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Journal of Medical English Education

The 26th JASMEE Academic Meeting Program and Abstracts

第26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 1 (Sat) & 2 (Sun), 2023

2023年7月1日(土)・2日(日)

***President*　会長**

Masahito Hitosugi

(Department of Legal Medicine, Shiga University of Medical Science)

一杉　正仁（滋賀医科大学社会医学講座法医学部門）

***Venue*　会場**

Hitotsubasi hall

一橋講堂

Japan Society for Medical English Education

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

Journal of Medical English Education

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jasmee@narunia.co.jp

Journal of Medical English Education

Vol. 22, No. 1, June 2023

Journal of Medical English Education, the official publication of The Japan Society for Medical English Education, was founded in 2000 to promote international exchange of knowledge in the field of English education for medical purposes. Until June 2006 (Vol. 5 No. 2), the registered title of the Journal was *Medical English - Journal of Medical English Education*; the current title, which was registered in December 2006 (Vol. 6 No. 1), should be used for citation purposes.

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Greeting from the President
会長挨拶

President of the 26th Annual Meeting of JASMEE
Masahito Hitosugi, MD, PhD

第 26 回日本医学英語教育学会学術集会
会長　一杉　正仁

In July 2020, the first case of Coronavirus disease 2019 (COVID-19) infection was confirmed in Japan. The World Health Organization (WHO) on March 11 2020, has declared the COVID-19 outbreak a global pandemic.

During the pandemic, more than 760 million people have been suffered from COVID-19. It caused approximately 6.9 million deaths. In this period, the immigration was restricted and total international trade fell sharply. Practicing social distancing made more people socially isolated and divided. Consequently, the economy has shrunk, suicide rates increased, and birth rate falls to lowest point in Japan.

Under these circumstances, however, the academic activities of the JASMEE have been continued without interruption. This 26th Annual Meeting will be held from July 1 to July 2, 2023. It is an immense honor to host this 26th academic conference of JASMEE. I would like to express my sincere gratitude for all the members of JASMEE to give me an opportunity to host this conference.

The main theme of the conference is “Social Contributions and the Challenges of Medical English Education”. Strategic initiatives such as preventing infectious diseases, telemedicine, and artificial intelligence in education would contribute to the development of societies throughout the world. The keynote address will be given by Dr. Victor J. Alemengor C., Consul General, the Republic of Panama. He will present the role of international cooperation in the Republic Panama. Another keynote address regarding the telemedicine will be present by Dr. Nick Baua and Dr. Yoshihiko Konoike. They will address an issue on the impact of telemedicine in health services and its contribution to the healthcare enhancement for developing countries. In addition to the above, three symposiums regarding international cooperation, information and communications technology (ICT), medical English education, OSCE conducted in English, and thirty-two general presentations would be provided.

As a final note, I sincerely appreciate Dr. Isao Date, the Executive Chair of JASMEE, Professor Timothy David Minton, Editor-in-chief, and Ms. Kimiko Sato, Secretariat for their supportive assistance and advices in preparation for this conference.

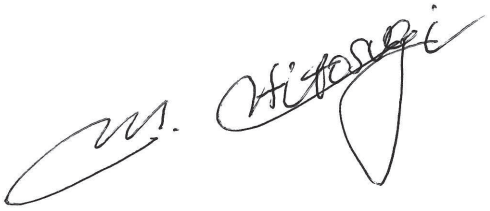
Masahito Hitosugi, MD, PhD
Department of Legal Medicine, Shiga University of Medical Science

2020 年 1 月にわが国で初の新型コロナウィルス感染症（COVID-19）患者が発生し，同年 3 月には世界保健機関（WHO）がパンデミックを宣言しました。本年 5 月にパンデミックの宣言が終了するまでに世界では 7 億 6 千万人以上が COVID-19 に感染し，約 691 万人が死亡しました。わが国でも，COVID-19 が感染症法上の 5 類に引き下げられるまでの 3 年 4 か月間で，約 3375 万人が感染し，7 万 5 千人が死亡しました。コロナ禍では，出入国が制限され，国際的な交流が失われていきました。さらに，ステイホームや密の回避など，人との交流が希薄化した結果，断絶や孤立が増加しました。わが国の経済は打撃を受け，自殺者が増え，少子化が加速するという事態になりました。

本学会においても，学術集会は誌上開催，Web 開催，感染に十分配慮した現地開催などで継続して参りました。そして，ようやく，日常を取り戻した状態で学術集会を迎えることになりました。改めて，第 26 回日本医学英語教育学会学術集会の会長を務めさせて頂きますこと，誠に光栄に存じます。このような機会を頂戴いたしましたことに，心よりお礼申し上げます。

この，3 年 4 か月で，私たちは感染症に対する予防対策，Web などによる遠隔コミュニケーション，AI を用いた教育など, 多くのことを学びました。わが国でも世界をリードする取り組みがあり, 医学英語を活用して, 国際社会に様々な貢献ができると考えております。そこで, 本学会では,「医学英語教育による社会貢献」をテーマに，現場で活躍されている皆様の取り組みをご紹介し，有意義な意見交換ができる場をご用意させて頂きました。特別講演では，パナマ共和国総領事の Victor J Alemengor C 様から，国際交流によって自国の発展を推進している現状をご紹介頂きます。また，コロナ禍でより注目されてきた遠隔医療の実態と，遠隔医療による国際貢献について Nick Barua 氏及び鴻池善彦先生からご紹介頂きます。さらに, 医療系大学における国際交流, ICT を用いた医学英語教育, 英語での OSCE 実施に向けて, の 3 シンポジウム及び 32 の一般演題が開催されます。社会医学の立場から企画させて頂いた本会が，皆様の今後の実務，教育，研究活動にお役立てできれば幸いに存じます。

最後に，本学会の運営に包括的なご指導を賜りました，理事長の伊達　勲先生，抄録集の校閲にご尽力下さいました雑誌編集委員長の Timothy D Minton 先生，事務局として多々お世話くださいました佐藤公子様に心より御礼申し上げます。



一杉　正仁
滋賀医科大学社会医学講座法医学部門

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General information｜参加の方へのご案内

■ Outline of the event

Dates: July 1 (Sat) & 2 (Sun), 2023

Venue: Hitotsubasi hall

National Center of Sciences Building 2F,
2-1-2 Hitotsubashi, Chiyoda-ku, Tokyo, 101-8439
https://www.hit-u.ac.jp/hall/

Registration fees:	Members	10,000 yen
	Non-members	12,000 yen
	Student members	Free

■ Reception desk at the venue

1. Fill out the registration form at the venue.
2. Submit the registration form to the receptionist and pay the registration fee.
3. Receive a name tag, fill in your name, and enter the venue.
4. All registered attendees must wear their name tags at the venue.

● Participation certificate and receipt

The nameplate will be your participation certificate and the back of the nameplate will be your receipt. Please note that participation certificates and receipts will not be reissued.

■ Annual membership fee

No annual dues will be accepted at the venue.

■ For general topics speakers

1. Presenters must be members of the Society. Please be sure to join the Society.
   About membership: https://jasmee.jp/join/
2. Presentations will be on one screen and PowerPoint oral presentations.
3. As a general rule, you are requested to bring your presentation data on a USB memory stick. Please come to the Data Reception Desk at least 30 minutes prior to the start of the session.
4. Please wait at the "Next Speaker's Seat" in the hall at least 10 minutes before your scheduled presentation time.
5. Presenters will be given 11 minutes (8 minutes + 3 minutes for Q&A), with a warning bell to ring once at 7 minutes mark and a closing bell to ring once at 8 minutes (total of 2 times). The 3 minutes for Q&A includes the time for the speaker change, so please be on time.
6. The chairperson will have the discretion to designate the questioner. Please move to the microphone and follow the chairperson's instructions to state your affiliation and name before speaking.

■ 開催概要

会　期：2023 年 7 月 1 日（土）・2 日（日）

会　場：一橋講堂

〒 101-8439 東京都千代田区一ツ橋 2-1-2
学術総合センター内
https://www.hit-u.ac.jp/hall/

参加費：会　員　10,000 円
非会員　12,000 円
学　生　無料

■ 会場受付

1. 会場にて参加申し込みフォームをご記入ください。
2. 受付に参加申し込みフォームを提出し，参加費をお支払いください。
3. 名札を受け取り，お名前を記入のうえ会場にご入場ください。
4. 受付完了後, 会場では必ず名札を身に着けてください。

● 参加証および領収証

名札が参加証，裏面が領収書となります。参加証・領収書は再発行いたしませんのでご注意ください。

■ 年会費について

会場での年会費の受付はいたしません。

■ 一般演題演者の方へ

1. ご発表者は本会会員に限ります。必ずご入会ください。
   入会について：https://jasmee.jp/join/
2. 発表はスクリーン 1 面, PowerPoint による口演です。
3. 原則として，発表データは USB メモリによる持ち込みとさせていただきます。セッション開始 30 分前までに，データ受付へお越しください。
4. 発表予定時刻の 10 分前までに会場の「次演者席」でお待ちください。
5. 発表時間は 8 分 + 質疑 3 分（計 11 分）です。7 分に予告ベル 1 回，8 分に終了ベル（2 回）でお知らせいたします。質疑 3 分には演者交代の時間も含めていますので，時間厳守でお願いいたします。
6. ご質問者の指名は座長に一任となります。マイクの場所に移動して，座長の指示に従い，所属とお名前を名乗ってから発言してください。

For chairs

1. The program will proceed as per the itinerary. Please wait at the "Next Chair's Seat" in the hall 10 minutes before the start of your session.
2. If you wish to have a meeting with other chairpersons of the same session, please call or e-mail us in advance. We may not be able to provide a meeting place on the day of the event.

