CONSTRUCTION OF EMERGENCY LANGUAGE COMPETENCE FRAMEWORK FOR MEDICAL COLLEGES IN CHINA

Fengyi Ma

Guilin Medical University, China

No.1 Zhiyuan Road,Lingui District,Guilin City,541199,China

Abstract

Within the past few decades, numerous global crises and environmental catastrophes have affected the lives of millions of people. In addition, a sequence of political and economic emergencies has led to about 25 million domestic refugees and over 9 million international refugees. It is therefore essential to find the appropriate individuals with the appropriate abilities at the appropriate moment and in the appropriate places to increase emergencies and catastrophe preparation, management, and rehabilitation. Medical students are the future forefront personnel during emergencies. To respond to ensure safety and boost healthcare under this kind of challenging situation, they must possess the necessary skills. These capabilities have included quick reaction, diagnosis, monitoring, basic emergency healthcare, organizational and logistical, stabilization, communications, and emergency language competencies. Additionally, competence and skill are required to ensure successful service delivery.

Using language to respond to local and worldwide public situations involves emergency language competency. This is the cornerstone and guideline for delivering language services in an urgent situation. Based on a comprehensive examination of emergency language services and professional linguistic growth, this research proposes a framework for medical colleges in China to improve emergency language competency among students. The article concludes with design and implementation recommendations for ELC.

Keywords: *Emergency language competence; China; Medical colleges.*

Introduction

Environmental problems and other crises can occur at any moment, and everybody needs to be equipped to manage them appropriately and safely if they occur at schools. Officials, educators, employees, families, and students can collaborate to encourage and maintain university protection and reduce the impact of catastrophes and other potentially hazardous circumstances.

Thus, the World Health Organization launched the method for evaluating and enhancing the involvement of medical students in emergencies by conducting a worldwide forum with the Intergovernmental Committee of Nursing. The international meeting suggested, among many other factors, that National Governments involve emergency language in pre-service medical programs, establish professional development training to establish the capabilities of medical students in emergency management, reactions, and prevention, and embrace the core capabilities of medical students in crisis and disaster readiness and utilize them to establish academic programs in emergency languages. In October 2007, WHO, in collaborative efforts with some other partner organizations, such as the Jordanian Medical Council, evaluated the responsibilities and contributions of medical colleges in emergency management and response and established suggestions for integrating competencies and abilities into academic curriculum content. In November 2007, the World Health Organization (WHO) organized a follow-up conference in Geneva for a fundamental group of leaders in medical education and emergency response plans to create the skills and knowledge, subject content, and subjects of an academic clinical curriculum in emergency operations. One important subject content that must be incorporate is emergency languages.

According to Luo (2020), emergency language is the term utilized for urgent rescues or crisis communications during abrupt catastrophic events, accidental disasters, global health occurrences, and state welfare occurrences. Included under the category of emergency languages are the local universal language, second language, minority discourse, and way of speaking, respectively.

Language competency is "the country's linguistic ability to cope with diverse internal and international matters" (Lal, et al., 2021). In dealing with a societal catastrophe such as the COVID-19 outbreak or emergencies, natural catastrophes, war, or terrorist attacks, the ability to deploy "emergency language" is crucial to building lingua franca competency. Since the federal government is primarily responsible for managing national catastrophes, it is of greatest priority to amass ample funds for emergency language proficiency at the county level. In early 2020, for instance, China engaged a variety of country resources to aid Hubei Province, the central hub of the coronavirus emergence, following the breakthrough of COVID-19. The trans-provincial rescue attempt, nevertheless, faced multiple linguistic and cultural obstacles. To solve these problems, China's Ministry of Education and the State Language Committee of China brought together more than 40 specialists from academic institutions and businesses to establish a Language management team for outbreak mitigation. Manual of Hubei Languages for Health Services Groups, Simple Chinese for Pandemic Treatment and Prevention, and Guidance to the Management and Prevention of the COVID-19 Pandemic in Language Courses were among the reputable service samples produced by the Team (Lal, et al., 2021). Those linguists facilitated doctor-patient practical interaction in Hubei languages and global health services in many languages.

Nevertheless, China's emergency language competence remains in its formative stages. Disaster language assistance like the ones China deployed throughout its COVID-19 spread is currently not "active operations" since language services for emergency preparedness are not incorporated into any emergency procedures or regulations. China has expanded its legislative and technological framework for mitigating and managing public crises in past years. Nevertheless, China's emergency planning and responsiveness lack knowledge of emergency language services. In addition, several college students and community individuals in China who seem fluent in multiple languages have enlisted the emergency language volunteer service teams. In recent years, most emergencies have occurred in the sectors of safer operations and environmental catastrophes. In addition, there remains insufficient research on emergency language. The main objective of this research is to propose a framework for emergency language competency for Chinese medical schools.

