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会長 / President

吉岡俊正 / Toshimasa Yoshioka

東京女子医科大学医学部 医学教育学教授

会場 / Venue

東京女子医科大学 / Tokyo Women's Medical University

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【特別講演】

Integrating English Education Into Language Education

演者

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English abilities of high school graduates have been in constant decline in recent years (e.g., Saida 2010). It is ironical that this tendency became visible at about the time when the Action Plan to Cultivate Japanese with English Abilities was introduced in 2003 by MEXT. I will argue that the decline in students' English abilities stems from the neglect of the importance of English grammar and analytic practices in English education in favor of the vague notion of promoting "communicative skills."

I will then describe a plan of integrating English education into language education, thereby connecting L1 (*kokugo*) education and English education on a principled basis. The key concept of the plan is "metalinguistic noticing (*kotoba e no kizuki*).” I will explain this concept by giving examples drawn from Japanese and English as well as by showing samples of work from elementary school children educated in classrooms implementing a curriculum based on this plan.

[演者略歴]

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主な（編）著書として、『ことばのからくり（全4冊）』（岩波書店，1996年），『探検！ことばの世界』（ひつじ書房，2004年），『岩波講座 言語の科学（全11巻）』（岩波書店，1998年）などがある。

【ワークショップ1】
Teaching Oral Case Presentations

Takayuki Oshimi, MD

Eric Hajime Jago

Jason Khoh

(Nihon University School of Medicine

Division of Medical Education Planning and Development)

It is imperative for doctors and medical students to acquire the ability to prepare and deliver oral case presentations in English, therefore, it is often included as a component of the English for medical purposes curriculum in many medical schools in Japan. However, various obstacles exist which can hamper the achievement of maximal educational impact in the classroom. Among them, a lack of pedagogical and linguistic expertise as well as insufficient medical understanding are both cited by medical experts and linguistic experts respectively as main limitations. These can be major challenges for EMP instructors in developing a strategy for effectively teaching oral case presentations.

This 90-minute workshop has been designed for those of you interested in A) increasing your medical knowledge vis-à-vis oral case presentations, B) learning how doctors use English while presenting, and C) getting ideas for how to teach oral case presentations. During the 90 minutes, we will cover 1) aspects of good oral case presentations from a medical perspective, 2) common expressions used in good oral presentations, and 3) different lesson activity ideas for developing the much needed clinical communication skills.

Discussion will follow the workshop activities to give the 30 participants an opportunity to ask questions and share their experiences. We hope that the expertise and experiences of the participants will help to enrich the workshop and make it a positive learning experience for everyone.

7月9日(土)
ワークショップ1

1 ブレンディッドラーニングを導入した医学英語の実践

13:10 ~ 13:30 岩田 淳(鳥根大学医学部医療社会文化学講座)

鳥根大学医学部ではeラーニングを活用した授業改善ならびに英語学習サポート体制の構築を目的に、2008年度にCALLシステムを導入し、2009年度から医学科1年「医学英語」においてアルク教育社の「NetAcademy医学英語コース」を活用したブレンディッドラーニングによる授業(以下「BL」)の実践を開始するとともに、医学科1年「英語I」、医学科2年「英文講読」、看護科2年「英語」において、オープンソースのラーニングマネジメントシステム(以下「LMS」) Moodleを活用したBLによる授業実践を開始した。

BLの導入にあたっては、宮地(2009)が「教師の一斉指導、グループ学習、WBTを活用した個別学習、テレビ会議による遠隔地の学習者との共同学習、などを効果的に組み合わせ、学習者の理解度を高める学習方法」と定義しているように、対面授業とeラーニングの長所を活かした指導あるいは学習形態によって学習の理解度を向上させるとともに学習への動機づけを高めることを期待した。

BLによる授業で利用したMoodle教材については、筆者らが作成した指標(Perceptual Measure)(Iwata & Clayton 2008)によって評価を行った結果、(1)コンピュータを利用することに不安を持つ学生が多いこと、(2)教材が積極的な学習に役立っていること、(3)教材のデザインに改良の余地があること、(4)教材に対する満足度は概ね高いが、学習管理、学習の質について疑問視する学生がいる、ことが判明している。