Sales of program issues

Copies will be sold for 3,000 yen per copy.

Break space

Eating and drinking are prohibited in the Hitotsubashi hall. Please use the break space.

Kenichi Uemura Award

Date and time: July 1 (Sat) 16:30
Venue: Hitotsubashi hall
The 17th Kenichi Uemura Award Ceremony will be held in 2020.

Related meeting schedule

Board meeting: June 30 (Fri) 18:00-19:30
Hitotsubashi hall, Conference Room 201 & 202
Councilors' meeting and Member debriefing session:
July 2 (Sun) 9:30-10:00
Hitotsubashi hall
ICT subcommittee: July 2 (Sun) 12:30-13:25
Hitotsubashi hall, guest room
Extraordinary board meeting: July 2 (Sun) 15:40-16:40
Hitotsubashi hall, Conference Room 201 & 202

The 26th JASMEE Academic Meeting Secretariat

Division of Legal Medicine in
Shiga University of Medical Science (Attn: Ms. Tojo)
Setatsukinowacho, Otsu-shi, Shiga, 520-2192 Japan
Phone +81-77-548-2200 FAX +81-77-548-2201
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JASMEE Secretariat

c/o NARUNIA Inc.
3-3-11 Hongo, Bunkyo-ku, Tokyo, 113-0033 Japan
Phone +81-3-3818-6450
E-mail: jasmee@narunia.co.jp

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 10 分前までに会場の「次座長席」でお待ちください。
2. 同じセッションを担当される座長の先生同士で打合わせを希望される場合は，事前にお電話，メール等でお打合せをお願いいたします。当日は打合せの場をご提供できない場合がございます。

プログラム・抄録号の販売

1 部 3,000 円で販売いたします。

休憩スペース

一橋講堂内での飲食は禁止されています。休憩スペースをご利用ください。

植村研一賞

日時：7 月 1 日（土）16：30
会場：一橋講堂
2022 年第 17 回植村研一賞授賞式を開催いたします。

関連会議日程

理事会　6 月 30 日（金）18：00 ～ 19：30
会議室 201・202
評議員会・会員報告会
7 月 2 日（日）9：30 ～ 10：00
一橋講堂
ICT 小委員会　7 月 2 日（日）12：30 ～ 13：25
貴賓室
臨時理事会　7 月 2 日（日）15：40 ～ 16：40
会議室 201・202

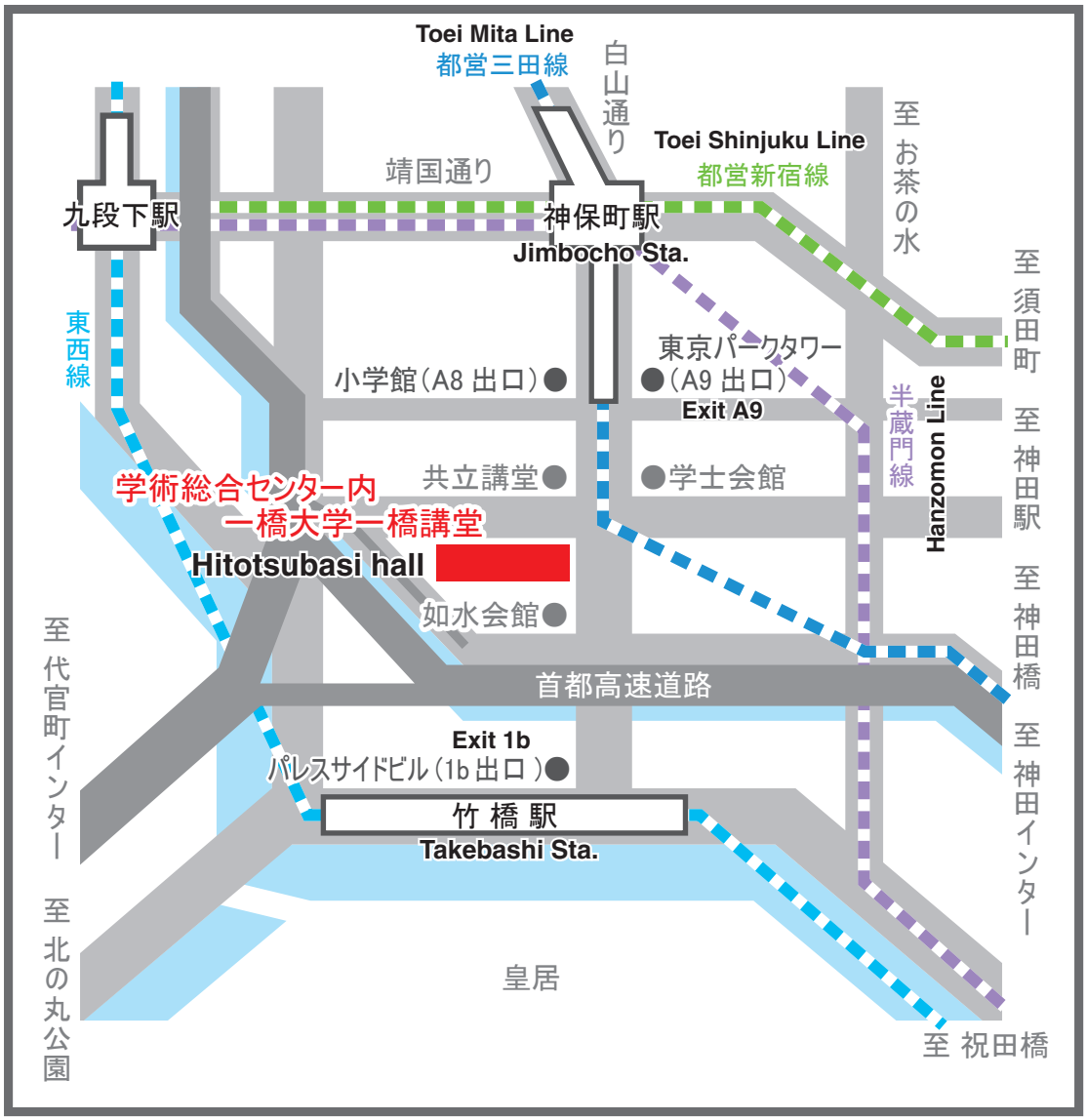
第 26 回日本医学英語教育学会学術集会事務局務局

滋賀医科大学社会医学講座法医学部門（担当：東條）
520-2192 滋賀県大津市瀬田月輪町
電話 077-548-2200　FAX 077-548-2201
E-mail: tojo@belle.shiga-med.ac.jp

日本医学英語教育学会事務局

編集室なるにあ
113-0033 東京都文京区本郷 3-3-11 NCK ビル
電話 03-3818-6450
E-mail: jasmee@narunia.co.jp

Transportation | 交通のご案内



【一橋大学一橋講堂】
〒101-8439　東京都千代田区一ツ橋 2-1-2　学術総合センター内

東京メトロ半蔵門線、都営三田線、都営新宿線　　神保町駅（A8・A9 出口）徒歩 4 分
東京メトロ東西線　　竹橋駅（1b 出口）徒歩 4 分

Hitotsubashi Hall,National Center of Sciences Building
2F,2-1-2 Hitotsubashi,Chiyoda-ku,Tokyo 101-8439

