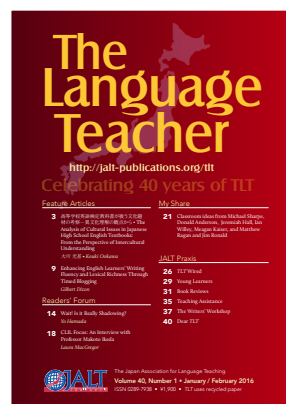


The Language Teacher

The Language Teacher (TLT) is the bimonthly publication of the Japan Association for Language Teaching (JALT). It publishes articles and other material related to language teaching, particularly in an Asian context. *TLT* also serves the important role of publicizing information about the organization and its many events.. As a nonprofit organization dedicated to promoting excellence in language learning, teaching, and research, JALT has a rich tradition of publishing relevant material in its many publications.



Links

- JALT Publications: <http://jalt-publications.org>
- *The Language Teacher*: <http://jalt-publications.org/tlt>
- *JALT Journal*: <http://jalt-publications.org/jj>
- *Postconference Publication*: <http://jalt-publications.org/proceedings>

- JALT National: <http://jalt.org>
- Membership: <http://jalt.org/main/membership>

Provided for non-commercial research and education.
Not for reproduction, distribution, or commercial use.

General English or ESP for Liberal Education? What Students Want and Why

Mark Rebuck

Meijo University

First-year students in Japanese universities take a variety of liberal education classes. While pharmacy/medical English classes are incorporated into most pharmacy-course curricula, the content of liberal-education English classes is usually more general. This study examines what students desire from their liberal-education English reading classes: ESP (English for Specific Purposes), GE (General English), or combinations of the two. A questionnaire was completed by 511 first-year pharmacy students over two years. Results showed that only a small minority desired wholly GE classes, with the highest percentage of students favoring ESP-orientated lessons. It also emerged that there was a degree of concordance between desired class type and (perceived) actual class type. Students' responses to an open-ended question illuminated the merits and demerits of ESP and GE for liberal education. Comments from interviews with the teachers of the reading classes added a further perspective to the study.

日本の大学1年生は様々な教養教育の授業を受ける。ほとんどの薬学課程のカリキュラムには薬学・医療英語が盛り込まれている一方、教養教育の英語授業の内容は通常一般的なものである。本論では、1年生の教養教育の英語リーディング授業に学生達が何を望むかを検証した。ESP(特定の目的の英語)、GE(一般英語)、そしてESPとGEを組み合わせた授業型を選択肢とし、薬学部1年生511人に2年にわたりアンケートを行った。その結果、完全なGEを望んでいた学生はわずかであり、最も高い割合で望まれていたのはESPだった。しかし、学生が実際に受けていた授業形式と、希望する授業形式が一致する傾向がある程度見られた。学生の自由記述の回答では、教養教育におけるESPとGEそれぞれの長所と短所が明らかになった。本論にさらなる視点を加えるものとして、リーディング授業担当の教師達へのインタビューも行った。

In the author's office are 60 envelopes, each containing one lesson. Half of the envelopes are pink, while the other half of them are brown. The pink lessons have titles such as "What makes you annoyed?" and "Asking about jobs." Suitable for students in various disciplines, they could be classed as General English (GE) lessons. In contrast, the brown ones are tailor-made for pharmacy students, covering topics such as "Aspirin's Mechanism of Action" and "Opioids in Palliative Care". These lessons follow a language-teaching approach known as ESP (English for Specific Purposes), a key feature being that "the content and aims . . . are fixed by the specific needs of a particular group of learners" (Richards & Schmidt, 2010, p. 198). Further, targeting future healthcare

professionals, the lessons belong to an ESP branch called EMP (English for Medical Purposes). While EMP courses are generally included at some point in pharmacy programs in Japanese universities, first-year *kyoyo kyoiku* (liberal or general education) English classes often focus on general topics.

Employed as a faculty member at a pharmacy school in 2013, the author was required to teach a reading course for *kyoyo kyoiku eigo* (KKE), or English for liberal education. University guidelines for the *kyoyo* education, stipulated that "some medical/science content" be included in these courses, but left it to individual teachers to decide the amount. With an EMP textbook (Noguchi, Kagota, & Nishikata, 2005), the author shaped his course around predominately medical-related content. By 2014, the other four (part-time) reading teachers were also using EMP textbooks. However, their respective emphasis on GE and EMP differed. To inform possible future curriculum changes, the author considered it important to ascertain what students desired from KKE reading classes, in terms of the relative GE and EMP mix.