今回の発表では、実践したBL授業の中から医学科2年「英文講読」を取り上げ、利用したMoodle教材、BLのデザイン、授業の様子、アンケートによる評価結果を紹介するとともに、Perceptual Measureをもとにした教材の評価結果を報告し、最後に今後の効果的なBLの実践に向けた課題を述べる。

2 Effect of a Cross-cultural Discussion on a Web Forum — Japanese Students' Perspectives

13:30 ~ 13:50 芦田ルリ(東京医科大学), Sheba D Mani (Language, Communication and Culture, International Medical University, Malaysia), CNurjahan M Ibrahim (Department of Family Medicine, Clinical School, International Medical University, Malaysia)

Background: While students acknowledge the importance of developing English proficiency, many Japanese students cannot actually feel the pressing need for or the joy of acquiring English skills since there is little opportunity for them to actually use English for communication.

Methods: Thirty-seven second-year students at Tokyo Medical University (TMU) and 21 at International Medical University (IMU) participated in a web forum discussion. Students were given a similar trigger on an ethical issue, and after studying and presenting their findings in the respective universities, they exchanged their ideas on the forum (med-students.net) for 5 days. A post-questionnaire was administered to Japanese students to explore the effect of the web forum.

Results: No student at TMU had previously had the experience of communicating with students from other medical universities abroad. Many students regarded the web forum as “a precious experience,” and they were excited to see their opinions and other students' responses posted on the forum. There were 2232 hits by students (TMU and IMU). Through the discussion, they developed a better understanding of both the similarities (which they regarded as the quintessence of medicine) and the differences in opinion and handling of situations. Some students were motivated to improve their English skills as they “actually felt” that English enabled them to communicate with people in different countries.

Conclusion: Students' concepts of the cross-cultural discussion on the web forum highlighted the effect of the forum on students' motivation, their understanding of different perspectives, and their recognition of English as a communication tool.

3 Using Posters in English Language Classes

13:50 ~ 14:10 Clive Langham, Michio Tajima (Nihon University School of Dentistry)

At medical and dental schools in Japan, English language classes are usually scheduled in years one and two of study and are part of the general education curriculum. Broadly speaking, classes can be categorized as conversation-based, content-based, ESP-based or somewhere between. Most language textbooks on the market are aimed at conversation type classes, and are at elementary or low intermediate levels. Many teachers will feel such textbooks do not meet the needs of their students and will want to include content in their classes, often linking them to other core subjects on the curriculum. In this presentation, I will propose that poster presentations present a better possibility of promoting language acquisition, motivation and real content than textbooks. I will show how to build a one semester program around the use of posters, focusing on activities, class management and evaluation. Suggestions will also be made as to other possible uses of posters in language classes. The results of a student survey administered after the poster presentation program will be presented.

1 A Proposal Regarding English Education at Schools to Train Paramedics/Medical Technologists in Japan

14:20 ~ 14:40 神崎 秀嗣 (京都大学ウイルス研究所細胞生物)

I have been engaged in English education at paramedics/medical technologist-training school. Previously, English was not always necessary for paramedics, possibly because national examinations for various paramedics did not involve English.

However, "team medical practice", which was devised to overcome the recent lack of physicians, requires paramedics' ability to understand English. English education for paramedics may be useful for providing correct treatment and overcoming the lack of physicians.

I introduce a trial for practical English education, which has been carried out in our hospital.

2 Register Differences Between the Spoken Text and PowerPoint Text of Oral Presentations at Medical Conferences in the UK and Japan

14:40 ~ 15:00 野田千糸里 (東京医科大学国際医学情報学講座)

Background: Presenting research findings in English is now a prerequisite for career advancement for many in the scientific community. Recent research on oral presentations has shown clear differences in the lexicogrammatical features of oral presentations made by native or highly proficient English speakers and non-native English speakers. However, little research has been done on the use of visuals and their interrelationship with the spoken presentation text of these two groups.

Purpose: To determine the register of the spoken text and the text in the PowerPoint slides of English oral presentations given by native or highly proficient and non-native English speakers.

Methods: English oral presentations given at medical conferences in the UK (n=12) and Japan (n=12) were video recorded and transcribed. All presenters at the British conference were either native or highly-proficient English speakers who worked or studied at British hospitals or universities. All presenters in Japan were Japanese non-native English speakers. The slides and transcripts were analyzed for the type of register.