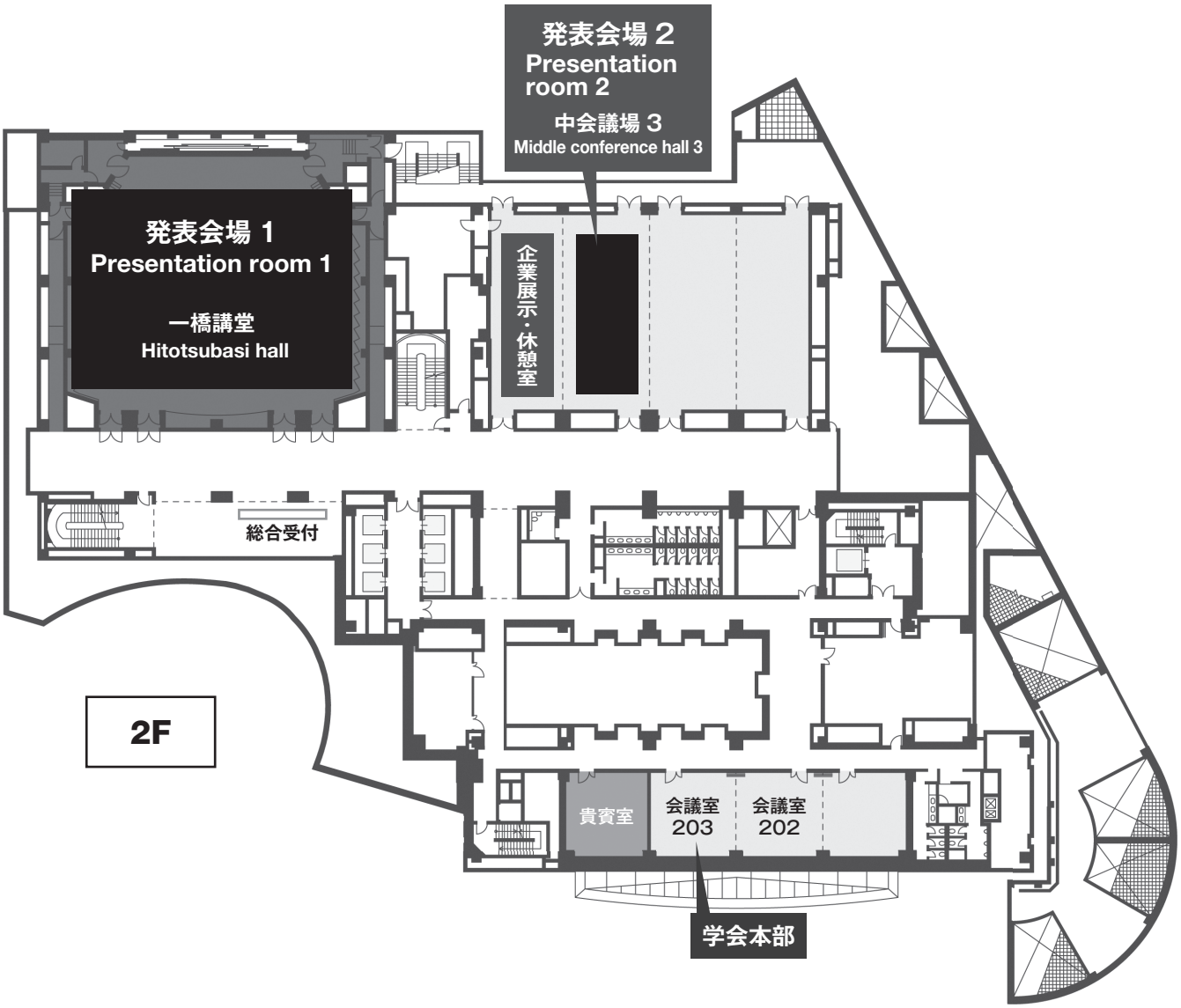
-By train(Subway)-

Tokyo Metoro Hanzomon Line/Toei Mita Line/Toei Shinjuku Line
“Jinbocho” Exit A9

Tokyo Metoro Tozai Line “Takebashi” Exit 1b

3-5minutes walk from the stations

Floor map ｜ 会場のご案内



Timetable | 日程表

July 1, Sat | 7月1日(土)

Hitotsubashi hall | 一橋講堂

9:30
9:40 **Opening remarks | 開会挨拶 … 会長 Masahito Hitosugi 一杉正仁**

General topics 1 | 一般演題 1
Improvement of Medical English Education Program 1
医学英語教育プログラムの工夫 1
座長 Chairs : Eric Hajime Jego
Kinko Tamamaki 玉巻欣子
演題番号 No.1 ～ 4

10:35
10:40

General topics 3 | 一般演題 3
Improvement of Medical English Education Program 2
医学英語教育プログラムの工夫 2
座長 Chairs : Shinobu Hattori 服部しのぶ
Junichi Kameoka 亀岡淳一
演題番号 No.9 ～ 13

11:50

Lunch break | 昼休み

13:10

Special lecture 1 | 特別講演 1
The need of enhancing global health-based cooperation and communication as the bridge to accomplish this objective for the human race
Chair 座長 : Isao Date 伊達 勲
Speaker 演者 : Victor Javier Almengor Caballero

14:00
14:05

Special lecture 2 | 特別講演 2
Digital Transformation (DX): Impact of Telemedicine on Healthcare Services Around the World and in Japan
Chair 座長 : Masahito Hitosugi 一杉正仁
Speaker 演者 : Nick Barua, Yoshihiko Konoike 鴻池善彦

14:55
15:00

Symposium 1 | シンポジウム 1
International exchange in universities of medical fields
医療系大学における国際交流
座長 Chairs : Jun Iwata 岩田 淳
Yosuke Aoki 青木洋介
演者 Speakers : Shinobu Hattori 服部しのぶ
Akemi Mochizuki 望月明見
Telloyan John
Emiko Mizoguchi 溝口恵美子

16:30
Kenichi Uemura award ceremony | 植村研一賞授賞式
16:45

Middle conference hall 3 | 中会議場 3

9:40

General topics 2 | 一般演題 2
Information and communication technology and medical English education
ICT と医学英語教育
座長 Chairs : Takako Kojima 小島多香子
Yoshitaka Fukuzawa 福沢嘉孝
演題番号 No.5 ～ 8

10:35
10:40

General topics 4 | 一般演題 4
Medical English education and artificial intelligence
医学英語教育と AI
座長 Chairs : Chiharu Ando 安藤千春
Shigeo Irimajiri 入交重雄
演題番号 No.14 ～ 18

11:50

July 2, Sun | 7月2日(日)

Hitotsubashi hall | 一橋講堂

9:30

Councilors' meeting and Member debriefing session | 評議員会・会員報告会

10:00

Presidential talk | 会長講演

For the safe and reliable society: from the perspective of a forensic generalist

Chair 座長：Isao Date 伊達 勲 Speaker 演者：Masahito Hitosugi 一杉正仁

10:30

10:35

General topics 5 | 一般演題 5

Medical English communication 1

コミュニケーション 1

座長 Chairs：Ikuo Kageyama 影山幾男
Kazuaki Shimoji 下地一彰

演題番号 No.19～22

11:30

11:35

General topics 7 | 一般演題 7

Reading and writing 2 リーディング＆ライティング 2

座長 Chairs：Mitsuyo Suzuki 鈴木光代
Emiko Mizoguchi 溝口恵美子 演題番号 No.26～28

12:15

Lunch break | 昼休み

13:30

Workshop | ワークショップ

The use of ICT in medical English education

医学英語教育における ICT の活用

座長 Chairs：Raoul Breugelmans

演者 Speakers：Raoul Breugelmans, Jun Iwata 岩田 淳
Eric Hajime Jego

14:25

14:30

Symposium 2 | シンポジウム 2

Preparing English OSCE: Challenges in Training and Evaluating History-Taking Skills in English

英語での OSCE 実施に向けて：各大学における教育と評価の課題とは？

座長 Chairs：Takayuki Oshimi 押味貴之

演者 Speakers：Takayuki Oshimi 押味貴之, Houman Goudarzi
Alan Simpson, Vitalii Katsuyama

15:25

15:30

Closing remarks and speech by President of JASMEE2024 | 閉会および次期会長の挨拶

第 26 回会長 Masahito Hitosugi 一杉正仁
第 27 回会長 Shinobu Hattori 服部しのぶ

Middle conference hall 3 | 中会議場 3

10:35

General topics 6 | 一般演題 6

Reading and writing 1 リーディング＆ライティング 1

座長 Chairs：Tamaki Matsumoto 松本珠希
Kazuhiko Kurozumi 黒住和彦 演題番号 No.23～25

11:15

11:20

General topics 8 | 一般演題 8

Medical English communication 2

コミュニケーション 2

座長 Chairs：Joji Tokugawa 徳川城治
Takahiko Yamamori 山森孝彦

演題番号 No.29～32

12:15

Program | プログラム

July 1, Sat | 7月1日(土)

Hitotsubashi hall | 一橋講堂

9：30

Opening remarks: President of JASMEE2023 Masahito Hitosugi

9：40 — 10：35

General topics 1

Improvement of Medical English Education Program 1

Chairs **Kinko Tamamaki** Kobe Pharmaceutical University
Eric Hajime Jego Nihon University

1 Incorporating metaphors into medical English education
Rika Okutou Kansai Medical University

2 Transformation through experiential learning in health-related fields: Online and in-person reproductive health training with international students
Michael Boyce Hamamatsu University School of Medicine

3 Medical English study as a bridge to global citizenship: Course design and teaching techniques with corresponding student feedback
Shari Joy Berman Hirosaki University

4 From the rescue of cultural properties from the Great East Japan Earthquake for mental reconstruction support: Proposing countermeasures against tsunamis and floods from the perspective of disaster medical customs
Atsuko Saito Tohoku History Museum

10：40 — 11：50

General topics 3

Improvement of Medical English Education Program 2

Chairs **Shinobu Hattori** Suzuka University of Medical Science
Junichi Kameoka Tohoku Medical and Pharmaceutical University

9 Promoting active communication: Using a Think-Pair-Share (TPS) approach in the medical English classroom
Chad Godfrey Saitama Medical University

10 An attempt to increase the International Posture of Japanese university students
Ian Willey Kagawa University

11 Occupational English Test materials: Options and alternatives for students and teachers at medical schools
Sean Thornton Hamamatsu University School of Medicine

12 What happens when we switch from TOEFL ITP to TOEIC L&R?
Cosmin Florescu University of Tsukuba

9：30

開会挨拶…会長 一杉正仁

9：40 — 10：35

一般演題 1

医学英語教育プログラムの工夫 1

座長 **玉巻欣子** 神戸薬科大学
Eric Hajime Jego 日本大学

1 医学英語教育におけるメタファー導入の試み
奥藤 里香 関西医科大学

2 Transformation through experiential learning in health-related fields: Online and in-person reproductive health training with international students
Michael Boyce Hamamatsu University School of Medicine

3 Medical English study as a bridge to global citizenship: Course design and teaching techniques with corresponding student feedback
Shari Joy Berman 弘前大学大学院医学研究科 大館・北秋田地域医療推進学講座

