

Questionnaire for “English for Medical Purposes” Course

A questionnaire about “English for Medical Purposes”. We hope that students will support it and be able to make real choices and fill in their suggestions. The information collected will help teachers improve their teaching and, more importantly, improve the quality of teaching and help students improve their professional or English application skills!

For students who are learning

1. What is your major? [Single-choice] *

☐ Medical Laboratory Technology

☐ Clinical Medicine

☐ Nursing

☐ Other _____

2. What grade level are you currently in? [Single-choice] *

☐ 2018

☐ 2019

☐ 2020

☐ 2021

☐ Other _____

3. What is the status of your learning in this course? [Single-choice] *

☐ Learned

☐ Not studied

☐ Study now (I do not know my grade)

4. Are you satisfied with the teaching content in the medical professional English course at this stage? [Single-choice]

*

☐ Satisfied

☐ Fair

☐ Unsatisfied

☐ Other _____

5. The current evaluation method for this course is 60% for the regular grade (20% for the regular grade and 40% for the postclass assignments) and 40% for the summative assessment. Are you satisfied with the composition of this grade evaluation? [Single-choice] *

☐ Satisfactory

☐ Fair

- ☐ Not satisfied
- ☐ Never mind
- ☐ Other _____

6. How would you like to be graded regarding the percentage of each part of "English for Medical Purposes"? (% of regular grade and exam grade) [Single-choice]*

- ☐ 30% of the regular grade, 30% of the postclass work, and 40% of the summative examination
- ☐ 20% of the regular grade, 20% of the homework, 60% of the summative examination
- ☐ 30% of the regular grade, 10% of the postclass work grade, 60% of the summative assessment
- ☐ Other _____

7. What is the format you expect for the final exam? [Single-choice] *

- ☐ Paper exam (open book)
- ☐ Paper grade (closed book)
- ☐ Make relevant PPT and explain
- ☐ Filming a drama about it
- ☐ Comprehensive several forms _____

8. During the comprehensive assessment process, please indicate if you have learned anything related to your major. [Single-choice] *

- ☐ Yes, I have learned a considerable part of the knowledge
- ☐ Yes, but not much has been learned
- ☐ No, I did not learn anything meaningful
- ☐ Other _____

9. Is the use of comprehensive assessment (e.g., reading relevant literature and making a PowerPoint presentation, or filming relevant scenarios) more effective for improving your learning ability than exams? [Single-choice] *

- ☐ Yes, comprehensive assessment can improve your learning ability more effectively
- ☐ No, paper-based exams can improve your learning ability more effectively
- ☐ No difference
- ☐ Other _____

10. It is possible for the course "English for Medical Purposes" to be conducted online and offline; do you agree? [Single-choice] *

- ☐ Agree
- ☐ Disagree

11. If you could adjust the credit hours of this course, online and offline, how many credit hours do you think it is appropriate to arrange offline? [Single-choice] *

☐24

☐32

☐48

☐54

☐Other _____

12. If you could adjust the credit hours of this course, online and offline, how many credit hours do you think it is appropriate to arrange online? [Single-choice] *

☐24

☐32

☐48

☐54

☐Other _____

13. Which current class formats do you prefer and think are suitable for improving yourself? [Multiple choice] *

☐ Interactive games (e.g., you tell me, I guess)

☐ Situation mini-theatre

☐ Teacher-student interaction

☐ Traditional format

☐ Lecture format

☐ Watching video

☐ Other _____

14. Given your current learning situation, which areas—listening, speaking, reading, or writing—do you urgently want to improve? [Multiple choice] *

☐ Listening

☐ Speaking

☐ Reading

☐ Writing

☐ Other _____

15. If you could choose, what kind of teaching materials would you prefer to learn to improve your professional English? [Single-choice] *

- Science orientation
- Professional literature
- Basic textbook
- Reagent manuals
- Other _____