Results: The presenters in the UK used the spoken register in their talk and the written register in their slides. This distinction was not as conspicuous in the Japanese group. Noticeable among some of the Japanese presenters was the exact correspondence of the spoken text with the text in the slides.

Conclusion: While this study is limited by the number of presentations analyzed, it reveals specific pedagogical recommendations for oral presentations.

3 アセンブリ活動における英語班の取り組み

15:00 ~ 15:20 服部しのぶ (藤田保健衛生大学)

さまざまな学科の1・2年生が混在する「アセンブリ活動」の英語班における取り組みを報告する。

この活動の目的としては、医療現場で活用できる英語に触れ、患者さんを中心とする医療について、欧米と日本との違いを理解したり、チーム医療の中で積極的に発言できる発言力・コミュニケーション力を身につけたり、英語しか話せない患者さんの立場になって考える力を身につけ、また、英語力を活かして、患者さんに喜ばれる行動を起こす、ということが挙げられている。

実際の活動内容として、以下の点が挙げられる。英語の医療関連ドラマを視聴することで、チーム医療の中で使用される生きた英語に触れたり、患者さん、医師、看護師、その他の医療スタッフの考え方を、日本と欧米とを比較して議論する。班員に検査学科の学生が多かったことから、病院内の検査部で使える英語表現集を作りたいという意見が出て、それに向けて取り組んだ。一方で、英語での会話力を少しでも身につけるために、視聴するドラマからの表現も参考にしながら、ロールプレイなどを通して表現を練習したり、TOEICのリスニングの問題を使用して、英語を聞くことに慣れる練習も行った。

活動の最終日には、成果物として、病院会話編(医療スタッフと患者さんの英会話集)を完成させた。超音波検査、採決、心電図、検温・検圧測定の場合ごとに、想定される会話に応じた表現集になった。ネイティブの先生に正しく伝わるかどうか、ロールプレイを通して確認した。また、インタビュー編として、学生がインタビューをして、いろいろ聞いてみたいと思う先生方を挙げ、面談の予約を取り、インタビューし、それをまとめて冊子の後半部分に付けた。

普段、他の学科の学生と交流することがほとんどない環境で、協働して1つのものを作り上げるプロジェクトは、学生一人一人に貴重な経験になった。

1 Medical English Course Design and Teaching Practices: University of Toyama Case Study

15:30 ~ 15:50 木村裕三(富山大学医学部一般教養英語科)

In what way has a national university established a collaborative medical English course design with both medical faculty and English language instructors? This series of presentations will describe the history and practices of medical English classrooms at the School of Medicine, University of Toyama, focusing particularly on how the university has created a medical English curriculum with no specific financial subsidiaries.

This section will first describe the result of a survey conducted in 2005 throughout all national universities in Japan, regarding the status quo of medical English. The result showed general tendencies of current medical English at that time, i.e., almost no special course design had been applied in terms of attaining smaller class size. Focus will then be shifted to describing why the University of Toyama, in collaboration with 24 medical faculties and three English language teaching staffs, decided to establish a new medical English course design. The rationale additionally outlines a brief history of curriculum renovation that developed from two large-sized English-conversation style classes towards the current fully-developed collaborative small-sized classes.

The presenter will also describe his classroom practice, one of 27 classes in this course, in terms of its function and motivation for the entire course design. Materials used, and the procedure of his class as well as the reasons why students chose his course will be shown.

Results of quantitative and qualitative post-teaching questionnaires administered to both faculty and students will show both the successful aspects and areas that perhaps require further improvements.

3 Medical English Task-Based Material Design: Process and Assessment

16:10 ~ 16:30 Lesley Riley(富山大学医療系キャンパス)

This section of the case study first presents brief results of an earlier study identifying language learning preferences of Japanese medical university students in a Medical English classroom conducted by a native speaker of English. The presenter next examines implications of incorporating these results into task-based materials design and investigates the extent to which one authentic task was used by three fourth year medical students at the University of Toyama who had multiple roles as 1) students in a Medical English class, 2) post-course research-participants, and 3) co-authors with their teacher.