Discussions

This section shows the proposed goals, contents, framework, and implementing techniques for the Medical Colleges Emergency Language Competence Framework Curriculum and Training.

Training Goals

Emergency Language Competence is an essential component of public administration. Its goals are to enhance the quality of language services for community emergency cases, fulfill the language requirements of emergency management attempts, and permit the future implementation of language services during the responses and recovery phases of community crises.

In the subsequent subsections, the researcher described how the Medical Colleges Emergency Language Competence Framework Curriculum and Training Contents might be organized along the parameters of the emergency phase, communication tasks, capability, and forms of emergency languages.

Medical Colleges Emergency Language Competence Framework Curriculum and Training Contents

The following information involves the content of the proposed medical colleges emergency language competence framework that must be incorporated in every medical colleges 'curriculum and training namely: stages of public emergencies, the duties of language emergency services, capacities and kinds of emergency languages.

Stages of public emergencies. A national emergency could be separated into three phases: pre-disaster, during-emergency, post-event. Therefore, various solutions are necessary at every step for emergency communication assistance.

The pre-disaster approach calls for developing contingency language services strategies for people management, information, and technological resources. Language emergency readiness is the foundation and assurance of language services throughout emergency management.

The during-emergency approach addresses communication needs, reduces language issues, and provides adequate room and time to mobilize language skills in emergency operations and post-disaster recovery.

Lastly, the post-event plan entails appropriate reflection on the knowledge obtained during emergency service and incorporation of the knowledge acquired into further emergency preparedness. This requires improving legislation and policies about emergency language services and continually enhancing human capital, information, and technological resources.

The duties of language emergency services. Most emergency language services entail three distinct duties: the delivery of data, the delivery of security, and the management of the situation.

Concerning the initial duty, language services are crucial in order to guarantee the delivery, understanding, and evaluation of data without even communication barriers. "Barrier-free" language communication is the single most crucial duty in emergent language services, involving a variety of facets, including information visualization, knowledge exchange, and bilingual service delivery. Moreover, during distress, people's linguistic skills frequently diminish (Leelawat et al., 2017; Uekusa, 2019). In order to guarantee the correct broadcast of an emergency message, simple language services have extreme significance. In China, the "Plain Chinese" program identifies various terms and idioms that seem readily available to people with limited Chinese fluency. Therefore, constructing a readily interactive linguistic archive and language platforms and framework for personal communication is essential.

Communication is vital in the second duty of offering emotional security and personal support programs to disaster-affected communities, emergency response personnel, and the general public. Catastrophes indirectly affect the mental well-being of those immediately impacted and the general population. Language has a vital role in calming, encouraging, and guiding individuals, as well as preventing the propagation of fear.

Lastly, language management is staying informed of societal discourses and controlling them to increase favorable ideologies geared toward emergency assistance and the general welfare, limiting detrimental stigmatizing, discriminating, and degrading contexts.

Capacities. Five categories of emergency language competence capacities are directly related to crisis language proficiency: management, mobilization, knowledge, information systems, and technical management. This section will describe these five sorts of productive capacity tied to an additional set of approaches.

1. Management capacity. This requires developing a planning system for allocating diverse resources and implementing related tactics. In addition, it seeks to encourage the creation and execution of pertinent legislation, rules, practices, and rules to safeguard the operation of emergency language services.

2. Mobilization capability. This necessitates the accumulation of cognitive, information, and technological skills, in addition to the formation and management of emergency language services organizations. It is also necessary to provide emergency language assistance as a team by mobilizing diverse social forces. Therefore, the development, operations, and management of emergency language services teams may indicate mobilization capability.

3. Knowledge. This refers to preparing knowledge assets for different emergency language offerings and properly planned catastrophe readiness plans that may be executed promptly and cost-effectively. Measures of cognitive prowess include emergency language communication strategies, action plans, task-specific information, and educational support.

4. Data gathering capability. As an element of emergency language competency, this necessitates in-depth study into the linguistic groups utilized locally and, considering the more global character of catastrophes, globally. This necessitates the development of broad, field, term, and concurrent databases in many languages and a culture-specific depth of knowledge.

5. Technical capability. This must be established to develop linguistic knowledge, technology for knowledge transfer, necessary items, infrastructures, and assessment criteria to suit the needs of diverse emergency responders. Technical capability may also be subdivided into technical reserves and applications capability, which is the capability to construct and utilize mobile applications, communications networks, physical resources, and equipment necessary for every emergency language service mission.

