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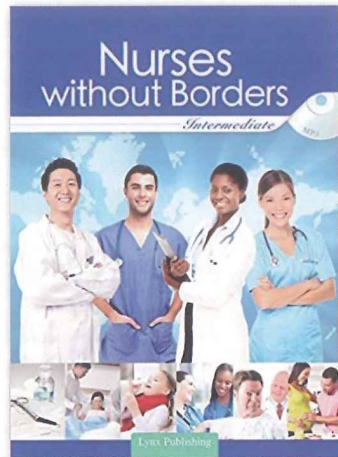
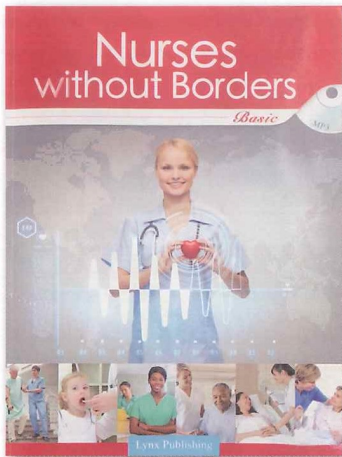
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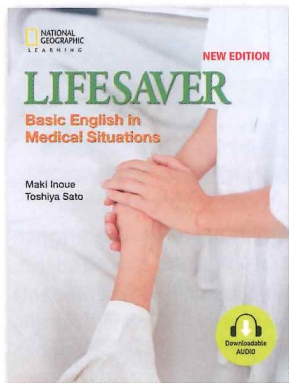
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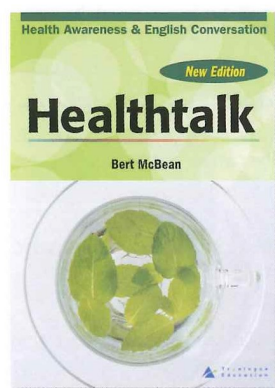
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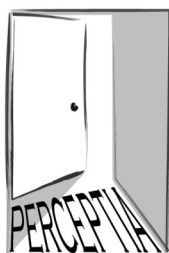
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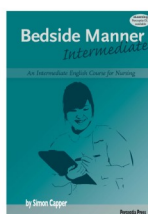


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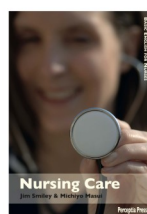


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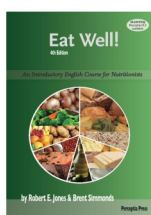


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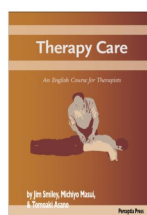


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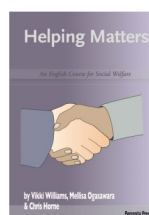


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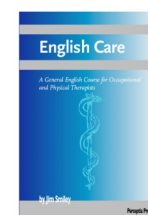


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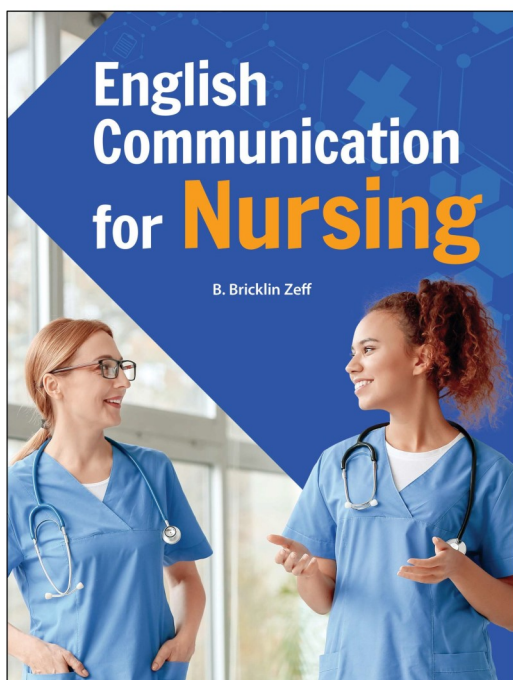


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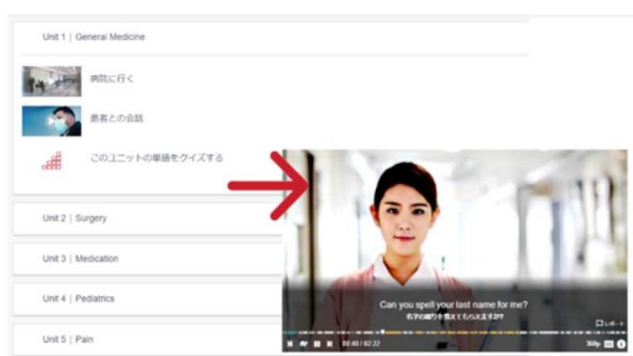
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From the Editor Jeffrey Huffman

Spring is in the air as I take a moment to enjoy the softly “snowing” cherry blossoms outside my office window. I hope you have all been able to find much-needed moments of rest and peace during the spring holiday, even in the midst of increased instability and conflict globally.

Welcome to the April 2025 issue of *Nursing English Nexus*, the official journal of the Japan Association for Nursing English Teaching (JANET). This issue revisits two themes that have become common for this journal and JANET in general: short-term study abroad experiences for nursing students and descriptions and evaluations of teaching materials and methods. You will also find an essay written by a practicing nurse about the importance of English proficiency for Japanese nurses.

The first research article in this issue is by Kumi Matsuzaki and her colleagues, Yumi Fukaya and Suma Suzuki, of Japanese Red Cross Toyota College of Nursing. The article describes the planning and implementation of a short-term training program for Japanese nursing students in Australia, along with a thorough analysis of the outcomes, both in terms of student questionnaire responses and alignment with initial program objectives. The second research article is by Su-Jen Lai of Chang Gung University in Taiwan. Her article describes an entire 16-week EFL nursing English course and then analyzes students’ perspectives on their learning experiences in the course, based on questionnaire responses. Both of these articles contain a wealth of details and insights that will be useful to nursing English educators seeking to develop or refresh their own courses and programs.

Finally, in our Discussion & Observations section, Miku Nabuchi, a Japanese nurse and a student at Conestoga College in Canada, writes about the need for Japanese nurses to improve their English proficiency. This essay, written in both English and Japanese, also provides concrete hints to help busy nurses find time to study and practice their English communication skills.

Many thanks to our dedicated reviewers and editors, and as usual we invite readers to consider contributing to our next issue, keeping in mind that we have a broad variety of submission categories available, as you can see below. The next deadline for submissions is July 15, 2025, and the submission guidelines are available at our website via the link at the bottom of this page.

Call for papers: We welcome anyone with an interest in any aspect of nursing English education to submit an article – in English or Japanese – in one of the following formats:

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- Interviews with nursing educators/researchers (up to 1500 words)
- Reviews of nursing English materials and / or technologies (up to 1500 words)
- Short, practical teaching tips (up to 1000 words)

Submissions must be received by January 15 for the April issue and July 15 for the October issue. Information about the submission process and a style guide can be found at <<https://www.janetorg.com/nexus>>.

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名淵 美紅

Evaluating a Short-Term Overseas English Programme as a Co-Curricular Activity – With a Perspective on Student Outcomes

Kumi Matsuzaki (k-matsuzaki@rcotyota.ac.jp), Yumi Fukaya, & Suma Suzuki
Japanese Red Cross Toyota College of Nursing

Abstract: *This study aimed to explore the learning outcomes of students participating in a newly established short-term overseas English programme initiated after the COVID-19 pandemic. It also sought to assess the programme's potential as a co-curricular activity within university education. Designed with a co-curricular framework, the programme followed six educational goals aligned with the university's founding principles and diploma policy. To assess learning outcomes and programme design, participants reflected on their experiences through an open-ended questionnaire. The responses were analysed using inductive qualitative analysis, resulting in seven categories, such as improvements in English proficiency and communication skills, understanding Australian culture and reflecting on Japanese culture. The findings confirmed that the programme aligns with the university's co-curricular objectives. However, challenges were identified, including the need for adequate preparation and reflection to better articulate student learning. Additionally, the creation of outcome indicators and examining the impact of the programme on participants' subsequent international activities is essential. This will help define the role of international co-curricular activities as integral to the degree programme and present a systematic framework for future development.*

Keywords: short-term study abroad, co-curricular activities, English learning, intercultural understanding and communication, nursing workshop

About the Authors: Kumi Matsuzaki is an associate professor at the Japanese Red Cross Toyota College of Nursing. Her research interests include internationalisation in higher education and international students' mobility.

Yumi Fukaya is an associate professor at the Japanese Red Cross Toyota College of Nursing. She is head of the Home Health Nursing department.

Suma Suzuki is an associate professor at the Japanese Red Cross Toyota College of Nursing. Her research interests include English education and cooperative learning.

