

# Construction and Application of An Interdisciplinary Team Teaching Model for Foreign-Related Nursing English in Higher Vocational Colleges from the Perspective of Ecolinguistics

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**Abstract:** Under the background of globalization, there are severe challenges in the cultivation of the professional skills of nursing staff, especially the English skills of foreign-related nursing, which has become an important part of the training of nursing talents. At present, most English teaching of foreign-related nursing in higher vocational colleges follows the traditional grammar teaching model. However, as most of the teaching staff for medical English are English teachers who have limited nursing professional knowledge, the industry characteristics of medical English are not fully demonstrated in the teaching process, and the lack of practicality inevitably reduces the quality of medical English teaching. Therefore, the traditional nursing English teaching model in higher vocational colleges can no longer meet the actual teaching needs. There is an urgent need to implement an interdisciplinary team teaching model that completely fits the industry environment of foreign-related nursing English and apply it flexibly to improve the quality of foreign-related nursing English teaching in higher vocational colleges, and lay a solid foundation for professional practice of nursing staff. Based on the perspective of ecolinguistics, this article explores the application strategies of the interdisciplinary team teaching model for foreign-related nursing English in higher vocational colleges, with the view to provide guidelines for the actual teaching of foreign-related nursing English.

**Keywords:** Interdisciplinary team teaching; English for foreign-related nursing; Higher vocational education; Ecolinguistics

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## 1. Introduction

With the continuous development of globalization and the increasingly convenient information exchange, the importance of English as an international language in the medical field has become increasingly prominent. As an important educational platform for cultivating medical talents, nursing education in higher vocational colleges aims to cultivate students' comprehensive nursing knowledge and interdisciplinary skills so that they can be competent in complex clinical practice and research work. However, there are some problems in the traditional teaching model of nursing English, including the mismatch between teaching content and actual needs, lack of

interdisciplinary perspective, lack of practical education, etc. The perspective of ecolinguistics provides a new theoretical framework for foreign-related nursing English teaching in higher vocational colleges. Ecolinguistics emphasizes the close connection between language, society, culture, and environment, highlighting the practical contexts in which language is used. From this perspective, foreign-related nursing English in higher vocational colleges no longer involves only traditional grammar and vocabulary teaching, but it is interrelated with factors such as nursing practice, medical culture, and patient needs. Therefore, it is particularly important to construct an interdisciplinary team teaching model for higher vocational nursing English based on ecolinguistics.

## **2. Overview of ecolinguistics and foreign-related nursing English**

### **2.1. Ecological linguistics**

Ecolinguistics is a branch of linguistics that emphasizes the close interrelationship between language, environment, society, and culture. The core idea of ecolinguistics is that language is a way of life that interacts with specific cultures and environments to reflect and shape social reality. This discipline emphasizes the context in which language is used and how it adapts to and reflects changes in social and ecological systems. From the perspective of ecolinguistics, language is no longer viewed as an isolated symbol system, but as a complex network interconnected with culture, society, and the natural environment. The relationship between language and culture is considered to be mutually shaping, with language reflecting the values and beliefs of the culture. In addition, ecolinguistics also emphasizes the relationship between language and geography, ecology, and sustainability, highlighting how language reflects and affects the health of ecosystems <sup>[1]</sup>.

### **2.2. Foreign-related nursing English**

Nursing English for Foreigners is an English course specially developed for the nursing field. It aims to cultivate the ability of nursing staff to communicate effectively with patients, and obtain and deliver medical information. In modern medical practice, English for foreign-related nursing plays an important role because caregivers need to communicate with patients, families, doctors, and other caregivers to provide high-quality nursing services. The contents of English for foreign-related nursing include medical terminology, nursing procedures, writing and interpretation of medical documents, and communication skills with patients.

## **3. Significance of introducing an interdisciplinary team teaching model into foreign-related nursing English teaching in higher vocational colleges**

Firstly, the modern medical field is no longer an isolated subject, but a multidisciplinary field. Medical staff need to collaborate with professionals in different fields such as doctors, pharmacists, and social workers to provide patients with comprehensive medical services. Therefore, higher vocational nursing education should emphasize the cultivation of interdisciplinary collaboration skills, with interdisciplinary team teaching as a powerful tool for achieving this goal.

Secondly, the traditional teaching model of nursing English usually focuses on teaching grammar and vocabulary, while neglecting the cultivation of practical application skills. The interdisciplinary team teaching model can help students apply the knowledge learned in the classroom to actual clinical situations, increasing their confidence and capability of effective communication with patients and other medical professionals. From the perspective of ecolinguistics, college English is regarded as a complete language ecosystem composed of language, teaching ecological environment, and teaching subjects, and the parts that make up this system can be regarded as ecological factors <sup>[2]</sup>. The interdisciplinary team is a new teaching concept that focuses on

integrating various ecological factors to build a harmonious and unified classroom ecological system, which is of great benefit to improving the quality of English teaching.