Background

ESP places priority on the learners' needs and is often contrasted with GE, which as Harding (2007) writes, is "sometimes, perhaps unfairly, labelled English for No Obvious Purpose" (p. 6). Shi (2009) defines EMP as the "teaching of English needed by . . . medical personnel . . . and students" (p. 207), and stresses that EMP teachers, as "content-orientated educators," need to have some content knowledge (p. 221). How much knowledge is "a common topic of ESP literature" (Paltridge, 2012, p. 182).

There are several reasons for teaching EMP to pharmacy students. The most obvious is that pharmacists may need to communicate with foreign English-speaking patients. Moreover, an important part of the pharmacist's job is providing medication information to other healthcare professionals, and much up-to-date information is in English (Osawa, Yamashita, & Laforge, 2014). During university, students will also need to navigate English journal articles for specialist courses.

Little has been written on the role ESP should play in KKE, but Shimizu (1999) explored whether English education should concern itself mainly with “*kyoyo*” (education for cultivation of the mind) or “*jistuyo*” (education with a practical application). She described the concentration in university on the intensive reading of literary works, often criticized as *tsukienai eigo* (English that is useless in real life). Shimizu, concerned that her medical students’ needs were not being met, details how she combined medical topics with more general ones (for example, a reading on kidney dialysis is followed by a passage on the Trojan War) to create a curriculum that would “foster health professionals with a rich humanity” (p. 31).

The Study

Participants and Instruments

This study was conducted in the pharmacy faculty of a private Japanese university. First-year students responded to a questionnaire (shown in Appendix A) on the KKE reading courses. The questionnaire was distributed at the end of the second semester in 2014 and 2015 during a mandatory EMP course (not the KKE reading classes). A total of 511 students completed the questionnaire.

For Item 1, students circled their teacher’s name. For Item 2, they indicated which of the following best described their reading class: (a) General English (GE); (b) GE with limited ESP (GE^{+ESP}); (c) All ESP (ESP); or (d) ESP with limited GE (ESP^{+GE}). Item 3 required students to mark the class/course type (CT) they most wanted, using the same categories

as for Item 2. A student who, for example, circled GE for Item 2, but ESP for Item 3, indicated that a disparity existed between the CT they perceived they were getting and that which they desired. Item 4 is an open-ended question that asked students their reason(s) for their Item 3 choice.

Interviews

In order to gauge the reading teachers’ views on KKE content, the author interviewed each of the teachers. Space does not permit a detailed reporting of their responses, but their comments are referred to where appropriate (see Appendix B for the main interview questions).

Results and Discussion

Data from the Closed Questions

ESP or GE? Students’ Perceptions

Table 1 shows how students perceived their reading class. Each teacher is represented by a letter. It shows ways that students in the same class differed in their perception of lesson type. However, the degree to which these perceptions diverged varied with each teacher. Comparing M and R, for example, it is clear that there was less agreement amongst students as to M’s CT. In 2015, approximately 60% of M’s lessons were perceived to be GE or GE^{+ESP}, and for R, 100% of students judged this teacher’s lessons to be either ESP or ESP^{+GE}. In the interviews, M described his/her CT as GE^{+ESP}, explaining that the reading passages in the EMP textbook were mainly used to revise “grammar and

Table 1. Students’ Perception of Class Type (CT)

	Teacher (n =)	Total (n)	GE	GE ^{+ESP}	ESP	ESP ^{+GE}
2014	W (ESP)	45	4.4	8.9	35.6	51.1
	T (ESP)	48	2.1	14.6	54.1	29.2
	K (ESP ^{+GE})	53	0	35.8	39.6	24.5
	M (GE ^{+ESP})	52	28.8	50.0	13.5	7.7
	R (ESP)	54	0	1.8	89.1	9.1
	All Students	252	7.2%	22.6 %	46.7 %	23.5 %
2015	W (GE ^{+ESP})	41	19.5	75.6	0	4.9
	T (ESP)	45	0	11.1	73.3	15.6
	K (ESP ^{+GE})	64	4.7	18.8	40.6	35.9
	M (GE ^{+ESP})	67	9.0	50.7	17.9	22.4
	R (ESP)	42	0	0	90.5	9.5
	All Students	259	6.6 %	31.7 %	42.1 %	19.7 %

vocabulary students had done in high school” (the parenthesized abbreviations in the Teacher column of the table indicate each teacher’s evaluation of their own class type, as revealed during interviews). Some students probably considered that intensive reading of a passage on a medical-related topic constituted ESP; others did not. In contrast to M, R used the texts as a springboard to explore the content itself (see Rebuck, 2015, for an example of this in practice).