16. There are abundant teaching resources for this course. If you were to choose, what type of materials would you prefer as listening materials for medical professional English? [Multiple choice] *

- ☐ Movie clips
- ☐ Laboratory operations
- ☐ Biographies of people
- ☐ Science videos
- ☐ Other _____

17. Of all the courses offered, which ones do you think this course is connected to? [Multiple choice] *

- ☐ Anatomy
- ☐ Biochemistry
- ☐ Morphology
- ☐ Pathogenesis
- ☐ Functional science
- ☐ Microbiology
- ☐ Cell biology
- ☐ Molecular biology
- ☐ Other _____

18. In what ways did you find studying this course helpful? [Multiple choice] *

- ☐ Scientific research
- ☐ Graduate school
- ☐ Professional study
- ☐ English study
- ☐ Future work
- ☐ No help
- ☐ Other _____

19. Do you think this course is essential? [Single-choice] *

- Very important, it is a professional language tool
- Important, with three credits

- o Generally, it is a professional elective course
- o Not necessary, it is an elective course
- o Never mind, I do not care
- o I don't know, I don't know anything about it

20. Mastering medical vocabulary is the basis for reading medical literature and writing professional papers, and it is one of the key contents of medical English teaching. What do you think is the difficulty in learning medical vocabulary? [Single-choice] *

- o The difficulty of spelling, many letters
- o Pronunciation is difficult, many words are polysyllabic
- o Complex roots, prefixes and suffixes, 2/3 of them are from Latin or Greek
- o Multiple aspects: human anatomy vocabulary, physiological and pathological vocabulary, immunobiochemical vocabulary, diagnostic vocabulary, common drug name vocabulary, etc.
- o Other _____

21. For medical professional English vocabulary memorization, emphasizing roots and affixes, if their English meaning is extracted and organized, do you think guessing the meanings of terms is easy? [e.g., Cardiopathy (heart disease) = cardig (heart) + pathy, (disease); gastritis (gastritis) = gastric (stomach's) + -itic (inflammation)] [Single-choice] *

- o Easy to grasp
- o Average
- o Not very helpful

22. Do you have any suggestions for improving the content of the Medical English course (e.g., what kind of content would you like to see added to this course)? [fill in the blank] *

For students who have learned

1. What is your major? [Single-choice] *

- ☐ Medical Laboratory Technology
- ☐ Clinical Medicine
- ☐ Nursing
- ☐ Other _____

2. What grade level are you currently in? [Single-choice] *

- ☐ 2017
- ☐ 2018
- ☐ 2019
- ☐ 2020
- ☐ Other _____

3. What is the status of your learning in this course? [Single-choice] *

- ☐ Learned
- ☐ Not studied
- ☐ Study now (I do not know my grade)

4. Do you think this course is necessary to study? [Single-choice] *

- ☐ A. It is necessary because it helps professional study
- ☐ B. Not necessary, not very useful
- ☐ C. It doesn't matter
- ☐ D. Other _____ *

5. What is the purpose of your study in this course? [Single-choice] *

- ☐ A. Required by the school
- ☐ B. To help you in your study and life
- ☐ C. For credit
- ☐ D. Don't know
- ☐ E. Other _____ *

6. Are you satisfied with the content of the course that you have taken? [Single-choice]?

- ☐ A Satisfied
- ☐ B Fair

oC Dissatisfied

oD Other _____ *

7. In your previous study, what were the shortcomings in the content arrangement, teaching format and evaluation system? [multiple choice] *

