

## Research on the construction of applied nursing English teaching model based on the international English proficiency evaluation system

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**Abstract:** Currently, Occupational English Test for Nursing is the representative of the international certification of English skills in Nursing. For nursing major, the way to improve teaching quality is to improve the passing rate of students through international certification and the teaching content to be in line with the international standards. However, the current problem is that the English foundation of nursing students is generally weak, and there is a lack of clear English learning objectives. Therefore, it is necessary for application-oriented universities to establish English learning objectives that are compatible with international certification and international career development, so as to realize the effective connection between nursing English in the workplace and international certification.

### 1. The introduction

As China is further integrated into the process of globalization, more and more students of application-oriented universities are seeking international certification, thus opening the way for international career development. International certification is based on good English skills, which cannot be achieved without effective English curriculum development. Currently, Occupational English Test for Nursing is the representative of the international certification of English skills in Nursing. The OET nursing test is the most authoritative test to assess the English proficiency of health care workers in Australia.[1] For Chinese nurses who want to go to Australia to register, work and immigrate to Australia, taking OET examination is the first and necessary step to go to Australia. For nursing major, it is necessary to study OET certification seriously, grasp its content and characteristics, and develop courses for OET certification on this basis. On the one hand, it can effectively improve students' passing rate of international certification, on the other hand, it can also force teaching content to be in line with international standards and improve quality.

The OET test of nursing international certification focuses on the assessment of English communicative skills, highlights the orientation of work process, and the evaluation criteria are clear and specific, which puts forward higher requirements for the cultivation of English skills in the workplace of nursing students. However, the current problem is that the English foundation of nursing students is generally weak, and there is a lack of clear English learning objectives.[2] The curriculum development of English at work based on international certification can help students set up English learning goals that are suitable for international certification and international career development, and give full play to the unique role of OET-based curriculum in vocational skills training. In order to realize the effective connection between the project curriculum of nursing English at work and international certification, the subject of curriculum development will implement the curriculum development based on the analysis of international certification and its related tasks and the characteristics of nursing English at work, and the actual situation of students.

This study aiming at the status quo of nursing students. An applied university in international English evaluation system as the guidance, from the teaching goal, teaching design, teaching mode to construct three aspects to discuss with solid knowledge base for nursing, at the same time has good nursing English training mode of applied innovative talents.

## **2. Construction of applied nursing English teaching model**

### **2.1 Define the objectives of nursing English teaching**

One of the first tasks of constructing the teaching model is to clearly define the course objectives. OET inspects the whole process of nursing knowledge learning, records of patient information and oral communication between nurses and patients in the implementation stage, and writes referral letters in the summary stage. The completion of each stage of nursing work requires specific workplace English skills, including general English skills and professional English skills, which provides a strong basis for defining the objectives of the corresponding nursing workplace English project courses.[3] On the basis of analyzing the official sample questions of OET and combining the periodical characteristics of nursing work process, the project teaching method of nursing workplace English was adopted. At the same time, the teaching objectives of the course are determined by combining the learning characteristics of nursing students and the requirements of relevant jobs for practitioners. The overall process of the nursing English work project based on the international certification OET is divided into three stages: the first stage is the nursing preparation stage, the second stage is the implementation stage, and the third stage is the summary stage. Each stage needs to achieve different teaching objectives, that is, through learning to achieve the corresponding skills and knowledge objectives.

In the preparation stage, students can identify the main idea and details of the text of the medical profession after reading the English text of the medical profession to obtain the information related to nursing work. They can recognize all kinds of logical clues through reading and grasp the overall context of professional texts. When listening to the lecture on medical care, students can understand various logical prompts and grasp the overall theme of the lecture. At this stage, students are expected to achieve the following knowledge objectives: to understand the basic structure of nursing English vocabulary and academic English text, and to understand the general English vocabulary and syntactic knowledge. The second stage is the implementation stage. Students record the patient information by listening to the doctor-patient dialogue. They can listen to and integrate key words from the doctor-patient dialogue, understand the general meaning of the words, and grasp the key details of the disease, etiology and reasonable treatment, etc. Through oral introduction and persuasion of the patient to accept the nursing plan. Using language skills to guide the patient's understanding of their own patients, and can also clearly and effectively explain specific care plans for patients' problems. The knowledge objectives of this stage are: to understand the features of spoken English pronunciation, to understand the basic features of spoken English style, and to understand the knowledge of nursing English and common English vocabulary and syntax. The third stage is the summary stage. Students should learn to write a referral letter based on the medical record information. In this process, students should correctly understand the nursing process in the case and the details of the result. The knowledge objectives of this stage are to understand the textual structure of medical records and referral letters, and to understand the syntactic knowledge of nursing English and common English vocabulary.[4]