Another point of interest from Table 1 is how W’s categorization of his/her class changed greatly between 2014 and 2015. In 2014 only 13% of students considered W’s lesson to be either GE or GE^{+ESP}. In 2015 this rose to 95%. This change was likely due in large part to W switching textbooks, from a pharmacy-English textbook in 2014 to one on British culture and history in 2015. This raises two points pertinent to the teaching of ESP in KKE. The first concerns the teaching of content by teachers without a specialized background, which Rebuck (2016) argues is necessary for such instruction. When asked why the course textbook was changed, W replied:

Many students couldn’t understand the contents of the [pharmacy English] textbook. It was not just the English, but they didn’t have the background knowledge. Also, it was difficult for me to teach the book because I don’t have a science background.... Students didn’t seem happy, so I changed books to teach what I’m more familiar with. (Personal communication, October 25, 2015)

In addition to a lack of background knowledge, by both students and the teachers, another reason for focusing on GE concerns the purpose of *kyoyo kyoyiku*. M offered the following reply: “When students do EMP courses they need to learn specialist vocabulary, but during the first year it’s more important for them to broaden their horizons”. (Personal communication, October 13, 2015)

The above comment by M on the priorities of KKE could be seen in the context of a wider debate over the role of liberal education. Ikegami (2014) for example, argues that:

[learning] that is immediately useful, will often quickly become obsolete in the real world, while that which is not useful immediately will be most useful in the long term... Therefore, genuine liberal education could be said to be that which is not useful in the short-term. (Ikegami, 2014, p. 30)

Ikegami’s view was echoed by Hibi (2015), who stressed that universities “must not become voca-

tional training schools” (p. 17). While few would argue with this sentiment, the reality facing pharmacy students should be addressed: At the end of a demanding six-year pharmacy course, students take the national pharmacy examination; without passing this they cannot become pharmacists. Can they really afford to spend time learning about Henry IV (as they do in one of W’s lessons)?

ESP or GE? The Students’ Desires

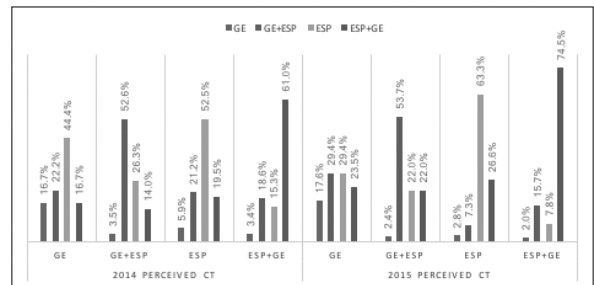


Figure 1. Relationship between Perceived Class Type (CT) and Desired CT (vertical axis)

Figure 1 shows that the narrowest discrepancy between actual and desired CT was for ESP^{+GE}. Thus, of the students who perceived their lesson to be ESP^{+GE}, 61% ($n=36$) and 74.6% ($n=38$) most desired this CT in 2014 and 2015, respectively. On the other hand, of the students who regarded GE as their CT, only 16.7% ($n=3$) in 2014 and 17.6% ($n=3$) in 2015 desired GE.

While Figure 1 indicates that in 2014 and 2015, the largest percentage of students desired ESP and the smallest percentage GE lessons, Table 2, which shows the CT desired for each teacher, suggests students may tend to desire the class they perceived to have received. This is exemplified by W. In 2014, as Table 1 shows, most (57%) of W’s students judged his/her class to be ESP^{+GE}; Table 2 indicates that the largest percentage (48%) of W’s students also desired ESP^{+GE}. In 2015, as mentioned in the previous section, W switched to a textbook with topics on British history, and the majority (75%) of W’s students in that year perceived the class to be GE^{+ESP}. Again, the largest percentage (63%) also considered GE^{+ESP} to be the most desirable. Perhaps students cognitively justify the class they are in or imbue their teacher’s philosophy (implied or expressed explicitly in class).