Thirdly, medical culture is an important aspect of medical practice. Different cultures have distinct views and practices on health, disease, and medical care. The implementation of interdisciplinary team teaching from the perspective of ecolinguistics can help reveal various logical relationships and potential ecological awareness in discourse, help students become ecologically aware, improve ecological behavior, and better understand the medical beliefs and practices of different cultures. It can also improve their cultural sensitivity to different cultural backgrounds and provide support for the establishment of harmonious relationships between people and between people and society <sup>[3]</sup>.

## **4. Problems in the application of the interdisciplinary team teaching model of foreign-related nursing English in higher vocational colleges**

### **4.1. Low comprehensive teaching ability**

Firstly, the teachers' English language skills are insufficient. Due to the characteristics of the nursing major, teachers need to have high English proficiency in order to better complete interdisciplinary teaching tasks. However, the current English proficiency of many teachers is unable to meet the needs of interdisciplinary teaching, such as oral expression skills, reading comprehension skills, writing skills, and other aspects that need to be improved. Secondly, teachers' professional knowledge and skills are not solid enough. Interdisciplinary teaching requires teachers to possess multi-disciplinary knowledge and skills, but many teachers are only proficient in one subject and have insufficient knowledge and skills in other subjects, making it difficult to develop interdisciplinary teaching abilities and qualities. Lastly, teachers' teaching methods are not diverse enough. From the perspective of ecolinguistics, teachers need to use a variety of teaching methods to stimulate students' interest in learning and improve teaching effectiveness. However, the current teaching methods used by many teachers are singular, mainly focusing on traditional lectures. They have insufficient mastery of the cutting-edge online teaching model and insufficient integration of information technology and English teaching, thus it is difficult to meet the needs of nursing English teaching in the new era <sup>[4]</sup>.

### **4.2. Lack of institutional guarantees of the interdisciplinary teaching team**

Judging from the actual situation, in the nursing English teaching in some higher vocational colleges, the established interdisciplinary teaching teams lack institutional guarantees, so the due value and advantages cannot be fully utilized. Firstly, there is the problem of teacher shortage. The shortage of English teachers is common in domestic universities, and many teachers are older and have low receptivity to new educational concepts. As a result, many English teachers habitually use traditional teaching methods, which hinders the integration of ecology and language <sup>[5]</sup>. In addition, there is a lack of effective evaluation mechanisms. There is a need to establish an effective evaluation mechanism in interdisciplinary teaching to evaluate teaching effects and student learning outcomes. However, many interdisciplinary teaching teams currently lack effective evaluation mechanisms, making it difficult to guarantee teaching effects. Lastly, there is a lack of effective incentive mechanisms. In interdisciplinary teaching, teachers are required to invest more energy and time in preparing teaching content and organizing teaching activities. However, many colleges currently lack incentive mechanisms for interdisciplinary teaching teams, resulting in low enthusiasm and initiative among teachers.

### **4.3. Lack of vocational skills cultivation in nursing disciplines**

In the interdisciplinary team teaching for foreign-related nursing English in higher vocational colleges, some

teachers focus too much on the teaching of classroom knowledge due to insufficient cognition, and the teaching content is too outdated. Many teachers only focus on teaching theoretical knowledge of linguistics. For example, for the explanation of the abstract knowledge of English linguistics, concepts are rarely combined with practical examples to help students understand. In this case, students face challenges in fully comprehending the knowledge <sup>[6]</sup>. Some English major teachers will find ways to incorporate nursing subject knowledge in actual teaching, investing a lot of time in nursing concepts and term explanations, which are not well-integrated with nursing practicals, thereby restricting the application of foreign-related nursing English in reality. In fact, in the interdisciplinary team teaching for medical English, nursing professional skills should always occupy the core position, and the learning of English knowledge mainly serves as an auxiliary tool. In nursing English teaching, we should focus on explaining foreign-related nursing English knowledge points in conjunction with nursing professional skills, and reduce concepts and noun analysis, which can help students better understand subject knowledge. From the perspective of ecolinguistics, English writing is one of the main means of language expression and information transmission. Paying more attention to the teaching of nursing English writing can help students better use the knowledge they have learned to express and communicate, laying the foundation for subsequent nursing clinical practice <sup>[7]</sup>. However, in fact, the application effect of students' English for foreign-related nursing is not apparent, which is seriously out of the language environment of English for foreign-related nursing and contradicts the essential goal of interdisciplinary team teaching of English for foreign-related nursing.

## **5. Application of interdisciplinary team teaching model in higher vocational nursing English under ecolinguistics**

Ecolinguistics emphasizes that language learning and application should be related to the environment. In this context, to improve the interdisciplinary team teaching of foreign-related nursing English in higher vocational colleges, it is necessary to fully consider the application environment of foreign-related nursing English, mainly to serve as a tool for nursing practice. To clarify this characteristic, the author's teaching and research team worked together with the teaching team of the School of Nursing to flexibly and effectively apply the interdisciplinary team teaching model to improve the effectiveness of foreign-related nursing English teaching in higher vocational colleges.