4 心の復興支援の東日本大震災の文化財レスキューから：津波や水害への対策を災害医療習俗の視点で提言する
齋藤 敦子 宮城県教育委員会生涯学習支援者 東北歴史博物館友の会

10：40 — 11：50

一般演題 3

医学英語教育プログラムの工夫 2

座長 **服部しのぶ** 鈴鹿医療科学大学
亀岡淳一 東北医科薬科大学

9 Promoting active communication: Using a Think-Pair-Share (TPS) approach in the medical English classroom
Chad Godfrey Saitama Medical University

10 An attempt to increase the International Posture of Japanese university student
Ian Willey 香川大学

11 Occupational English Test materials: Options and alternatives for students and teachers at medical schools
Sean Thornton 国立大学法人浜松医科大学

12 What happens when we switch from TOEFL ITP to TOEIC L&R?
Cosmin Florescu University of Tsukuba

13 Second-language attrition among medical students after initial intensive language education: Challenges in Japan's first comprehensive English-language medical education
Yusuke Hayasaka International University of Health and Welfare

11：50 — 13：10

Lunch break

13：10 — 14：00

Special lecture 1

Chair **Isao Date** Okayama Rosai Hospital

The need of enhancing global health-based cooperation and communication as the bridge to accomplish this objective for the human race

Victor Javier Almengor Caballero
Consul General of the Republic of Panama in Kobe, Japan

14：05 — 14：55

Special lecture 2

Chair **Masahito Hitosugi** Shiga University of Medical Science

Digital transformation (DX): Impact of telemedicine on healthcare services around the world and in Japan

Nick Barua Swift Xi Inc.
Yoshihiko Konoike Vitaars Inc.

15：00 — 16：30

Symposium 1

International exchange in universities of medical fields

Chairs **Jun Iwata** Shimane University
Yosuke Aoki Saga University

S1-1 International exchange programs for students specializing in medical fields
Shinobu Hattori Suzuka University of Medical Science

S1-2 The practice of medical English education based on global nursing at Otemae University
Akemi Mochizuki Associate Professor, Faculty of Global Nursing

S1-3 Student perceptions of first in-person overseas study tour in 4 years
John Telloyan Shimane University, School of Medicine

S1-4 Current status of the international exchange program and medical English education at Kurume University
Emiko Mizoguchi Department of Immunology, International Affairs Division in Medicine at Kurume University School of Medicine

13 Second-language attrition among medical students after initial intensive language education: Challenges in Japan's first comprehensive English-language medical education
早坂　裕介　国際医療福祉大学

11：50 — 13：10

昼休み

13：10 — 14：00

特別講演 1

座長　**伊 達　勲**　岡山労災病院

The need of enhancing global health-based cooperation and communication as the bridge to accomplish this objective for the human race

Victor Javier Almengor Caballero　パナマ共和国総領事

14：05 — 14：55

特別講演 2

座長　**一 杉 正 仁**　滋賀医科大学

Digital transformation (DX): Impact of telemedicine on healthcare services around the world and in Japan

Nick Barua Swift Xi Inc.
鴻 池 善 彦　株式会社 Vitaars

15：00 — 16：30

シンポジウム 1

医療系大学における国際交流

座長　**岩 田　淳**　島根大学
青 木 洋 介　佐賀大学

S1-1 コメディカル関連学科での国際交流の実際
服部しのぶ　鈴鹿医療科学大学

S1-2 大手前大学国際看護学部における国際看護を基盤とした医学英語教育の実践
望月　明見　大手前大学国際看護学部

S1-3 Student perceptions of first in-person Overseas Study Tour in 4 years
John Telloyan Shimane University, School of Medicine

S1-4 久留米大学における国際医学交流と医学英語教育の現状について
溝口恵美子　久留米大学医学部免疫学講座

Middle conference hall 3 | 中会議場 3

9：40 — 10：35

General topics 2

Information and communication technology and medical English education

Chairs **Takako Kojima** Tokyo Medical University
Yoshitaka Fukuzawa Aichi Medical University

5 Effect of online English practice on improving learners' affective factors and L2 speaking proficiency
Keiko Asano Juntendo University

6 Effects of COVID-19 Pandemic on career plans and academic performance of medical students
Houman Goudarzi Center for Medical Education and International Relations, Faculty of Medicine and Graduate School of Medicine, Hokkaido University

7 Effects of using YouTube audio-visual materials in medical English classes on students' course evaluations
Etsuji Okamoto The University of Fukuchiyama

8 Active English for medical science through short research-introduction videos
Thomas Mayers Medical English Communications Center, University of Tsukuba

10：40 — 11：50

General topics 4

Medical English education and artificial intelligence

Chairs **Chiharu Ando** Himeji Dokkyo University
Shigeo Irimajiri Rinku General Medical Center

14 Using ICT/AI Technologies in an English course that is integrated with PBL (Problem-Based Learning)
Eric Hajime JEGO Nihon University School of Medicine

15 Advancing medical English translation: Exploring the potential of Chat GPT and envisioning its future applications
Yujo Kawashita Fukuoka Seisyukai Hospital

16 Doctor-patient interview training using chatbot and speech recognition technology
Gary Ross Kanazawa University

17 Enhancing research writing skills in English: Navigating the role of AI translation applications in academic writing
Maiko Sakamoto Pomeroy Saga University, Faculty of Medicine

18 AI technology applications for promoting greater cross-cultural awareness in Japanese healthcare education
David Raffray Japan Association of Language Teachers Nihon University School of Medicine, Medical Education Center

9：40 — 10：35

一般演題 2

ICT と医学英語教育

座長 **小島多香子** 東京医科大学
福 沢 嘉 孝 愛知医科大学

5 Effect of online English practice on improving learners' affective factors and L2 speaking proficiency
浅野 恵子 順天堂大学・医学部一般教育外国語研究室

6 Effects of COVID-19 Pandemic on career plans and academic performance of medical students
Houman Goudarzi Center for Medical Education and International Relations, Faculty of Medicine and Graduate School of Medicine, Hokkaido University

7 医学英語教育への YouTube 教材導入の授業評価への効果
岡本 悦司 福知山公立大学・地域経営学部医療福祉経営学科

8 Active English for medical science through short research-introduction videos
Thomas Mayers Medical English Communications Center, University of Tsukuba

10：40 — 11：50

一般演題 4

医学英語教育と AI

座長 **安 藤 千 春** 姫路獨協大学
入 交 重 雄 りんくう総合医療センター

14 Using ICT/AI Technologies in an English course that is integrated with PBL (Problem-Based Learning)
Eric Hajime JEGO 日本大学医学部

15 Advancing medical English translation: Exploring the potential of Chat GPT and envisioning its future applications
川下 雄丈 福岡青洲会病院外科

16 Doctor-patient interview training using chatbot and speech recognition technology
Gary Ross Kanazawa University

17 Enhancing research writing skills in English: Navigating the role of AI translation applications in academic writing
坂本麻衣子 佐賀大学

18 AI technology applications for promoting greater cross-cultural awareness in Japanese healthcare education
David Raffray Japan Association of Language Teachers Nihon University School of Medicine, Medical Education Center

July 2, Sun | 7月2日(日)

Hitotsubashi hall | 一橋講堂

10：00 — 10：30

Presidential talk

Chair **Isao Date** Okayama Rosai Hospital

Towards a safe and secure society: From the perspective of a forensic scientist

Masahito Hitosugi Shiga University of Medical Science

10：35 — 11：30

General topics 5 **Medical English communication 1**

Chairs **Ikuo Kageyama** The Nippon Dental University
Kazuaki Shimoji International University of Health and Welfare

19 Imagining and acting the life of a non-Japanese-speaking patient in history-taking interview practice to improve English communication skills and foster intercultural understanding
Aki Hirata Aichi Medical University School of Medicine

20 Visualizing the sequence of questions in history-taking interviews of 1st- and 2nd-year Japanese medical students
Takahiko Yamamori Aichi Medical University School of Medicine

21 Working with an endoscopy department to aid communication in English
Walter Davies Hiroshima University Institute for Foreign Language Research and Education

22 Developing language and practical skills through family history taking and recording
Najma Janjua Kawasaki Medical School

11：35 — 12：15

General topics 7 **Reading and writing 2**

Chairs **Mitsuyo Suzuki** Tokyo Women's Medical University
Emiko Mizoguchi Kurume University

26 Inside job: the editor within
Benjamin Phillis Wakayama Medical University

27 A spoken corpus of foreign-born patient stories for improving listening and cultural competence
Mathew Porter Fukuoka Jo Gakuin Nursing University

28 Japanese pharmacy students' perceptions of collaborative reading
Haruko Shimazaki Hoshi University

12：15 — 13：30

Lunch break

10：00 — 10：30

会長講演

座長 **伊達 勲** 岡山労災病院

社会の安心・安全のために

一杉正仁 滋賀医科大学

10：35 — 11：30

一般演題5 **コミュニケーション1**

座長 **影山幾男** 日本歯科大学
下地一彰 国際医療福祉大学

19 Imagining and acting the life of a non-Japanese-speaking patient in history-taking interview practice to improve English communication skills and foster intercultural understanding
平田 亜紀 愛知医科大学

20 Visualizing the sequence of questions in history-taking interviews of 1st- and 2nd-year Japanese medical students
山森 孝彦 愛知医科大学

21 Working with an endoscopy department to aid communication in English
Walter Davies Hiroshima University Institute for Foreign Language Research and Education