Table 3 is an overview of the data with the four CT merged into two columns, with both years combined (GE indicates GE and GE^{+ESP}; ESP indicates ESP and ESP^{+GE})

Table 2. Class Type (CT) Desired by Students for Each Teacher

	Teacher	Total (n)	GE	GE+ESP	ESP	ESP+GE
2014	W (ESP)	45	4.3	23.9	23.9	47.8
	T (ESP)	48	4.2	29.2	35.4	29.2
	K (ESP+GE)	53	3.8	26.4	41.5	24.5
	M (GE+ESP)	52	7.7	44.2	32.7	15.4
	R (ESP)	54	7.3	14.5	49.1.0	27.3
	All Students	252	5.5	27.6	37.0	28.3)
2015	W (GE+ESP)	41	7.3	63.4	14.6	14.6
	T (ESP)	45	4.4	17.8	44.4	33.3
	K (ESP+GE)	64	3.1	7.8	42.2	46.9
	M (GE+ESP)	67	3.0	31.3	29.9	35.8
	R (ESP)	42	0	11.9	54.8	33.3
	All Students	259	3.5%	25.1%	37.1%	34.4%

A chi-square test showed a significant difference between the two merged classes (GE-perception and ESP-perception) in their desire for GE or ESP-orientated lessons ($\chi^2(1) = 63.67, p < .01$). It is clear that most students who considered their class to have a substantial ESP content also wanted this CT to be provided.

Table 3. Data for 2014 and 2015 with Class Types (CT) Merged

Perceived CT	Desired CT		Total
	GE-orientated	ESP-orientated	
GE-perception	54.1% (94)	45.9% (80)	174
ESP-perception	19.4% (65)	80.6% (272)	337
Total	31.2% (159)	68.8% (352)	N = 511

Response to Open-Ended Question

Based on the responses to Items 2 and 3, the questionnaires were placed into two groups: (1) responses from students who wanted more ESP or less GE, and (2) responses from students who wanted less ESP or more GE. Students whose Item 2 and Item 3 choice matched were placed into one of these groups, depending on whether the match was ESP-orientated (ESP or ESP+GE) or GE-orientated (GE or GE+ESP). Through highlighting the main points in the students’ responses to Item 4, a num-

ber of themes emerged. Under the two main categories, further subcategories were created according to the reason(s) contained in the comments. The main reasons are described below and Appendix C outlines others.

Reasons for Desiring ESP

The most frequent response was that ESP will be useful in students’ professional careers, for example, to help in communicating with foreign patients.

The second most common reason could be classed as commensurate to status. That is, students felt ESP was something they should be doing. The following comment falls into this category (the code in parentheses indicates the teacher, the actual lesson form, and desired lesson form). The main reasons are described below and Appendix C outlines others. All the students’ comments in the following sections were translated by the author.

Learning general English is important, but this is something we did before entering university. This is a pharmacy faculty, and we should do more content directly useful to us (W: GE+ESP→ESP).

Students also felt that EMP content can relate to other courses: for example, “By doing medical and pharmacy-related topics we learn about illnesses and medication relevant to other classes. In R’s class the content is difficult, but topics such as diabetes help us to understand other lessons” (R: ESP→ESP).

An example of another reason-category, start early, is expressed in the following comment: “To prepare us for the difficult pharmacy English classes

in our second and third years, we need to use medical-related content in our reading classes. Also, the earlier we're exposed to medical vocabulary, the better we'll remember it" (K: $ESP^{+GE} \rightarrow ESP^{+GE}$).

Motivation was the fourth category, with the most frequent reason being that medical content was more relevant and thus more likely to rouse students' interest. This relevance was mainly related to the content's utility value; EMP would be useful for other courses and/or future careers. Some students considered EMP motivating because it made them feel, as one put it, that they were "on the road to becoming pharmacists" (R: $ESP \rightarrow ESP$).

Reasons for Desiring GE

The most frequent reason for desiring GE was that the basics should take priority: "Between finishing our entrance exams and entering university our English level has dropped. So, in our first year we need to return to our previous level by going over the basics" (W: $GE^{+ESP} \rightarrow GE^{+ESP}$).

Actual or perceived level of difficulty was the second most frequent reason. A number of students wrote that the problems understanding specialist content related to a lack of background knowledge rather than language ability per se: for example, "As first-year students we still haven't learnt much about pharmacy, and without this background knowledge it's hard to understand medical topics taught in English" (W: $GE^{+ESP} \rightarrow GE^{+ESP}$).

