted a semi-structured interview. 10 participants who are currently or have been engaged in the training of medical students' international communication ability were selected in the city where I locate. They were teachers or administrative staff in this special educational setting. The semi-structured in-depth interview aims to understand the participants' viewpoints in order to reveal the difficulties and shackles concerning especially the concept and sources of training from the view of culture confidence will be highly regarded in this interview, thus bedding the later discussions on countermeasures and potential paths to alleviate the current pain.

With the consent of the interviewees, the interview process was recorded, and then the first-hand original materials of the qualitative study was obtained through transcoding, generating a total of about 38,000 words. Guided by the rooted theory^[18] and operated through Nvivo 12.0 software, the original interview materials were sorted into open coding, related coding and core coding, so as to find out the difficulties and reasons of the collaborative cultivation of medical students' cultural communication and language abilities (Table 1).

The core code obtained from the interview materials shows the internal logical connection of each concept category of the node, successfully obtaining the factors restricting the training mode of international communication ability of Chinese culture among medical students. The deficiencies and deep-seated reasons in terms of ideas, teachers, teaching material setting and discipline innovation (Table 1) are eventually established.

Table 1 Three-level coding results: medical students' cultural communication ability and language ability

| Core questions | indicative quotes | Theme | category |
|---|---|---|-------------------|
| (1) What do you think is the dilemma or difficulty in the current training model? | "Students lack the study of their mother language culture" | Lack of cultural integration | Teaching Material |
| | "Learning materials lack a recognition of the importance of medical knowledge to cultural communication, and no educational process whatsoever" | Neglect of critical thinking ability and reflections | |
| | "The teaching process lacks a culture-based interaction" | Neglect of communication and self | Teaching Staff |
| | "Classroom teaching lacks practicality" "The separation of language learning and culture and professional learning" | Cross-cultural activities are onefold only | |
| | "Students do not have enough understanding of traditional culture" | The phenomenon of Cultural aphasia | Students |
| (2) What do you think is the cause of the difficulty? | "Only focus on teaching in-class knowledge" | The limited source of knowledge input | Educators |
| | "Teachers are lack of systematic cultural resource learning" | The missing of professionalism | |
| | "Teachers are still the main agent of evaluation, and students lack the opportunity to enhance their deep learning experience through evaluation" | The missing of ideological education elements in evaluation process | Ideology |

| | | | |
|--|---|---|---------------------|
| | <p>“The training needs of teachers are not valued, such as basic medicine”</p> <p>“Cultural courses should be set up to cooperate with English courses”</p> <p>“On the network platform, the cultural knowledge is scattered and lack of unity”</p> | The missing of side support from the policy level | Course and subjects |
|--|---|---|---------------------|

4. Discussion And Implications

4.1 Integration of ideological education and language teaching

The above-mentioned findings contributes to the pedagogical implications nurturing the cultivation of medical students' cultural communication literacy. Based on the *21st Century College English Reading and Writing Course (1)*, with the adoption of OBE (Outcome-Based Education) education concept, I further propose that the cultivation mode of , with integration of teaching phase and principles. In aspect of phase, the language course is divided into three phases including pre-class, while-class and post-class to explore a teaching process featured with “online learning + TBL (task-based learning) of team task (offline flipping) + online expansion”. Moreover, six principles of pedagogical practice are to be fulfilled in order to support: 1) drive; 2) thinking; 2) reflection; 4) exploration; 5) empathy; 6) experience. The following teaching strategies are hoped to be obtained as the initial stage of trial.

4.1.1 Improve the role positioning and information literacy of foreign language teachers

Foreign language teachers need to study the learning situation and needs of medical students. In their daily teachings, it is rather crucial to combine the professional quality of medical students with the national destiny, knowledge exploration with the construction of national discourse, and alter themselves from a pure foreign language teacher to a “master of ideological practitioner” who not only trains students' linguistic capability but also cultivates students' cultural communication abilities while integrating language education with cultural and personality shaping.

4.1.2 Promote teaching methods, models and students' majors

The following is the teaching design of cultural communication ability education under the OBE concept with integration of language education. The themes of unit in column 2 are in line with the textbooks, whereas the ideological and cultural elements in column 3 are generated upon cultural awareness deemed by teachers and based on daily teaching and evaluations towards students' performances. Eventually, cultural communication pathways and goals in column 4 show pedagogical practice for realizing the macro teaching objective (Table 2).

Table 2 Excavation of the elements for ideological and political education from the perspective of culture confidence

| No. | Theme | ideological & cultural elements | cultural communication pathways and goals |
|-----|-------------------------|--|--|
| 1 | College Life | The meaning of college | Experience deep learning and life goals through excellent cases |
| 2 | Effective Communication | The importance of communication between doctors and patients | Experience the difference of culture with attention to the mother language culture and the discourse power consciousness |
| 3 | Sense of Dignity | The dignity and bearing of a great power | Analyze and report the differences to understand the social responsibility of medical students |
| 4 | Good Name | I examine myself 3 times a day | Read the deeds of Chinese and foreign celebrities extensively to cultivate harmonious values |

| | | | |
|---|---------------------|---|---|
| 5 | Conflict Management | The wonderful use of “crisis” and “opportunity” | Understand the differences in ideas and deepen the learning of a community with a shared future for mankind |
| 6 | Popular Values | Mainstream culture and Chinese tradition | Compare the cases, establish a sense of mission and career sense |

4.1.3 Practice the teaching of “Tell China’s Stories well in English”

On the basis of the above empirical findings and practices, English language education and relevant courses need to further consolidate and build literature as the channel, such as basing lesson plans and activities design upon authentic resources, guiding students to experience the difference of folk communication and the mainstream heralded media communication to finally realized or even experience the national strategy of “speak good Chinese story” . Therefore, teaching a course entitled “tell China’s stories well in English” for medical students or all language learning students can encourage them to speak foreign language with a sense of shared responsibility and a pursuit of using language advantage.