### **2.2 Teaching plan design based on OET**

The completion of international nursing tasks is inseparable from the process of effective information acquisition and interpersonal communication, which inevitably involves the corresponding medical professional vocabulary and general English knowledge. The nursing workplace English skills examined by OET are highly comprehensive and demanding, which cannot be cultivated without continuous and effective intensive training in listening, speaking, reading and writing. Relying on students' familiar nursing professional knowledge and work tasks to carry out this intensive training will help reduce students' fear of difficulties and improve their interest in learning. Therefore, curriculum design should break the traditional nursing professional English subject knowledge structure, relying on the nursing work involved in different stages of the specific work tasks, combined with the nursing professional English characteristics and characteristics of students' learning and systematic design of the content of the teaching and training,

implement the nursing professional English project teaching plan development. The overall design of the teaching plan should be based on the three stages of the work project. In the preparation stage, the teacher should provide and distribute the text of the English major of health care to the students. In addition, teachers can also offer special lectures on medical care to students, so that students can obtain relevant professional medical information. In the second stage, namely the implementation stage, the teacher creates a doctor-patient dialogue scene in the classroom teaching. Students participate in the scene and understand the gist of the dialogue, and make reasonable inferences on the doctor-patient dialogue based on the scene. On the basis of language input, students try to introduce specific nursing plans. The third stage is the summary stage. According to the implementation of the nursing plan, students write cases and referral letters, understand the text structure and improve their language ability. General English skills and nursing professional English ascension cannot leave the intensive training, the design of the teaching plan should rely on adopt circulating repeatedly to strengthen the teaching task, and based on the work of the project preparation stage, implementation stage and summary stage of the nursing process, step by step, improve teaching and training effects. Starting from the characteristics of OET related nursing English and its relationship with nursing work process, teachers should adopt a circular project construction, that is, design English teaching projects for the whole process of nursing care for patients with different types of injuries, guide students to rely on the preparation stage, implementation stage and summary stage of nursing work covered by OET. Not only to strengthen the training of specific areas of nursing professional English, but also to practice a variety of general English skills in stages and with emphasis. Make the training of listening, speaking, reading and writing skills of nursing workplace English based on the design of teaching projects over and over again and promote the organic integration and multi-level practice of nursing professional English and general English listening, speaking, reading and writing skills, so as to effectively train students' practical ability of nursing English.

This study tries to reform the traditional teacher-centered teaching mode, adopt the nursing situation teaching mode, try to move the classroom to the nursing practice room, make full use of the nursing practice room and the simulated ward to create the real clinical nursing activity scene. First, through physical demonstration, nursing operation, role play, simulation of the dialogue and operation of medical care and nurses. At the same time, through positive emotional experience to cultivate students' interest and enthusiasm in learning nursing English. Through enhancing students' learning initiative, improve students' language ability. The other is to design teaching units by closely connecting nursing professional courses and skill operation process. Carry out project-based teaching mode based on working process, integrate into different nursing situations, and set up various tasks in foreign-related nursing working environment. In the specific classroom teaching, students as the main body of learning, under the guidance of teachers to consolidate and expand nursing English vocabulary, carry out communication activities around the project, constantly strengthen the language communicative ability, really achieve learning to put into practice. Nursing English has distinct professional characteristics.[5] As an English teacher of foreign-related nursing major, English teaching should be closely related to students' employment based on the analysis of students' vocational needs. The traditional teaching mode of explanation of grammar and translation is reformed, and the teaching concept is innovated. The goal is to help students obtain OET professional qualification certification, and the teaching concept of ESP is guided to improve the teaching effect and improve the students' practical ability of nursing English.

