

June
2021

Vol. 20
No. 2

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Journal of

Medical English Education

Journal of Medical English Education
年 3 回 2 月・6 月・10 月発行 第 20 卷 第 2 号 2021 年 6 月 1 日発行
ISSN 1883-0951

The 24th JASMEE Academic Meeting Program and Abstracts

第24回日本医学英語教育学会
学術集会プログラム・抄録集

Dates 会期

July 17 (Sat) & 18 (Sun), 2021

2021 年 7 月 17 日 (土)・18 日 (日)

President 会長

Yoshiharu Motoo (Komatsu Sophia Hospital)

元雄 良治 (小松ソフィア病院)

Venue 会場

Web meeting (Zoom)

Web 開催 (Zoom ミーティング)

 Japan Society for
Medical English Education

Official Journal of the Japan Society for Medical English Education (JASMEE)

The 24th JASMEE Academic Meeting

第24回日本医学英語教育学会学術集会

メインテーマ Main theme

医学英語への多職種連携 Inter-professional Work for Medical English



写真提供：金沢市



会期: 2021年7月17日(土)~18日(日)

Dates: July 17 (Sat) - 18 (Sun), 2021

会場: Web開催

Venue: Online

会長: 元雄良治 (小松ソフィア病院)

President: Yoshiharu Motoo, MD, PhD, FACP (Komatsu Sophia Hospital)

日本医学英語教育学会事務局

Japan Society for Medical English Education TEL.03-3818-6450

<https://jasmee.jp/category/events/academic-meetings/>

Journal of Medical English Education

The official journal of the Japan Society for Medical English Education

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Greeting from the President

会長挨拶

President of the 24th Annual Meeting of Japan Society for Medical English Education

Yoshiharu Motoo, MD, PhD, FACP

Komatsu Sophia Hospital

第 24 回日本医学英語教育学会学術集会

会長 **元雄 良治**

小松ソフィア病院



With less than a month remaining until the annual Academic Meeting, I really regret not being able to welcome you to Kanazawa. However, I hope that large numbers of people will come together online to participate, and I would like to encourage all of you to pre-register as soon as possible. Perhaps the online greeting I have posted will encourage you to do so: <http://jasmee.umin.jp/jasmee2021.html#kv1>

The program for the Society's first ever annual Academic Meeting to be held online covers a wide variety of topics and includes presentations by teachers who are working hard to deliver online classes, symposia for people working in multiple disciplines who are struggling to write articles in English, and workshops to support students in these difficult times.

学会の開催まであと1か月余となりました。

金沢でみなさまをお迎えできないのはたいへん残念ですが、せめて初夏の金沢でお迎えする気分でHPにご挨拶を掲載させていただきました。

<http://jasmee.umin.jp/jasmee2021.html#kv1>

プログラムはこの困難な時期に工夫を凝らして実践に取り組んでおられる先生方のご発表、英語論文作成の多職種の方々のシンポジウム、この時代の留学生支援のワークショップと、みなさんが共有している今日的话题が多く取り上げられております。

Web開催は本会の初の試みですが、多くの方に気軽にご参加いただけることを期待しています。

ぜひ、お早めに事前登録をお願いいたします。

Yoshiharu Motoo, MD, PhD

元雄 良治

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General information | 参加の方へのご案内

■ Outline of the event

Dates: July 17 (Sat) & 18 (Sun), 2021

Venue: Web meeting (Zoom)

Please participate at your own convenience and with a stable Internet connection.

Registration fees: Members 8,000 yen, Student members 5,000 yen, Non-members 12,000 yen

■ Pre-registration

1. To participate, please register and pay the registration fee in advance.
2. Presenters must be members of the Society. Please be sure to become a member.

Click here to pre-register:

<http://jasmee.umin.jp/24jasmee/form.html>

3. IDs and PWs for the conference will be distributed to those who have pre-registered.

We will start sending them in order from Monday, July 12, from those who have completed registration by 12:00 p.m. on Friday, July 9. If you do not receive your ID and PW, please contact the secretariat.

■ For speakers

1. Presenters will be asked to submit a video in advance. Deadline: Friday, July 9
2. On the day of the conference, the submitted videos will be made available for viewing by the organizers. On the day of the conference, please enter the venue via Zoom and watch the video together with the participants. Please note that as a rule, presentations cannot be made while sharing the screen. Please enter the venue at least 20 minutes before the session starts.
3. Please wait for your presentation with the camera on and microphone off.
4. After the video, the chairperson will ask the participants for questions. Please listen to the questions and answer them with "camera on, microphone on".
Nomination of questioners is at the discretion of the chairperson. Please follow the chairperson's instructions.

■ For chairs

1. The program will proceed as per the timetable. Please be at the venue 20 minutes before the start of your session.
2. At the start of your session, please change your name to "Chair: (your name)".
3. We will not be able to provide a meeting time for the chairpersons on the day of the event, so please have a meeting beforehand.

■ 開催概要

会期：2021年7月17日（土）・18日（日）

会場：Web開催（Zoomミーティングによる）

それぞれご自分の都合のよい場所で、安定的にインターネットに接続できる環境でご参加ください。

参加費：会員 8,000 円, 学生会員 5,000 円, 非会員 12,000 円

■ 事前参加登録

1. 参加にあたっては、事前に参加登録と参加費のご入金をお願いいたします。
2. ご発表者は本会会員に限ります。必ずご入会ください。

事前登録：<http://jasmee.umin.jp/24jasmee/form.html>

3. 事前登録が済んだ方に、学会参加用 ID・PW を配布いたします。

7月9日（金）12:00 までに参加登録と入金が完了した方に、7月12日（月）から送信をいたします。未着の方は事務局にご連絡ください。

■ 演者の方へ

1. ご発表の方には事前に動画を提出していただきます。締切：7月9日（金）
2. 当日は提出された動画を主催側で供覧いたします。学会当日は、Zoom で会場にお入りいただき、参加者とともに視聴ください。原則として画面を共有しながらのご発表はできませんので、ご注意ください。セッション開始 20 分前には会場に入ってください。
3. ご自分の発表のときは「カメラ ON・マイク OFF」でお待ちください。
4. 動画終了後座長が参加者に質問を求めます。質問を聞いて、「カメラ ON・マイク ON」で回答をお願いします。
ご質問者の指名は座長にご一任となります。座長の指示に従ってください。

■ 座長の方へ

1. プログラムは日程表どおりに進めます。ご担当セッション開始 20 分前には会場にご参加いただいているようにしてください。
2. ご担当のセッションの開始にあたり、お名前を「座長：（お名前）」と変更してください。
3. 当日は 2 名の座長同士の打合せの場をご提供できませんので、恐縮ですが事前にお打合せをお願いいた

- If necessary, the secretariat can set up a Zoom meeting for you. Please contact us by phone, or contact the secretariat with a list of possible dates and times.

■ How to join the conference

- The entrance to the conference will be set on the 24th JASMEE Academic Meeting website.
- Please enter the venue with the ID/PW that will be sent to those who have pre-registered. The ID/PW will be sent from July 12.
- When you enter the venue, please change your “name” to a name that is easy to understand (your registered name) and turn off both the camera and microphone. You can modify your name by right-clicking on the screen and selecting “Change Name”.
- If you leave the conference venue in the middle of the day, please re-enter from the homepage.

します。

- 必要に応じ、事務局で打合せ Zoom ミーティングを設定させていただくことも可能です。相互にお電話等でご連絡いただくか、候補日時をいくつか挙げて事務局にご相談ください。

■ 学会当日：参加方法

- 学会参加の入口は HP に設定いたします。HP からご参加ください。
- 事前登録が済んだ方にお送りする、参加用 ID・PW で会場にお入りください。参加用 ID・PW は 7 月 12 日からお送りする予定です。
- 会場に入りましたら、ご自分の「お名前」をわかりやすい名前（登録名）に変更し「カメラ OFF・マイク OFF」にしてください。お名前は画面で右クリックし「名前の変更」を選んで修正できます。
- 学会会場を途中で退出した場合は、HP から入り直してください。

Enter the conference venue from here.
ここから学会会場へ



■ Participation certificate and receipt

A certificate of participation and receipt will be sent as an attachment to your pre-registered e-mail address after the conference. Please register a PC e-mail address.

■ Kenichi Uemura Award

As this is an online conference, there will be no selection for the Kenichi Uemura Award this year.

■ 参加証・領収証

参加証・領収書は学会終了後、事前登録のメールアドレスに添付でお送りいたします。PC用のメールアドレスをご登録ください。

■ 植村研一賞

Web開催となったため、本年の植村研一賞の選考はありません。

Timetable | 日程表

July 17, Sat 7月17日(土)	
9:20 9:25	Opening remarks 開会挨拶 … 会長 元雄良治 Yoshiharu Motoo
10:25	General topics 1 一般演題 1 診療 Clinical practice 座長 Chairs: 入交重雄 Shigeo Irimajiri 吉田友昭 Tomoaki Yoshida 演題番号 No.1 ~ 5
10:30	Special session 1 特別セッション 1 International Journal への論文執筆と査読の実際 Practice of article submission and review in international journals 座長 Chair: 元雄良治 Yoshiharu Motoo 演者 Speaker: 藤岡和美 Kazumi Fujioka
11:00 11:10	Workshop ワークショップ 医学生と考えるコロナ禍における留学支援 Student-oriented workshop: Studying abroad during the COVID-19 pandemic Coordinator: 押味貴之 Takayuki Oshimi
12:10	Lunch break 昼休み
13:00	Special lecture 特別講演 学術雑誌の発祥からオープンアクセス誌まで From the first academic journals to open access publication 座長 Chair: 元雄良治 Yoshiharu Motoo 演者 Speaker: 有田正規 Masanori Arita
14:00 14:10	Symposium 1 シンポジウム 1 英語論文作成の分業化: 多職種連携の現状 Work sharing in medical English writing for inter-professional collaboration 座長 Chairs: 元雄良治 Yoshiharu Motoo Raoul Breugelmans 演者 Speakers: 伊達 勲 Isao Date サブリーナ・ジェスミン Subrina Jesmin Arai 植谷可恵 Kae Uetani 濱名美恵子 Mieko Hamana
15:40	Panel discussion パネルディスカッション
16:10 16:20	General topics 2 一般演題 2 Writing, reading 座長 Chairs: 玉巻欣子 Kinko Tamamaki 黒住和彦 Kazuhiko Kurozumi 演題番号 No.6 ~ 9
17:10	