### **5.1. Strengthening the construction and training of dual-qualified teachers and optimizing the structure of interdisciplinary teaching teams**

In the field of higher vocational nursing, the interdisciplinary teaching model from the perspective of ecolinguistics can provide students with a richer and more comprehensive learning experience and promote their application of English and related medical knowledge in practical work. On the one hand, in order to implement an interdisciplinary teaching model from the perspective of ecolinguistics, schools should train dual-qualified teachers with nursing and English education backgrounds, better integrate the knowledge of nursing subjects and English subjects, and provide students with a comprehensive education. English linguistics teachers need to strengthen the study of professional knowledge in their daily work, continuously improve and internalize their own knowledge system, be able to use professional knowledge to effectively carry out English teaching, and effectively improve the professionalism of English teaching. At the same time, according to the requirements for nursing English talent training, one's own knowledge system is dynamically adjusted to facilitate the formulation of teaching content that is more in line with the needs of the position and improve teaching effectiveness <sup>[8]</sup>. On the other hand, an interdisciplinary teaching team composed of nursing teachers and English teachers is established to ensure the integration of knowledge and experience in different fields and the establishment of a clear leadership and collaborative cooperation mechanism. Interdisciplinary teams



work together to develop courses that integrate nursing and English content to ensure students develop a deep understanding of medical knowledge and improve their English language skills during their studies. For example, designing medical case studies that require students to explain and discuss these cases in English <sup>[8]</sup>.

## **5.2. Encouraging in-depth cooperation among interdisciplinary teams and innovating teaching methods**

First of all, teachers are encouraged to carry out cooperative learning, share teaching experiences, discuss teaching problems, and jointly improve teaching standards. Teachers observe and learn from each other's classroom teaching through discussion of teaching methods. Secondly, by integrating online and offline teaching methods, teachers can conduct online teaching through online platforms, including video tutorials, online tests, student interaction, etc. At the same time, teachers should break the traditional organizational form of teaching and actively adopt a hybrid organizational form of individualized learning and group cooperative learning. At the same time, they should pay attention to the integrated application of modern information technology, obtain teaching information online, and conduct group discussions and offline learning to enhance students' awareness of cooperation and social connection <sup>[9]</sup>. Thirdly, the English teaching team and the nursing teaching team can jointly design and implement scenario simulation teaching to allow students to learn and practice in simulated nursing scenarios. This teaching method allows students to better understand and apply foreign-related nursing English knowledge and improve their practical skills and professional quality. Lastly, students are encouraged to participate in practical activities, such as hospital internships or simulated nursing activities. This kind of practical teaching enables students to gain a deeper understanding of and apply their knowledge in foreign-related nursing English knowledge, which enhances their practical skills and professional competence.

## **5.3. Strengthening vocational skills training in nursing disciplines and implementing an integrated teaching model**

In higher vocational foreign-related nursing English education, it is necessary to clarify the primary and secondary relationship between foreign-related nursing English and nursing disciplines. This means clearly defining the role of English as a foreign-related nursing tool and using it as an auxiliary tool to enhance students' nursing practical skills. Therefore, the teaching team where the author works sets clear learning goals to ensure that students understand the purposes of learning English for foreign-related nursing, which are to better understand and apply knowledge in the nursing field and improve their performance in actual foreign-related nursing practice; and to promote the integration of foreign-related nursing English education and nursing subject knowledge so that students are exposed to practical content in related fields while learning English.

Secondly, the integration of foreign-related nursing English and nursing practical skills should be promoted. Integrating foreign-related nursing English education into simulated clinical practice requires students to use English to communicate with patients, write medical records, and collaborate in teams in simulated situations. Foreign-related nursing English can complement the training of nursing practical skills. Diversified teaching methods should be promoted, students' dominant position should be adhered to, and students' learning initiative should be fully mobilized. Classroom construction involves novel and unique content, rich organizational forms, and diverse teaching methods, so as to encourage students to communicate in English, apply what they have learned, and then coordinate the development of various ecological factors in the system, which is extremely beneficial to the comprehensive development of students' comprehensive qualities <sup>[10]</sup>.

Thirdly, English teachers and nursing teachers should establish a joint teaching method. English teachers and nursing teachers jointly design courses, carry out interdisciplinary discussions, and continuously improve teaching methods and teaching materials. In actual teaching, English teachers and nursing teachers can teach

together to ensure that students combine language and skills in actual learning.

## 6. Conclusion

To sum up, from the perspective of ecolinguistics, foreign-related nursing English teaching in higher vocational colleges should clarify its application environment, and carry out teaching activities in a targeted and planned manner based on the needs of professional development. Therefore, actively promoting the interdisciplinary team teaching model will help provide nursing students with a more comprehensive and practical education and meet their future career development needs.

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