The Red Cross, the world's largest humanitarian organisation, works in 191 countries and territories to protect the life, health and dignity of all people without distinction. As a member of the Red Cross, the authors' university is responsible for training nurses who can work with an international perspective. Since 2005, the university has offered language training in the UK, initially focusing on improving English language skills. The programme has gradually expanded to include learning about the UK healthcare system, volunteerism, and cross-cultural understanding. However, the global impact of the new coronavirus (COVID-19) in the spring of 2020 forced the suspension of the overseas training programme. This interruption prompted us to

review the purpose and content of the training programme in order to develop human resources that can play an active role in the international community. This paper will first review the trends in short-term overseas training in Japan. Next, we will identify the relationship between short-term English training programmes and co-curricular activities, apply our newly launched Australian training programme to the framework of the co-curriculum, and clarify the purpose of the training programme. To examine the outcomes of the training, we will (1) analyse student learning based on a questionnaire survey and (2) discuss how the learning outcomes relate to the objectives of the training.

Current trends in international student mobility

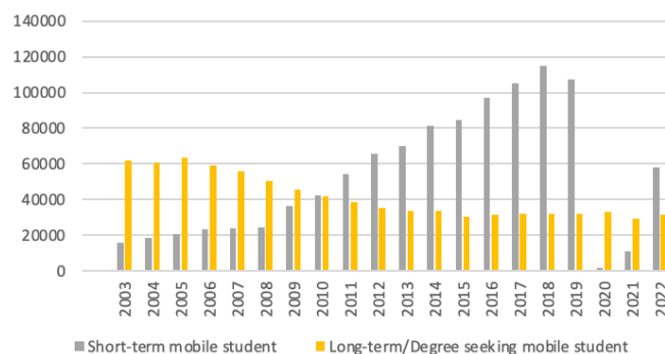
International student mobility has bounced back to its pre-COVID levels, with 6.86 million students moving abroad in 2022 (UNESCO, 2024). This resurgence is a testament to the adaptability of higher education institutions, as they have embraced the adoption of internet and communication technology (ICT), innovative teaching methods, and streamlined procedures (Hudzik, 2022). The rise of new forms of academic collaboration, such as online study abroad and Collaborative Online International Learning (COIL), has made international hands-on learning experiences more accessible by reducing cost and time constraints (Matsuzaki, 2023). However, it is crucial to remember that while these changes are positive, they do not replace the unique value of first-hand study abroad experiences (Knight, 2008).

The study abroad patterns of Japanese students have shifted from long-term study abroad for the purpose of obtaining a degree to short-term study abroad during their time at Japanese universities. Long-term study abroad peaked in 2004 and has continued to decline since. The Second Basic Plan for the Promotion of Education (2013) set a target to increase the number of students who participate in short-term study abroad programmes while enrolled at university from 60,000 in 2012 to 120,000 by 2020. Figure 1 shows how the number of long-term and short-term outbound students has changed between 2003 and 2022. The number of short-term students studying abroad exceeded the number of long-term students in 2010, and by 2018, the target was close to being achieved at 115,146 (JASSO, 2022). In particular, more students were studying abroad for shorter periods of less than two weeks or between two weeks and one month, accounting for approximately 38,000 students each, or two-thirds of the total.

Studying abroad during university enrolment has become mainstream, primarily through credit

Figure 1

Number of Japanese outbound students



Note: Adapted from 日本学生支援機構 (*Nihon Gakusei Shien Kiko*) Japan Student Services Organization, 2022.

-awarding programmes at partner universities with strategic agreements; in 2019, approximately 60% of the total number of outbound students participated in such programmes (JASSO, 2022). The presence of agreements and credit recognition are key factors cited in study abroad surveys, underscoring the emphasis on integration with university education. Furthermore, the number of students engaging in short-term study abroad and credit-bearing training programmes in Japanese universities is growing. This trend reflects a pragmatic approach, considering cost and job-hunting concerns, which are often seen as barriers to studying abroad (Kobayashi, 2019).

As the above trends indicate, Japanese students tend to choose study abroad programmes strategically designed by universities. The rise of credit-awarding programmes with partner institutions highlights universities' efforts to incorporate international experiences into undergraduate education.

Study Abroad Programmes as a Co-curricular Activity

The new core competencies for undergraduate nursing education by Nihon Kangokei Daigaku Kyogikai (Japan Association of Nursing Programs in Universities) (2018) emphasise the need for nursing graduates to understand global trends and the role of nursing in an international context. As students increasingly engage with people from diverse cultural backgrounds, they are expected

to learn about the role of nursing from a variety of perspectives. Our university's diploma policy aligns with this, highlighting the importance of global awareness and cultural understanding in addressing international health needs.

Recognising the need for an international outlook in nursing education, many nursing colleges have dedicated international exchange offices to support study abroad programmes (Cardenas et al., 2013). At our university, overseas English training is classified as an extra-curricular activity, meaning that students do not receive academic credits. The International Exchange Committee has been responsible for implementing the programme, including publications, communication with counterparts and coordination regarding educational components. Accordingly, an attempt was made to design a programme incorporating the concept of co-curricular activities.

In Japanese higher education, extracurricular activities in a broad sense are categorised into co-curricular and purely extracurricular activities depending on faculty involvement (Kawai, 2015; Ikeda, 2021). Co-curricular activities include those that take place outside the classroom but in some way enhance or complement the university's educational goals (the curriculum). As defined by the Council for the Advancement of Standards in Higher Education (CAS), "activities are typically ungraded and may not offer any form of academic credit, but they serve to support student learning, development, and success" (CAS website). Co-curricular refers to activities in which students apply their knowledge and skills outside of a structured, regular curriculum (Abrams et al., 2022). Key examples include international activities such as study abroad and service activities such as volunteering (Yamada, 2016). Table 1 illustrates the differences between co-curricular and regular extracurricular activities.

According to Abrams et al. (2022), co-curricular activities are:

Table 1
Classification of Extra-curricular Activities

Classification	Extra-curricular Activities	
	Co-curricular	Extra-curricular
Involvement of universities, teaching staff	Yes	No
Specific examples of activities	Extra-curricular project work Volunteer work Study abroad	Club/circle activities Part-time work Contests

Note: Prepared by the author based on Yamada (2016) and Ikeda (2021).

1. related to formal education;
2. aligned with the learning outcomes of the curriculum or programme;
3. out-of-school experience, but complement in-school instruction;
4. enhance and support learning and participation;
5. complement the student's in-school experience;
6. may exist within the programme or outside the structure;
7. are constantly evaluated.

Our short-term study abroad programmes have not been explicitly delineated in relation to degree programmes and our diploma policy. However, based on the aforementioned definition, it appears rational to integrate the training experience with learning within the curriculum. Based on this understanding, the training was repositioned as a co-curricular activity, and the objectives and attainment targets of the training were initially reviewed considering the founding spirit and philosophy of the Red Cross and the university's educational objectives and diploma policy.

Re-examination of the objectives of the training programme

In order to devise and implement a short-term training programme in Australia as a co-curricular experiment, the Red Cross philosophy and the institution's diploma policy provided the

overarching framework, and six specific achievement objectives were set, as follows. The programme aims to enable students to apply knowledge and skills acquired through traditional studies, i.e., to link, apply, and demonstrate competence in English, nursing, and Red Cross-related knowledge by:

1. Using English in real-life situations and developing English and communication skills;
2. Learning practical English in an academic setting through the programme;
3. Learning about social and cultural diversity through international experiences;
4. Exploring Australian culture and society by living with Australian families;
5. Increasing awareness of global health, nursing needs and the role of the nurse by studying nursing outside Japan; and
6. Developing an understanding of the humanitarian principles of the Red Cross by learning about its work abroad.

Based on the above aims and objectives, we considered regions and institutions where it was possible to study nursing and visit the Red Cross while maintaining English language learning and homestay as the core of the programme, and decided on Wollongong College (UoW College), affiliated with the University of Wollongong (UoW) in New South Wales, Australia, as the destination. The duration of the programme was set at two weeks due to financial burdens and the university schedule, and participants included first- to third-year students.

Programme

English and Homestay as the Core Elements

The central part of the training was a General English programme on weekdays and homestay with a local family. The General English programme was designed to enhance students' cross-cultural understanding and international

perspectives, aligning with our objectives 1, 2, and 3. Students engaged in small group lessons, collaborating with peers from diverse backgrounds. The classes, led by qualified native-English-speaking teachers, focussed on daily vocabulary and grammar, with the goal of providing students with the knowledge they need to confidently express themselves. Groups were assigned to various levels based on a placement test, ensuring a tailored learning experience for each student. In addition to English lessons, student circles and activities at UoW and UoW College were open to the language students, giving them opportunities to communicate with UoW students. The homestay provided an opportunity for the students to learn the importance of communication in overcoming cultural and linguistic differences, which is relevant to our objective 4.

Workshop with the UoW College Nursing Course

In order to create a distinctive programme that utilises the expertise of the nursing students, we discussed the possibility of collaboration with UoW's Faculties of Medicine and Nursing, the University Hospital and the UoW College Nursing Diploma Course. As a result, we decided to implement collaborative learning sessions between the UoW College Nursing Diploma students and our students. Through these sessions, we aimed to achieve our objective 5.

