Field/分野: ESP

English for Pharmacy Students: A Native English Teacher's Approach to Using *Pharmaceutical English 1*

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1. Rationale for Recent Changes in Pharmaceutical Education

In the field of pharmacy, recent globalization trends require a speedy drug-approval process with a common set of criteria for research as well as ethical issues. As such, these changes in society and industry have required a fundamental review of pharmaceutical education. As a national standard, the Pharmaceutical Society of Japan's Model Core Curriculum for Pharmaceutical Education (The Core) was established in 2002. As a result of the curriculum changes, current students wishing to become a pharmacist have to study for six years (instead of four) from 2006. The objectives of the curriculum change are twofold: the fostering of pharmacists that can be trusted by society and the cultivation of a future generation of proficient researchers. From 2009, all pharmacy universities have to conduct their first periodic self-inspection and self-evaluation based on the same set of criteria, “Self-evaluation 21,” and make their reports available to the public. In regard to English education, three criteria are stated: 1. English education should cover the four skills of “reading,” “writing,” “listening,” and “speaking.” 2. English education should focus on helping students master English for clinical settings, research activities, participating in scientific meetings, and so on. 3. Education for improving students' English proficiency should be continued for four years.

2. JAPE’s Origins and Project for Materials Development for Pharmacy Students

Since 2007, members of the Japan Association of Pharmaceutical English (JAPE), both English teachers and pharmacy teachers, interested in English for pharmacy, have worked together on producing textbooks especially for our students (non-English majors in a school of pharmacy). *Pharmaceutical English 1* (PE 1) has been published (see our report in the proceedings from the 47th JACET National
Convention and *Pharmaceutical English 2* is currently being piloted. Both texts are in accordance with The Core, with each chapter of the texts correlating to one of the 20 aspects of The Core. In each chapter of PE 1, it was agreed that a basic template would be followed. This means that there are the following sections: reading, vocabulary, writing, “Say it in English,” dictation, and further information. The readings average over 800 words in length and are from various sources (texts for pharmacy students in America, newspapers, texts for high school students in England, as well as various homepages). Permission to use the original texts was sought and gained in each case. The exercises (vocabulary, writing, “Say it in English,” and dictation), to help improve all four skills of the students, are all oriented towards English for pharmacy students.

3. How I Use PE 1 at Tokyo University of Pharmacy and Life Sciences

I teach first-year students in a required course called “Communication.” There are about 37 students in each class and we meet once a week for 70 minutes at a time. By the way, their TOEIC scores range from 350-850, with an average of 425. Furthermore, their motivations to study English vary as much as their TOEIC scores. However, their response to PE 1, where their four skills are challenged and they are exposed to English for math, science, and pharmacy has been very favorable. In class, we focus on two exercises: “writing” and “dictation.” In the former, students are asked (as homework) to translate a dialog between a pharmacist and a patient from Japanese into English. Students are called randomly to share their answers on the blackboard and then I share the answer I have. We compare and contrast the two and students are able to learn both science and natural English. In the latter, students’ listening skills are improved through dictation and the shadowing of vocabulary and phrases to help them discern challenging sounds in English. The students are often surprised at the answers, but show improvement in their listening skills over the year.

In short, participants of this Classroom Activity will have the opportunity to see how English for pharmacy students is taught by a native speaker using PE 1. After the presentation, there will be time for questions and comments.