July 18, Sun 7月18日(日)	
9:00	Councilors' meeting 評議員会
9:30	Member debriefing session 会員報告会
10:00	General topics 3 一般演題 3 COVID-19 座長 Chairs: Raoul Breugelmans 徳川城治 Joji Tokugawa 演題番号 No.10・11
10:25 10:30	Special session 2 特別セッション 2 論文ライティング分業化は論文発表促進の切り札になりうるか Could systematic outsourcing solve fundamental problems involving medical publication practice in Japan? 座長 Chair: 元雄良治 Yoshiharu Motoo 演者 Speaker: 橘 尚子 Naoko Tachibana
11:00	Symposium 2 シンポジウム 2 コロナパンデミック下での医学英語教育の取組と工夫 Efforts and innovations in medical English education under the COVID-19 pandemic 座長 Chair: 青木洋介 Yosuke Aoki 演者 Speakers: 小島多香子 Takako Kojima 影山幾男 Ikuo Kageyama 入交重雄 Shigeo Irimajiri 福沢嘉孝 Yoshitaka Fukuzawa
12:00	Lunch break 昼休み
12:50	General topics 4 一般演題 4 授業方式 Teaching methods 座長 Chairs: 影山幾男 Ikuo Kageyama 藤岡和美 Kazumi Fujioka 演題番号 No.12 ~ 15
13:40 13:45	General topics 5 一般演題 5 リモート教育 (1) Remote education (1) 座長 Chairs: Timothy Minton 岩田 淳 Jun Iwata 演題番号 No.16 ~ 19
14:35 14:40	General topics 6 一般演題 6 リモート教育 (2) Remote education (2) 座長 Chairs: 一杉正仁 Masahito Hitosugi 服部しのぶ Shinobu Hattori 演題番号 No.20 ~ 22
15:20 15:25	General topics 7 一般演題 7 リモート教育 (3) Remote education (3) 座長 Chairs: 元雄良治 Yoshiharu Motoo 小島多香子 Takako Kojima 演題番号 No.23 ~ 25
16:05	Closing remarks 閉会挨拶 … 会長 元雄良治 Yoshiharu Motoo

Program | プログラム

July 17, Sat

7月17日(土)

9 : 20

Opening remarks: President of JASMEE2021 Yoshiharu Motoo

9 : 25 — 10 : 25

General topics 1 Clinical practice

Chairs **Shigeo Irimajiri** Rinku General Medical Center
Tomoaki Yoshida Fujita Health University

- 1 Analysis of interview transcripts to assess history-taking performance between first- and second-year Japanese medical students and English-speaking simulated patients
Takahiko Yamamori Aichi Medical University School of Medicine
- 2 A Content and language integrated learning (CLIL) approach to teaching clinical English and communication skills
Francesco Bolstad Nara Medical University
- 3 Building online courses that focus on medical case reports
Walter Davies Hiroshima University
- 4 The lexical and textual characteristics of medical case reports
Simon Fraser Hiroshima University
- 5 English rounds at neurosurgical ward of the University of Tsukuba Hospital in the coronavirus era
Alexander Zaboronok University of Tsukuba

10 : 30 — 11 : 00

Special session 1

Chair **Yoshiharu Motoo** Komatsu Sophia Hospital

Practice of article submission and review in international journals

Kazumi Fujioka Nihon University School of Medicine, Fujioka Dermatological Clinic

11 : 10 — 12 : 10

Workshop

Takayuki Oshimi International University of Health and Welfare (IUHW) School of Medicine

Student-oriented workshop: Studying abroad during the COVID-19 pandemic

12 : 10 — 13 : 00

Lunch break

9 : 20

開会挨拶…会長 元雄良治

9 : 25 — 10 : 25

一般演題 1 診療

座長 入交重雄 りんくう総合医療センター
吉田友昭 藤田医科大学

- 1 Analysis of interview transcripts to assess history-taking performance between first- and second-year Japanese medical students and English-speaking simulated patients
山森孝彦 愛知医科大学
- 2 A content and language integrated learning (CLIL) approach to teaching clinical English and communication skills
Francesco Aquila Bolstad 奈良県立医科大学
- 3 Building online courses that focus on medical case reports
Walter Davies 広島大学
- 4 The lexical and textual characteristics of medical case reports
Simon Fraser 広島大学
- 5 English rounds at neurosurgical ward of the University of Tsukuba Hospital in the coronavirus era
Alexander Zaboronok 筑波大学

10 : 30 — 11 : 00

特別セッション 1

座長 元雄良治 小松ソフィア病院

International Journal への論文執筆と査読の実際

藤岡和美 日本大学、藤岡皮フ科クリニック

11 : 10 — 12 : 10

ワークショップ

押味貴之 国際医療福祉大学

医学生と考えるコロナ禍における留学支援

12 : 10 — 13 : 00

昼休み

13 : 00 — 14 : 00

Special lecture

Chair **Yoshiharu Motoo** Komatsu Sophia Hospital

From the first academic journals to open access publication

Masanori Arita National Institute of Genetics

14 : 10 — 15 : 40

Symposium 1

Work sharing in medical English writing for inter-professional collaboration

Chair **Yoshiharu Motoo** Komatsu Sophia Hospital

Raoul Breugelmans Kansai Medical University

S1-1 Introduction
Kiichiro Tsutani Tokyo Ariake University of Medical and Health Sciences

S1-2 Ten important points for writing medical English papers: If you have data, publish it
Isao Date Okayama University Graduate School

S1-3 Role of supervisors in facilitating academic writing in medicine among university students
Subrina Jesmin Toho University

S1-4 Publishing good papers from Japan: What can medical writers do?
Kae Uetani Statcom Company Limited, Kyoto University School of Public Health

S1-5 The current status and challenges of medical publications in Japan – From the medical publication professional's perspective –
Mieko Hamana National Center for Global Health and Medicine

15 : 40 — 16 : 10

Panel discussion

16 : 20 — 17 : 10

General topics 2 Writing, reading

Chairs **Kinko Tamamaki** Kobe Pharmaceutical University

Kazuhiko Kurozumi Hamamatsu University School of Medicine

6 An IELTS-based research writing course for second-year medical students
Craig Woods Kanazawa Medical University

7 How to read clinical papers: A preliminary systematic review
Yoshihiko Baba Kyorin University

8 Medical English education by a medical interpreter
Kitama Saori Hokkaido University

9 Developing a system using English-Japanese parallel abstract corpora for medical English studies
Motoko Asano Osaka Medical College

13 : 00 — 14 : 00

特別講演

座長 **元雄良治** 小松ソフィア病院

学術雑誌の発祥からオープンアクセス誌まで

有田正規 国立遺伝学研究所

14 : 10 — 15 : 40

シンポジウム 1

英語論文作成の分業化：多職種連携の現状

座長 **元雄良治** 小松ソフィア病院

Raoul Breugelmans 関西医科大学

S1-1 座長の序言
津谷喜一郎 東京有明医療大学

S1-2 医学英語論文執筆のための 10 箇条：データがあるなら論文にしよう
伊達 勲 岡山大学

S1-3 Role of supervisors in facilitating academic writing in medicine among university students
サブリーナ・ジェスミン 東邦大学

S1-4 良い論文を日本から発表するために—メディカルライターにできること—
植谷 可恵 スタットコム株式会社, 京都大学大学院

S1-5 日本の論文公表の現状と課題—メディカル・パブリケーション・プロフェッショナルの視点から—
濱名美恵子 国立国際医療研究センター

15 : 40 — 16 : 10

パネルディスカッション

16 : 20 — 17 : 10

一般演題 2 Writing, reading

座長 **玉巻欣子** 神戸薬科大学

黒住和彦 浜松医科大学

6 An IELTS-based research writing course for second-year medical students
Craig Woods 金沢医科大学

7 How to read clinical papers: A preliminary systematic review
馬場 美彦 杏林大学

8 医療通訳者による医学英語教育
北間 砂織 北海道大学

9 英日パラレルコーパスを用いた医学英語教育支援システム構築の試み
浅野 元子 大阪医科大学

9:00 — 9:30

Councilor's meeting

9:30 — 10:00

Member debriefing session

10:00 — 10:25

General topics 3 COVID-19

Chairs **Raoul Breugelmans** Kansai Medical University
Joji Tokugawa Juntendo University

10 Impact of COVID-19 on medical English education: Subjective and objective surveys between 2016 and 2020

Houman Goudarzi Hokkaido University

11 The impact of the COVID-19 pandemic on medical science students' motivation to study

Thomas Mayers University of Tsukuba

10:30 — 11:00

Special session 2

Chair **Yoshiharu Motoo** Komatsu Sophia Hospital

Could systematic outsourcing solve fundamental problems involving medical publication practice in Japan?

Naoko Tachibana ASCA Corporation

11:00 — 12:00

Symposium 2

Efforts and innovations in medical English education under the COVID-19 pandemic

Chairs **Yosuke Aoki** Saga University

S2-1 Challenges in teaching EMP at Tokyo Medical University during the coronavirus pandemic

Takako Kojima Tokyo Medical University

S2-2 Our novel concept will improve the current conditions for teaching medical English in Japanese dental schools

Ikuo Kageyama The Nippon Dental University

S2-3 Impact of the coronavirus pandemic on university classes

Shigeo Irimajiri Rinku General Medical Center

S2-4 Rethinking the significance and positioning of medical English education during the global COVID-19 pandemic: Now is the time to distribute JASMEE's recommendations to the world (Tentative plan: JASMEE's Medical English Education Promotion Committee Recommendations during the COVID-19 Pandemic, JASMEE-PCR)

Yoshitaka Fukuzawa Aichi Medical University Graduate School of Medicine, Aichi Medical University Hospital

9:00 — 9:30

評議員会

9:30 — 10:00

会員報告会

10:00 — 10:25

一般演題 3 COVID-19

座長 **Raoul Breugelmans** 関西医科大学
徳川 城治 順天堂大学医学部附属練馬病院

10 Impact of COVID-19 on medical English education: Subjective and objective surveys between 2016 and 2020

Houman Goudarzi 北海道大学

11 The impact of the COVID-19 pandemic on medical science students' motivation to study

Thomas Mayers 筑波大学

10:30 — 11:00

特別セッション 2

座長 **元雄 良治** 小松ソフィア病院

論文ライティング分業化は論文発表促進の切り札になりうるか

橋 尚子 株式会社アスカコーポレーション

11:00 — 12:00

シンポジウム 2

コロナパンデミック下での医学英語教育の取組と工夫

座長 **青木 洋介** 佐賀大学

S2-1 Challenges in teaching EMP at Tokyo Medical University during the coronavirus pandemic

小島多香子 東京医科大学

S2-2 Our novel concept will improve the current conditions for teaching medical English in Japanese dental schools

影山 幾男 日本歯科大学

S2-3 新型コロナウイルスパンデミックによる大学授業への影響

入交 重雄 りんくう総合医療センター

S2-4 『世界的なコロナ禍における医学英語教育の在り方の再考；今こそ JASMEE よりの提言を世界に配信しましょう！』（例；JASMEE；コロナ禍・医学英語教育推進委員会提言）

福沢 嘉孝 愛知医科大学

12 : 00 — 12 : 50

Lunch break

12 : 50 — 13 : 40

General topics 4 Teaching methods

Chairs **Ikuo Kageyama** The Nippon Dental University School of Life Dentistry at Niigata
Kazumi Fujioka Nihon University School of Medicine, Fujioka Dermatological Clinic