5. Conclusion

Under the 21st century epidemic, medical students played a key role in spreading China’s voice of building a community with a shared future for mankind. From the perspective of culture confidence, based on the composition of international communication ability of Chinese culture, current dilemma and difficulties, and multidimensional reasons, this paper discusses the strategies of cultural integration with language education, and the coordinated development of ideological and political education. Future research should, on this basis, explore the path of promoting interdisciplinary teaching and learning under the background of ideological and political education and the international communication ability of medical students so as to more fundamentally improve their abilities to tell Chinese stories well in post-pandemic era.

References

- [1] Lin X. Research on English Cross-cultural Teaching Strategies in Universities from the Perspective of culture confidence [J]. Journal of Guangdong Polytechnic College of Light Industry, 2022, 21(04):50-54.
- [2] Yang H. Exploration and research of ideological and political practice of foreign language courses in Chinese universities —— College students "foreign language telling China" as an example [J]. Foreign Language Community, 2021 (02): 10-17.
- [3] Wen QF. International communication ability, national discourse ability and national language ability —— describe the "two-wheel drive" strategy of cultivating international communication talents [J]. Journal of Hebei University (Philosophy and Social Sciences Edition), 2022,47 (03): 17-23.
- [4] Sun SG. Ideological and political education is integrated into the practical course of "Tell Chinese Stories in English" [J]. Frontier of Foreign Language Education Research, 2021,4 (04): 26-33 + 92.
- [5] Wen QF, 2021a, the construction and practical application of the "integrated" ideological and political education system —— Take cultivating "English and French bilingual + professional" international governance talents as an example [J], Foreign Language Industry (2): 2-9.
- [6] Wen QF, 2021a, the construction and practical application of the "integrated" ideological and political education system —— Take cultivating "English and French bilingual + professional" international governance talents as an example [J], Foreign Language Industry (2): 2-9.
- [7] Zhang JY, Wang N, (2020). Analysis of the Connotation, Principles and Path of Foreign Language Construction [J], Chinese Foreign Language (5): 15-20,29.
- [8] Hu JH, (2021), Research on Teaching Design from the Ideological and Political Perspective of Foreign Language Curriculum [J], Chinese Foreign Language (2): 53-59.
- [9] Huang GW, Xiao Q (2021). Six Elements of Ideological and political Construction of Foreign Language Course [J], Chinese Foreign Language (2): 1,10-16.

[10] Bai YY. Research on the path of integrating Chinese excellent traditional culture into medical students [D]. Shandong University of Traditional Chinese Medicine, 2020.

[11] Huang JM. Research on medical ethics and emotion education of medical students [D]. And Southern Medical University, 2021. DOI:10.27003/d.cnki.gojyu. 2021.000576.

[12] Lv Y, Wang D. Discussion on the integration of medical humanities education and college English teaching [J]. Journal of Wenzhou Medical University, 2017,47 (03): 232-235.

[13] Chen Y. Research on the current situation of Socialist Core Values education for medical students in the New Era [D]. And Xinjiang Medical University, 2021. 2021. 000092.

[14] Hong F, Zhao Y. Research on the countermeasures of integrating traditional Chinese medicine culture into the education and teaching in western medicine colleges and universities [J]. Modern distance education of Traditional Chinese Medicine in China, 2019,17 (23): 8-10.

[15] Luo Q. Review of academic English writing research based on the corpus [J]. Journal of Lanzhou Vocational and Technical College, 2021,37 (05): 94-97 + 116.

[16] Xu MF, He AP. Corpus technology to promote English deep reading teaching [J]. China Audio-visual Education, 2016 (12): 87-90. Li Dan. The generative logic of culture confidence in the new era [J]. Cultural Industry, 2021,187 (6): 100-101.

[17] Shao YM. Research on culture confidence education in ideological and political theory courses in colleges and universities —— Take the course of "Outline of Modern Chinese History" as an example [J]. Journal of Hebei University (Philosophy and Social Sciences edition), 2020,45 (4): 70-75.

[18] Glaser, B. & Strauss, A. *The Discovery of Grounded Theory: Strategies for Qualitative Research* [M]. New York: Routledge, 2017.

Fund project: This paper is the research result of the 2022 Wenzhou Key Research Base of Social Science (project number: 22jd01).

Author: Pan Yu (1983,7-), female, Han Nationality, born in Wenzhou, Zhejiang province, Master Degree. Lecturer of Wenzhou Medical University. Research interests: second language acquisition, cross-cultural communication, English teaching. Address: C30, Tongren Garden, Lucheng District, Wenzhou, Zhejiang province.