

The Practice and Problems of Teaching English for a Specific Purpose to Medical and Para-medical Students in a Basic Educational Course

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As the internationalization and globalization of Japan accelerates, general education in universities, especially instruction in foreign languages, has been under review.

Specifically, strong attention has been paid to the revitalization of English education. The main criticism from external critics and groups pertains to the teacher-guided intensive reading of English, which usually covers ancient to contemporary English or American Literature. Even now, I believe the traditional English reading class, under guidelines of national curricular policy, remains an effective educational strategy. However, it has not necessarily been an educational approach which takes students' interests and their future occupational goals into consideration. Being aware of students' needs in the medical and para-medical fields for about fifteen years, I have introduced English for specific purpose (ESP) into the English classes, as suggested by H.G. Widdowson's communicative approach in English for science and technology (EST). Also, I have combined ESP with general English in preparing teaching materials.

In this paper, I examine the English educational strategy and materials that I used at Kawasaki College of Allied Health Professions and Kawasaki Medical School. In a subsequent paper, medical English teaching will be examined, including identifying some problems in the basic course at Kawasaki University of Medical Welfare.

On I-self in Human Phenomena and Personal Capacity of Value Judgement

Makoto SEKIYA

What subsists (subsistere) in every personal act is called 'I-self'. It must not be confused with the ego (in a contemporary use) or the self awareness entity in personal activities. It is just the 'I-self' which appears among things and deeds as far as a human person is concerned. The manuscript is focussed on clarifying the 'I-self'.

The 'I-self' is associated with personal concerns and interests which look forward to the world open to him or her, that is, a person has his or her horizon which includes the 'I-self' in actual relations with other persons. Whatever stands as good values are created by the personal capacity of choice which directs the world toward the creation of well-being in human relations.

Personal strength of will determine his or her choice of values. The strength of will maintains regular norms and rules so that the well-being of the world endures, but not in the way that physical laws and rules work in the physical system.

The capacity to choose values joins with the capacity to judge what is valuable. Thus, personal will to choose and determine what is good is fundamental in human phenomena. In reality, a personal sense of commitment often survives the social system against all odds.

The Structure of Subjective Well-Being

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The structure of subjective well-being was examined in this research. Three hundred and sixty-seven college students performed a life satisfaction questionnaire and trait scales of affects. The results showed that cognitive evaluation of life scores positively correlated with the affect of 'energy', and negatively