In the process of research, the author intends to choose two parallel classes for empirical research. At the initial stage of the study, an experimental class and a control class were selected for the simulation test, and the cet-4 test with high reliability and validity was selected.

In the process of teaching, the control class taught according to the traditional workplace English teaching method, and the experimental class designed the teaching according to the standard of OET nursing test, and reconstructed the teaching content. In the middle stage of the study, the mid-term test was conducted again. OET test was selected for the test, and the learning effect was compared according to the test results of the two classes. Based on the comparison of mid-term

learning effect, teacher should adjust and improve the teaching mode in time. In the later stage of the study, the OET test paper was used again for testing, and the data statistics and analysis of the experimental results were conducted to understand the implementation effect of the OET-based workplace English teaching model. During the study, some students from the experimental class were also selected for in-depth interviews to understand their views and suggestions on the OET-based workplace English teaching model, as well as the existing problems and solutions in the learning process.

### **3. Evaluation system construction**

OET has distinct grades, clear and rigorous evaluation methods, and objectively requires the corresponding course evaluation system to be configured for the nursing English at work project courses. According to OET certification scoring method, reference existing English ability evaluation questionnaire and combined with project curriculum design based on phased characteristics of nursing process, nursing professional English skills can be divided into three categories, namely receive (receptive), interactive(interactive), production (productive).The development of the nursing English at work assessment scale in conjunction with the OET assessment criteria is conducive to the international certification standards, evaluate the outcome of the English at work program in nursing. In this way, the specific problems existing in students' English listening, speaking, reading and writing skills in the workplace can be recognized, and a strong basis can be provided for the adjustment and improvement of nursing English at work project curriculum design.

#### **3.1 Teachers and students' two-way evaluation of promoting learning**

In the course of nursing English at work program based on international certification, teachers and students are required to take learning evaluation also called summative evaluation as the basis for two-way teaching evaluation, in order to stimulate and maintain students' interest and motivation in English learning, and promote students to form a correct attitude towards English learning and learning strategies, we will provide feedback on the development of nursing English skills in the workplace based on students' learning performance.

On the other hand, teachers are required to objectively evaluate the improvement of students' nursing English skills based on the curriculum design of existing projects according to the progress and feedback of students' nursing English skills in the workplace. The effective implementation of teacher-student teaching evaluation makes the learning evaluation results of the question bank based on OET and the nursing workplace English skills evaluation scale transform into the continuous dynamic adjustment of project curriculum design and the inexhaustible driving force for the continuous improvement of students' nursing workplace English skills.

#### **3.2 Students' self-evaluation based on personalized phased learning objectives**

In the professional English project course of vocational college foreign nursing based on OET international certification, teachers should guide students to set personalized phased learning objectives according to the learning evaluation results, combined with the specific teaching content and progress of the project course. The personalized phased goal should achieve two cohesion, one is to connect with the students' existing nursing English skills, the other is to connect with the OET international certification test passing standards. On the basis of setting personalized phased learning goals, teachers should help students monitor the learning process and results, so as to encourage students to make continuous efforts under the teaching guidance of project courses to gradually achieve the phased goals and finally achieve the level of nursing English skills required by OET international certification.

### **4. Conclusion**

For a long time, quite a number of nursing students are unable to meet the requirements of

international certification due to the lack of English skills in nursing work, and cannot go abroad to the world. The development of nursing English at work program curriculum is based on the OET international certification and the relevant work process, the development of nursing English at work teaching objectives, teaching programs and evaluation system, to achieve the effective docking between English learning and the needs of international career development. This paper aims to further deepen the reform of this curriculum model through practical research, and guide nursing students to achieve international certification as the ultimate goal. Actively participate in the learning and training of nursing English at work program courses, and gradually break through the bottleneck of English language, so as to expand their international career development space. Research is trying to analyze the nursing field international English skills certification test complete an OET characteristics, on the basis of combining the workplace English research project course, from the definition of teaching objects, teaching design and evaluation system to construct three aspects to explore based on international certification of foreign-related nursing professional English project curriculum development, to promote the development of the internationalization of nursing students in our school work.

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