Considering the participants' academic year and learning experiences, the programme theme was set as 'Complex Care for Acute Coronary Syndrome (ACS)' and 'Multi-professional Collaboration in Emergency', and the learning objectives were set as follows:

1. Exchange information about health systems between Australia and Japan
2. Understand the management of ACS
3. To practice quickly working together with multiple professions in an emergency to

initiate CPR, using role-playing techniques

Australian Red Cross Visiting Programmes

Our programme is deeply rooted in our university's founding principles, which emphasise understanding the philosophy and humanitarian mission of the Red Cross. Therefore, visiting the Australian Red Cross office and learning from its representatives is a vital component of the programme. Furthermore, Australia was founded by immigrants settling on Indigenous lands and continues to receive migrants from around the world. Learning about the Red Cross's activities within this unique social context, which differs from that of Japan, provides an opportunity to broaden participants' international perspectives.

As part of the visit, we arranged a lecture on the key role of the Red Cross as an international humanitarian organisation in Australia. The session focused on its main activities and contributions. Additionally, since the Red Cross oversees blood donation operations similarly to Japan, participants visited the Wollongong Lifeblood Centre to gain firsthand insight into operational differences, including work processes and donor treatment. These visits provided participants with an opportunity to deepen their understanding of our objective 6 within this broader socio-cultural and historical context.

Method

To examine the outcomes of the training, we analysed student learning outcomes based on their responses to an open-ended questionnaire.

Research Design

This study employed a qualitative descriptive research design, which was chosen to provide a comprehensive understanding of students' experiences during the training program.

Participants

The participants were 23 nursing students from our university who completed the short-term

training in Australia from March 9 to March 26, 2024. The participant breakdown is five first-year, three second-year, and fifteen third-year students.

Data Collection

A questionnaire survey was conducted in Japanese to elicit students' reflection on their learning in each programme component (see Appendix A for an English translation). The data was collected from the final day of the training programme, March 26, 2024, to April 10, 2024. It was conducted using Microsoft Forms, and students were asked to submit their responses online. Students were informed of the purpose of the questionnaire via email. They were also informed that the survey was anonymous, and that participation was voluntary. Students were not required to complete the questionnaire and could choose not to participate without any penalty. Additionally, they were notified that the results might be shared with the faculty and committees of the college or published in journals related to international or nursing education.

Data Analysis

Data were analysed in Japanese by using an inductive qualitative approach. Open-ended statements from students were examined, and statements related to their learning experiences during the Australia training programme were extracted. The analysis units were defined based on meaningful text segments without altering their original intent. The extracted data were coded at the smallest possible unit to preserve meaning. Subsequently, subcategories were generated based on similarities and homogeneity in meaning, followed by further abstraction to create categories. The coding process, subcategory classification, relationships among categories, category naming, and verification of consistency were reviewed by three researchers experienced in qualitative research to ensure the

credibility of the findings. Then they were translated into English by two researchers, Kumi Matsuzaki and Suma Suzuki in February 2025.

Results

Survey responses were obtained from 15 participants out of 23 (65.2%). In the Australian training programme, student learning outcomes were categorised into seven themes: 1) Improvement of English language and communication skills; 2) Understanding Australian culture and reflecting on Japanese culture; 3) Identifying differences between Japanese and Australian medical practices; 4) Identifying differences between Japanese and Australian nursing practices; 5) Identifying differences between Japanese and Australian blood donation methods; 6) Noticing shared Red Cross principles despite differences in activities; and 7) Transformation of students’ awareness and attitudes, which were generated from 37 subcategories and 108 codes (see Table 2).

The results are presented below by category, referring to the respective subcategories and codes. Hereafter, categories are denoted by **[]**, sub-categories by **[]**, and codes by **< >**.

1) **[Improvement of English Proficiency and Communication Skills]**

Through the English programme, students felt that their English proficiency had improved. They expressed opinions such as, <Since all classes were conducted in English, I was able to enhance my English skills>, and <By participating in various activities, my English improved.> Additionally, some students noted they [Learned effective methods for studying English].

Furthermore, [Interactions with nursing students improved English proficiency], and some students shared experiences such as, <We were able to communicate using gestures and body language>, which helped them [Recognize the importance of non-verbal communication]. These

Table 2
Categorisation of students’ open-ended statements

Category	Subcategory
1. Improvement of English Proficiency and Communication Skills ①②④	English proficiency was improved. Interactions with nursing students contributed to enhanced English proficiency. Learned effective methods for studying English. Recognised importance of non-verbal communication.
2. Understanding Australian Culture and reflecting on Japanese Culture ③④⑤	Gained insight into Australian culture. Learning about Australian culture prompted reflections on Japanese culture. Recognised the importance of acting with cultural differences in mind. Gained knowledge of the education system for children with disabilities.
3. Understanding Differences in the Healthcare System Between Japan and Australia ③⑤	Explored differences in health care systems. Learned about differences in medical facilities. Learned about differences in medical equipment. Discovered unique medical equipment that does not exist in Japan.
4. Understanding Differences in Nursing Between Japan and Australia ③⑤	Discovered unique nursing equipment that does not exist in Japan. Recognised that Japanese medical practices are not always the best. Gained insight into Australian nursing practices. Understood nursing role differences. Identified similar approaches to children in both countries. Learned about special education intervention perspectives. Observed differences in the working environment of nurses. Gained insight into the environment of nursing students. Viewed Japanese nursing practice more objectively.
5. Understanding Differences in Blood Donation Methods Between Japan and Australia ③⑤⑥	Recognised differences in the method of recruiting blood donors. The atmosphere of the blood centre was similar to that in Japan. The blood centre in Australia seemed more welcoming and efficient than in Japan. Efforts to prevent contaminated blood donations were the same in both countries.
6. Red Cross Activities: Different Approaches but Shared Principles ③⑤⑥	Australia and Japan face different disasters and social issues. Learned that the scope of Red Cross activities differs depending on the country. Despite differences in activities, all Red Cross operations follow the same fundamental principles. Understood how Japan and Australia have differed in helping refugees and migrants. The idea of establishing Red Cross centres in Japan, which offer pre-owned goods, with all profits supporting charity work, was seen as beneficial.
7. Changes in Students’ Awareness and Attitudes ①③⑤	Impact on their career development. Broadening learning perspectives. Developed awareness of the importance of communication. Increased readiness to act without fear of failure. Increased confidence in expressing opinions. Increased self-confidence through experience.

Note: The circled numbers in the category column denote the relevant programme learning objectives.

experiences contributed not only to their English proficiency but also to their intercultural communication skills.

2) 【Understanding Australian Culture and Reflecting on Japanese Culture】

Through the English programme, students [Gained insights into Australian culture]. Many of them stated, [Learning about Australian culture provided an opportunity to reflect on Japanese culture]. Additionally, comments such as, <I learned about cultural differences and what to be cautious of when abroad>, highlighted their awareness of the necessity of culturally sensitive behaviour.

3) 【Understanding Differences in the Healthcare System Between Japan and Australia】

By visiting the simulation lab and participating in nursing workshops, students [Explored differences in medical systems, facilities, and equipment]. One student remarked, <I was fascinated by the medical equipment that does not exist in Japan>, showing how this exposure deepened their understanding of the differences between Australian and Japanese healthcare.

4) 【Understanding Differences in Nursing Between Japan and Australia】

Through nursing workshops, students had the opportunity to handle nursing tools that are not available in Japan. This led to remarks such as, <I learned about nursing tools that do not exist in Japan>, demonstrating the value of hands-on learning.

Additionally, students not only observed the differences in medical facilities and equipment but also noted that they <Learned about the differences in nurses' roles>, which helped them understand cultural aspects of nursing. Furthermore, some students shared that they were able to [Objectively view Japanese nursing] and realized that [Not everything in Japan is necessarily the best]. These experiences enabled them to assess Japanese nursing practices from a broader perspective.

5) 【Understanding Differences in Blood Donation Methods Between Japan and Australia】

Many students had experience working part-time at blood donation centres in Japan, which made them particularly interested in comparing blood donation systems between Japan and Australia. They learned that in Australia, <Rather than recruiting donors randomly on the street, they contact previous donors to ensure a safe blood supply>. Additionally, they noted that <When specific blood types are needed, they reach out to regular donors instead of indiscriminately recruiting>, which prevents waste and ensures an efficient system.

Regarding the environment of blood donation centres, opinions varied. Some students felt that <Australian centres had a more inviting atmosphere than in Japan>, while others found <Not much difference>. Despite these differences, students recognized that [Efforts to prevent contaminated blood donations were the same in both countries], highlighting the commonalities in safety management.

6) 【Red Cross Activities: Different Approaches but Shared Principles】

Visiting the Red Cross was a crucial opportunity for students to deepen their understanding of the mission and principles of the Red Cross, which align with the fundamental values of our nursing education. After visiting the Australian Red Cross, students realized that [Australia and Japan face different disasters and social issues], and therefore <Learned that Red Cross activities vary by country>. However, they also recognized the underlying commonality, stating, [Despite differences in activities, all Red Cross operations follow the same fundamental principles]. This visit allowed them to appreciate the global unity of the Red Cross mission.