22 Developing language and practical skills through family history taking and recording
Najma Janjua Kawasaki Medical School

11：35 — 12：15

一般演題7 **リーディング&ライティング2**

座長 **鈴木光代** 東京女子医科大学
溝口恵美子 久留米大学

26 Inside job: the editor within
Benjamin Phillis Wakayama Medical University

27 A spoken corpus of foreign-born patient stories for improving listening and cultural competence
Mathew Porter Fukuoka Jo Gakuin Nursing University

28 Japanese pharmacy students' perceptions of collaborative reading
島崎 治子 星薬科大学

12：15 — 13：30

昼休み

13：30 — 14：25

Workshop

Chair **Raoul Breugelmans** Kansai Medical University

The use of ICT in medical English education

Raoul Breugelmans Kansai Medical University
Jun Iwata Shimane University Faculty of Medicine
Eric Jego Nihon University School of Medicine

14：30 — 15：25

Symposium 2

Chair **Takayuki Oshimi** International University of Health and Welfare

Preparing English OSCE: Challenges in training and evaluating history-taking skills in English

Takayuki Oshimi International University of Health and Welfare
Houman Goudarzi Hokkaido University
Alan Simpson University of Miyazaki
Vitalii Katsuyama Kawasaki University of Medical Welfare

15：30

Closing remarks and speech by President of JASMEE2024: Masahito Hitosugi, Shinobu Hattori

13：30 — 14：25

ワークショップ

座長 **Raoul Breugelmans** 関西医科大学

医学英語教育における ICT の活用

Raoul Breugelmans 関西医科大学
岩 田　淳 島根大学
Eric Jego 日本大学

14：30 — 15：25

シンポジウム 2

座長 **押 味 貴 之** 国際医療福祉大学

英語での OSCE 実施に向けて：各大学における教育と評価の課題とは？

押 味 貴 之 国際医療福祉大学
Houman Goudarzi 北海道大学
Alan Simpson 宮崎大学
Vitalii Katsuyama 川崎医療福祉大学

15：30

閉会および次期会長の挨拶…一杉正仁，服部しのぶ

Middle conference hall 3 ｜ 中会議場 3

10：35 — 11：15

General topics 6 Reading and writing 1

Chairs **Tamaki Matsumoto** Shitennoji University
Kazuhiko Kurozumi Hamamatsu University School of Medicine

23 Acquisition of the meanings of medical terms with katakana counterparts
Tomoko Smith Osaka Medical and Pharmaceutical University

24 Exploring the impact of a bilingual corpus database system on medical research abstract understanding in an in-person class
Motoko Asano Osaka Medical and Pharmaceutical University

25 Developing a software resource for medical English vocabulary
Marshall Higa Hiroshima University Institute for Foreign Language Research and Education

10：35 — 11：15

一般演題 6 リーディング＆ライティング 1

座長 **松 本 珠 希** 四天王寺大学
黒 住 和 彦 浜松医科大学

23 Acquisition of the meanings of medical terms with katakana counterparts
Tomoko Smith Osaka Medical and Pharmaceutical University

24 Exploring the impact of a bilingual corpus database system on medical research abstract understanding in an in-person class
浅野　元子 Osaka Medical and Pharmaceutical University

25 Developing a software resource for medical English vocabulary
Marshall Higa Hiroshima University Institute for Foreign Language Research and Education

11：20 — 12：15

General topics 6 Reading and writing 1

Chairs **Joji Tokugawa** Juntendo University
Takahiko Yamamori Aichi Medical University

29 Enhancing English language studies and international exchange through “peer supporters”: Who we are and what we do in the “e-clinic”, our English language support room
Kotoko Mizuno Shimane University

30 Effectiveness of an online shadowing program for reducing listening anxiety
Tazuko Nishimura Premium Medical English Education Office

31 Cultivating narrative competency through intensive reading
Shozo Yokoyama University of Miyazaki

32 Overcoming language barrier for international contribution
Yuki Umeno Juntendo University Hospital

11：20 — 12：15

一般演題８ コミュニケーション２

座長 **徳川城治** 順天堂大学
山森孝彦 愛知医科大学

29 Enhancing English language studies and international exchange through “peer supporters”: Who we are and what we do in the “e-clinic”, our English language support room
水野紅桃子 島根大学

30 シャドーイング演習を含むオンライン学習によるリスニング不安の低減効果
西村多寿子 プレミアム医学英語教育事務所

31 英文精読を通して培う物語能力
横山 彰三 宮崎大学医学部

32 Overcoming language barrier for international contribution
梅野 佑紀 順天堂医院

Abstracts | 抄録

Presidential talk ｜ 会長講演

Towards a safe and secure society: From the perspective of a forensic scientist

社会の安心・安全のために

Masahito Hitosugi
一杉　正仁

Shiga University of Medical Science
滋賀医科大学社会医学講座法医学部門

安全で安心できる社会を形成するためには，地域におけるヘルスプロモーションとセーフティープロモーションが求められる。わが国では，少子高齢化が進み，2022 年における出生数は 80 万人を切り，記録上最低の値となった。今後もこの傾向が続くと考えられ，生産年齢人口はさらに減少していく。したがって，わが国の社会経済活動を維持していく上では，高齢者や障害者の就労促進，外国人労働者の確保，そして，将来の働き手となる子どもが無事に成長できるように見守る必要がある。

これまで，子どもを交通事故から守る取り組みを行っており，本講演では特に妊婦と胎児を交通事故から守る取り組みをご紹介する。また，滋賀県で行っているチャイルド・デス・レビューモデル事業をご紹介し，外国人を含めた不慮の事故予防対策と子どもに質の高い医療を提供する取り組みをご紹介する。

For safe, secure, and reliable society, to promote health and safety in each region is crucial. Lower fertility rates and aging populations have become concerns in Japan. The number of births in 2022 were less than 800 thousand, the lowest on record. The situation is expected to remain unchanged. Our working-age population has been descending. Therefore, to maintain the socio-economic activity, strengthening employability and job opportunities for the elderly and persons with disabilities, and foreign workers are required. In addition, keeping an eye on the growth of all children who will become workers should be necessary in the society.

We have implemented protocols to protect the children against motor vehicle collisions. Among the protocols, especially, we introduce strategic initiatives for pregnant woman and fetus based on the forensic science. In addition to this, the model project of child death review in Shiga Prefecture will be provided. Also, many preventive measures and first-rate medical care to save children including foreigners will be presented.

Special lecture 1 ｜ 特別講演 1

The need of enhancing global health-based cooperation and communication as the bridge to accomplish this objective for the human race

Victor Javier Almengor Caballero

Consul General of the Republic of Panama in Kobe, Japan
在神戸パナマ共和国総領事

The lessons obtained from the recent pandemic has put into us the necessity of attaining an effective global health cooperation system between regions, countries, and individuals as part of our world. There were certain countries that undertook an impressive cooperation relationship despite their distance such as Panama and Japan. Today, our world is just recovering from the recent pandemic, however, we need to educate our doctors and health professionals with a conscious awareness of the need of think globally. Our world needs to prepare more professionals educated in the use of more than one language for purpose of reaching the world and build effective channels of cooperation in the future for the benefit of mankind.

Biography

Victor Javier Almengor Caballero

Victor J. Almengor C. is Consul General of the Republic of Panama in Kobe, Japan. Prior to becoming Consul General, Mr. Almengor specialized as a private lawyer in commercial, and maritime law and litigation cases in Panama. He studied his Bachelor's Degree in Law at the Universidad Santa Maria La Antigua (USMA) in 2003 and a Master's Degree in Maritime Law at Tulane University, located in the city of New Orleans, U.S.A.

After completing his Master's Degree studies, Mr. Almengor started to work at the Panama Maritime Authority as a chief assistant and later as the Chief of the Legal department of the Panamanian Merchant Marine, where he had different short term assignments in Poland, Greece, Russia, U.S.A. (at the New York Office), Norway, Dubai and Sweden from 2006 to 2009. He was in charge of the legal framework related to the IMO State Audit to the Republic of Panama in 2008 and has served as an external advisor for the General Director of Seafarers in the year 2014.

Mr. Almengor was also a visiting professor for both undergraduate and graduate classes at USMA University from 2011 to 2019. During his teaching career, he taught several courses including Ship Financing, Merchant Marine regulations and Criminal Law. He is also an ISO scheme acquainted person, as he was a Lead Auditor of the previous standard and has performed several audits to Panamanian and international organizations.

His first visit to Japan was in the year 2006 as an official representative of Panama at the International Seminar on Maritime Labor Convention held in Tokyo. He enjoys sports, especially soccer, and he particularly likes jogging and walking in his spare time. He is married and has four kids, which include two daughters and two sons.