The task design presented in this study involves a series of task-dependent steps which reflect task-based language learning principles. Learners first access and join a free e-mail website of newsletters from Harvard Health Publications, Harvard Medical School, Boston, USA. They then read current articles online and browse through archives to select a medical topic, describe their findings in a written report, and present this orally to their peers. The three participants extended the classroom task post-course by editing and writing multiple drafts toward final publication. Qualitative post-course interview data is presented showing reactions to the processes learners go through both in and out of the classroom in order to successfully complete the task. These are described in terms of language use, task ease or difficulty, and enjoyment levels. The paper also briefly discusses issues of task assessment, learner goals and self-regulated learning.

2 IT マネジメントを応用したテュートリアル形式の医学英語コース

15:50 ~ 16:10 廣川慎一郎(富山大学医学部医学教育講座)

医学教育では学生の能動的学習を促進するための方略としてテュートリアル授業が取り入れられてきた。富山大学医学部専門教員による医学英語授業27コースの1つとして行ったITマネジメントを利用した少人数テュートリアル形式での医学英語授業を紹介する。

対象は3,4年次の専門教科としての医学英語。I・II(1グループ8人程度)である。

学内予備ワークショップでは医学英語の目的・目標として大まかに3つ,すなわち,英語運用能力(リテラシーやコミュニケーションツールとしての英語),医学専門用語の解釈・発音,英語による医学教育が挙げられた。今回報告するコースでは①医学部教員による英語教育,②少人数学習,③介入型テュートリアル(専門医学教育),④学内SNSを用いたe-learning,⑤プレゼンテーション能力の向上など一石五鳥をマネジメントした。

授業は3コマ(1コマ90分)で構成し,課題シナリオは英語の医学論文(総説が主)で代用した。1回目にコース参加を確認後,2回目までに富山大学PSNS(Psycho-Social Networking Service)を利用したオンデマンドe-learningでSNSの医学英語コミュニティメンバー限定のトピック上で題材論文の全訳,添削を共有して行い,討論後に各自の学習課題を策定し自主学習を促した。あらかじめ評価法を明示しておき,翻訳文や出席はトピックのコメントで確認し,教員が適時フィードバックを行った。SNSではコミュニティメンバーとしてピア・レビューや外部教員からの評価が可能であった。

3回目に全員のプレゼンテーションを行いテューターによる形成的評価を行った。発表では英語でのoral presentation,ホワイトボード使用,レポート作成など論文内容にとどまらない発展的な学習成果の報告があり,能動的学習が積極的に行われたことが判断できた。

【ワークショップ2】

The Teaching of Medical Writing

Reuben M. Gerling

with Eric Jego

(Nihon University School of Medicine)

This workshop is intended for those who wish to improve their skills in the teaching of medical writing. The workshop will have three short presentations and two general discussions.

The first presentation will explain in brief the principles of teaching writing with a particular emphasis on outcomes. The second presentation will be about the writing of outlines. Following the second presentation will be a discussion in which ideas for the effective teaching of outlines will be discussed. Participants will be asked to consider three groups of learners: medical students, residents and experienced writers.

The third presentation will be about using corpora. This presentation will be followed by a similar discussion in which effective methods for the teaching of the use of corpora in medical writing will be discussed.

Reuben M. Gerling graduated from the University of Cambridge and taught at a number of Japanese Universities. Since 1990 he has been involved in the teaching of medical English first at the City University of Yokohama and then at Nihon University School of Medicine.

He is now a visiting professor at Nihon University School of Medicine.

He has published papers analyzing medical writing as well as on aspects of medical education, especially in relation to language teaching.

1 Our Approach to Raising Students' Capacity for Professional Communication

11:00 ~ 11:20 Bukasa Kalubi (Tokushima University, Faculty of Medicine, Medical Education Support Center)

Four years ago, we gave a presentation on our approach to enhancing the capacity of our students for Medical Terminology. Given the big discrepancy in English capacity displayed by medical students, we felt that some students needed assistance to increase their proficiency. Accordingly, we requested for additional hours in the curriculum for the basic medical terminology classes in 2nd grade and got 5 supplementary hours during the semester. We also, introduced a new textbook, and to keep students studying on a regular base, they were required to submit a weekly report based on the study mode of the student CD-ROM mapped on the different class chapters and including labeling body parts, defining word parts and medical terms, building medical term, usage of terms in readings, listening and typing medical terms. To further stimulate our students, we devoted the 5 supplementary hours to practicing with them and answering their numerous questions. The presentation will show the results of the 2nd grade students' survey, those of the achievement test in the English program final exam by the 4th grade students, and the impressions of faculty members on the capacity of our students for medical English. We conclude that the modifications introduced contributed to changing students attitude towards English and that, at least on paper, students have shown considerable improvement in their understanding of the English medical language. This approach can be a model for teaching medical English in a low budget university.