7) **【Changes in Students' Awareness and Attitudes】**

Category 7 goes beyond cognitive knowledge and skill acquisition to includes various aspects of attitude and perspective development, as well as confidence building. For example, some students reflected that they <Realised that media influence can lead to biased perspectives>, indicating their growing ability to critically assess information. Others stated that <Learning about the differences between Japanese and Australian healthcare expanded my perspective>, showing that their experiences went beyond knowledge acquisition and encouraged [Broadening learning perspectives].

Furthermore, students recognised personal growth, with comments such as, <I became more confident in expressing my opinions proactively>. Some also mentioned, <I believe I can now interact with people from diverse backgrounds in Japan>, and <I want to take on challenges without fear of failure>, demonstrating a shift towards a more positive and proactive mindset. Additionally, some students stated that <This programme helped me reflect on my future career path>, indicating its [Impact on their career development].

Discussion and Conclusion

Through participation in diverse activities and experiencing life in Australia, students improved their English proficiency and learned a great deal about Australian culture; they were able to view Japanese culture from a comparative perspective and deepen their understanding of the differences in healthcare, nursing, and the activities of the Red Cross in the two countries. Based on these experiences, it can be concluded that the six educational objectives of the training programme were achieved. Furthermore, students broadened their learning perspectives, gained opportunities to think about their future, and developed greater self-confidence.

The following sections examine the programme from two perspectives: the achievement of its objectives and students' perceptions of the impact of their participation, particularly how it has influenced their skills, knowledge, and attitudes. Based on these findings, we will explore the possibility of positioning this training programme as a co-curricular activity within university education.

Achievement of the Programme's Objectives

Objective 1: Use English in real-life situations and develop English and communication skills.

Objective 2: Learn practical English in an academic setting through the programme.

These two objectives are considered to have been achieved based on the categories 1 and 7 which were generated from the questionnaire responses. Students who participated in the English programme responded that they "felt an improvement in their English skills" and that "interacting with nursing students through workshops at the UOW College nursing course contributed to their English proficiency." By frequently engaging with English in classes and actively using it, they recognized their improvement. Since this programme took place in March, a break between academic years in Japan, this unique schedule led to a notable concentration of Japanese students in the English classes. However, the English-only instruction by native-speaking teachers had a significant impact.

On the other hand, no students reported feeling that their English improved through homestay experiences. This may have been influenced by the specific circumstances of their homestay families as well as the students' level of initiative.

Objective 2 was not fully achieved. Because the details of the nursing workshops were only confirmed at the last minute, students found it difficult to acquire specialised terminology and

apply it during exchanges with other students. However, within the English classes, there were opportunities for academic presentations and discussion, providing an environment for learning academic English. Nonetheless, the extent to which students felt they had fully acquired these skills varied, possibly depending on their individual English proficiency levels.

Objective 3: Learn about social and cultural diversity through international experience.

Objective 4: Explore Australian culture and society by living with Australian families.

Based on the generated categories 2, 3, and 4, these two objectives are considered to have been achieved. Through the English programme and daily life in Australia, students were exposed to Australian culture, allowing them to take an objective view of both the strengths and weaknesses of Japanese culture. Some students were traveling abroad for the first time and recognised the necessity of respecting and accommodating cultural differences.

While students gained an understanding of cultural and social diversity across different countries, they did not develop a deep understanding of diversity within Australian society itself. The nursing programme lectures began with a statement affirming non-discrimination based on ethnicity, but students did not receive sufficient explanations regarding the meaning and significance of this statement. Through observing Red Cross activities, students learned about refugee and migrant support, and some encountered families from diverse backgrounds during their homestays. However, they did not gain a comprehensive understanding of the internal diversity of Australian society and its historical context. For Japanese students raised in a relatively homogenous cultural environment, grasping the concept of a multi-ethnic society is not easy. Therefore, incorporating prior learning about multicultural societies and providing

opportunities for deeper contextual understanding throughout the programme would have been beneficial.

Objective 5: Increase awareness of global health, nursing needs and the role of the nurse by studying nursing outside Japan.

This objective was achieved, as seen in categories 3, 4, 5, 6 and 7.

Students learned about Australian medical equipment, nursing tools, working conditions for nurses, and emergency response systems, gaining an understanding of the differences from Japan. The realization that "Japan is not necessarily superior in all aspects" was a particularly important learning outcome. Exposure to different healthcare and nursing practices encouraged students to critically assess the current situation and develop a mindset for exploring better approaches.

This finding is consistent with a study by Hidaka (2017) on students who participated in practical nursing training in Australia, which found that they reconsidered Japanese nursing practices through comparison. Similarly, this training programme proved effective in fostering globally competent healthcare professionals.

Fifteen participants had already completed half of their specialised clinical training, which enabled them to gain many insights through comparisons between Japanese and Australian healthcare practices. However, first-year students who had only completed general coursework lacked sufficient background knowledge to make such comparisons. Moving forward, it will be necessary to clarify participant academic levels in advance, adjust workshop content accordingly, and provide preparatory learning opportunities.

Objective 6: Develop an understanding of the humanitarian principles of the Red Cross by learning about its work abroad.

This objective has been met, as evidenced by

categories 5 and 6.

Students recognised differences in blood donation methods, donation equipment, and donor recruitment strategies, which are central roles of the Red Cross. Those who had experience working part-time at Japanese blood donation centres showed particular interest in these differences and deepened their understanding.

At the Red Cross, students received explanations about its activities and interacted with volunteers engaged in refugee support and disaster relief, initiatives not as widely implemented in Japan. At the same time, they understood that, despite country-specific variations, all Red Cross activities share a unified purpose under the fundamental principle of “humanity.”

Changes in Students’ Awareness and Attitudes Through Participation

In addition to knowledge related to the achievement of educational objectives, students showed changes in attitudes and awareness as a result of their participation. This finding was similar to that of Maeda’s (2020) study, which stated that the effects of short-term study abroad programmes were mainly related to “cognitive/ knowledge” and “behavioural aspects” (p. 9). By experiencing diverse cultures and learning about the differences between Japan and other countries, students had the opportunity to broaden their perspectives and think about their future careers. These experiences will contribute to the basic skills needed to engage with the increasing diversity in Japanese society and influence their career development as nurses.

Furthermore, since each student stayed in a separate homestay household, they had to adapt to living with families possessing diverse cultural norms and rules. This experience heightened their awareness of the necessity of expressing their own opinions and enabled them to develop the ability to do so. A study by Hiruta, Kubo, and

Yamanouchi (2017) also found that students who participated in overseas training developed a broader perspective on their nursing careers and became more proactive in their behaviour. This suggests that overseas training programmes provide valuable learning opportunities for students.

Positioning Overseas Training as a Co-Curricular Activity in University Education

To integrate co-curricular education as a higher-quality learning experience aligned with the university’s diploma policy, we examined this programme using Kolb’s (1984) framework of reflective observation. Since the educational objectives of this programme were set in accordance with the university’s founding principles and diploma policy, and these objectives were generally achieved, it can be confirmed that this training programme aligns with the university’s learning goals despite being an extracurricular activity.

These outcomes also align with Abras et al.’s (2022) definition of co-curricular activities. The learning outcomes, assessed based on the diploma policy, correspond to several key points in Abras’s framework, such as complementing academic learning, supporting engagement, and enhancing student experiences both inside and outside the classroom.

Based on these results, this training programme – designed as a co-curricular activity – can be considered a legitimate and effective initiative that can be incorporated into university education.

Challenges for the future

While this programme has demonstrated significant educational benefits, several areas for improvement have been identified to enhance its future effectiveness.

1. It is necessary to visualise the objectives of the programme and its outcome indicators in line with

the goals of university education. This will create a system that allows students to integrate the outcomes of this training into their daily learning and to consciously understand the linkages with their regular education and the organic relationship between training and regular education.

2. Of the students who participated in this training, four applied for an exchange programme with a Thai nursing university the following year, and two participated in an overseas training programme in the international relief nursing subject, thus deepening their learning through step-by-step international activities. It is not immediately possible to determine whether this behaviour was prompted by their training in Australia. However, it is essential to examine how this short-term training programme affected each participant's subsequent participation in international activities to gain a fuller picture of its influence and to consider the role of this training programme in university education.

Our goal is to define the role of international co-curricular activities as integral to the degree program and present a systematic framework.

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Appendix A

Student Questionnaire

1. Were you satisfied with the English programme in the morning? Yes / No
2. Please explain the reasons for your answer to Question 1.
3. Were you satisfied with the visit to Aspect South Coast School? Yes / No / I didn't join
4. Please explain the reasons for your answer to Question 3.
5. Were you satisfied with the tour of the Simulation Lab at Faculties of Medicine and Nursing at UoW?
Yes / No
6. Please explain the reasons for your answer to Question 5.
7. What did you learn from the visit to the Australian Red Cross Wollongong Office?
8. What did you learn from the visit to Life Blood Centre?
9. How was your experience in the Nursing Diploma Course at UoW College, including interactions with students and coursework?