- 12** Names, shapes, and sounds: Little things that mean the world
Michael Robert Guest University of Miyazaki
- 13** Do applied improvisation exercises boost compassion in medical and nursing students?
Ian Willey Kagawa University
- 14** A tool to minimize L1 interference
Najma Janjua Kawasaki Medical School
- 15** Can we use free language proficiency tests for placement in English language programs?
Cosmin Mihail Florescu International University of Health and Welfare

13 : 45 — 14 : 35

General topics 5 Remote education (1)

Chairs **Timothy Minton** Keio University
Jun Iwata Shimane University

- 16** Foreign language anxiety and online learning for medical students
Richard O'Shea Nihon University, School of Medicine
- 17** An inside look at an online international study program for medical and nursing students
John Arthur Telloyan Shimane University
- 18** Differences between face-to-face and remote classes across 4 areas of medical English education
Kameoka Junichi Tohoku Medical and Pharmaceutical University Hospital
- 19** What motivates the learning of English medical terminology in a series of online lectures? A report on the trials
Mika Endo Tokyo Women's Medical University

14 : 40 — 15 : 20

General topics 6 Remote education (2)

Chairs **Masahito Hitosugi** Shiga University of Medical Science
Shinobu Hattori Suzuka University of Medical Science

- 20** Japanese-English medical phrase app as a tool for digital nurse-patient communication and nurse education in aid of infection prevention
Alexander Zaboronok University of Tsukuba
- 21** Remote lecture by a pharmaceutical professional in the U.S. as part of an alternative for 'Study Abroad Pharmacy Program'
Kinko Tamamaki Kobe Pharmaceutical University

12 : 00 — 12 : 50

昼休み

12 : 50 — 13 : 40

一般演題 4 授業方式

座長 **影山 幾男** 日本歯科大学
藤岡 和美 日本大学, 藤岡皮膚科クリニック

- 12** Names, shapes, and sounds: Little things that mean the world
Michael Robert Guest 宮崎大学
- 13** Do applied improvisation exercises boost compassion in medical and nursing students?
Ian Willey 香川大学
- 14** A tool to minimize L1 interference
Najma Janjua 川崎医科大学
- 15** Can we use free language proficiency tests for placement in English language programs?
Cosmin Mihail Florescu 国際医療福祉大学

13 : 45 — 14 : 35

一般演題 5 リモート教育 (1)

座長 **Timothy Minton** 慶応義塾大学
岩田 淳 島根大学

- 16** Foreign language anxiety and online learning for medical students
Richard O'Shea 日本大学
- 17** An inside look at an online international study program for medical and nursing students
John Arthur Telloyan 島根大学
- 18** 医学英語教育における 4 領域別の対面授業と遠隔授業の違い
亀岡 淳一 東北医科薬科大学
- 19** 英語医学専門語彙獲得指導の実践報告：遠隔授業形態での試みと展望
遠藤 美香 東京女子医科大学

14 : 40 — 15 : 20

一般演題 6 リモート教育 (2)

座長 **一杉 正仁** 滋賀医科大学
服部しのぶ 鈴鹿医療科学大学

- 20** Japanese-English medical phrase app as a tool for digital nurse-patient communication and nurse education in aid of infection prevention
Alexander Zaboronok 筑波大学
- 21** Remote lecture by a pharmaceutical professional in the U.S. as part of an alternative for 'Study Abroad Pharmacy Program'
玉巻 欣子 神戸薬科大学

- 22** Making a virtue of necessity: adapting to an online learning environment
Alan Michael Hauk The Jikei University School of Medicine

15 : 25 — 16 : 05

General topics 7 Remote education (3)

Chairs **Yoshiharu Motoo** Komatsu Sophia Hospital
Takako Kojima Tokyo Medical University

- 23** Evaluating student performance in online medical interviews in English with simulated patients
Sean Chidlow Oita University
- 24** Transitioning from in-person learning to distance learning for clinical English education during the COVID-19 pandemic
Kris Siriratsivawong Showa University
- 25** Assessment of student impressions regarding the online delivery of a clinical English course during the coronavirus pandemic
Michael W. Myers Showa University

16 : 05

Closing remarks: Yoshiharu Motoo

- 22** Making a virtue of necessity: adapting to an online learning environment
Alan Michael Hauk 東京慈恵会医科大学

15 : 25 — 16 : 05

一般演題 7 リモート教育 (3)

座長 **元雄良治** 小松ソフィア病院
小島多香子 東京医科大学

- 23** Evaluating student performance in online medical interviews in English with simulated patients
Sean Chidlow 大分大学
- 24** Transitioning from in-person learning to distance learning for clinical English education during the COVID-19 pandemic
Kris Siriratsivawong 昭和大学
- 25** Assessment of student impressions regarding the online delivery of a clinical English course during the coronavirus pandemic
Michael W. Myers 昭和大学

16 : 05

閉会挨拶…会長 元雄良治

Abstracts | 抄録

From the first academic journals to open access publication

学術雑誌の発祥からオープンアクセス誌まで

Masanori Arita

有田 正規

National Institute of Genetics

国立遺伝学研究所

The relationship between scholars, libraries, and academic journals was once called the linkage of knowledge; they helped each other to disseminate academic knowledge through publication. As the internet became popular, the relationship changed drastically. Through the open access movement, the publishing system has been fully commercialized; the number of published articles has increased and the publishing cost we pay has become the highest. Some researchers criticize the neo-liberal attitude of commercial sectors (e.g., the Cost of Knowledge movement and the Declaration on Research Assessment announcement), but they are often one-sided. The crucial linkage of knowledge, scholars, and libraries has also contributed, often unknowingly, to the current catastrophic situation. In this presentation, I will summarize the history of academic journals, from their origin to the ongoing open access movements, by examining the following topics:

1. The birth of academic journals by Henry Oldenburg (Philosophical Transactions) and Denis de Sallo (Journal des sçavans)
2. Commercialization and internationalization by Robert Maxwell (Pergamon Press)
3. Journal ranking by citation by Eugene Garfield (International Scientific Indexing)
4. The serials crisis and the open access movement and the role of Public Library of Science
5. The rise of open access and hybrid journals, the consequence of Plan S

Time permitting, I will address the role and function of a database from the data sharing perspective. Databases can, technically, serve as a permanent online resource of academic knowledge, as Wikipedia complements printed encyclopedias, but the social status of online content seems lower than that of printed materials. This will and should change as the size and variety of data we handle increases. The key issue is the data processing speed of human beings.

Special session 1 | 特別セッション 1**Practice of article submission and review in international journals****International Journal への論文執筆と査読の実際****Kazumi Fujioka**

藤岡 和美

Department of Radiology, Nihon University School of Medicine, Fujioka Dermatological Clinic

日本大学医学部放射線医学系放射線医学分野・医療法人社団杏幸会藤岡皮膚科クリニック

筆者は日本医学放射線学会診断専門医をはじめ、超音波医学会指導医・専門医、消化器病学会専門医、消化器内視鏡学会専門医、内科学会認定医等を取得しこれまで学会発表・論文執筆を行ってきた。特に、動脈硬化における超音波検査を用いた血管内皮・平滑筋機能の研究、また皮膚科領域の画像診断、特に Real-Time Tissue Elastography を中心とした超音波画像研究を行ってきた。2019年4月、International Journal (OMICS International) から The best author of the year 2018 を受賞。その後、幾つもの領域、Angiology, Carcinogenesis and Mutagenesis, Biomedical Journal, Ultrasound, Radiology, Dermatology において、論文形式として、Original Article, Review Article, Research Article, Case Report, Short Communication, Correspondence, Reply (Letter to the editor) の論文執筆を行ってきた。同時に International Journal の editors: Open Access Journal of Cancer and Oncology, Journal of Clinical Case Report Online, Journal of Clinical Oncology Research and Reports, CPQ Medicine, を担い論文査読を行ってきた。また、皮膚科領域では International Journal of Dermatology reviewer も行っている。最近の international journal への論文執筆と査読のポイントについて発表を行う。

Special session 2 | 特別セッション 2

Could systematic outsourcing solve fundamental problems involving medical publication practice in Japan?

論文ライティング分業化は論文発表促進の切り札になりうるか

Naoko Tachibana

橋 尚子

Team Leader & Project Manager, Medical Writing Unit, ASCA Corporation

株式会社アスカコーポレーション営業制作部 メディカルライティング論文課統括課長

日本の臨床分野の論文発表数が伸び悩んでいる、というのは2012年ごろから指摘されており、発表すべきデータやテーマを抱えつつも激務により論文文化の時間がとれない医師への論文作成サポートの必要性が叫ばれて久しい。しかし、「睡眠を削ってでも研鑽を積み、自力で論文を書くべき」との社会的な背景や、「サポートを受けても思った通りの論文はできない。結局自力で書くしかない」など、コミュニケーション上の問題、さらには「サポートにはお金がかかる」といった制度や予算上の様々な問題があり、分業化がうまく機能しているとはいいがたい状況にある。

それだけではない。2017年には臨床研究法が成立、臨床研究実施のための手続きや審査、資金提供にかかる情報の公開も医師が主導する必要がある、国際医学雑誌編集者会議のRecommendationsでは、AuthorshipやDisclosureが厳格化、臨床試験登録においてはData Sharing Statementの提出が必須になるなど、論文の著者となる医師の負担はますます重くなり、スピーディな論文発表へのハードルは上がっているように思われる。

本発表では、弊社が論文ライティング・投稿支援サービスを提供する中で経験した様々な失敗と成功の事例から、まず、論文作成に分業を取り入れることによる問題点と利点について考える。続いて、臨床試験を取り巻く状況やPublication Ethicsの厳格化により、ただ著者の努力だけで論文作成をスピーディに実現できない現状について整理する。最後に、日本の論文発表を促進するために、どのような形での分業が可能なのか、分業化は日本の論文発表促進の切り札になりうるのか、投稿支援サービスを提供する立場から、実際に弊社が経験した例を参考に検討し、今後の多職種連携のための道筋を探る一助としたい。

S1-1

Work sharing in medical English writing for inter-professional collaboration

シンポジウム「英語論文作成の分業化：多職種連携の現状」座長の序言

Kiichiro Tsutani

津谷喜一郎

Tokyo Ariake University of Medical and Health Sciences

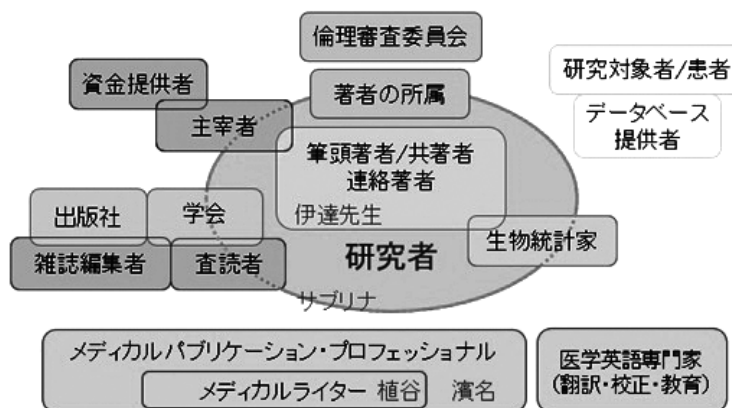
東京有明医療大学保健医療学部

医学研究者にとって英文医学雑誌に研究成果を公表することの重要性は高い。だが英語論文作成には、英語能力以外のさまざまな障壁も存在する。これを解決するものとして2つがある。