Kinds of emergency languages. Every kind of language necessitates a distinct method for acquiring emergency language competency. In China, for instance, the languages included in emergencies are Putonghua, Chinese dialects, minority languages, major global languages, cross-border languages, and symbols. Firstly, the official language - Putonghua in our instance - is fundamental to delivering emergency language services. Secondly, critical non-standard kinds – in this instance, Chinese languages and foreign Chinese – must be part of emergency language services. Thirdly, all autonomies must have access to emergency language services in their native tongues and languages. Four, emergency communication capabilities must be available in the world's most prominent main languages, among which are the leading official languages of the United Nations and vital linguistic minorities. Fifthly, emergency communication services must utilize the national languages of adjacent nations. In particular, emergency language services must be accessible in the principal non-official dialects of adjacent nations with significant populations and great economic significance. Sixth, a country's official linguistics and Braille must be incorporated into emergency language services, and where solid national variants exist, they ought to be recognized.

Medical Colleges Emergency Language Competence Framework

The Medical Colleges Emergency Language Competence Framework's general framework comprises the four elements of Emergency Language Competence and their accompanying methods, which complement and interact with one another.
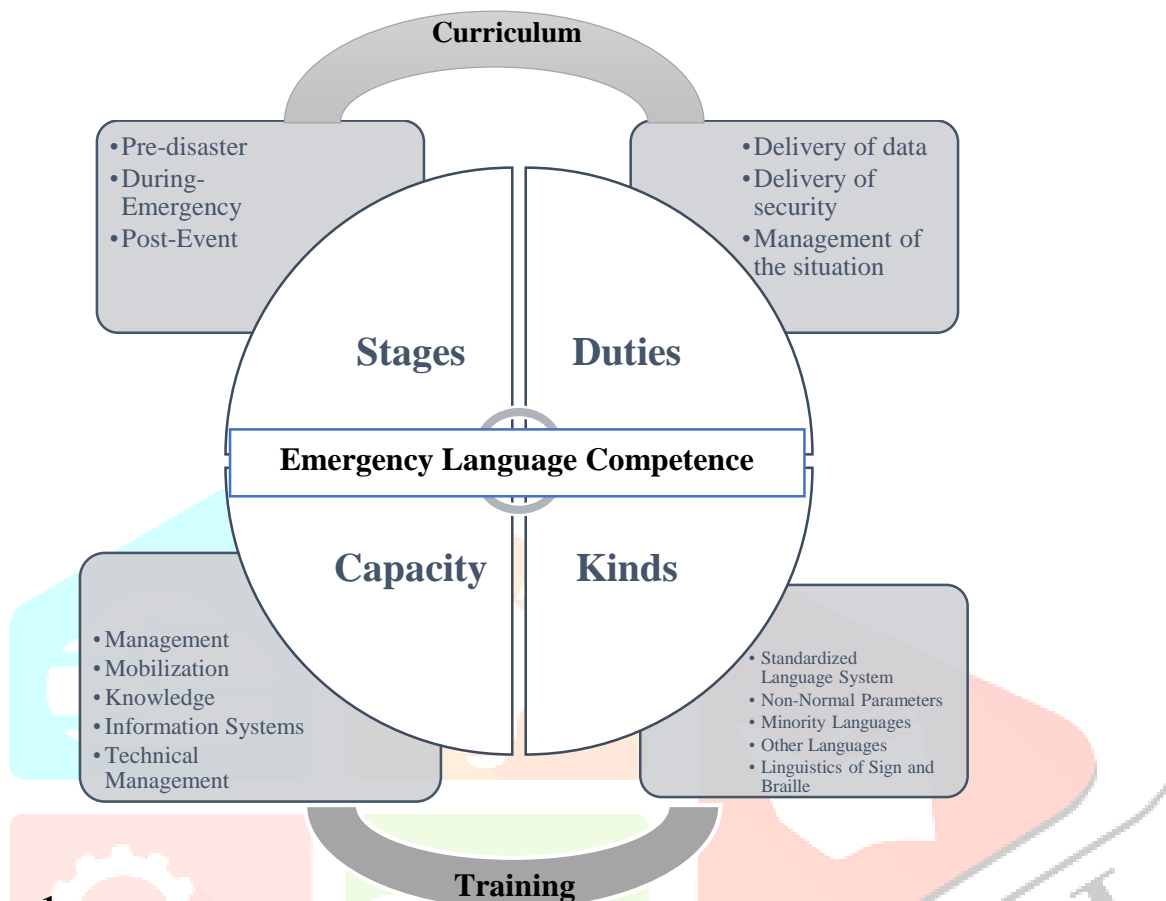

Figure 1:

The overall structure of the Medical Colleges Emergency Language Competence Framework.

The Emergency Language Competence framework determines the exact contents that will be incorporated into the curriculum and training programs of the university. The distinct component capabilities of the framework, such as managerial, mobilization, knowledge, data gathering, and technical capacity, are the framework's center point, with distinct traits at multiple stages of implementation, mostly before, throughout, and after a case of emergencies. In addition, diverse execution responsibilities establish the project kinds of emergency language services, which include knowledge giving, consoling, and supervising. Finally, the element of linguistic kinds, which includes standard official language, non-standard variants, minority languages, global languages, different cross-border dialects, symbol language groups, and Braille, allows the transformation of various task kinds into specialized emergency language services.