Enjoyable / Not enjoyable / Difficult / Easy / Other
10. Please explain the reasons for your answer to Question 9.
11. If you have any ideas to make the interaction with nursing students more beneficial or any topics you want to cover, please describe them.
12. Were you satisfied with your host family? Yes / No
13. Please explain the reasons for your answer to Question 13.
14. Please tell us what you learned from participating in the overseas training program and how you plan to apply it in the future.

EFL Nursing Students' Perceptions of Teaching Materials and Classroom Tasks

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Abstract: *The teaching of English for Nursing Purposes (ENP) has gained increasing attention in EFL contexts worldwide. This study examines Taiwanese EFL undergraduate students' perceptions of the teaching materials and classroom tasks used in a compulsory Nursing English course at a university's School of Nursing in Taiwan. Data were collected through questionnaires and interviews. The findings highlight the effectiveness of teaching targeted linguistic features, practical language tasks, and communication skills relevant to nursing within an EFL framework. The results also underscore the importance of aligning input materials with output activities to enhance learning outcomes. Based on these findings, this paper provides pedagogical recommendations grounded in a learning-centered approach and suggests directions for future research.*

Keywords: nursing students, teaching materials, classroom tasks, ESP, ENP

About the Author: Su-Jen Lai is an assistant professor at Chang Gung University, Taiwan. She earned her PhD in linguistics from Lancaster University, UK. Her instructional expertise encompasses ESP courses including Nursing English. She has published articles on EFL/ESP pedagogy in the *Journal of Asia TEFL*, *Asian EFL Journal*, and *Asian ESP Journal*.

English is the primary international language of communication across various countries and professional fields, including medicine, engineering, and science. In recent years, the demand for English for Specific Purposes (ESP) instruction has rapidly grown in higher education in Taiwan. Many universities and technical colleges now offer a wide range of ESP courses, such as English for Occupational Purposes (EOP), English for Business Purposes (EBP), English for Medical Purposes (EMP), and English for Nursing Purposes (ENP). These courses, available as either compulsory or elective options, are designed to equip students with language skills and content knowledge relevant to their future careers. Within the field of nursing, ENP has emerged as a specialized branch of ESP (Bosher, 2013). While several studies have examined ENP instruction in Taiwan (e.g., Chien, 2019; Lai, 2016; Lee, 1998; Lu, 2016; Yang, 2005; Yang & Su, 2003), research specifically focusing on ENP course design remains limited (Bosher, 2013). To address this gap, this study explores EFL undergraduate students' perceptions of the effectiveness and usefulness of teaching materials and classroom

tasks in a Nursing English course at a university in Taiwan.

Literature Review

Research on English for Specific Purposes

Since the 1960s, English language teaching has increasingly emphasized English for Specific Purposes (ESP). A large body of research explores its history, language features, and curriculum design (e.g., Cheng & Anthony, 2014; Hutchinson & Waters, 1987; Johns & Dudley-Evans, 1991; Kirkgoz & Dikilitas, 2018; Paltridge & Starfield, 2013; Richards, 2001; Sulovska, 2023).

Hutchinson and Waters (1987) introduced a *learning-centered* approach to ESP, emphasizing the importance of analyzing learners' needs. They argued that ESP courses should be flexible and adapted to the target learning environment, ensuring that classroom activities align with students' evolving requirements.

Johns and Dudley-Evans (1991) defined ESP as a structured approach that includes research, material development, and instruction for adult learners. They highlighted two key aspects of course design: needs assessment, which evaluates

learners' goals and language requirements, and discourse analysis, which examines language use in specialized fields like medicine, business, and engineering. They also identified three factors behind ESP's global importance: its role in communication in Africa and Asia, the dominance of English in science and technology, and its relevance in business and academia. However, they noted a lack of empirical research on ESP's effectiveness and called for further studies on language use in professional and academic contexts.

Cheng (2011) conducted a classroom-based study exploring how language and context shape ESP instruction. He emphasized factors such as social context, course objectives, teaching approaches, learning tasks, and assessments. His findings highlight the importance of understanding target learners' needs and how students apply course objectives to their learning.

In *The Handbook of ESP*, edited by Paltridge and Starfield (2013), researchers conducted studies across various ESP fields, including English for Academic Purposes (EAP), EBP, EMP, and ENP. They emphasized the importance of ESP practitioners engaging with and contributing to research to enhance their teaching practice. Additionally, they highlighted that ESP is steadily developing a knowledge base that supports instruction, empowering learners to take ownership of English, strengthening their linguistic and cultural skills, and expanding their opportunities.

Similarly, Kirkgoz and Dikilitas (2018), in their book *Key Issues in ESP in Higher Education*, compiled relevant studies from diverse global contexts. They examined future developments in ESP and identified key challenges, such as teachers' limited expertise, a shortage of content-specific materials, and insufficient professional development opportunities.

In Asia, Cheng and Anthony (2014) explored the growing role of English in academic and professional settings. They examined the rise of

English-medium instruction (EMI) in universities, the expansion of ESP research, and the emergence of ESP-focused journals and conferences. Their analysis highlights the diversity of ESP approaches and their impact on Asia's changing linguistic landscape.

Research on English for Nursing Purposes

English for Nursing Purposes (ENP) is a branch of ESP that focuses on how nurses use English in clinical settings and nursing education (Bosher, 2013). The instruction of ENP aims to equip learners with the language skills necessary for nursing contexts (Lai, 2016; Lee, 1998; Yang & Su, 2003). Due to the complexity of medical terminology, which often includes prefixes and suffixes, specialized ENP courses must be carefully designed (Yang, 2005). To succeed in clinical environments, nursing students need proficiency in specific language tasks and communication skills (Bosher, 2013; Ching et al., 2020; Havery, 2024; Huang & Yu, 2023; Isoda & Kondo, 2022; Kirkgoz & Dikilitas, 2018; Mitchell, 2018; Nurindah & La, 2019; Paltridge & Starfield, 2013; Taupan, 2019).

In Australia, for example, Hussin (2002) identified key language tasks performed by migrant nurses, such as taking medical histories, giving handovers, and handling phone calls. Effective communication is essential for building relationships with patients. Hussin also emphasized the importance of expressing empathy, using nonverbal communication, practicing reflective listening, and sharing personal opinions. These insights can inform ENP teaching materials and assessment strategies.

More recently, Havery (2024) studied how novice English learners in nursing developed reading skills for patient documentation during work placements. Analyzing interactions between 16 students and their supervisors in Australian hospitals, the study found that students relied heavily on supervisor guidance. Havery

recommended that ENP courses focus on both written and spoken communication and that nursing educators collaborate with language specialists to train supervisors in teaching documentation reading skills.

In Asia, Yang and Su (2003) examined the language needs of nursing students and clinical nurses in Taiwan. They found that pronunciation was the biggest challenge for students, while both students and nurses prioritized patient communication, reading skills for nursing knowledge, and writing skills for note-taking. Later, Yang (2005) studied medical terminology learning strategies among Taiwanese nursing students, revealing that high-level learners used vocabulary learning strategies more frequently than low-level learners. Based on these findings, Yang recommended that teachers introduce vocabulary learning strategies and guide students in applying them effectively.

Lu (2016) investigated how nurses' experiences within the nursing community influenced their perceptions of nursing English courses. Conducted at a medical center in Taiwan, this study provided valuable insights for English instructors, helping them design ENP courses that address the growing need for English proficiency among nurses. The findings also enhanced educators' awareness and offered key perspectives on improving nursing English education. Similarly, Lai (2016) explored how nurses in Taiwan's hospitals used English and what they needed to learn. Based on a study of 73 nurses in a two-year bachelor's program, Lai's findings provided useful insights for designing nursing English curricula, teaching materials, and instructional approaches. Lai also recommended using a combination of questionnaires, interviews, and observations in future research.

Chien (2019) studied the learning needs of Taiwanese nursing students in both two-year and five-year programs. Based on responses from 60 nursing students, the study found that reading

exercises were a top priority. Key learning needs included reading journals, note-taking, learning medical terminology, and acquiring medical information. Chien recommended that course design should prioritize essential learning needs rather than attempting to cover all possible language exercises.

Ching et al. (2020) used qualitative research to explore how transfer nursing students in Hong Kong perceived their English needs and challenges. The study revealed that students struggled with general and nursing-specific English but lacked motivation to improve. The researchers suggested that nursing English courses should focus on practical communication skills essential for students' future careers.

Isoda and Kondo (2022) examined the motivation and learning needs of Japanese nursing students through an online survey of 167 participants. Most students learned English for daily activities like travel rather than professional purposes. However, those who joined study abroad programs were more motivated to study English. The researchers recommended curriculum improvements to emphasize the importance of English in clinical and professional settings while fostering student interest.