1つは、ランダム化比較試験（RCT）に対する CONSORT 声明（1996年に初版、現在2010年版）などの Reporting guidelines（RGs）が作成されたことである。それは各種のデザインタイプに発達した。疫学における観察研究の STROBE、システマティックレビューに対する PRISMA、経済評価に対する CHEERS などの 15 の main study type があり、それに介入別などの拡張版（Extension）が存在する。推進する EQUATOR Network (<https://www.equator-network.org/>) には2021年4月23日現在で457のRGsが存在する。

2つは、論文作成や公表を支援し質の高い論文をタイムリーに公表するためのプロフェッショナルや組織が発展し、分業システムが確立されつつことである。medical writer, medical publication professional などとも呼ばれるものが関わる。個人のことでもあれば組織に属することもある。日本ではこれまで英語の論文作成技術は、基本は自己研鑽と大学などの組織の中での教育によってきた。分業の実態や課題が議論されることはなかった。彼らは何者で、何を考え、どのようにしてその技能を養成してきたのであろうか？ 医学研究者はどう付き合えばよいのであろうか？ 共同作業を阻害するものは何であらうか？ 今回、英語論文の分業作成に関する現状をシンポジウムの形で議論し、多職種連携の現状とその整理を行い、今後の可能性や課題を考える機会としたい。

論文の執筆～公表の関係者（臨床研究の場合）



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S1-2**Ten important points for writing medical English papers:
If you have data, publish it**

医学英語論文執筆のための 10 箇条：データがあるなら論文にしよう

Isao Date

伊達 勲

Professor and Chairman, Department of Neurological Surgery, Okayama University Graduate School
岡山大学大学院脳神経外科 教授

「研究しデータを得たら英語論文を書く」は、グローバル時代にあって研究者や医師にとって必須のことである。しかしながら、「データはあるのに英語論文にならないままになっている」という現実は、どの研究者も医師も、どの指導者も日常経験していることであろう。これまで演者は、約 400 の英語論文を執筆ないし指導し publish してきた。しかし実際には多くの論文が世に出ないままになっているという現実もある。本講演では、英語論文執筆の 10 箇条を提言・解説することによって、データがあるなら英語論文にしよう、と若手研究者に呼びかけたい。以下に 10 箇条を列記する。

1. なぜ英語論文を書くべきなのか --- 日本語論文と比べて桁違いの読者数
 2. 日本語の論文を英語に訳すのか、はじめから英語で書くのか --- 理想ははじめから英語で執筆
 3. 英語の native check は必要か --- 絶対必要
 4. 学会発表は英語論文執筆の大きなチャンス --- structured abstract はミニ論文である
 5. 論文執筆に必要な基礎能力・知識とは --- 基礎研究で培われる能力と共通である
 6. 論文のタイトルを魅力あるものにしよう --- informative title であるべき
 7. Materials and Methods と Results から書きはじめよう --- 文献も含めるとこれで論文の 50% は越える
 8. 普段から関連論文を集めて整理しよう --- 著者名での整理が便利
 9. 論文改訂は reviewer comment に忠実に、迅速に --- reviewer が読みやすい様に配慮
 10. 一人で英語プレゼンテーションを練習するには --- シャドーイング、サイトラ、Siri を紹介
- これら 10 箇条を参考に、得られたデータを英語論文にしていいただければ幸いである。

S1-3**Role of supervisors in facilitating academic writing in medicine among university students****Subrina Jesmin Arai**

Researcher, Graduate School of Medicine, Toho University

Based on 24 years of experience of working with Japanese graduate students, my major understanding is that students are relatively proficient in the English language as they read English articles, possess good knowledge of English, and perform their experiments well. In addition, they can perform troubleshooting in English. I have been affiliated with a public medical school in Japan. In my opinion, the most critical obstacle for Japanese students in writing any paper is the difficulty in deciding the extent of experiments, whether the obtained data are sufficient for a publication, and the preparation of a research publication. In essence, graduate students should be capable of research supervision and be proficient in the English language to publish research articles in Japan. In this case, facilitating the writing of an academic paper in English becomes easier as I continue to work hand in hand with them.

Toward this end, I teach students to structure specific paragraphs for each section of a paper. I believe that students directly benefit from this method as a supervisor's or a co-supervisor's scientific knowledge and English competence are essential criteria for guiding Japanese students in publishing papers. I frequently observe certain mis-corrections and mis-editing when a scientific article is proofread and edited by a native speaker with insufficient experience in science and medicine. However, a supervisor's daily non-use of English is also a major issue when sending students a complete paper for review and correction. The research presentation must be conducted in English. In this regard, Japanese students should avoid writing the paper in Japanese then translating it into English. My recommendation is that graduate-level students should hasten the English publication process. To achieve this, they should be guided by an individual who is skilled in the supervision of scientific articles and proficient in the English language. Moreover, the research process in Japan should be transparent, and experimental supervision should be active. I recommend a bi-weekly tutorial class with activities that aim to improve the scientific writing skills of students in the English language.

Finally, psychological support for students in writing academic articles in English is essential. My suggestion is that students should begin publishing with a journal with a low impact factor. Furthermore, research themes should be designed for graduate students. They can be guided in writing a brief paper to practice and develop confidence. A high-level research can then be conducted to target a journal with a high impact factor. In summary, several reforms and re-designs are warranted to improve the capability of Japanese graduate students to write academic articles in medicine in the English language.

S1-4**Publishing good papers from Japan: What can medical writers do?**

良い論文を日本から発表するために—メディカルライターにできること—

Kae Uetani

植谷 可恵

Senior Medical Writer, Statcom Company Limited / Lecturer, Kyoto University School of Public Health

スタットコム株式会社 シニアメディカルライター／京都大学大学院医学研究科 非常勤講師

良い論文を日本から発表するためには、良い（意味のある）研究を行い、良い（意味のある）結果が得られ、それらの意味が読者に伝わるような良い論文を書くことが必要である。英文医学雑誌への掲載を目指す場合は、論文として正しい英語で書かれていることは必須であり、日本人を含む非英語圏の著者にとって大きな課題である。一方、良い論文にするためには、英語以外（以前）の問題にも注意すべきである。一流誌をはじめとする英文医学雑誌の編集者、査読者に評価されるような論文を作成するためには、論文として必要な内容が適切な形で書かれていることが必要であり、これは日本人のみならず世界中の著者に共通の課題である。

メディカルライターは、論文の書き方の質を高める専門職である。この発表では、メディカルライターとして論文執筆などの臨床研究支援に15年以上携わってきた経験と自身の専門性に基づき、良い論文を書くために踏まえるべき事項を紹介するとともに、論文ライティングの教育や専門家との連携の意義を伝える。

S1-5**The current status and challenges of medical publications in Japan
— From the medical publication professional's perspective —**

日本の論文公表の現状と課題—メディカル・パブリケーション・プロフェッショナルの視点から—

Mieko Hamana

濱名美恵子

National Center for Global Health and Medicine

国立国際医療研究センター臨床研究センター国際ナショナルトリアル部

Publicationとは「伝えること。広く知らせること」, ラテン語“publicatio”に由来する。発表された論文はエビデンスとして治療判断に用いられ, 患者さんの健康改善に役立てられる。公表コンプライアンス(公表倫理)を確保しての発表が求められる所以である。

近年, 研究及び論文の透明性確保の為, 主要誌ほど投稿規定を厳格化している。Medline[®]に網羅される公表の95%は英語言語であり, 試験情報開示も含め投稿に際しては常に変化する「国際的基準」に対応する必要がある。

国際医学雑誌編集者会議(ICMJE)が提示する推奨事項¹は投稿時に有用な参考資料であるが, これは出版の立場から書かれている。研究や手元のデータを論文投稿する場合, 実際には作成や投稿に関し様々な問題に遭遇し, 正しい判断と適時の対応が必要となる。企業では公表作成・管理担当者を配置し社員教育を含め主体性を以て公表作成や問題解決に当たっている。外部Medical Writerを使用する場合もある。ICMJEに加え, The International Society for Medical Publication Professionals (ISMPP)²が主宰し発表したGPP3³も参照する。しかしながら, アカデミアにおいて公表は“Publish or Perish”と言われるほど肝要であるが, 本邦ではその作成は個々の研究者に委ねられ支援も十分とは言えない。日本の英語論文発表数の停滞問題解決には研究支援だけでなく, 論文執筆・公表作成に関し包括的な教育・環境整備が強く求められる。如何に優れた研究であっても論文化されない限り, エビデンスとはならず, 医学的に貢献しない。よって英語力の強化は重要である。しかし今や, 当該論文発表がもたらす付加価値だけでなく, 公表倫理を確保して投稿することも併せて重要であることにも我々は注視すべきではないだろうか。

文 献

1. <http://www.icmje.org/recommendations/>
2. Home (ismpp.org)
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S2-1**Challenges in teaching EMP at Tokyo Medical University during the coronavirus pandemic**Takako Kojima¹, Mihoko Hayashi²小島多香子¹, 林 美穂子²¹ Department of International Medical Communications, Tokyo Medical University² Department of English, Tokyo Medical University¹ 東京医科大学国際医学情報学分野, ² 東京医科大学人文科学領域英語教室

Since spring of 2020, universities worldwide have been forced to face the challenge of providing students with an educational experience in a remote format. This has largely meant the moving of entire courses online. This raises particular challenges, however, for the teaching of languages, something that traditionally and necessarily focuses on the development of oral communication skills. Here at Tokyo Medical University, it was decided that all classes were to be conducted online using a system that was already in place as an educational support tool. However, we felt that moving our courses wholesale would mean a loss of function in terms of giving our students the chance to develop their oral EMP skills. Therefore, all of our classes were carefully redesigned so as to allow real communication practice to be continued. In addition, we are also utilizing another platform, Zoom, which allows optimization of teaching effectiveness through one-to-one, real-time interaction. This presentation will focus on the various challenges faced and obstacles surmounted by our EMP instructors in teaching 1st- through 4th-year students here at Tokyo Medical University, together with reflections on how the online teaching of EMP might further be improved.