Numerous students felt also that KKE should be about expanding horizons beyond their major: "If we just stick to topics related to pharmacy, our knowledge will become lopsided" (M: $GE^{+ESP} \rightarrow GE^{+ESP}$).

Many comments reflected the results from the quantitative data that indicated a desire from the majority of respondents for a blend of GE and EMP: "This is the pharmacy department so we should do topics related to healthcare. But I haven't mastered grammar yet, so we also need to do basic English" (K: $ESP^{+GE} \rightarrow ESP^{+GE}$).

Another category, "fairness across classes," should be noted because it includes comments that called for both more GE and ESP: for example, "In Introduction to Medical English, I felt at a disadvantage compared to students who had been in a reading class focusing on medical English. All reading classes should do basically the same, otherwise it's not fair" ($GE^{+ESP} \rightarrow GE^{+ESP}$).

This student wanted all classes to be GE-orientated lessons, but others suggested achieving fairness by making classes more EMP orientated. Although

such comments numbered only around a dozen, they are a reminder that students exchange information about each other's lessons, and that, particularly in the competitive environment of a pharmacy faculty, students may feel disadvantaged due to their placement in one class rather than another.

Conclusion

It can be seen from this study that, although the vast majority of pharmacy students desired their reading courses to contain discipline-relevant content, many also wanted some GE. After reflecting on the results, the author now gives students a break from pharmacy English with several GE lessons each semester. The perfect content mix for all students may be unachievable, but this study suggests a combination may be the best option for pharmacy students. This finding could be applicable to other faculties with ESP courses, such as medicine and nursing.

Many students in this study were perhaps unclear as to the distinction between GE and ESP. While Belcher (2009) devotes 18 pages to an overview of "What ESP is and can be", the author's questionnaire sought to distinguish between the approaches in only a few lines. It would, therefore, not be surprising if students were somewhat inconsistent in their interpretation of the two terms. Responses indicated that most students considered GE as referring to general topics and/or basic grammar and everyday vocabulary, while ESP was considered to be medical-related content and vocabulary. A more detailed explanation of the distinction may have impacted the results.

Future research could focus on teacher motivation to become familiar with the students' area of study or, as one peer-reviewer suggested, on the thorny issue of ESP-relevant teacher qualifications. It may also be interesting to ascertain students' class preference in a pharmacy faculty whose English reading courses were solely GE. If the finding from the present study—that students tend to desire what they are getting—is not an anomaly, we may expect students exposed only to GE to have a limited desire for EMP classes. It is important, however, to remember that students' *wants* constitute just one aspect of needs analyses. However satisfied students are with the GE-status quo, we should consider whether English for liberal education without discipline-related content is really best for their long-term needs.

References

- Belcher, D. (2009). What ESP is and can be: An introduction. In D. Belcher (Ed.), *English for specific purposes in theory and practice* (pp. 1–20). Ann Arbor, MI: University of Michigan Press.
- Harding, K. (2007). *English for specific purposes*. Oxford, UK: Oxford University Press.
- Hibi, Y. (2015, September). *Ima daigaku de nani wo manabu-ubekika* [What should we be learning in university now?] *Dokusho no Izumi*, 144, 16–22. .
- Ikegami, A. (2014). *Otona no kyokyo* [Liberal arts for adults]. Tokyo: NHK Books.
- Noguchi, J., Kagota, S., & Nishikata, M. (2005). *Gateway to medical English*. Tokyo: Pearson Education.
- Osawa, S., Yamashita, M., & Laforge, M. (2014). *Yakugaku kyoiku ni okeru donyuki ESP: ippaneigo kara yakugakueigo eno hashiwatashi*. [Introductory ESP in pharmaceutical education: Transition from general English to English for pharmaceutical sciences]. *Journal of the Chubu English Language Education Society*, 43, 259–266.
- Paltridge, B. (2012). Teaching English for specific purposes. In Burns, A. & Richards J. C. (Eds.). *Pedagogy and practice in second language teaching*, (pp. 179–185). New York: Cambridge University Press.
- Rebuck, M. (2015). Why's the wrong textbook open? Exploring and reducing off-task behavior in an English for pharmacy class. *Meijo bulletin of humanities*, 51(1), 15–35.
- Rebuck, M. (2016). Making a reading passage just that in an EMP lesson. In P. Clements, A. Krause, & H. Brown (Eds.), *Focus on the learner*. Tokyo: JALT.
- Richards, J. C., & Schmidt, R. (2010). *Longman dictionary of language teaching and applied linguistics* (4th ed.). London: Longman.
- Shi, L. (2009). English for medical purposes. In D. Belcher, (Ed.), *English for specific purposes in theory and practice* (pp. 205–228). Ann Arbor: University of Michigan Press.
- Shimizu, M. (1999). *Kiso kyoikukatei ni okeru igaku/iryoeigo kyoiku no jissen to kadai to ESP toshite no igaku/iryoeigo kyoiku* [The practice and problems of teaching English for specific purposes to medical and para-medical students in a basic educational course]. *Kawasaki Journal of Medical Welfare*, 9(1), 25–32.