The legal mechanism of emergency language services is the foundation of the entire system throughout every medical college. Therefore, a plan for emergency language services would be developed at all institutions.

Implementing Techniques

As per current demands, the legislative and regulatory environment in China, and the preferences of current training programs, each medical college must establish its own programs at the federal level. The following guidelines could be used in a number of ways to establish emergency language competency, readiness, and responsiveness instructional programs. The following techniques are suggested:

Curriculum development processes

-Adopt a competence-based curricula development program.

- Include emergency language skills, preparation, and responsiveness to current topics, present as a distinct program, or combine both ways.

- Promote multisectoral engagement (university institutions, health and social care staff, civil defense, and specialized organizations and individuals);

- Promote consistency across the different levels of schooling and training programs (college, postgraduate, and continuing professional growth);

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- Support a holistic approach to the establishment of a medical curriculum focused on disaster response and response in conjunction with several other current wellness curricula.

- Establish evaluation measures for the execution and continuation of the academic curriculum.

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Academic staff education and development

-Plan and execute local trainers' instruction seminars and courses to equip state instructors for language emergencies;

- Assist skilled state trainers in implementing national education of training partners programs and seminars for academic staff in order to assist the reorganization of curriculum towards the notion of emergency language readiness and responses.

Development of national networks for emergency language skills, prevention, and management

- Create a structure for continuing communication between participants to enhance teamwork and mentorship.

- Collaboration with others in developing the research program for crises, catastrophes, and other emergencies.

- Create and exchange tools, resources, and medical education programs, activities, and studies in emergencies, catastrophes, and other situations.

- Establish professional standards and establish substantial proof recommendations for management in emergencies, catastrophes as well as other situations.

- Collaborate with institutions such as World Health Organization to develop and evaluate the urgent situation, catastrophes as well as other crises in case of emergencies languages competencies.

- Implement procedures for rapid and efficient communication of data as well as another productive capacity continuingly, particularly during times of crisis.

- Communicate the organization's activities to educate and guide the creation of emergencies, catastrophes and other disaster management policies and distribution of resources.

Capacity Development. This would be the foundation for the long-term viability of this project to integrate emergency language skills into the education curriculum. It is a well-established fact that educators in most nations are typically overstretched by the prescribed curriculum and the limited funding available to them in remuneration and teaching aids. To prevent the curriculum/module from becoming a nuisance, it is crucial to provide educators with relevant qualifications. In addition to ongoing educator training sessions, introductory seminars, and awareness activities for the teaching workforce, in general, are required. This is especially beneficial for provincial, division, and community educators. It is additionally crucial to examine the current educational materials (instruction handbook, teachers' references, publications, worksheets, student groups, etc.) and implement any necessary modifications to ensure that the resources support the curriculum delivery by instructors.

Monitoring and Assessment. This seems to be likely to be among the most challenging tasks, but it is essential to achieving the stated objective of implementation. A straightforward method might involve establishing a guideline of the above-mentioned main actions and then measuring the implementation of every task. Nevertheless, this list may only aid in monitoring the outcomes associated with each action and not the actual results. Developing performance metrics for evaluating and tracking the program's effects would be among the obstacles the institutions will be required to overcome. In this context, it is vital to note that community-based participative monitoring strategies can be extremely beneficial. It is recommended that a monitoring and an evaluating committee comprised of members of the academic advisory committee and a consultative committee be tasked with implementing or creating the Medical Colleges Emergency Language Competence Framework. Students' understanding of Emergency Language Competence may be assessed at different intervals using checklists. Furthermore, a school safety month might be held at the conclusion of the learning programs to assess the information exchange.

Conclusion

Safe and encouraging learning settings establish a base of positive connections and processes which can assist faculty and students in dealing with emergency management's difficulties and develop resiliency to address emerging challenges. To better equip for and handle a crisis, promoting and providing a safe, inclusive educational experience is essential.

Emergency language competencies refer to a country's language ability to respond to catastrophes similar to the COVID-19 outbreak. The objective of establishing and enhancing Emergency language competence among medical students is to satisfy the language requirements of disaster response attempts and to devote adequate time and resources to the language's importance in the preventive intervention, reactions, and recovery processes in medical colleges. Given the difficulty of developing a framework for Emergency language competency, researchers must study specific linguistic service techniques with great care. The linguistic lessons learned from China's reaction to the COVID-19 outbreak would surely benefit the development of Emergency linguistic competency frameworks in medical institutions throughout China and the world.

Declaration of Conflicting Interests

The author declared no potential conflicts of interest with respect to the research, authorship, and/or publication of this article.

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