S2-2**Our novel concept will improve the current conditions for teaching medical English in Japanese dental schools****Ikuo Kageyama (影山幾男)¹, Omar Marianito Maningo Rodis²**¹ Department of Anatomy, The Nippon Dental University School of Life Dentistry at Niigata² Department of International Oral Health Science Education, Tokushima University¹ 日本歯科大学 生命歯学部, ² 徳島大学

Knowledge and understanding of medical English among Japanese dental students is at a critical juncture. According to surveys by Rodis, the average time Japanese dental students spend learning Medical English is 60 hours per year. Furthermore, the proportion of dental schools in Japan that have implemented medical English lecture programs over a three-year-period is only five out of twenty-nine. Why do Japanese dental schools devote such limited space in their curricula to medical English? With the intention of improving the situation surrounding the teaching of medical English, we implemented an online medical English exchange lecture program between our two dental schools. After the exchange lectures, we surveyed students from both schools on their impressions and obtained some interesting findings.

S2-3**Impact of the coronavirus pandemic on university classes**

新型コロナウイルスパンデミックによる大学授業への影響

Shigeo Irimajiri¹⁻⁵入交 重雄¹⁻⁵¹ Rinku General Medical Center² Department of General Internal Medicine and Infectious Disease³ Department of International Medical Care⁴ Director of Department of Rheumatology⁵ Adjunct Lecturer, Kansai University of Health Sciences¹ りんくう総合医療センター, ² Department of General Internal Medicine and Infectious Disease,³ 総合内科・感染症内科, 国際診療科, ⁴ 膠原病内科部長, ⁵ 関西医療大学非常勤講師

大阪府にある関西医療大学において非常勤講師として担当する「医療英語」授業への新型コロナウイルスパンデミックの影響につき述べたい。新型コロナウイルス感染拡大が続く中、他の学校と同様に2020年度新学期開始時よりは大学全授業は休講となった。4月末頃に自習課題内容を学生に伝え、2020年6月上旬にようやくライブ配信またはオンデマンド配信による授業が開始となったが一部の科目や実習を除いては対面授業行われなかった。「医療英語」のクラスではリアルタイムで授業を行う双方向型が必要と考え ZOOM を利用し授業を行った。

オンライン操作、通信に関するトラブルもあったが重大な支障はなく授業を行うことが可能であった。オンライン授業は通学不要による時間の効率化、感染リスク軽減などメリットはあるが対面授業と比較すると臨場感、一体感に欠ける面があることは否定出来ない。通常の教室内学期末筆記試験は行わずノートやレポートの内容などをもとに成績評価を行った。対面、リモート授業はそれぞれ一長一短あるが今後の新型コロナウイルス感染状況に応じて大学側も学生側もテクノロジーを利用しつつさらなる工夫が必要となる。

S2-4**Rethinking the significance and positioning of medical English education during the global COVID-19 pandemic: Now is the time to distribute JASMEE's recommendations to the world****(Tentative plan: JASMEE's Medical English Education Promotion Committee Recommendations during the COVID-19 Pandemic, JASMEE-PCR)**

『世界的なコロナ禍における医学英語教育の在り方の再考；今こそ JASMEE よりの提言を世界に配信しましょう！』（例；JASMEE；コロナ禍・医学英語教育推進委員会提言）

Yoshitaka Fukuzawa¹, Tomoki Hirata²福沢 嘉孝¹, 平田 智基²¹ Aichi Medical University Graduate School of Medicine; Strategic Preemptive Integrative Medicine & Health Enhancement Promotion Research Medicine / Aichi Medical University Hospital; Preemptive and Integrative Medicine Center (AMPIMEC)² Aichi Medical University School of Medicine¹ 愛知医科大学大学院医学研究科戦略的先制統合医療・健康強化推進学／愛知医科大学病院 先制・統合医療包括センター AMPIMEC, ² 愛知医科大学医学部医学科

新型コロナウイルス感染症 (COVID-19, 以下コロナ) が武漢で初めて確認 (2019 年末～) されてから, 早 1 年強が経過する。このニュースを聞いた際には“対岸の火事”だと思ひ余りにしていなかったのが事実である。しかし, 2020 年 1 月 16 日, 日本初の新型コロナ感染者が確認され, 2 月 3 日に横浜港に寄港したダイヤモンド・プリンセス号内でも感染者が確認・急増したことから, 本感染症の猛威・脅威が日本中を震撼させた。これらのコロナ感染事件を契機に日本国内の感染者数も急増し, 第 1 回目緊急事態宣言 (安倍内閣) が 4 月 7 日～5 月 6 日まで発令され, 教育現場でもある種々学校が相次いで臨時休校 (約 90%) を余儀なくされ, 社会情勢と共に非常に混乱した。本学においてもその時々での感染状況を鑑みて, 大学全職員 (学生・事務職員・教員) と病院職員 (医療従事者) に対して“活動基準”が発出された。そのため, 教員・学生は“対面ではなく ICT を活用した講義”を実施する様に指示 (レベル 2) され, 未経験な教育現場は更に混乱を極めた。小生講義も① 6 月 (医学部), ② 8 月 (看護学部) に実施されたが, 何れも ICT ツールとして Zoom を活用したものであった。①では 200 人教室にたった一人の教員が出向き, マスクをしながらスクリーンを背景に PC 操作し, 学生の居ない教室内で仮想学生に情熱的に教鞭を執る形式で実施した。その様子を教務課事務がビデオ撮影する方式を採用した。Skype は何度か経験していたが, Zoom は初めての体験ツールであり小生も戸惑った (果たして学生に上手く feedback されるのか?)。学生のレスポンスを全く感じない静寂の中で, 講義内容を本当に理解しているのか? が肌身で直接感じない状況下, 静かに講義のみ終了したが, 何かしら空虚感と疲労感が残ったのを今でも明確に記憶している。この経験を活かし, ②では学生に問いかける様に適宜, 質問を受けながら講義を進めたので, 実際の講義を終えた様な充実感・達成感があった。やはり, 教師・学生との双方向の問い掛け・適宜な質問が Zoom 講義充実の鍵と考えられた。更に, 第 2 回目の国の緊急事態宣言 (菅内閣) が 2021 年 2 月 8 日～3 月 7 日まで発出され, 現在, 依然として本学・本院の活動基準レベルも著変なき状況下 (レベル 2) にあるが, この中で医学英語教育を含めた医学教育を如何に工夫して, 新型コロナ感染以前と同様あるいはそれ以上に学生のモチベーションを高揚・維持させながら成果進展させ得るか? が最大の課題と考えられる。

この世界的未曾有のコロナ禍でのワクチン予防接種が諸外国に遅れて漸く 2 月下旬から日本でも開始されるとの朗報があるが, その効果も直ぐに奏功するか不透明な状況である。従って, 今こそ本学会; JASMEE が中心となって, 世界的未曾有のコロナ禍における医学教育, 特に医学英語教育の在り方 (位置付け) を再考するには絶好のタイミングと考えている。本学会会員の皆様の忌憚無きご意見 (特に医学英語教育方法の工夫等) を頂きながら総括して, 所謂“コロナ禍の医学英語教育の提言 (仮) (例; JASMEE コロナ禍・医学英語教育推進委員会提言; JASMEE-PCR)”を全国に配信出来れば微力ながらの社会医療貢献が可能と考えている次第である。是非とも会員の皆様のご支援・ご協力を何卒宜しくお願い申し上げます。

Workshop | ワークショップ

Student-oriented workshop: Studying abroad during the COVID-19 pandemic

医学生と考えるコロナ禍における留学支援

Takayuki Oshimi

押味 貴之

International University of Health and Welfare (IUHW) School of Medicine

国際医療福祉大学医学部

INOSHIRU (医学生の留学を支援する医学生団体)

対象&人数

医学生の海外留学を支援している教員・医学生の英語教育に従事している教員

30名

概要

新型コロナウイルス感染症拡大に伴い、多くの学生が海外留学の機会を失っています。海外留学は学生にとって語学能力向上だけでなく、異文化体験を通して人間的にも成長できる貴重な機会です。

この90分間のワークショップでは、医学生が留学を通して「際を超える」ことを目的として活動している INOSHIRU (イノシル) という医学生団体を招き、医学生の目線から下記の内容に関して提案をしてもらいます。

- 海外留学が困難な状況で、どのような代替案があるのか？
- 医学生は大学にどのような支援を期待しているのか？

上記の提案をたたき台として、コロナ禍において大学がどのような形で医学生の海外留学やその代替案を支援することができるかを医学生と一緒に議論します。

参加者の方が自分の大学の医学生の留学支援に役立つ新しいアイデアを得られるように様々な工夫を準備している楽しいワークショップですので、どうかお気軽にご参加ください。

1

Analysis of interview transcripts to assess history-taking performance between first- and second-year Japanese medical students and English-speaking simulated patientsTakahiko Yamamori (山森孝彦)¹, Atsushi Miyamoto¹, Eric H. Jago², Muneyoshi Yasuda³¹ Aichi Medical University School of Medicine, ² Nihon University School of Medicine, ³ Ichinomiyanishi Hospital

Our rubric to assess the performance of medical history-taking comprises three scoring sections: spoken English proficiency (SEP), communication and interpersonal skills, and sequence of questions. The descriptors of our SEP section included adverbs, such as ‘fluently’ or ‘freely’, and could be interpreted differently by individual evaluators, thus novice evaluators found it difficult to judge the appropriate levels. To find helpful judgement points that experienced evaluators focused on, which were quantitatively measurable, this study analyzed the transcript of videos recorded during history-taking practice between Japanese medical students and simulated patients. From the history-taking practice sessions recorded during our English camp between 2015 and 2019, five sets of paired video clips were selected. Each pair consisted of a video taken on Day 1 and another video

taken on the afternoon of Day 2 with the same combination of a doctor-role Japanese student and patient-role American student (role-played as two different patients). Each video was digitally auto-transcribed and manually proofread. For fluency and accuracy, the transcripts were analyzed for:

1. Fluency: the number of words per minute and average sentence length, and
2. Accuracy: the frequency of errors in grammar and word choice.

The results of our transcript analysis provided us useful information to estimate the fluency and accuracy levels in spoken English proficiency objectively. This presentation will provide detailed results of the analysis and its possible future use to see empathy levels and sequence of questions.

2

A Content and Language Integrated Learning (CLIL) approach to teaching clinical English and communication skills

Francesco Aquila Bolstad

Nara Medical University

In his seminal work on the science of teaching, John Hattie (Visible Learning, 2008) outlined four major features which lead to excellence in education:

- 1) Emphasis on the immediate quality of the experience and effect of these experiences on later experiences
- 2) Clearly defined, difficult and specific goals with structured tasks so that learners can attain these goals
- 3) High quantity quality feedback
- 4) Cognizant attention to learners’ cognitive, personal, and social coping strategies

Since 2016 Nara Medical University (NMU) has conducted an intensive English First Responder Training Course in the south island of New Zealand based on these features. This

presentation reports on the design, structure, and contents of this program, outlining both the obstacles that have been faced and solutions that have been implemented. By paying particular care to cover our experiences from administrative, pedagogic, and learner perspectives, it is hoped that the essential elements of our success will be elucidated in such a way that other institutions will be able to learn from our mistakes without being condemned to repeat them.

Reference

Hattie, John. (2008) Visible Learning. Abingdon, Oxon Routledge.