☐A. The content of the teaching materials is boring and difficult to understand

☐B. Not much practicality

☐C. Teaching methods are too common and do not promote interest

☐D. Did not like the method of grade evaluation

☐E. Other _____ *

8. Which teaching resources and materials are you more interested in during your study? [Multiple Choice] *

☐A. Classic experiments

☐B. Experimental reagent manuals

☐C. General knowledge science

☐D. Professional knowledge literature

☐E. Stories about people and events

☐G. Other categories _____ *

9. If you could adjust the credit hours of this course, how many credit hours do you think would be appropriate to schedule? [Single-choice] *

oA. 26

oB. 32

oC. 48

oD. 54

oE Other _____ *

10. If the number of credit hours for this course has been set, how do you think the teaching content and credit hours should be distributed more appropriately? [Single-choice] *

oA. Listening: Speaking: Reading: Writing: Comprehensive = 1: 1: 1: 1: 1

oB. Listening: Speaking: Reading: Writing: General = 2: 2: 1: 1: 2

oC. Listening: Speaking: Reading: Writing: Comprehensive = 1: 1: 2: 2: 2

oD. Listening: Speaking: Reading: Writing: Comprehensive = 1: 2: 1: 2: 2

oE Other _____ *

11. What do you recommend as the composition of the evaluation method for the grade assessment of this course?

[Single-choice] *

- ☐A. 40% of the regular grade and 60% of the final grade
- ☐B. 60% of the regular grade and 40% of the final grade
- ☐C. 100% of the regular grade and no final exam
- ☐D. Doesn't matter
- ☐E. Other _____ *

12. If a final closed-book exam is given, what you would like the content of the exam to be? [Multiple Choice] *

- ☐A. Listening
- ☐B. Reading comprehension
- ☐C. Translation
- ☐D. Writing
- ☐E. Other _____ *

13. When studying this course, what did you find to be the more difficult part? [Multiple Choice] *

- ☐A. Listening
- ☐B. Speaking
- ☐C. Reading
- ☐D. Translating
- ☐E. Writing
- ☐G. Other _____ *

14. As there are abundant teaching resources, what type of materials do you prefer as medical professional English listening and speaking practice materials? [Single-choice] *

- ☐A Relevant movie and TV drama clips
- ☐B Explanations of professional experimental operations or instrument use
- ☐C Biographies of people
- ☐D General knowledge videos
- ☐E Medical laboratory technology and clinical medicine-related knowledge
- ☐G Other _____ *

15. Which of the courses that you have taken thus far do you think this course will be more related to? [Multiple choice] *

- ☐A Anatomy
- ☐B Biochemistry

- ☐C morphology
- ☐D Pathogenesis
- ☐E Functional science
- ☐F Microbiology
- ☐G Cell biology
- ☐H Molecular biology
- ☐I Other _____ *

16. If you still need to study this course in your subsequent study, which format do you prefer (you can choose more than one) [Multiple Choice] *

- ☐A. Teacher-student interaction type (sitcom)
- ☐B. Traditional teaching type
- ☐C. Role-swapping type (student speaks, teacher summarizes and evaluates)
- ☐D. Lecture type
- ☐E. Integrated multiple forms
- ☐F. Other _____ *
- ☐G. Don't know

17. Do you think this course is helpful for graduate school, study, life and work practice? (Multiple choice) [Multiple choice]*

- ☐A. Helpful to study
- ☐B. Helpful to study for the entrance examination
- ☐C. Helpful for life
- ☐D. Helpful for work practice
- ☐E. No help
- ☐F. Other _____ *

18. Mastering medical professional vocabulary is the basis for reading medical professional literature and writing professional papers, which is one of the key goals of teaching medical professional English. In the vocabulary appearing in the textbook of "University English", less than 1/20 of the vocabulary is related to the medical field. What do you think is the difficult part of learning medical professional vocabulary? [Single-choice] *

- ☐A Spelling is difficult because of the large number of letters
- ☐B Pronunciation is difficult, many of them are multisyllabic
- ☐C Complicated roots, prefixes and suffixes, 2/3 of them are from Latin or Greek
- ☐D Many aspects: human anatomy vocabulary, physiological and pathological vocabulary, immunobiochemical vocabulary, diagnostic vocabulary, common drug name vocabulary, etc.