2 Communicative Activities for Medical Terminology Classes

11:20 ~ 11:40 James Hobbs (Iwate Medical University, Center for Liberal Arts and Sciences)

Medical students are often required to take lessons or even whole courses focusing on the common prefixes, roots, and suffixes encountered in medical terminology. While many teachers would agree that this is an important component of the medical English curriculum, teaching it in a way that engages learners' interest can be a challenge. Terminology textbooks typically include long lists of word parts, written exercises to practice combining these word parts, and little else, and courses based entirely on such materials can soon become dull, monotonous, and hence demotivating. In addition, such materials often incorporate little or no focus on pronunciation. In this presentation, the speaker will describe a number of communicative activities he has created and used successfully in conjunction with a medical terminology textbook. By ensuring that each 90-minute lesson features at least one speaking and listening activity with an element of challenge and competition, it has been possible to keep students engaged and motivated for the duration of a 15-week course in medical terminology, and the use of such activities also appears to have helped students develop both better pronunciation habits and a better command of the textbook material.

3 EMWA Conference に参加して…

11:40 ~ 12:00 小幡美恵子 (Babel University, Professional School of Translation)

過去数年にわたり EMWA (European Medical Writers Association) の教育プログラムに参加し, Certificate を取得する機会を得た経験から, EMWA の組織とその活動について紹介したい。医薬品業界ではグローバル化に伴い専門文書を英語で作成することが今や必須となりつつある。従って, 技術系参加者は主として世界に共通する英文書の作り方を学ぶ。また, 医学雑誌などジャーナル関連記事のライター (science writer or medical writer) は逆に専門分野の内容理解のためのワークショップに多数参加する傾向がある。

Conference は毎年2回, 春と秋にヨーロッパの都市で3~4日間にわたって開催される。ワークショップの数は AMWA に比べると少ないが, "Medical and Pharmaceutical English for Non-Native Speakers" など基本的なものも盛り込まれているのは有難い。

日本でも同じ医薬/医療情報コミュニケーションに関わる協会として JMCA (Japan Medical Communicators Association) が発足して久しく, medical writer 育成のための教育を目的としたセッションなどが数多く開催されているが, ワークショップのスタイルにおいて欧米と日本とは根本的に異なっていることを強く実感した。欧米はあくまでプラクティカルで, 直接身につく方法に重きを置いている。この点についても触れてみたい。

1 The Podcast Gospel According to Christopher Holmes

13:00 ~ 13:20 Christopher Holmes (University of Tokyo Faculty of Medicine)

Medical students everywhere have too much to learn and too little time. English teachers at Japanese medical schools are asked (yet can be hardly expected) to overcome severe time constraints while teaching ill-prepared (and often undermotivated) non-native speakers and bring them to a high standard of English competency, one ideally sufficient to compete with native speakers in American residency programs. What can be done to overcome linguistic handicaps in 48 hours over a 12-month period (in the case of my institution)? What can be done even in four times that time?

Earlier this year (at EMP 2011 in Tainan, Taiwan), I gave a talk on how English is taught in Japan and directed a 50-minute workshop on classroom workarounds based on the "Tactical Tips for Teachers" I presented last year at JASMEE 2010 (Chris's Chaos Chorus, Round-Robin Reading, paragraph labeling, and note-taking skills), to which I added very short introductions to podcasts, summarization exercises, and "What I Learned In Class Today" feedback sheets.

This year at JASMEE 2011, considering that podcasts are a vast, powerful, and little-known but extremely valuable, low- or no-cost, and virtually unused tool in and out of the medical English classroom, I intend to spread the Podcast Gospel among both Faithful and Infidels. I will explain podcasts' different categories and characteristics, their merits and demerits, dosing tips, indications, contraindications, and precautions. Finally, I will provide a list, in the form of mini-reviews, of commendable medical English podcasts.