3

Building online courses that focus on medical case reports

Walter Davies (デイビス・ウォルター)

Hiroshima University Institute for Foreign Language Research and Education

In this presentation, I discuss the design and development of online materials based on an analysis of 108 medical case reports, and then consider how the materials can be integrated into different levels of a medical English curriculum. The first part of the presentation will be on building reading skills, grammar, and vocabulary through a self-study course on a learning management system. Here, tasks can be set up that draw students' attention to the structure of a case study, the use of tenses, modal verbs, key terms, and text structuring phrases. The second part of the presentation will be on how the self-study course can be

combined with classes and/or tasks that help build writing skills. At the undergraduate level, I consider how the use of simulated data can be used for writing up a normal case so that students develop skills for the presentation section of a case report. At the graduate level, training in basic corpus analysis can be provided, in which researchers collect and analyze several articles from a particular journal that interests them. In this way, the researchers can build corpora that are relevant to their needs regarding the writing of actual case reports.

4

The lexical and textual characteristics of medical case reports

Simon Fraser

Hiroshima University

This paper presents the findings from an analysis of a corpus of 108 medical case reports in English. First, three articles from the corpus are analysed from a discourse perspective in order to examine the overall structure and broad features of case reports. This is followed by a discussion of the results of a textual analysis of the entire corpus, using Laurence Anthony's corpus analysis software AntConc. The three-article analysis is used to investigate the basic components of the case report: introduction, case presentation/report, and discussion plus an abstract and references. The introduction typically describes the key area and introduces the new case. The case presentation/report narrates the salient features

of the case, and the discussion involves an explanation of why the case is interesting or unusual, usually citing other literature in the area, and concluding with some suggestions. From the detailed corpus analysis, a variety of terms and expressions that occur frequently and in a wide range of case reports can be identified. Of particular importance are text-structuring phrases, as well as the use of modal verbs. For example, phrases such as "We report a case..." are commonly used to introduce the atypical case described in the study, and the modals 'may' and 'can' often collocate with 'be' in the suggestions made by the authors in the discussion.

5

English rounds at neurosurgical ward of the University of Tsukuba Hospital in the coronavirus era

Alexander Zaboronok, M.D., Ph.D.¹, Takao Enomoto, M.D., Ph.D.², Bryan J. Mathis, Ph.D.³, Eiichi Ishikawa, M.D., Ph.D.¹

¹ Department of Neurosurgery, Faculty of Medicine, University of Tsukuba, ² Department of Neurosurgery, Tsukuba Central Hospital,

³ International Medical Center, University of Tsukuba Hospital

The coronavirus situation has led to serious limitations in the educational process, and it has particularly affected medical students and medical schools, where medical education involves direct contact with patients. Most classes have been moved online and direct patient contact and classical rounds have become impossible. As our Neurosurgical Department is the only department at the Faculty of Medicine of the University of Tsukuba that provides medical students with a unique opportunity to participate in English ward rounds during their one-month neurosurgical training, and most students are interested in this training partly because it is in English, to deprive them of this opportunity would simply be inhumane. Therefore, we have transformed the classical rounds into a seminar format with access to the

hospital patient database and the possibility for students to report both online and in-person. As usual, the preparatory class (either conducted online or directly) includes a basic human anatomy and symptoms review and examples of clinical case presentations related to neurosurgery. Later students are given their patients, and in case of inability to access the database directly, the information is anonymized and provided in Japanese by the teacher or a resident in charge. After preparation, the students send their drafts to the teacher by e-mail and receive corrected versions with comments. The final report to the professor of neurosurgery in English takes place either in the auditorium with the computer access to the hospital database, or online with case presentations with selected neurovisualization images.

July 17, Sat | 7月17日(土) 16:20–17:10

General topics 2
一般演題 2

Writing, reading

6

An IELTS-based research writing course for second-year medical students

Craig Woods

Kanazawa Medical University

Research writing skills are essential for future medical professionals planning to work in university hospitals. At Kanazawa Medical University, we teach a foundational writing course in the first year and introduce students to research writing in their second year. The course begins with material based on the International English Language Testing System (IELTS), a globally recognized English proficiency test. Of

particular interest is the IELTS Writing Task 1, which requires test-takers to explain information presented in graphical forms, such as graphs, tables, and flowcharts. Following this activity, the students write a complete, basic research paper following the IMRaD structure. In this presentation, the course features will be shown and example materials shared.

7

How to read clinical papers: A preliminary systematic review

Yoshihiko Baba (馬場美彦), Kow Kuroda (黒田 航)

Kyorin University
杏林大学医学部英語学教室

English for specific purposes (ESPs) denotes teaching English to university students or people in employment with reference to the required vocabulary and skills. Medical English is an ESP and includes medical interviews and reading/writing a clinical paper, among others. Many universities in Japan are offering medical English courses as ESP.

Reading a clinical paper is becoming increasingly important in medical English. It requires specific skills and vocabulary that differ from those of clinical interviews in English. Thus, medical journals frequently publish educational articles or books on this topic. The study conducted a systematic review on PubMed using the key phrase “how to read a * paper.” In addition, the study searched CiNii using the key phrase “論文

AND 読み方.”

A total of 20 and 285 articles were obtained from PubMed and CiNii, respectively. In terms of language, the study identified 32 articles (three English and 29 Japanese) or article series after screening the titles and abstract reviews. In this study, an article series refers to a series of articles over several volumes from the same journal. The study observed several common features in academic papers. Notably, however, the scientific features of clinical papers remain crucial. In certain cases, knowledge may be taught in postgraduate schools and laboratories. However, the study proposes the strong need to develop a structured method to teach students about reading and extracting relevant information from clinical papers.

8

Medical English education by a medical interpreter

医療通訳者による医学英語教育

Saori Kitama (北間砂織)

北海道大学薬学部

コロナ禍でのオンラインによる医学英語の講義について紹介する。当初は対面講義が予定されており、医療通訳者である発表者は医療面接の英会話に重点を置く講義を想定していたが、社会情勢により全講義8回のうち7回がオンラインによる講義となり、インターネット環境があまりよくない学生が多く、会話練習をオンラインで行うことが難しいと判明した。zoomでの講義と、各自が直接アクセスして見られる動画教材を併用し、医療通訳者という視点から将来医師となるときに役に立つ英語を紹介し、チャット機能で参加型の講義になるよう工夫した。例を挙げると、英語での紹介状の書き方だけでなく、どのような背景で紹介状が必要となるのか、医師が紹介状を書いたあとに実際に起きる様々なトラブルを示し、どのように解決をしていくのかを考えるなど、単なる英作文ではない取り組みを行った。また、医療通訳という仕事を医学生に紹介する動画を活用した際には、立ち位置

によってコミュニケーションの効果が変わってくるという点に驚いたという感想が多かった。医療通訳者という存在はあまり知られておらず、医師と患者、看護師、コメディカルとのコミュニケーションのみを意識していたという学生が大半であったが、医療通訳という視点から外国人患者との対応を考えるという新しい経験をすることで、英語に対するモチベーションが高まったという感想が多かった。個人情報に配慮しつつ、実際に起きた外国人患者との誤解、行き違い、トラブルを講義の中で紹介したが、もし対面講義が行われていたら会話練習に時間を割いていたので、多くの事例をしつかりと検討する時間が限られていただろうと結果的には思われる。コロナ禍で大学の講義に多くの制限があったが、オンライン講義のプラットフォームが整備されたという利点もあり、海外を含む遠方の医療者や通訳者が講義の一部を担当する可能性が広がったと言える。

Developing a system using English-Japanese parallel abstract corpora for medical English studies 英日パラレルコーパスを用いた医学英語教育支援システム構築の試み

Motoko Asano (浅野元子)¹, Manami Nakano (中野愛実)², Yoshinori Miyazaki (宮崎佳典)³, Yuka Ishikawa (石川有香)⁴,
Judy Noguchi (野口ジュディー)⁵, Tomoko Wakasa (若狭朋子)⁶, Miho Fujieda (藤枝美穂)¹

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⁵神戸学院大学グローバル・コミュニケーション学部名誉教授, ⁶近畿大学奈良病院

医学英語教育において論文の抄録を読んだり書いたりする技能の育成は、コロナ禍で多くの論文が公表されたこともあり、重要性を増している。その一方で、発話を伴う授業の運営が困難な状況が続き、専門書や論文などの電子化資料にアクセスして効率よく学習を進めることが期待されている。また、近年、英語学習において学生の第1言語を使用することの効用が説かれる。このような状況を踏まえて、筆者らは、国際医学誌に公表された研究論文の英文抄録と公式日本語訳による英日パラレルコーパスを用いた研究の一環として、医学英語教育支援システムを試作し、学部生の授業での利用を試みている。言語系の著者がジャンル分析の枠組みに従ってパラレルコーパスの構築

を行い、情報系の著者がシステムの試作を行った。開発中のシステムは、論文抄録ジャンルに典型的な情報提示のパターン(ムーブ)に注目しつつ、検索語が中央に表示されるようにコーパスから表現を抽出できる対訳表示可能なコンコーダンスー機能を有している。このシステムを利用して、医学部1年生に、前期中のサイエンスニュースを用いた授業で、ニュースの情報源となった研究論文の抄録を読んだり、抄録に典型的な背景、方法、結果、結論というムーブを意識してニュースを要約したりする作業を行ってもらった。本発表では開発中のシステムについて紹介し、学生による使用経験から得られたフィードバックについて報告する。

10

Impact of COVID-19 on medical English education: Subjective and objective surveys between 2016 and 2020

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Background: COVID-19 pandemic and consequent online training programs have raised serious concerns about medical education, but there are very few studies to address such concerns.

Objectives: We conducted a study at Hokkaido University among second-grade medical students to i) describe the time trend of academic experiences of medical students between 2016 and 2020, ii) examine the impact of the COVID-19 pandemic and online education on the outcomes of our medical English course by subjective and objective assessments.

Methods: Using a questionnaire-based survey, the students reported their academic experiences. Also, self-assessments of the English skills (reading, writing, listening, and speaking) of the students were conducted before and after our course ($n=503$). For objective assessment, we examined core competencies of medical English education before and after

the COVID-19 pandemic (face-to-face vs. online education).

Results: We found an increasing trend for taking international medical exams and clinical training abroad among the students between 2016 and 2019, this trend significantly declined during the COVID-19 pandemic. With face-to-face education, our course significantly improved listening and speaking skills ($p<0.001$), while we observed a similar trend for writing skills in the online course ($p=0.001$). Also, we found that the online course did not adversely influence core competencies for medical English education such as medical terminology and evidence-based medicine skills.

Conclusion: Although the COVID-19 pandemic discouraged the students from studying abroad and changed the trends of improvement in English skills subjectively, the online course did not adversely influence the objectively assessed course outcomes during the pandemic.