Mark Rebuck has taught English in London, Korea, and Japan since the early 1990s. He holds an MA in Japanese Studies from Sheffield University and an MA in TEFL from the University of Birmingham. His areas of interest include materials development utilizing authentic resources, particularly in the field of medical English.



Appendix A: Questionnaire (Japanese)

On the hard copy of the questionnaire completed by students, the teachers' actual names were, of course, written in full.

一年生の英語授業の内容に関するアンケート 後期2015

このアンケートはX大学薬学部の学生のみさんの、英語に対するニーズを把握し、今後の授業改善に役立てるために行います。無記名で行いので、思ったままを記入してください。ご協力よろしくお願いたします。

次はみなさんが受けている教養英語リーディング授業についての質問です。

英語の授業の中身に関しては大きく分けると2種類あります。一つ目は一般英語General Englishです。一般英語の授業のトピックはさまざまで、多くの場合、受講している学生の専門性とは直接関係がありません。二つ目は「特定の目的のための英語」ESP (English for Specific Purposes)です。ESPの授業は学生の専門分野と関係があり、将来の職業に関連する内容になっています。この授業【医療英語入門】で利用している教科書は『医療従事者“healthcare professionals”』を対象に作られたものなのでこのクラスはESPのクラスと考えられます。

Q1. あなたが受けている教養英語のリーディングクラス(Reading class)の先生は誰ですか。当てはまる先生の名前の横に○を付けてください。

- | | |
|--------|--------|
| 1. W先生 | 2. T先生 |
| 3. K先生 | 4. M先生 |
| 5. R先生 | |

Q2. あなたが受けているリーディングクラスの中身は、次の1~4のどれが一番当てはまりますか?ひとつだけ○を付けてください。

- 「一般英語」で授業のトピックは医療・薬学に特化していない。
- 「一般英語」だが医療関係の内容が限定的に取り扱われている。(例えば、一学期の間に1つか2つの授業は医療に関する内容が取り入れられている)
- 「ESP:特定の目的のための英語」で授業のトピックは医療・薬学に関連していて、学生の専門と関係がある。
- 大体「ESP特定の目的のための英語」だが、一部の授業内容は「一般英語」的な英語に属する。

Q3. 授業の内容だけに関して聞きます。次の授業の種類1~4のうち、薬学部の一年生に提供すべきなのはどれですか。一つに○を付けてください。

- 「一般英語」で授業のトピックは医療・薬学に特化していない。
- 「一般英語」だが医療関係の内容が限定的に取り扱われている。
- 「特定の目的のための英語」で授業のトピックは医療・薬学に関連していて、学生の専門と関係がある。

4. 大体「特定の目的のための英語」だが、一部の授業内容は「一般英語」的な英語に属する。

Q4. なぜそのようなクラスが一番好きですか?その理由を書いてください。

Q5. 一年生英語の授業の内容について意見がありましたら是非書いてください

English Translation

Questionnaire on the content of first-year English classes Semester 2 2015

This questionnaire is to find out the needs of students at X University, and to help improve lessons. It is anonymous, so please write what you think. Thank you for your cooperation.

It is possible to categorize the content of English lessons into two kinds. The first is General English (GE). In GE lessons there are various topics, most of which will not be directly related to the students' major. The second kind is ESP (English for Specific Purposes). These lessons are directly related to the students' major and have content that will be relevant to their future careers. Introduction to Medical English [the name of the course in which students completed the questionnaire], uses a textbook made specifically for future healthcare professionals. This course, therefore, could be considered an ESP one.

These questions are related to your kyoyo kyoiku [basic education] English reading classes

Q1. Who is your reading-class teacher? Put a ○ next to the teacher.