○E Other _____ *

19. For medical professional English vocabulary memorization, emphasizing roots and affixes, do you think it would be easier to master if their English meanings were extracted and organized? For example, Cardiopathy (heart disease) = cardio (heart) + pathy, (disease); gastritis (gastritis) = gastric (of the stomach) + itis (inflammation). [Single-choice] *

○A Easy to grasp

○B Difficult to grasp

○C Have not tried, don't know

○D Other _____ *

20. Have you taken the graduate exam? Do you think the knowledge of this course is reflected in the English of the exam? [Single-choice] *

○Yes

○No

○Not taking the graduate exam

21. What additional content must be taught to address the connection between English for the examinations and this course? [fill in the blank] *

22. What new content could be offered in English for Medical Professionals that would be more helpful to you? [fill-in-the-blank] *

For nonlearners

1. What is your major? [Single-choice] *

- ☐ Clinical Medicine
- ☐ Medical Laboratory Technology
- ☐ Nursing
- ☐ Other

2. What is your year of enrolment? [Single-choice] *

- ☐ 2021
- ☐ 2020
- ☐ 2019
- ☐ 2018

3. What is the status of your learning in this course? [Single-choice] *

- ☐ Learned
- ☐ Not studied
- ☐ Study now (I don't know the grade)

4. What are your learning objectives for this course? [Single-choice] *

- ☐ Interested
- ☐ To improve my ability
- ☐ Help to study for the entrance examination
- ☐ School requirements
- ☐ Other _____

5. Do you think this course conflicts with EGP (English for general purposes)? [Single-choice] *

- ☐ Conflict, both are English studies, and the contents repeat
- ☐ Some conflict, although they are both English studies, the focus is different
- ☐ Not too much conflict, the content of both studies is different
- ☐ Not conflicting, one is a broad English study, and the other is a specialized English study
- ☐ Unsure, both are arranged by the school

6. Do you think this course is vital as a primary elective? [Single-choice] *

- ☐ Very important, it is a professional language tool
- ☐ Important, it is necessary to master the speciality

- ☐ Normally, it is the same whether you take it or not
- ☐ Not important, a waste of time
- ☐ Does not matter; not sure

7. What are the main aspects of the importance of offering this course on top of University English? [Single-choice] *

- ☐ Cultivating professional medical English literacy
- ☐ Cultivating clinical conversation ability
- ☐ Cultivating the ability to read literature
- ☐ Broadening knowledge
- ☐ Other _____

8. For this course, what would you like the focus and the course's difficulty to be? [Single-choice] *

- ☐ Fun and popular science (easy)
- ☐ Professional rigour (difficult)
- ☐ Openness and freedom (average)
- ☐ Never mind
- ☐ Other _____

9. If you can adjust the credit hours of this course, online and offline, how many credit hours do you think is more appropriate to arrange offline? [Single-choice] *

- ☐ 26
- ☐ 32
- ☐ 48
- ☐ 54

10. Due to the limitation of school hours, which areas of professional English do you think are more worth the time spent on learning? [Single-choice] *

- ☐ Human anatomy
- ☐ Names of common diseases
- ☐ Medical microbiology
- ☐ Medical immunology
- ☐ Common scientific instruments operation
- ☐ Other _____

11. What do you want the classroom format to be like? [Multiple choice] *

- ☐ Sitcom type

- ☐ You-tell-me game type
- ☐ Role-swapping type (student-centred, teacher-led)
- ☐ Video audio-visual type
- ☐ Speech type
- ☐ Other _____

12. What would you like to set up for study in this course? [Multiple choice] *

- ☐ Listening
- ☐ Reading
- ☐ Speaking
- ☐ Translation
- ☐ Other _____

13. If you could choose, what type or content of teaching materials would you prefer to use to learn to improve English for medical professionals? [Multiple choice] *