11

The impact of the COVID-19 pandemic on medical science students' motivation to study

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Faculty of Medicine, University of Tsukuba

The COVID-19 pandemic has had profound, largely negative, impacts on education worldwide. But for students of medical science, who have suddenly seen their profession in the spotlight, how has this pandemic affected their attitudes towards their studies? In this paper, we investigate the impact of the COVID-19 pandemic on Japanese medical science students' motivation to study. Data were collected through essays written in English by a group of 37 second-year undergraduate medical science students. Content analysis techniques were used to quantitatively

and qualitatively examine the essays for indications of motivation and underlying motivators or demotivators regarding their attitude towards studying medical science. The results showed that, as a result of the pandemic, students overwhelmingly had increased motivation to study medical science and that the main motivating factors were related to increased awareness of the importance of their profession. In this presentation we present the findings of this study and discuss its pedagogical implications.

12

Names, shapes, and sounds: Little things that mean the world

Michael Robert Guest

University of Miyazaki

Many EMP teachers understandably focus primarily upon clinical content when teaching history taking, such as the order of questions, the making of connections between various symptoms, and expanding the inquiry into social and family histories, as a means of generating an accurate diagnosis. However, in doing so, EMP teachers may be passing up opportunities to help establish more effective interpersonal connection between health care workers and clients.

In this presentation, I will report some of the interpersonal, lesser-known features of healthcare worker-client interactions that 20 years' feedback from medical and

nursing students indicates they have found most beneficial. Among these are the subtle and nuanced usage of names and other address forms, healthcare worker body language, and backchanneling. Many of these relate to broader socio-cultural considerations, which are often left unaddressed in textbooks, and indeed, most EMP curricula. Over my twenty plus years of teaching Japanese medical students, these items have become incorporated into my teaching of clinical history taking and regularly attract the students' attention. It is hoped that listeners may apply some of these features within their own EMP classrooms.

13

Do applied improvisation exercises boost compassion in medical and nursing students?

Ian Willey

Kagawa University

Applied improvisation (AI), an instructional strategy adapting the aims of improvisational theater to boost learners' empathy and communication skills, has gained attention among medical educators worldwide. Studies in diverse medical fields have shown that learners positively evaluate AI exercises; however, how AI affects learners' empathy or communication skills has not been substantially investigated. This study examined the effect of AI exercises using the Compassion Scale developed by Pommier, Neff, and Toch-Kiraly (2020), which calculates compassion along the four dimensions of kindness, common humanity, mindfulness, and indifference. Participants were students in three general English courses at one national university, divided by major: nursing ($n=19$), medicine ($n=16$), and education ($n=20$). The instructor spent 10-15 minutes in each class of the 15-week semester having students engage in

AI exercises. Students filled in the Compassion Survey in the first and last classes. Mean scores were compared between surveys for each student and between courses using t-tests. All three groups showed gains in overall compassion means, though this difference was significant only for the education majors ($p=0.01$). Nursing students showed significant gains in kindness and mindfulness ($p=0.0002$ and $p=0.05$, respectively). The medical students' compassion scores were the highest overall, significantly higher than those of the education majors ($p=0.002$). Irregularity of class format, with face-to-face classes shifting to Zoom on multiple occasions due to the pandemic, may have affected findings. Though initial results appear promising, further research is needed to confirm the value of AI in boosting the compassion of Japanese learners.

14

A tool to minimize L1 interference

Najma Janjua

Kawasaki Medical School

Effective communication among healthcare team members and between healthcare professionals and patients is indispensable for safe and reliable care (WHO, 2011). This presentation describes phase-II of a project aimed at developing pedagogical tools in the form of pronunciation learning and practicing guides to help Japanese students in medicine and allied sciences minimize interference from their mother tongue and thus improve their ability to pronounce English medical terms and expressions more intelligibly. At JASMEE 2019, the author presented a tool named medical pronunciation practice guide-1 (MPPG-1), developed as phase-I of the project, that significantly improved the learners' ability to pronounce commonly used medical terms more intelligibly. This presentation describes a tool named medical pronunciation practice guide-2 (MPPG-2), which trains the learners to overcome

L1 interference in pronouncing advanced medical terms and shows a significantly higher increase in intelligibility after using the guide for one semester, even as compared to MPPG-1. In particular, frequencies of the English-way-of-pronunciation (EWP) compared to the Japanese-way-of-pronunciation increased above 90% for seven of the eight sets of words comprising the guide, with three sets reaching a value of 100%. Although the number of students in the test trial of MPPG-2 was much smaller than that in MPPG-1, the findings attest to the value of the methodology underlying both guides. It is tempting to suggest that the guides can have far-reaching implications in minimizing L1 interference in Japanese learners of medical English and to recommend their use as essential components in the Japanese medical English curricula.

15

Can we use free language proficiency tests for placement in English language programs?

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Background: The IUHW School of Medicine has been using the TOEFL ITP[®] test as a placement test every year since it was established in 2017. As this was not possible in April 2020 due to the COVID-19 pandemic, three alternative methods of assessing English language proficiency were deployed. The question we aim to answer here is whether free language tests can be employed in such special circumstances to group students according to their proficiency level.

Methods: While studying remotely from home, first-year students ($n=120$) took Paul Nation's Vocabulary Size Test (April 2020; VST), a mock TOEFL ITP test (May 2020; mock TOEFL), and the EF Standard English Test (EF SET; January 2021). Once allowed back on campus, the students took the official TOEFL ITP[®] test twice, in September 2020 (first TOEFL[®]) and January 2021 (second TOEFL[®]). A two-tailed

Pearson correlation analysis was carried out to identify significant correlations.

Results: We found moderate correlations between VST scores and first TOEFL[®] scores ($r=.495, p<.001$), moderate-to-strong correlations between EF SET listening scores and the second TOEFL[®] scores ($r=.671, p<.001$), and strong correlations between the mock TOEFL scores and the first TOEFL[®] scores ($r=.880, p<.001$).

Conclusion: The results indicate that free language proficiency tests can yield results that correlate well with those of traditional language tests. Even if some students could presumably cheat or suffer technical difficulties, such alternative language tests can indicate with a reasonable degree of accuracy a student's proficiency level.

16

Foreign language anxiety and online learning for medical students

Richard O'Shea

Nihon University, School of Medicine

Foreign Language Anxiety (FLA) is the feeling of tension, fear and apprehension associated with such foreign language contexts as speaking, listening and learning. FLA has many detrimental effects, including making students feel discouraged about language learning, losing faith in their ability to succeed, trying to escape from participating in any foreign language activities, and giving up their efforts to learn

the target language entirely. Since the outbreak of COVID 19 and the switch to online learning, many teachers and students feel they are acting in a completely new environment. This presentation aims to outline the current research on FLA and explain the opportunities and potential problems caused by the switch to online learning, with special attention paid to the needs of medical professionals.

17

An inside look at an online international study program for medical and nursing students

John Arthur Telloyan

Shimane University, College of Medicine

Every level of life was touched by Covid-19 in 2020. The education world was also affected to varying degrees. Teachers at all levels struggled to educate their students while simultaneously trying to stay as safe as possible. One significant loss for Shimane University, School of Medicine, was the cancellation of all of our international programs. These programs were invaluable in teaching our students key points of international medicine through our colleagues in New Zealand (NZ). Sadly, there was no alternative plan for our students last year after the NZ exchange program was cancelled right before the scheduled departure time. But

this year, it felt wrong to do nothing for our students in this area. We wanted to at least try to do something with our NZ partners to help our students, so with great effort, we worked together with NZ educators to make the best virtual option we could for our students. Today, I am pleased to report that Shimane University and Waikato Institute of Technology (WINTEC, NZ) have successfully hosted their first virtual international study tour. In this presentation, I will describe the background and basic structure of the program, discuss several good and bad points, and share some feedback from the participants and teachers.

18

医学英語教育における4領域別の対面授業と遠隔授業の違い

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2015年に本学会において医学英語教育ガイドラインが策定され、vocabulary (V), reading (R), writing (W), communication (C)の4領域における到達目標が提示された。2016年4月に新設された本学では、2年次までの医学英語授業は英語系教員が担当し、3年次は医学系教員により上記4領域別技能向上のためのプログラムが組まれている。2018・2019年度は対面で実施したが、2020年度は新型コロナウイルス感染症のため遠隔で実施した。今回、成績および教員・学生のアンケート等から、両者の違いを検証した。Vは、プレテストの後、Chabner's The Language of Medicineの音声のdictation等を授業および試験で行っており、2020年度も対面で実施した。Rは、3名の教員が英語論文を題材に指導し、2020年度は試験も含めて遠隔で実施したが、試験の困難さが指摘された。Wは、4名の教員

が、毎週それぞれ日本語のabstractの課題を与え、授業時間内に英文abstractを作成させ（Internetや電子辞書等の使用は自由）、対面または遠隔で添削を実施した。提出されたabstractのレベルには対面・遠隔で大きな差を認めなかったが、教員の添削の負担に違いを認めた。Cは、4週それぞれ異なる主訴をテーマにロールプレイによる演習を行い、最終日に外国人模擬患者を対象にOSCE形式の試験を（2018・2019年度は対面で、2020年度は遠隔で）実施した。ロールプレイによる演習は遠隔の方が個別指導の効果が高く、最終成績も遠隔の方が良かった。遠隔授業は、個別レベルに応じた学習（C領域等）やInternet等の機器を利用した学習（W領域等）の面でメリットがあり、評価に関しては、C領域は十分妥当な評価が可能であるが、他の領域（V・R・W）の学生の理解度の正確な把握には限界があると考えられた。

19

英語医学専門語彙獲得指導の実践報告：遠隔授業形態での試みと展望

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東京女子医科大学統合教育学修センター

本学では、2年次から4年次の3学年にわたり、医学分野に特化した「医学英語」をカリキュラムに組み込んでおり、その中に英語医学専門用語の基礎3000語の修得が含まれる。各学年でおよそ1000語ずつ、基幹科目と関連した形で習得できるようe-learningのシステムが構築されており、学修の進捗状況をほぼ1ヶ月に1回の頻度で行われる講義時に、小テストで評価を行ってきた。

語彙修得の主要評価項目は、「伝統的な」用語の意味（日本語訳）が答えられるだけでなく、当該用語が、1) 英語の定義文で同定できること、2) 文脈の中で使用できること、

3) スペリングだけでなく、音声で認識できること、の3点としている。

従来は講義時にテスト用紙を配布し、記述式解答で行ってきたが、2020年度は講義が全て収録配信型の遠隔授業形態となった為、試みとして、Google Formsを使用し実施した。上記3つの評価項目をどのような形態で実施したかについて報告を行う。また、従来の実施方法と比較しながら、結果報告を行い、改善点を示しながら、今後の実施方法についての提案を行いたい。

20

Japanese-English medical phrase app as a tool for digital nurse-patient communication and nurse education in aid of infection prevention**Alexander Zaboronok¹, Bryan J. Mathis², Thomas D. Mayers³, Shinya Watanabe^{1,4}, Alexander Solod⁵, Eiichi Ishikawa¹**¹ Department of Neurosurgery, Faculty of Medicine, University of Tsukuba,² International Medical Center, University of Tsukuba Hospital,³ Medical English Communications Center, Faculty of Medicine, University of Tsukuba,⁴ Tsukuba Clinical Research & Development Organization (T-Credo),⁵ Sophomore Computer Science, University of Connecticut

Digital technology now helps not only in the acquisition of knowledge and everyday communication but can also greatly facilitate the work of medical staff by ensuring proper communication with foreign patients and assisting professionals in teaching medical English to medical staff. This is most relevant in an era of epidemics, such as the current coronavirus epidemic, as it can reduce the risk of spreading infection associated with interpreters moving from patient to patient. In collaboration with a group of programmers, we have developed a computer application with sets of phrases for Japanese nurses to both communicate with foreign patients and learn medical English. The Japanese-English Medical (JEM) phrase application includes phrases collected during years of teaching medical English

to nurses of the University of Tsukuba Hospital. Apart from medical vocabulary, JEM also provides a synthesized and customizable voice-over for medical phrases so that Japanese nurses do not have to worry about mispronunciation when dealing with foreign patients. The app is easily updated, adaptable to different medical departments and can be installed on mobile devices used in the hospital as well as on desktop computers. An off-line mode, completely independent of internet requirements, is provided on mobile devices to ensure compliance with security standards related to patients' personal information. The applicability and effectiveness of the application and its advantages over existing medical translation software are currently being investigated in a trial at the University of Tsukuba Hospital.