Special lecture 2 ｜ 特別講演 2

Digital transformation (DX): Impact of telemedicine on healthcare services around the world and in Japan

Improving the utilization of medical resources via Telemedicine
How telemedicine played a vital role during the Pandemic in Japan

Nick Barua[1], Yoshihiko Konoike（鴻池善彦）[2]

[1] Swift Xi Inc., [2] Vitaars Inc.（株式会社 Vitaars）

デジタル技術の進歩により，これまでの方法や考え方が大きく変化することを DX と呼ぶ。DX は今医療にも広がっている。特にコロナパンデミックは日本の医療 DX が進む大きなきっかけとなった。

DX の中にはウェアラブルデバイスやアプリの出現やデータ管理方法の変化など色々あるが，中でも有効性が注目されるのが遠隔診療である。前半は世界の遠隔診療の取り組みや今後の潮流について報告する。

後半は遠隔診療の具体的な事例について紹介する。遠隔診療には 2 種類あり，それは DtoP と DtoD と呼ばれている。DtoD の遠隔診療の中でも今話題になってきているのが遠隔 ICU である。株式会社 Vitaars は日本の中で遠隔 ICU に取り組む唯一の企業である。コロナ禍でにおいては独立行政法人国際協力機構（JICA）の事業として世界 12 カ国へ遠隔 ICU 支援を行った。言語や文化の壁などを超えて行った取り組みを実例を交えて紹介する。

Digital Transformation (DX) is a term that refers to the drastic changes in conventional methods and ways of thinking brought about by advances in digital technology. The Corona pandemic played a crucial role in advancing Medical DX in Japan.

Medical DX includes the emergence of wearable devices and apps, changes in data management methods, and many other things, but one area that is attracting particular attention is telemedicine. The first part of this presentation will be on the current state of telemedicine programs worldwide and provide insights into future trends.

The second half will introduce specific examples of telemedicine. There are two types of telemedicine, called DtoP and DtoD, and among the DtoD telemedicine, tele-ICU has become a hot topic. Vitaars Inc. is the only company in Japan that is involved in Tele-ICU. As a project of the Japan International Cooperation Agency (JICA), Vitaars has given tele-ICU support to 12 countries worldwide.

The presentation will include examples of their efforts to overcome language and cultural barriers.

Symposium 1 ｜ シンポジウム1 International exchange in universities of medical fields
医療系大学における国際交流

S1-1

International exchange programs for students specializing in medical fields

コメディカル関連学科での国際交流の実際

Shinobu Hattori (服部しのぶ)
Suzuka University of Medical Science (鈴鹿医療科学大学)

2020年1月に日本でコロナ感染者が初めて確認されて以来，人の移動が制限され，大学においても，教員はもとより学生の渡航，海外からの研究者や留学生受け入れも停滞した。しかし，zoomなどの利用により遠隔で，徐々に海外との交流が再開され，国際学会への参加が可能となり，留学生の受入れも再開した。

2021年3月まで医療系F大学で勤務し，国際交流委員として関わった事例について抜粋して報告し，現在勤務する医療系S大学での国際交流の様子を紹介する。

海外からの留学生を学部として受け入れる際には，大学生活のみならず日常生活での支援，言葉の問題など様々な配慮が必要となる。学部生には，留学生の学業や精神的な支えとなれるように，また，地域の人々にも，外国人を隣人として迎え入れることについて国際理解講座などをとおして理解を求めた。

2024年3月には，S大学での海外研修も再開するので，それについても紹介する。

S1-2

The practice of medical English education based on global nursing at Otemae University

大手前大学国際看護学部における国際看護を基盤とした医学英語教育の実践

Akemi Mochizuki (望月明見)
Associate Professor, Faculty of Global Nursing (大手前大学国際看護学部)

日本に滞在する外国人の増加とともに，看護の臨床現場においても，多様な文化や習慣を理解したコミュニケーション能力を持った看護師へのニーズが高まっている。こうした背景のもと，大手前大学国際看護学部では，グローバル化する日本国内の現状に対する異文化理解だけでなく，国際看護を実践する語学能力を育む教育に力を入れている。特に「国際看護学実習Ⅲ」において，3年次生全員が学術協定を結んだ大学や病院での海外実習を行うカリキュラムとなっており，実際に英語を使った看護臨床場面での実践が得られるようになっている。そのため，この実習に必要な医療英語や実践英語を1年生から体系的に積み上げ学修する英語教育を行い，卒業までに医学英語検定4級の全員合格を目指している。シンポジウムでは本学の国際看護を基盤とした英語教育の取り組みについて紹介し，その評価や課題について考えていきたい。

S1-3

Student perceptions of first in-person overseas study tour in 4 years

John Telloyan

Shimane University, School of Medicine

In 2019, we successfully completed our 10th annual Overseas Study Tour to New Zealand. However, the COVID-19 pandemic disrupted our plans for the 2020 tour, which was cancelled by university officials two days before departure due to safety concerns. In response, we provided an online study program using Zoom in 2021-22, which was a temporary solution but not a substitute for in-person learning. Fortunately, in 2023, the situation has improved enough to allow us to resume the program for our students, who are studying medicine, English, and New Zealand/Maori history. Prior to departure, we conducted a survey to identify their primary concerns. Upon their return to Japan, we conducted a second survey to gather their reflections on the experience. We will present the results of these surveys and answer any questions related to this longstanding homestay study tour.

S1-4

Current status of the international exchange program and medical English education at Kurume University

久留米大学における国際医学交流と医学英語教育の現状について

Emiko Mizoguchi（溝口恵美子）

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現在，久留米大学は17ヵ国36校と大学間協定関係を結んでいる。このうち，アメリカのブラウン大学，韓国の建陽大学，マレーシアのサラワク大学の3校と医学部間交流を開始するにあたり，2018年4月1日より本学の医学教育研究センター内に国際医学交流部門が設立された。臨床研修生受け入れに関して，2019年には，韓国の建陽大学とアメリカのブラウン大学から合計4名の研修生を受け入れた。2022年以降は，イギリスのオックスフォード大学をはじめ，計8ヵ国16名の研修生を受け入れている。

医学英語教育に関しては，2018年より，PCE（Practical Clinical English）という科目名で，医学科2年〜4年（M2 〜 M4）に対して，医学部各講座の留学経験者による質の高い教育を行っている。また今年度より，M2（4名程度）を対象にカナダのビクトリア大学での短期語学研修を開始する。M3では2015年より実施しているRMCP（Research Mind Cultivation Program）を利用して数名の基礎研究者を海外派遣しており，今後も地域から世界へと発信していきたい。

Symposium 2 ｜ シンポジウム2

Preparing English OSCE: Challenges in training and evaluating history-taking skills in English

英語での OSCE 実施に向けて : 各大学における教育と評価の課題とは？

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The Objective Structured Clinical Examination (OSCE) is a widely utilized assessment method in medical education. In recent years, there has been increasing recognition of the significance of practical communication skills in medical practice, with history-taking as a vital component of effective doctor-patient communication. However, non-native English-speaking medical students often face challenges if their history-taking skills are assessed in the OSCE format.

This symposium aims to provide valuable insights into the training and evaluation of history-taking skills in English among non-native English-speaking medical students within an OSCE context. Our panel of four speakers will share their experiences, focusing on assessing practical English communication abilities in the OSCE format.

The outcomes of this discussion will carry meaningful implications for medical English education in other academic institutions. By highlighting effective strategies and best practices, this symposium aims to foster the development of tailored training programs that enhance the English communication skills of non-native English-speaking medical students, ultimately improving their performance in OSCE assessments.

We invite all symposium participants to engage in discussions, share experiences, and explore potential collaborations to advance medical English education and assessment practices further.

Workshop | ワークショップ

The use of ICT in medical English education

医学教育における ICT の活用

Raoul Breugelmans [1], Jun Iwata [2], Eric Jego [3]
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The JASMEE ICT Subcommittee strives to provide members of the society with resources for incorporating ICT in their medical English courses. To this end, we provide an advanced suite of tools to create interactive e-learning materials, which can be imported into one's own courses in a variety of learning management systems (LMS). Yet, these tools have a bit of a learning curve, and their abundance of options can be somewhat daunting at first. The goal of the current workshop, therefore, is to provide members with a simpler authoring tool, H5P, which is ready to use out of the box and easily accessible even to teachers who have little or no prior experience with ICT and those who have no LMS available at their school. Although this simplicity comes at the expense of less customizability, H5P allows the creation of a large variety of interactive e-learning contents. After a brief introduction to H5P, the different platforms through which it can be used, and the types of e-learning contents available, we will present concrete examples of how it can effectively be applied to medical English education. Finally, we will do a real-time demo of the creation of a few sample e-learning objects.

1

Incorporating metaphors into medical English education
医学英語教育におけるメタファー導入の試み

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応募者はこれまで，主に認知言語学で提唱されてきた概念メタファー理論について研究を行ってきた。概念メタファー理論は Lakoff and Johnson（1980）[1] によって提唱されたもので，メタファーは単なる言葉のあやではなく，抽象概念を具象概念から理解するための理解様式であるという理論である。教育・科学・政治など多くの場面でメタファーが我々の理解を助け，有効に作用してきたことが様々な研究から明らかになっている。それは医学の世界でも例外ではないだろうと考え，応募者は奥藤（2022）[2] において，著名な医師の著書である Groopman（2008）[3] を調査した。さらに奥藤（2023 応募中）[4] において，統合失調症に関するメタファー表現について解明するために，Wang（2019）[5] を調査した。その結果，医療的概念の理解に関して，メタファーは有効な役割を果たしていることが分かった。この結果は，医師が患者の家族に症状を説明する際や，医学生に疾患について教授する際に，メタファーをもっと活用できる可能性を示唆していると思われる。そこで応募者は，関西医科大学の 2 年生 129 名に対し，医学に関する英語のメタファー表現を作成してもらった。本発表では，そこで得られた有効な 116 のメタファー表現について考察する。具体的には，①難解な疾患について説明を試みるメタファーが多いこと，②痛覚からのメタファーが群を抜いて多いこと，③次いで多いのが視覚からのメタファーであることについて見ていく。また，2 年生の段階ではまだ，医学的理解を深めるような，アナロジーに富んだ複雑なメタファーを作成することが難しく，課題があることについても見る。今後，医学英語教育においてメタファーを有効に活用していく可能性について模索する。

1. Lakoff, G., and M. Johnson. 1980. Metaphors We Live By. Chicago and London: University of Chicago Press.
2. 奥藤里香. 2022.「医療と医師の認知心理学におけるメタファー」『言語文化学会論集』第 58 号，91-98.
3. Groopman, J. 2008. How Doctors Think. Boston and New York: Houghton Mifflin Company.
4. 奥藤里香. 2023.「統合失調症におけるメタファー的理解の役割」『言語文化学会論集』第 60 号に応募中.
5. Wang, E. W. 2019. The Collected Schizophrenias. Minnesota: Graywolf Press.