Huang and Yu (2023) analyzed role-play conversations among 100 nursing students in China simulating patient injections. While students demonstrated awareness of patients' concerns and could explain procedures, they relied heavily on memorized phrases and struggled to adapt to different situations. The study highlighted the need for learner-centered instruction tailored to the challenges of patient-centered care in global healthcare settings.

Despite this growing body of research on ENP, few studies have examined instructional materials and language tasks in Nursing English courses within EFL settings, particularly in East Asia. To address this gap, this study explores how Taiwanese undergraduate nursing students

perceive the teaching materials and classroom tasks used in a required Nursing English course at a university's School of Nursing.

Overall, the research questions guiding this study were:

1. What types of teaching materials and classroom tasks did the nursing students like or dislike?
2. How useful did the students find the teaching materials and classroom tasks for their future careers in professional settings?

Methodology

Research Context and Participants

This study was conducted at a university in northern Taiwan. The participants were 23 third-year EFL undergraduate nursing students enrolled in a compulsory Nursing English course during the Spring 2024 semester. Their first language was Mandarin Chinese, and they had prior knowledge of nursing and healthcare.

An Overview of the Nursing English Course

The compulsory Nursing English course is designed for third-year EFL students at a university in Taiwan to enhance their listening and speaking skills in a nursing context. The course runs for 16 weeks, with two additional flexible classes, and consists of two hours of instruction per week.

The main textbook, *Cambridge English for Nursing* (Intermediate Plus Level), covers key nursing topics such as patient admissions, respiratory issues, wound care, and diabetes care (Allum & McGarr, 2008). Lessons focus on essential communication skills, including taking medical histories, active listening, and giving clear instructions. Supplemental materials, including nursing-related books (e.g., Cheng, 2019; Putlack, 2017) and TED Talks, further enrich the learning experience.

Table 1
Weekly Schedule

Week	Planned Schedule
Week 1	Course introduction (requirements, grading criteria, grouping)
Week 2	Unit 1 – Patient Admissions; Taking medical history; Using active listening strategies
Week 3	Supplementary Materials (1) – <i>Real English for nurses</i> (Putlack, 2017); Group 1 oral report
Week 4	Unit 2 – Respiratory Problems; Using medical equipment
Week 5	Quiz 1 (Units 1-2); Unit 3 – Wound Care (1); Discussing wound management
Week 6	Unit 3 – Wound Care (2); Asking for advice
Week 7	Unit 4 – Diabetes Care; Empathy in communication; Giving advice sensitively
Week 8	Supplementary Materials (2) – <i>Nursing English for pre-professionals</i> (Cheng, 2019); Group 2 oral report
Week 9	Unit 5 – Medical Specimens; Asking for clarification; Group 3 oral report
Week 10	Quiz 2 (Units 3-5); Unit 6 – Medications; Performing medical checks; Group 4 oral report
Week 11	Role Play and movie discussion
Week 12	Unit 8 – Pre-operative Patient Assessment; Conducting pre-op checks; Group 5 oral report
Week 13	Unit 9 – Post-operative Patient Assessment; Conducting post-op checks; Group 6 oral report
Week 14	Quiz 3 (Units 6-9); Unit 10 – Discharge Planning; Telephone communication skills; Group 7 oral report
Week 15	Final individual oral exam (Units 1-10)
Week 16	Final individual oral exam (Units 1-10)

Note: Flexible class (1) was scheduled for Week 10 and covered a nursing-related movie, *The Good Nurse* (Lindholm, 2022). Flexible class (2) was scheduled for Week 11 and covered Unit 7 – Intravenous Infusions.

Table 2
Grading Criteria

Evaluation Component	Percentage
Attendance and Participation	10%
In-class Activities (including role-playing and group oral report)	30%
Quizzes 1-3 (primarily focused on listening comprehension)	30%
Final Individual Oral Exam	30%

Note: Attendance and participation involve arriving to class on time and actively engaging in discussions.

Classroom tasks include listening and speaking exercises, group discussions, role-playing, group oral reports, movie viewing (Lindholm, 2022), quizzes, and a final oral exam. The weekly schedule and grading criteria are outlined in Table 1 and Table 2 respectively.

Data Collection Instruments

The main aim of this research was to identify the types of teaching materials and classroom tasks that the nursing students liked and disliked and to explore the extent to which these students found the teaching materials and classroom tasks useful for their future careers in professional settings in Taiwan. Questionnaires and interview transcripts were the primary data sources (see Appendices A and B for the questionnaire and interview questions).

I informed the 23 nursing students of the main purpose of the questionnaire and asked if they were willing to complete it anonymously. With their consent, I collected the responses, which provided a preliminary understanding of their learning experiences. To gain deeper insights into individual learning experiences, I invited six students from the original group — those who exhibited high levels of motivation and engagement — to participate in interviews. All six students eagerly agreed. The interviews lasted approximately 20 minutes and were conducted in Mandarin Chinese. I later translated the transcripts into English. To ensure accuracy, the translations were cross-checked with the participants — an essential step in maintaining the validity of the research (Cohen et al., 2007; Seliger & Shohamy, 2001).

Results and Discussion

In response to the research questions, I will discuss the results of the questionnaires and interviews in light of previous research on ESP and ENP.

Nursing Students' Preferences Regarding Teaching Materials and Classroom Tasks

Table 3 presents the nursing students' responses to the questionnaire regarding the teaching materials and classroom tasks used in the course.

As shown in Table 3, 15 out of 23 nursing students (65.22%) liked the commercially published textbook, while 3 (13.04%) disliked it. In contrast, 22 students (95.65%) liked the supplementary handouts covering nurse-patient conversations and TED Talks. Regarding classroom tasks, all students enjoyed watching a movie closely related to the nursing content, and 20 students (86.96%) liked listening practice that focused primarily on dialogues between nurses and patients. One questionnaire respondent noted in English: *"I liked the movie. Watch [Watching] the movie helped me learn English*

Table 3
Student Responses to the Questionnaires

How much do you like each of them? (N=23)	Like	Neutral	Dislike
Teaching Materials			
Textbook	15	5	3
Supplementary materials	22	1	0
Classroom Tasks			
Listening practice	20	3	0
Group discussions	15	5	3
Dialogue exercises	21	2	0
Role-Play	21	2	0
Group oral report	18	5	0
Movie viewing	23	0	0

better."

Regarding oral practice, Table 3 shows that among the 23 nursing students, 21 (91.30%) liked engaging in role-play and dialogue exercises, 18 (78.26%) enjoyed group oral reports, and 15 (65.22%) enjoyed group discussions. During my teaching, I observed that these students predominantly used Chinese when discussing with their peers in class, as they found it challenging to express their ideas in English within a short timeframe. This observation aligns with the findings of Yang and Su (2003), who identified poor pronunciation and communication skills as significant challenges Taiwanese students faced when speaking English, which is not their native language.

Despite these challenges, the students enjoyed role-play and dialogue exercises (see also Lai, 2024). One questionnaire respondent wrote in English: *"I like role-play because I could apply clinical conversation in our role-play. It's a special experience for me."* Another respondent wrote in Chinese: *"I liked the role-play activity as it allowed me to practically apply what I've learned in class. This practice made me more confident in communicating with foreign patients and their families in the future. I found it very useful!"* (author's translation). These responses suggest that students gained valuable insights through role-play dialogues between nurses and patients in various nursing-related scenarios (Huang & Yu, 2023). The results support Cheng's (2011) findings, which emphasize the importance of aligning input materials with classroom activities when

designing ENP courses.

The Usefulness of Teaching Materials and Classroom Tasks for Nursing Careers

To gain a deeper understanding of the nursing students' learning experiences, I conducted interviews with 6 out of the 23 questionnaire respondents. These interviews aimed to explore their perspectives on the 16-week Nursing English course and assess the usefulness of the teaching materials and classroom tasks for their future careers in Taiwan's nursing communities.

Table 4 briefly summarizes what the six nursing students (S1-S6) mentioned in the interviews regarding the usefulness of the teaching materials and classroom tasks in preparing them for their future careers.

As shown in Table 4, the six nursing students found both the teaching materials and classroom tasks useful to their future careers in professional settings. Most participants (S1, S4, S5, and S6) acknowledged that the teaching materials covering various nursing-related topics helped them improve their English listening and speaking abilities. One participant (S2) noted that she gained more confidence in her English communication skills after completing the course. Additionally, two participants (S4 and S5) found the teaching materials particularly useful as they could apply what they had learned in class to their professional training in the hospital.