21

Remote lecture by a pharmaceutical professional in the U.S. as part of an alternative 'Study Abroad Pharmacy Program'**Kinko Tamamaki (玉巻欣子)¹, Yoshihiko Tauchi (田内義彦)², Shoji Kawachi (河内正二)², Yoshimi Tomita (富田淑美)²**¹ 神戸薬科大学英語第二研究室, ² 神戸薬科大学薬学臨床教育・研究センター

Kobe Pharmaceutical University (KPU) has been organizing a Study Abroad Pharmacy Program in Boston since 2011, but in 2021, we had to cancel the program due to the COVID-19 pandemic. As an alternative to the program, we offered a 3-day 'Study Abroad Pharmacy Program' in Japan. This was a 12-unit course consisting of preparatory lectures by Japanese faculty members at KPU, video lectures by pharmacists in Thailand and Taiwan, and a real-time remote lecture by a professor at a pharmaceutical university in Boston, Massachusetts (MCPHS university). Seventeen students enrolled in the program, and 13 of them attended the course (four students withdrew because of their test schedules). After the program we conducted a questionnaire to survey

the 13 students. In this presentation, we focus on the real-time remote lecture from Boston. The main topic of the lecture was the roles of pharmacists in the U.S. We discuss the preparation we made to realize the remote lecture: advance discussions with the lecturer, and preparatory education we offered the students to aid their understanding of the real-time lecture in English. We also discuss the results of the questionnaire: how well the students understood the lecture, how much the preparatory education helped them understand the content, which topics in the lecture the students were most interested in, etc. The educational implications of this remote lecture trial will also be discussed.

22

Making a virtue of necessity: adapting to an online learning environment

Alan Michael Hauk

The Jikei University School of Medicine
東京慈恵会医科大学

In 2020, The English Department at the Jikei University School of Medicine was planning to introduce a new 2nd-year English program. However, the decision in March to conduct English classes online caused a revision of the plan. The new program's reading course consisted of texts on various medical topics with a focus on medical vocabulary. These contents were retained since they could easily be adapted to online teaching using the Moodle learning system. Also, since the readings were all original texts, the issue of using copyrighted materials online was avoided. The main problem was that the role-play activities that accompanied the texts would not work well online. These activities were replaced with vocabulary activities that were graded automatically by Moodle and writing assignments that were graded by the

part-time teachers using a rubric. The discussion course was originally planned to have no assigned text and a high amount of interaction both among students and between students and teachers. This would have been difficult to implement online, so materials were added in the form of original podcasts that students listened to on Moodle in preparation for live online classes with their teachers. The podcast topics were chosen to be relevant to the students' studies but also fun, and proved to be more popular than expected. Students were asked to give feedback after each week's classes, and the reaction was gratifyingly positive. Also, the feedback allowed the program to be improved as unforeseen problems were identified by students.

July 18, Sun | 7月18日(日) 15:25 – 16:06

General topics 7
一般演題 7

Remote education (3)
リモート教育 (3)

23

Evaluating student performance in online medical interviews in English with simulated patients

Sean Chidlow, Harumi Oshita (大下晴美)

Oita University, Faculty of Medicine

In our clinical introductory course, 109 fourth-year medical students were asked to perform the doctor's role in an English language medical interview. They were instructed to include questions from three categories: chief complaint, history of present illness, and family and social history. The interviews were held on Zoom with simulated patients, and both audio and video were recorded. Our goals were to determine if the online platform was suitable for this communication task, to establish a consistent method of evaluation within a manageable timeframe, and to identify if there are any patterns in students' language mistakes. We found Zoom to be a suitable program for this task, as it allowed our four

simulated patients to smoothly transition between students, and to complete 27 interviews each within two hours. It also supplied us with high quality audio and video files for student evaluation. To determine if there were patterns in listening and speaking mistakes, we transcribed the interviews and collated the students' questions and responses. While initially time consuming, the result facilitated the consistency of our grading, improved the quality of feedback we could offer students, and informed us how to better prepare students for this task in the future. In this presentation we will describe in detail the course contents and the methods and results of our student evaluations.

Transitioning from in-person learning to distance learning for clinical English education during the COVID-19 pandemic

Kris Siriratsivawong¹, Michael W. Myers², Miyuki Hashimoto², Yuka Hiraizumi², Miki Izumi¹, Shizuma Tsuchiya¹, Atsuko Furuta¹, Makiko Arima¹

¹Showa University School of Medicine, ²Showa University, International Exchange Center

The COVID-19 pandemic has led to restrictions on large gatherings, including classroom activities for medical students. Part A of our Clinical English course was delivered to 4th-year medical students in the summer of 2019 in the traditional in-person classroom setting. Part B of the course was scheduled during the spring of 2020 for 5th-year medical students, but due to the worldwide COVID-19 pandemic, all in-person classes were canceled. Using the Google Classroom platform, a series of eight lectures were delivered to students in video format, which could be accessed and reviewed on-demand. The course culminated in a week-long final exam that required students to perform clinical interviews with

English-speaking standardized patients (SPs), in addition to conducting both a written and an oral case presentation on the SPs they interviewed. Instead of face-to-face encounters with SPs and faculty evaluators, the final portion of the course was conducted via the Zoom video-conferencing software. There were several unique challenges encountered in transforming the course to a completely online experience. On the other hand, we discovered significant benefits that were realized by allowing students to learn at their own pace via the on-demand delivery of learning material. Furthermore, distance learning allows a broader range of access to teaching expertise not available locally.

Assessment of student impressions regarding the online delivery of a clinical English course during the coronavirus pandemic

Michael W. Myers¹, Miyuki Hashimoto (橋本みゆき)¹, Yuka Hiraizumi (平泉由香)¹, Takashi Miyazaki (宮崎 隆)¹, Kris Siriratsivawong², Yusuke Takamiya (高宮有介)², Shizumi Tsuchiya (土屋静馬)², Makiko Arima (有馬牧子)², Atsuko Furuta (古田厚子)², Miki Izumi (泉 美貴)²

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¹昭和大学国際交流センター, ²昭和大学医学部医学教育学講座

As part of a reorganization of the medical education curriculum, Showa University School of Medicine started a compulsory clinical English course for all fourth-year medical students in 2019, with the final assessment including a medical interview with an English-speaking standardized patient (ESSP). In 2020, the novel coronavirus required students ($n=126$) to take the course online, including performing video-conference interviews with ESSPs. Pre-recorded lectures were posted online in January, and medical interview assessment was done through Zoom. To assess students' evaluation of this course, we administered questionnaires before and upon completion of the course, and 75 students completed both. Compared to the start of the course, students' confidence in providing medical care to English-speaking patients ($M=2.1$) and interacting with

English-speaking medical professionals ($M=2.1$) increased. Students also reported that this course increased their motivation to improve medical skills in English ($M=3.7$). Regarding the online format of the course, most students preferred this online format to in-person classes ($M=3.9$), primarily because they could view the teaching materials at any time and watch lecture videos more than once. However, conducting the medical interview online was rated less favorably ($M=3.2$), with students reporting difficulty in reading body language/nonverbal cues from the patient and challenges with maintaining appropriate eye contact. Overall, these findings indicated that students valued learning about clinical English skills. Although used out of necessity, the online format also offered benefits to English education that could be utilized for future course iterations.

Past academic meeting

日本医学英語教育学会 学術集会一覧

回	会長	開催期日	開催会場
第1回	植村 研一	1998年7月11, 12日	アクトシティ浜松コンgresセンター
第2回	小林 充尚	1999年8月9, 10日	日本教育会館
第3回	平松 慶博	2000年7月8, 9日	こまばエミナース
第4回	大木 俊夫	2001年8月4, 5日	こまばエミナース
第5回	清水 雅子	2002年8月3, 4日	川崎医療福祉大学
第6回	小林 茂昭	2003年7月12, 13日	こまばエミナース
第7回	大野 典也	2004年7月10, 11日	東京慈恵会医科大学
第8回	西澤 茂	2005年7月9, 10日	こまばエミナース
第9回	大瀧 祥子	2006年7月15, 16日	ウェルシティ金沢(石川厚生年金会館)
第10回	大石 実	2007年7月14, 15日	メトロポリタンプラザ
第11回	佐地 勉	2008年7月12, 13日	笹川記念会館
第12回	亀田 政則	2009年7月18, 19日	福島県立医科大学
第13回	菱田 治子	2010年7月3, 4日	聖路加看護大学
第14回	吉岡 俊正	2011年7月9, 10日	東京女子医科大学
第15回	安藤 千春	2012年7月21, 22日	ホテル グランドヒル市ヶ谷
第16回	伊藤 昌徳	2013年7月20, 21日	東京ベイ舞浜ホテル クラブリゾート
第17回	西村 月満	2014年7月19, 20日	東京ガーデンパレス
第18回	伊達 勲	2015年7月18, 19日	岡山コンベンションセンター
第19回	Timothy D. Minton	2016年7月16, 17日	慶應義塾大学 日吉キャンパス
第20回	福沢 嘉孝	2017年7月22, 23日	オルクドール・サロン
第21回	影山 幾男	2018年7月28, 29日	日本歯科大学
第22回	五十嵐裕章	2019年8月3, 4日	中野サンプラザ
第23回	高田 淳	2020年6月27, 28日	誌上開催
第24回	元雄 良治	2021年7月17, 18日	Web 開催
第25回	青木 洋介	2022年7月(予定)	(未定)
第26回	一杉 正仁	2023年7月(予定)	(未定)