2

Transformation through experiential learning in health-related fields: Online and in-person reproductive health training with international students

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Recorded through a series of guided reflections and positionality statements, medical students experience transformation (Mezirow) and development while using the English language to provide reproductive health training to elementary and junior high school students in informal settlements of Nairobi, Kenya. The International Service Learning (ISL) program is composed of three parts, all of which are taught and conducted in English. The lecture component provides academic preparation for the social, cultural, and medical content challenges that the medical university students experience during the experiential (Dewey) online and in-person training sessions. To achieve a realistic learning environment, Medical English education is greatly improved by real interaction with people and patients outside of the medical education world. Perhaps this can be conceptualized as something akin to a clinical clerkship for Medical English. In our increasingly VUCA (volatility, uncertainty, complexity, and ambiguity) world, English language proficiency is becoming ever more critical for those being trained in health services to successfully pursue practice and research in their future. More importantly, it is through these practical experiences that students can recognize their own positionalities and possibly leverage this understanding to help somewhat fast-track their social development (Kegan) as they progress through their medical education. This preliminary reflective analysis of the medical students' progression through lectures, online training, and finally the reproductive health training and clinic support in Kenya has identified both positive and negative aspects that will be respectively amplified and mitigated in future iterations of the ISL program.

3

Medical English study as a bridge to global citizenship: Course design and teaching techniques with corresponding student feedback

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Cross-cultural awareness and medical English acquisition enjoy a symbiotic relationship. Medical terminology has societal ties to both the cultures using it and its countries of origin. Whether it is a Greek post-doc botany researcher explaining that tibia comes from “flute,” the bone’s shape, in her language, or discovering a conversational lay term, “His brother kicked him in the shin,” such knowledge broadens students’ capacities to communicate with overseas professionals and future patients alike. Exercises designed to study medical English not commonly taught in standard classes bring students closer to their eventual paths as members of the healing community in a global society constantly growing closer together. The instructor’s goal for “医学英語 I , a required first-year course, has been to develop a curriculum filled with fresh information, interesting vocabulary, and multiple perspectives while touching on bedside manner and medical ethics. 1) The pep talk and caveat: “Own your ESOL power; as non-native speakers of English, you belong to the third largest linguistic group in the world; however, practice an American accent to become better understood on oral tests, and to make lectures and medical dramas exponentially easier to understand.” 2) The pledge: “Promise to choose improving your speaking using drama/improvisation techniques over embarrassment and ego-interference.” 3) The realization**:** “I see the connection between medicine and English!” The instructor herein shares medical-student-oriented English through Drama and prosody techniques; poster presentation assignments on supplements/vitamins; Ayuverda, and homeopathy; and lay language study in a flipped classroom curriculum which turns 10.5 classroom hours/cohort into 50+ hours of online meetings, research, and reporting on everything from “Who gets the kidney?” to “Which ‘doctor jokes’ translate well into Japanese”?

4

From the rescue of cultural properties from the Great East Japan Earthquake for mental reconstruction support: Proposing countermeasures against tsunamis and floods from the perspective of disaster medical customs

心の復興支援の東日本大震災の文化財レスキューから：津波や水害への対策を災害医療習俗の視点で提言する

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災害現場では，救命救急の医療と同時に，心の復興支援の文化財レスキューが始まる。災害や紛争の暴動への備えで，いじめの調査チームを被災地各国へ派遣し，調査研究を積み重ねているフランスでは食育に，イタリアでは避難先での友たちづくりに生かそうとしている。自分にとって大切な人や物を失った喪失感や悲しみを癒す思い出の味や物が役に立つからだ。その地域の風習や食習慣の民俗学の記録は，アレルギーの症例を記録していくようなもので，エビデンスに基づく実証主義の歴史学とは相反する立場で，マイナーな分野でもあるが，大事な教訓を伝えてくれることもある。

水深 6 mから水深 13 mに津波でえぐられた気仙沼港。津波の直後の大火で何もかも燃えつくされたと思われたが，気仙大工の宮大工が釘を一本も使わないで建てた白壁の蔵の二階の梁の上から文化財レスキューされた古今雛と藍染の正絹の晴れ着は無傷だった。明治時代に 14 才で亡くなった娘の遺品。度重なる津波と大火にから守られたものでした。津波は室内を縦形の洗濯機の脱水をかけた時のように，物が壁に叩きつけられ張り付いている。東日本大震災では 3 時のおやつの時間で，吊り下げた台所製品が飛んできた負傷者がでた。また，津波の塩分を落とせず，塩分に湿気がたまり，カビが大規模発生し，乾くと粉塵となって呼吸器疾患を起こす住民もかなりいた。津波や水害への対策を災害医療習俗の視点で提言したい。

5

Effect of online English practice on improving learners' affective factors and L2 speaking proficiency

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Existing research on second language (L2) acquisition indicates that increased experience using a target language has a positive effect on L2 learners' acquisition of the language, especially due to the limited opportunities to practice the language in the classroom. On the other hand, psychological factors such as low learner motivation and high anxiety levels are known to negatively impact the language learning process. Although it is crucial to increase L2 language output and mitigate these negative factors to maximize language acquisition, such attempts have been limited in the classroom setting. To address this gap, the current study investigates the effectiveness of practicing English speaking and writing online in reducing learner anxiety and increasing learner motivation. One hundred thirty Japanese learners of English with varying English proficiency, anxiety, and motivation received online speaking and writing tasks via PC or tablet during an academic term, then received feedback from evaluators each time they completed a task. The learners' anxiety levels and motivation to learn and use English were measured with a pre- and post-test questionnaire (i.e., the first and fourth points of the data collection). The spoken and written responses elicited from the learners were evaluated by native English speakers on the basis of task completion, comprehensibility (i.e., how effortlessly the evaluators can understand the learners' responses), and grammar. The results showed that the learners made tangible linguistic and affective improvements, suggesting that the combination of repeated practice with detailed feedback may help L2 learners develop their linguistic skills, gain confidence, and cultivate positive emotions.

6

Effects of COVID-19 Pandemic on career plans and academic performance of medical students

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Background and objectives: The coronavirus disease 2019 (COVID-19) pandemic has impacted medical education tremendously. Therefore, we conducted research among second-grade medical students in our medical English course at Hokkaido University (n=321) before (2019), and during (2020), 2021) Pandemic to *i)* explore the influence of the Pandemic on future career plans of the medical students and *ii)* assess the impact of online education consequent to Pandemic on the student's academic performance.

Methods: Students reported their career plans for international exchange programs, taking the USMLE, clinical training, and undertaking research abroad. Further, we objectively evaluated the potential impact of online education on the academic performance of students before (2019; face-to-face), during (2020; online; 2021; face-to-face and online) pandemic. We assessed each year's main predictors of course outcomes using stepwise and cluster analysis.

Results: In 2019, 67.9% of the students wished to engage in at least one of these four above-mentioned academic activities; however, it declined to 35.5% in 2020, and we observed a significant decline in 'students' wishes for outbound mobility, including short-term exchange programs (-27.9%), taking the USMLE (-19.8%), clinical training (-24.5%), and undergoing research abroad (-12.3%) compared to 2019. We found a significant increase in students wanting to go overseas for studies/training in 2021 than in 2020, taking the percentage for the assessed plans close to their pre-pandemic level. Online or a combination of in-person and online education did not adversely influence the student's academic performance, including the final exam, medical terminology, and evidence-based medicine skills. Teaching style (online vs. in-person) and gender were the main predictors of students' academic performance.

Conclusion: We found a significant increase in the number of students wishing to go abroad for studies/training in 2021 than in 2020, taking the percentage to the pre-pandemic level. Online education is non-inferior to in-person education during pre-clerkship years.