One of the students (S5) mentioned in the interview that she learned a great deal from preparing for the oral examination. She expressed it this way:

Researcher: *Do you find the classroom tasks helpful for your future nursing career?*

S5: *Yes, very helpful.*

Researcher: *Which classroom tasks do you find most beneficial for your future career?*

S5: *Mm, role-play, and especially the oral*

Table 4
Student Interview Responses

The Usefulness of Teaching Materials and Classroom Tasks (Author's translation from Chinese)	
S1:	<i>In my view, the teaching materials are highly beneficial for my future career. The listening tasks, in particular, have significantly enhanced my understanding of nursing, enabling me to apply this knowledge in the dialogue presentation and role-play activity.</i>
S2:	<i>I think the teaching materials are extremely beneficial for the career of nursing. The listening and speaking tasks have significantly increased my confidence in communicating with foreign patients.</i>
S3:	<i>I found the teaching materials beneficial for my future career. I particularly enjoyed the role-play activity, where we collaborated to create and present dialogues. I found this activity very useful, as it will help me communicate effectively with patients from different countries in the future, thereby enhancing my communication skills.</i>
S4:	<i>The teaching materials, especially the listening exercises related to nursing, are quite practical. I found the nursing conversations particularly helpful. Drawing from my firsthand experience of professional training in a hospital, I could apply the dialogues I practiced in class to provide post-operative care and manage wound care for foreign patients. This experience brought me great satisfaction.</i>
S5:	<i>The teaching materials enhanced my English listening and speaking skills. I found the dialogues between nurses and patients particularly beneficial. I recall a situation during my professional training in the hospital where I had to give English instructions to a patient with asthma. The dialogue I had learned in class proved very effective in communicating with the patient.</i>
S6:	<i>From my point of view, both the textbook and supplementary handouts are highly beneficial, as they cover numerous topics closely related to the nursing context. I found the role-play activity to be the most enjoyable and practical.</i>

exam.

Researcher: *Don't you find the oral exam stressful?*

S5: *Although taking the oral exam was very stressful, I believe it did help me improve my English speaking skills. I spent a lot of time preparing for the oral exam, and in the end, it also boosted my confidence.*

(Author's translation from Chinese)

At the end of the interview, this student (S5) suggested, *"If the teacher had taught us the origins of medical words such as suffixes, prefixes, and affixes, I might have been able to memorize medical terms more easily, leading to more effective learning."* (author's translation from Chinese). What S5 mentioned aligns with Yang's (2005) research, which suggests that medical terminology, especially prefixes and affixes, should be incorporated into ENP courses.

Pedagogical Implications and Recommendations

This paper explores the perceptions of Taiwanese EFL nursing students regarding the teaching materials and classroom tasks used in

the Nursing English course at a university in Taiwan. The results reveal that these nursing students rated the supplementary handouts on nurse-patient conversations more favorably than the commercially published textbook. Regarding classroom tasks, most students favored the role-play activity, and all of them enjoyed watching the nursing-related movie.

Importantly, the findings emphasize the importance of effective language instruction that integrates key skills, practical tasks, and a clear link between learning materials and application. This is consistent with the research of Hussin (2002) and Ching et al. (2020), who emphasize the significance of teaching language tasks and communication skills essential in the nursing context. These tasks and skills offer significant opportunities for developing teaching materials and assessing competencies in English for nursing (Hussin, 2002). Additionally, the findings corroborate Cheng's (2011) emphasis on the importance of connecting input materials with output activities.

Overall, based on the research findings, it is suggested that when designing ENP courses, both communication skills (e.g., taking a patient's medical history, asking for clarification, giving instructions effectively, and giving advice sensitively) and medical terminology, including prefixes and affixes, should be carefully considered (Taupan, 2019; Yang, 2005). Importantly, an effective approach to teaching nursing English should be learning-centered, closely considering "the needs and expectations of *all* the parties involved in the learning process when designing courses and selecting methodology" (Hutchinson & Waters, 1987, p. 108; their emphasis). In this regard, Hutchinson and Waters (1987) explain:

The learner-centred approach is based on the principle that learning is totally determined by the learner. As teachers we can influence what we teach, but

what learners learn is determined by the learners alone. Learning is seen as a process in which the learners use what knowledge or skills they have in order to make sense of the flow of new information. Learning, therefore, is an internal process, which is crucially dependent upon the knowledge the learners already have and their ability and motivation to use it... For this reason we would reject the term a learner-centred approach in favour of a learning-centred approach to indicate that the concern is to maximise learning. The learner is one factor to consider in the learning process, but not the only one. Thus the term learner-centred would for our purpose be misleading. (p. 72)

More specifically, they emphasize that "the course design process should be much more *dynamic and interactive*. In particular, factors concerned with learning must be brought into play at all stages of the design process" (Hutchinson & Waters, 1987, p. 77; italics added).

In conclusion, this paper presents a classroom-based study exploring EFL undergraduate students' perceptions of the teaching materials and classroom tasks utilized in a compulsory nursing English course at a university in northern Taiwan. Although the limited data collection may affect the generalizability of the study, it does not diminish the significance of the findings or their pedagogical implications. These findings can be considered a preliminary step toward further research on ENP teaching and learning. Given that English teaching is socially embedded in ESP instructional contexts (Cheng, 2011), future research could examine how English instructors design ENP courses and teach essential communication skills, such as listening, speaking, reading, and writing (see e.g., Boshier, 2013; Havery, 2024; Mitchell, 2018). Additionally, researchers might investigate how different

groups of students learn nursing English in EFL contexts across Taiwan, Japan, or other Asian countries.

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Appendix A

Student Questionnaire

Please evaluate your preference for the following teaching materials and classroom tasks. To what extent do you like each of them? Please tick (✓) one of the options—Like, Neutral, or Dislike—for each item.

Teaching Materials & Classroom Tasks	How much do you like each of them?		
	Like	Neutral	Dislike
Teaching Materials			
Textbook: <i>Cambridge English for Nursing</i>			
Supplementary handouts: Conversations for Nurses, TED Talks			
Classroom Tasks			
Listening practice (dialogues in nursing contexts)			
Group discussions			
Dialogue exercises			
Role-Play			
Group Oral Report			
Movie (related to nursing contexts)			

Other comments on the teaching materials and/or classroom tasks:

Appendix B

Interview Questions

1. Do you find the teaching materials useful for your future career in nursing?
2. Which teaching materials do you find most useful for your future career?
3. In which ways are the teaching materials useful?
4. Do you find the classroom tasks helpful for your future nursing career?
5. Which classroom tasks do you find most beneficial for your future career?
6. In which ways are the classroom tasks useful?

The Importance of English Proficiency in Nursing Practice: Notes from a Nurse

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Note: Miku Nabuchi was the recipient of a JANET conference grant in 2024 for a similarly titled presentation. Grants are awarded for outstanding presentation proposals from JANET members who lack other funding sources. Recipients are asked to contribute to Nexus.

This essay discusses the growing necessity of English in Japan due to globalization, emphasizing its importance for nurses working domestically and internationally. It examines the benefits of English proficiency in various nursing career paths and offers practical advice based on the author's personal experience in learning English. The essay highlights how English proficiency and the knowledge and skills it often brings can open learning and career opportunities in many countries.

Today, the need for English proficiency in Japan is increasing. According to recent data from the Japan National Tourism Organization (JNTO), there were 3.59 million foreign residents in Japan in 2023, and 31.88 million inbound tourists in 2023, with the government aiming to increase inbound tourism to 60 million by 2030 (JNTO, 2024).

The benefits of English proficiency for nurses are not limited to those working in Japan, but also extend to those working abroad. For nurses working in Japan, there are three main benefits (Mancuso, 2016):

1. Improved communication with English-speaking patients.
2. Access to global nursing resources.
3. Enjoyment of diverse career opportunities.

Nurses in Japan usually develop their careers along one of three paths: "generalists," "specialists," and "educators." In all of these paths, broad experience and perspective are necessary, and English proficiency can be a valuable key to success. Generalists, for example,

can gain knowledge by searching for research articles in English, which gives them access to a wealth of information from all over the world. Specialists, who work in specific wards and need to know about up-to-date treatments and care for their patients, also benefit from access to global research. Educators have to generate new research and also stay up to date on recent evidence in their field, so that they can provide this information to their students. So, even for nurses who do not want to go abroad, they need to learn English for their career in Japan. Of course, if you want to widen your possible career paths by working as a nurse or nursing researcher or educator internationally, English proficiency becomes even more important. As for my own experiences, I joined a study program offered in collaboration with MD Anderson Hospital, which is one of the most well-known cancer hospitals. I had to submit an English essay as part of my application to join it. This program, which was conducted entirely in English, provided opportunities to connect with healthcare professionals worldwide and expand my nursing knowledge.

Having explained the impact of English proficiency on nurses and the benefits for their careers, I will now focus on how nursing students and nurses can improve their English skills. To continue practicing English, it is essential to clarify career goals and articulate why English learning is necessary. Identifying the specific reason to learn English is an important source of motivation to support continuous English learning. For nurses struggling with English, I recommend starting

with daily English conversation. This skill can be immediately applied in clinical settings and directly impacts patient satisfaction (Kamibayashi et al., 2020). When there are some patients who speak English, nurses who learn English can work smoothly and efficiently. Then, successful clinical experiences using English feed into your motivation to learn even more. I also want to emphasize the importance of perseverance in improving English proficiency. In reality, no one has an abundance of free time in their daily lives. People with established routines often feel they have no gaps in their schedules, and the idea of starting something new—like a hobby or studying—can seem impossible. Once a routine is set, it can feel difficult to change, and the thought of adding something as demanding as English learning might feel overwhelming. However, if this is the case, why not integrate English learning into your existing routine? By making it a part of your daily habits, you can turn English study into something as natural and automatic as brushing your teeth or having breakfast. Over time, this approach can make consistent learning achievable, even in the busiest of schedules.