- | | |
|------|------|
| 1. W | 2. T |
| 3. K | 4. M |
| 5. R | |

Q2. How would you describe the content of your class. Put a ○ next to the one from below that most closely describes it.

1. General English (GE): Topics in the lesson are not specifically about healthcare/pharmacy.
2. Mostly GE but also with limited medical-related content.
3. ESP with the topics related to healthcare and medicine.
4. Mostly ESP but also with limited GE type content.

Q3. This question is asking you only about the content of the classes. From the following lesson types below, which do you think should be given to first-year pharmacy students? Put a ○ next to one.

1. General English (GE): Topics in the lesson are not specifically about healthcare/pharmacy.
2. Mostly GE but also with limited medical-related content.
3. ESP with the topics related to healthcare and medicine.
4. Mostly ESP but also with limited GE type content

Q4. Why is the class type you marked the most preferable? Please write the reason below.

Q5. If you have any comments about the first-year English classes, feel free to write them below.

Appendix B: The Key Questions Asked in the Teacher Interviews

1. How would you categorize your class? (The interviewee is shown Item 2 of the students' questionnaire in Appendix A)
2. What do you think is the best lesson type for students? Why?
3. How do you feel about teaching medical related content?
4. How do you go about preparing for lessons with medical-related content?
5. What do you consider to be the role of kyoyo kyoiku (liberal arts/general education) English classes?

Appendix C: Students' Reasons for Desiring a Certain Lesson Type

It was common for a single comment to express more than view. The categorizing into groups was not an exact science, but the Total Comments column does give a fairly accurate representation of the relative number of times a certain reason was given. For both of the tables below, the Total column indicates the number of comments in each category for 2014 and 2015 combined.

Abbreviations used in the table: EMP (English for Medical Purposes); ESP (English for Specific Purposes); GE (General English)

Table 5. Reasons for Desiring more ESP or Being Satisfied with ESP-Orientated Lessons

General Category	Main Views Expressed	Total
Necessary	Needed for future career. Will need EMP for subject courses. Important for reading journal articles, obtaining medical information, and for study abroad programs.	170
Commen- surate with pharmacy student status	We entered university to become pharmacists, so we should do medical-related topics. We are pharmacy students, so we expect to study topics related to our area of study. We want to be challenged. It's meaningless to repeat what we did in high school.	70
Start early	Medical English is difficult, so it's best to start from the first year. The more we are exposed to medical language the better.	59
Motivation	Relevant content grabs our attention and heightens our self-awareness that we are studying to be pharmacists.	52

Table 6. Reasons for Desiring Less ESP or Being Satisfied with GE-Orientated Lessons

General Category	Main Views Expressed	Total
Need basics	Need to review what we did in high school. If we do not do the basics, we will forget. Need strong foundation on which to study medical English.	67
Too difficult	Too much EMP makes the lesson a struggle. Need to introduce medical content gradually, otherwise we will lose motivation.	62
Need GE	GE necessary for communication with foreign patients and friends. Need GE to read journals and for TOEIC. GE provides a necessary break from difficult pharmacy/science-related topics.	52
Broaden horizons	The first year is about gaining a broad knowledge.	39
Lack Knowledge	In the first year we lack the background in pharmacy necessary to understand specialist content in Japanese, let alone English.	33
Not necessary	EMP will be taught in other classes, so we do not need to do it now.	22
Too Early	Introducing difficult content too early will reduce motivation. Students are not yet used to university life, so we should do easy English to start with.	18



**JALTCALL
2017**

*Active Learning
Through CALL*

June 16-18, 2017

Matsuyama University, Shikoku

Invited speakers: Leigh Graves Wolf &
Laurence Anthony

<http://conference2017.jaltcall.org>

JALT Apple Store



Don't forget, JALT membership brings added bonuses, such as discounted Apple products through the JALT Apple Store.

[<jalt.org/apple>](http://jalt.org/apple)

Osaka JALT

Back to School 2017

Saturday, 27 May 2017

9:00am - 5:00pm

Keynote Speaker: Professor Gordon Bateson of Kochi University of Technology
• *Theory and Practice of Gamification in the Language Learning Classroom*

Back to School 2017 is Osaka JALT's 7th annual spring mini-conference which aims to share ideas on a wide range of topics to help everyone in the new school year. With long and short presentations, poster sessions, and plenty of time to socialize (including a dinner party afterwards at a nearby restaurant), there is sure to be something for everyone.

<http://www.osakajalt.org>