- ☐ Scientific literature
- ☐ Explanation of professional laboratory operations or instrument use, etc.
- ☐ Clinical conversations
- ☐ Biographies of people
- ☐ Relevant movie and TV drama clips
- ☐ general knowledge science video
- ☐ medical laboratory technology or clinical professional-related knowledge
- ☐ Other _____

14. How would you like this course to be taught? [Multiple choice] *

- ☐ Actively participate in class
- ☐ Prelearning new knowledge before class
- ☐ Reviewing and consolidating words and sentences
- ☐ Improvise before the exam
- ☐ Other _____

15. What do you think is a more reasonable way to evaluate grades in this course? Do you have any suggestions? [Single-choice] *

- ☐ 30% for regular grade, 30% for postclass assignments, 40% for summative assessment
- ☐ 20% of regular grade, 20% of postclass work, 60% of summative assessment
- ☐ 30% of regular grade, 10% of postclass work, 60% of summative assessment

○20% for regular grades, 40% for postclass assignments, and 40% for summative examinations (currently adopted method)

○Other _____

16. What would you like the final assessment format for this course to be? [Single-choice] *

○Open-book examination

○Closed-book examination

○Comprehensive assessment (The final assessment should be a comprehensive assessment (e.g., drama performance, professional literature presentation, etc.)

○Other _____

17. Which final comprehensive assessment format do you think is more appropriate for this course? [Single-choice] *

○Make a PPT to explain literature reading

○ Filming a medical drama

○ Combination of the two

○Other _____

18. What are the advantages of using a comprehensive assessment model for final grade evaluation in this course? [Single-choice] *

○Variety of formats to improve learning motivation

○You can choose the direction of the examination area that you are good at

○The ability to apply what you have learned in the course of the exam

○Teamwork and cultivate the spirit of cooperation

○Other _____

19. What type of questions would you like to see in the final exam of “English for Medical Purposes”? [Multiple Choice] *

☐ Listening

☐ Reading

☐ Translation

☐ Speaking

20. What would you like the final exam for this course to be about? [Single-choice] *

○Teacher to give the questions

○Self-created questions

○Learning pass after class assignment

○Other _____

21. Where would you like to see more focus during the presentation of English for Medical Purposes? (Which part did you find more difficult?) [Single-choice] *

○Specialized terminology

○Literature reading

○Speaking expressions

○Listening comprehension

○Writing skills

○Other _____

22. What do you think is the use of learning English for Medical Purposes? [Single-choice] *

○It is useful for studying for the entrance examination

○To facilitate reading medical English literature

○For clinical conversation

○For academic communication

○Other _____

23. Mastering medical vocabulary is the basis for reading medical literature and writing professional papers, and it is one of the key contents of medical English teaching. What do you think is the difficulty in learning medical vocabulary? [Multiple choice] *

☐ Spelling is difficult; many letters are formed

☐ Pronunciation is difficult, many words are polysyllabic

☐ Complicated roots, prefixes, suffixes, 2/3 from Latin or Greek

☐ Many aspects: human anatomy vocabulary, physiological and pathological vocabulary, immunobiochemical vocabulary, diagnostic vocabulary, common drug name vocabulary, etc.

☐ Other _____

24. For medical professional English vocabulary memorization, emphasizing roots and affixes, do you think they are easier to master if their English meanings are extracted and organized? For example, cardiomyopathy (heart disease) = cardig (heart) + pathy, (disease); gastritis (gastritis) = gastric (of the stomach) + -itis (inflammation). [Single-choice] *

○Easy to grasp

○Fair

○Not very helpful

○Other _____

25. What do you think are the ways to master and consolidate English words for medical professionals? [Multiple choice] *

- ☐ Sampling key vocabulary from the previous lesson before class
- ☐ Learning through video scenarios in class
- ☐ Studying after class through simple word comprehension choices
- ☐ Practice reading comprehension _____
- ☐ Topic writing
- ☐ Presentations
- ☐ Playing games such as guess and tell