Now I will share how I managed to incorporate English learning into my daily life as a nurse. When I started working, I found it challenging to balance English learning with my daily nursing duties. Nurses often work in high-stress environments that require urgent responses and interpersonal skills, leading to physical and mental strain. So, how can nursing students and nurses continue learning English? As a student, I encountered many new English words in my textbook. I would make it a daily habit to write down all the new words on a sheet of paper along with their meanings in order to memorize them. This daily routine helped me build a foundational knowledge of English, making it easier to continue learning as a professional. Reflecting on it now, I believe that the study habits and English foundation I built during my student days were

crucial. As a professional nurse, I faced challenges in continuing my studies alone, especially because nurses have to work night shifts. To overcome this, I created an online study community with members from around the world. It is a simple community which has a lot of members who want to study together. I have my own YouTube channel (https://www.youtube.com/@Nurse_miku) and Instagram account (https://www.instagram.com/miku_nurseo2/) to share about my study routine and how it helps me achieve my goals. People who want to join the group contact me, and I conduct interviews with them to decide on membership. This community makes me highly motivated. We hold morning study sessions via Zoom at 3 a.m., and the presence of motivated peers helps us build good habits together. If you find it difficult to continue alone, I recommend finding peers who share the goal of continuous learning, even if their specific goals differ.

Next, I would like to share my future goals and career vision related to English proficiency. In the future, I aim to learn about the concept of dementia villages outside Japan, particularly in Canada, and bring that knowledge back to Japan. Dementia villages, a concept originating in the Netherlands, are specialized care facilities for dementia patients. English proficiency will allow me to learn about nursing care practices abroad, thereby benefiting both Japanese healthcare and my own career.

I hope my experiences and suggestions will be useful for nurses. I strongly encourage nursing students and nurses to engage in daily English learning to broaden their networks, opportunities and knowledge.

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看護実践における英語力の重要性：看護師としての意見

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本稿では、グローバル化の進展により日本における英語の必要性が高まっていることを論じ、国内外で働く看護師にとっての英語の重要性を強調する所存です。さまざまな看護キャリアパスにおける英語力の利点を示し、著者の経験に基づいた英語学習における実践的なアドバイスを提供します。加えて、確かな英語力によって得られる知識とスキルが、いかに多くの国における学習とキャリアの機会を可能にするかについても論じたいと思います。

現在、日本における英語力の必要性は年々高まっています。日本政府観光局(JNTO)の最近のデータによると、2023年の在日外国人数は359万人、2023年のインバウンド観光客数は3,188万人で、政府は2030年までにインバウンド観光客を6,000万人に増やすことを目指しています(JNTO, 2024)。日本人看護師にとって高い英語力を備えるメリットとは、日本国内のみでなく、海外で働くという機会にもつながっていきます。英語力を蓄えることは日本人看護師にとって主に次の3つの利点があると言えます(Mancuso, 2016)。

1. 英語を話す患者とのコミュニケーションの改善
2. グローバルな看護リソースへのアクセス
3. 多様なキャリアの機会に触れる

日本の看護師における主なキャリアパスは大きく、「一般看護師」「認定看護師・専門看護師」「教育者」に分けられます。いずれの道においても、幅広い経験と視野が必要であり、その意味でも英語力はキャリアアップに必須となります。例えば、一般看護師は英語で研究論文を検索することにより知識を深掘りすることができ、世界中の豊富な情報にアクセスすることが可能になります。特定の分野を軸に勤務し、最新の治療法や患

者ケアについて知る必要がある認定看護師や専門看護師も、英語力によってワールドワイドに最新の研究へアクセスできるというメリットがあります。教育者は、自らの研究を継続しつつ最新の情報を生徒に伝えていく必要もあります。ですから、たとえ海外に行くことを視野に入れていない看護師であっても、キャリアを積むということと英語力は切っても切れない要素の一つであると言えます。

もちろん、看護師、研究者、教育者として、より国際的にキャリアの幅を広げたいと考えているのであれば、英語力の重要度はさらに高まるでしょう。私自身の経験を挙げると、がん診療連携拠点病院として有名なMDアンダーソン病院の学習プログラムに応募する際に、英語のエッセイを提出する必要がありました。このプログラムは全て英語で行われ、私はこのプログラムに参加したおかげで世界中の医療従事者とつながることができ、看護に関する知識を広げる機会を得ることができました。これまで、看護師のキャリアに与える英語力のメリットについて説明しましたが、次に看護師や看護学生がどのように英語力を向上させればよいかについて焦点を当てていきます。英語を学習し続けるためには、キャリアの目標を明確にし、それに対してなぜ英語学習が必要なのかを強く認識することが不可欠です。英語を学ぶ具体的な理由を自分自身で特定することは、継続的な英語学習のために重要なモチベーションとなります。医療英語に苦勞している看護師には、まずは日常英会話から始めることを推奨します。このスキルは臨床現場ですぐに適用でき、患者の満足度向上に直接影響します(上林他, 2020)。

英語を習得した看護師は、英語を話す患者の対応を行う際にスムーズかつ効率的に業務を遂行することができます。そして、その成功体験は、

さらに学びたいというモチベーションにもつながります。

また、英語力を向上させるには忍耐力が重要であることも強調したいと思います。今日の現代社会においては存分に自由時間のある人など存在しません。既に決まった日々のルーティンを持つ人々にとっては、自分のスケジュールには全くもって余白がない、と感じていることが多く、趣味や勉強など新しいことを始めるのは到底不可能に思えることでしょう。一度定まったルーティンを変更するのは難しく、特に英語学習は自分の進歩を即座には実感しにくいいため継続するのが辛く難しくなって、つい断念してしまうこともあるかもしれません。このような場合は、英語学習を今ある既存のルーティンに統合してみてはいかがでしょうか。そしてそれを毎日の習慣の一部にすることにより、英語の勉強というものを、歯を磨いたり朝食をとったりするのと同じくらい自然なものとして捉えられるようになります。このアプローチは、時間の経過とともに、どんなに大変なスケジュール下にあっても一貫して英語学習を可能にしてくれます。

ここからは、私が看護師をしながらも英語学習を日常生活に取り入れた方法をご紹介します。働き始めた頃は、英語学習と日々の看護業務を両立させることが大変だ感じていました。緊急対応や対人スキルを必要とするようなストレスの多い環境で働くことにより、看護師には身体的および精神的な負担がかかります。では、このような状況下で、看護師や看護学生はどのようにして英語を学び続けることができるのでしょうか？ 学生時代、私は英単語がたくさん載っていて、ひたすら夢中になれる参考書と出会いました。卒業後も、その同じ参考書をテキストとして使用し、新しい単語の意味を覚えるためにひたすら書き続ける、ということを毎日の習慣としていました。この日常的なルーティンは、英語の基礎力強化に役立ち、看護師として働きながらも学習を継続する助けとなりました。今振り返ると学生時代に築いた学習習慣や英語基礎力は大変重要であったと思います。また、看護師は夜勤の義務もあり、一人で勉強を続けるのを難しく感じていました。これを克服するために、私は世界中のメンバーと繋が

れるオンライン学習コミュニティを作りました。一緒に誰かと勉強したい、というメンバーがたくさんいるシンプルなコミュニティです。加えて、私は自分のYouTubeチャンネル (https://www.youtube.com/@Nurse_miku) やInstagram (https://www.instagram.com/miku_nurse02/) も運営しており、これらを通じて私の学習ルーティンを共有しています。このSNS運用は自分自身の学習継続と目標宣言の双方で助けとなっています。グループに参加したい人はSNSを通じて私に連絡をしてもらい、少しインタビューした後にメンバーになってもらうかを私が決めています。このコミュニティを運営することは私自身のやる気も高めてくれます。私たちは、朝の勉強会というのを午前3時にZoomで行っていますが、やる気のある仲間がいることで、一緒に良い習慣が身につく、勉強の習慣化が可能になっています。一人で学習を継続することは難しいので、具体的な目標はそれぞれ違っても、継続的な学習という目標を共有できる仲間を見つけるというのはお勧めです。

次に、私の将来の目標とキャリアビジョンを「看護師の英語力」に関連させて共有したいと思います。私は将来、カナダの「認知症村」の考え方を学び、その知識を日本に持ち帰りたいと考えています。「認知症村」は、オランダ発祥のコンセプトで、認知症患者に特化した介護施設です。英語力があれば、このように海外での介護の実践を学ぶことができ、日本の医療全体にも自分自身のキャリアにも役立つと信じています。私の経験や提案が日本における自身のキャリア向上や海外での就業を目指す看護師にとって、何かのお役に立てば幸いです。看護師と看護学生がコネクション、機会、知識を自分自身で広げていくために、日々の英語学習に取り組むことを強くお勧めしたいと思います。

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