2 Presentation Skills for the Real World

13:20 ~ 13:40 Kenneth Nollet (福島県立医科大学輸血・移植免疫学講座)

Medical students might regard English as an irrelevant course requirement, for which homework is a distraction from other subjects and club activities. For the past three years, one section of English Presentation Skills at our university has been built around student preparation for a simulated medical conference in which they are the organizers, session chairs, speakers, and audience. This adds relevance to foreign language study, and makes homework a duty owed not to the instructor(s), but to other students. Students have also taken responsibility for inviting, hosting, and thanking guest speakers who visit the class from within our university and elsewhere. Homework includes the expectation that students attend a real medical conference, on or off campus, in English or Japanese, to better understand the roles they will play in the conference that comprises their final project. Contrary to the expectations of one Western instructor, the greatest enthusiasm for outside conference participation arose when students collectively decided to attend the same off-campus conference as a group, rather than attending different conferences according to individual interests. The second most popular extracurricular conference has been an on-campus English Skills Seminar, held 2-3 times per year with different themes.

3 授業を活性化させるデジタル・ストーリーによる指導例

13:40 ~ 14:00 木村みどり (東京女子医科大学看護学部)

本学の看護学生から取ったアンケート結果によると、リーディングやライティングの授業を敬遠し、スピーキングの授業を好む傾向が強い。しかし、書かれたものから情報を読み取ること、自分の考えを簡単な英文でまとめることは、将来看護の現場で働くために、また、大学院教育のためにも重要なことである。そこで、学生の要望も取り入れつつ将来に求められる英語の技能を指導する方法として、「デジタル・ストーリーテリング」の授業を行なった。デジタル・ストーリーとは、昔ながらの紙芝居をデジタル化したもので、画像にナレーションと音楽を取り込みテレビの番組のように仕上げる。本授業は、看護学生1年生(30名)、2年生(30名)、3年生(50名)の講読のクラスで実施した。4~5人のメンバーでグループを構成し、授業で取り上げたトピックを基に発表内容を決め、全員が協力して一つの作品を完成させた。

授業後に取ったアンケートでは、とにかく楽しかった、という感想が圧倒的に多く、英語に関しては、以下のようなコメントがあった。どのようにストーリーを構成するか、内容をどのように絵に表現するかを英文を読んで一生懸命考えた。英語を書くのは面倒くさいと思っていたが、簡単でわかりやすい英文の書き方の良い勉強になった。英語の発音や、イントネーション、ポーズの取り方、声のボリュームの大切さに気付いた。また、クラスメートと一緒に頑張れた、コンピューターの楽しい使い方を覚えられた、などと、グループワークやICT教育に関しても積極的な意見が見られた。

使用したソフトは、自分の作品を振り返りつつ作成するという過程を経るため、良いデジタル・ストーリーを作り上げたい、というオーディエンスを意識した気持ちで、学習者の意欲を掻き立て、積極的に作業に取り込ませたと思われる。この学習方法は、英語の4技能だけでなく、情報収集・構成力、チームワークの発達も促し、デジタルの時代に育った学生にとって興味を引くアクティビティで、授業の活性化が期待できる。

4 Innovation in Medical English Material Development for Nursing and Medical Technology Majors

14:00 ~ 14:20 Najma Janjua (Kagawa Prefectural University of Health Sciences)

Currently there is a dearth of suitable materials for teaching medical English in EFL settings including Japan. Lacking especially are materials that can cater to the needs of learners in diverse areas within the realm of health sciences. This presentation will describe material for a medical English course developed in response to the challenge of teaching a combined class of nursing and medical technology majors at a Japanese health sciences university. The situation demanded availability of materials that could cater to the needs of both groups of students in a jointly held class while at the same time providing them with a meaningful learning experience. Toward these objectives, a set of medical cases based on real-life clinical scenarios were selected from Delmar's Case Study Series. The cases contained ample vocabulary and situations related to both nursing and medical technology disciplines and were adapted for the course to correspond to level and ability of the learners. Pedagogical approach focused on developing all five language learning skills: comprehension, reading, writing, listening, speaking. As part of written and spoken genre, students also composed dialogues based on case studies and acted them out in the class. Student responses to a survey at the end of the course showed that they found the material interesting and easier to learn because of its relevance to their future workplace and the story format of cases. This innovation in medical English material development represents an attempt at meeting the needs of learners in healthcare specialties in EFL settings.