7

Effects of using YouTube audio-visual materials in medical English classes on students' course evaluations

医学英語教育への YouTube 教材導入の授業評価への効果

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福知山公立大学地域経営学部医療福祉経営学科は全員に診療情報管理士 (日本病院会等 4 団体の認定による民間資格) 受験資格取得を目標とさせ，医学系科目 9 科目，医療管理及び診療情報管理科目 9 科目，計 18 科目を必修としている。医学系科目は医師が担当することが要件とされ，他 8 科目が診療情報管理士試験合格レベルを目標とするのに対し，医学英語はさらにその上の医学英語検定 4 級レベルを目標としている。新型コロナのため 2020 年度 4 月より対面講義は中止され Zoom による遠隔講義となった。これをチャンスととらえ，YouTube 上で公開された医学映画を教材にとりいれて医学英会話を加えた。"Pandemic" という 2007 年の米映画で，主人公である CDC の女医が知事や市長を説得しながら新型ウイルスによる危機から人類を救うというストーリーは新型コロナ禍を予言した内容だと評判になった作品である。大学では全科目対象に授業評価アンケートを実施しており，2019 年度以降 4 年間分の結果が入手できたので，従来講義だった 2019 年度と YouTube 教材を取り入れた 2020 ～ 22 年度の推移を比較した。授業形態は 2020 ～ 21 の 2 年間は遠隔，2019 と 2022 年度は対面であった。アンケートは 15 の質問に 5 段階で回答するもので，総合評価にあたる「この授業を 5 点満点で評価した点数」の平均値の推移は 3.43(37) → 4(28) → 3.89(28) → 4.3(30) と YouTube 教材導入前が最も低く，YouTube 教材を対面で実施した 2022 年度が最も高くなった (カッコ内は回答者数)。反面「教員の熱意や意欲が感じられましたか？」の平均値は 4.38 → 4.68 → 4.32 → 4.47 と安定していることから，YouTube 教材導入は授業改善に有効であったと考えられる。新型コロナ後 Zoom 講義 2 年目の 2021 年度に評価点がやや低下した理由としては，新型コロナによるオンライン授業が長期化したことによるストレス等で授業全体の満足度の低下が影響した可能性が考えられる。

The department of health & welfare management of the University of Fukuchiyama provides a medical English course as a compulsory subject for the health information manager (HIM) qualification. Its level is aimed at the 4th grade of medical English qualification. Due to the pandemic of COVID-19, face-to-face lectures had to be replaced with on-line lectures using Zoom starting April 2020. The author took advantage of this unexpected change of the educational method and adopted an audio-visual material to familiarize students with live medical English. The adopted material was the aptly titled "Pandemic", a US movie produced in 2007, of which the entire contents are available over the YouTube. The movie depicts a female CDC doctor combatting the pandemic while simultaneously struggling with the bureaucratic red tape and was widely applauded for its resemblance with the world under the COVID-19 pandemic. The lectures were recovered back to face-to-face in 2022, giving the author a valuable opportunity to compare the students' evaluations for four years with different materials and teaching methods: a traditional material with face-to-face lectures;(2019), an AV material with on-line lectures (2020 and 21) and an AV material with face-to-face lectures (2022). The overall evaluation by students (up to 5 points, N of respondents in parenthesis) was 3.43(37)→4(28)→3.89(28)→4.3(30) respectively. It turned out that AV lectures given face-to-face yielded the highest evaluation while the evaluation of "how motivated do you think the teacher was?" has been stable over the period. The introduction of an AV material led to the improved satisfaction of students even with on-line lectures. The temporary worsening observed in 2021 might reflect the mental distress under the prolonged on-line lectures under the pandemic.

8

Active English for medical science through short research-introduction videos

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In the age of YouTube and social media, there is a growing demand for scientists to communicate their research through the medium of video. To meet this need, we initiated a five-week module entitled Basics of Multimedia Communications as part of an English for medical science-purposes course for graduate students. In this module (currently been taught online), students are guided step-by-step through the process of creating visually engaging videos, including script-writing, storyboarding, filming, and editing. The students are tasked with creating a short (approximately three-minute) video to introduce themselves and their research in English. The finished videos are partially assessed through a peer-evaluation process. The script-writing and video narration recording encourage students to improve their English pronunciation and communicate their science clearly and concisely. Furthermore, the practical skills for video-making and improved understanding of visual communication gained through this module are applicable to other visual media, such as websites, presentation slides, and posters. In this presentation, I will explain the teaching process and share some examples of student work.

9

Promoting active communication: Using a Think-Pair-Share (TPS) approach in the medical English classroom

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A study by Rowe (1974) showed that teachers gave students 1 second of wait time to respond to an initial question and 0.9 for a follow-up question. Though these students were not English as a Foreign Language (EFL) students, there is evidence that providing an opportunity to have longer wait time for students to formulate answers improves both confidence and the quality of learning in an EFL classroom. Given that EFL students in Japanese medical universities are required to study both English and medicine, utilizing an approach that maximizes both language input and output is paramount. This study explores a newly authored textbook, titled *CLIL Health Explorations*, and how it can be used to motivate students and promote richer speaking opportunities in the classroom. The foundation of this textbook is a Think-Pair-Share (TPS) approach (Lyman, 1981). By design, TPS in *CLIL Health Explorations* gives EFL students more wait time in the classroom. Learners are able to think about problems before collaborating with others, and process the content and formulate their ideas in a second language. By pairing with another student, they can share their ideas and "fine-tune" their language and knowledge with a partner or group. As a final step, sharing what they know with another group or the classroom teacher, second-language learners are able to raise their level of performance. This study and textbook are especially pertinent now that more Japanese doctors participate internationally in conferences, collaborative research, and patient diagnosis in English. Therefore, the information provided by this study has implications for classroom teaching, second language acquisition, and professional medical career goals.

10

An attempt to increase the International Posture of Japanese university students

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As we settle into a COVID-19-endemic world, it is important to raise interest among Japan's youth in international issues to prevent the country from becoming isolated in the international community. In a previous study using International Posture (IP) surveys, we learned that the weakest dimension of IP among groups of Japanese university students was their ability to express opinions. In the present study, we attempted to increase the IP of Japanese university students through multi-modal exercises that aimed to help students develop and express opinions. First- and second-year students majoring in Medicine, Technology, Nursing/Psychology, and Economics/Design (n=230), and enrolled in a total of 11 general English classes, were participants. Classes were divided into an intervention group (7 classes) and a control group (4 classes). Students in the intervention group engaged in weekly writing assignments using the Forum function of Moodle that required students to formulate and share opinions about international issues. Students in the control group did not engage in these activities. A multiple regression analysis explored the relationship between IP and students' TOEIC scores, course grades, experiences abroad, and participation in English-related activities. Although intervention courses showed increases in overall IP as well as across its four dimensions, these increases were not statistically significant. Multiple regression analysis revealed that TOEIC scores and participation in English-related activities, but not experience abroad, predicted IP. These findings suggest that increasing IP through focused class activities may be less beneficial to students' IP than encouraging students to become involved in English-related activities such as clubs or volunteer work.

11

Occupational English Test materials: Options and alternatives for students and teachers at medical schools

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The Occupational English Test (OET) is a test of English for Medical Purposes and is accepted as proof of English communication ability in at least 15 countries. It is one of the key English qualifications that globally minded medical facilities look for when screening international candidates, and is one way that applicants can enhance their suitability for such opportunities. After giving some background about the OET, including framing the OET in comparison to other standardized language assessments, this presentation aims to offer some insights into teaching and learning materials that are suitable for students who may attempt the OET in the future. It will focus on the most recent official OET materials, both the general course and the ones intended for medical or nursing students specifically. Some consideration will be given to their relevance to both in-class use and independent study, and their suitability for general study vs for direct preparation for the test. It will also discuss potential alternatives to the official materials, and contrast the OET with the OSCE test, when considering medical students in particular.

12

What happens when we switch from TOEFL ITP to TOEIC L&R?

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University of Tsukuba
筑波大学

Background and aims: Starting from 2020, the University of Tsukuba switched from using the TOEFL ITP to the TOEIC L&R to assess students' English language proficiency. This study aimed to investigate how this switch impacted class profiles and score changes between placement and mid-program assessment.

Methods: First- (Y1) and third-year (Y3) medical students at the University of Tsukuba sat the TOEFL ITP or the TOEIC L&R test between 2016 and 2022. Test scores were used to assign students into different proficiency groups according to their respective CEFR levels. Additionally, score changes between Y1 and Y3 were analyzed to assess how the students' reading and listening skills evolved between placement and mid-program assessment.

Results: Detailed results will be announced during the conference since the data analysis has not yet been completed.

Discussion: Different medical schools employ a variety of instruments for assessing English language proficiency, including the TOEFL ITP, the TOEIC L&R, and GTEC. It is important for English language program administrators to be aware of how switching between language proficiency tests can impact class placement as well as program evaluation milestones. This study fills a gap in our understanding by providing empirical data on the impact of switching between English language proficiency tests.

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Second-language attrition among medical students after initial intensive language education: Challenges in Japan's first comprehensive English-language medical education

Yusuke Hayasaka（早坂裕介）
International University of Health and Welfare
国際医療福祉大学

The IUHW School of Medicine has been providing medical education entirely in English for the first time in Japan since its opening in 2017. However, while classes are taught intensively in English during the first two years, most classes revert to Japanese from the third year onward in order to prepare students for the national examinations, which are conducted in Japanese. In addition, opportunities to use English are limited during practical training at hospitals in Japan after the fourth year. As a result, a decline in English language proficiency has been observed in many students after their junior year. The IUHW School of Medicine has already started a new curriculum this year that places English classes from the third year onward, but in order to better understand the problems with the previous curriculum and to develop medical English education in general in the future, this study specifically examined the extent to which second language attrition has occurred over which time period. A total of 532 students from four groups of IUHW medical students, from the class of FY2017 to the class of FY2020, were included in the study. Using a repeated measures ANOVA, we examined changes since their sophomore year in their Total Score on the TOEFL ITP exam, which they take at the end of each academic year, separately for Japanese students and international students. The results showed that for all groups, there was a statistically significant decrease in the mean score during the third year, and that the mean score decreased more significantly for Japanese students than for international students. For the FY2020 class Japanese students, for example, a repeated measures ANOVA and a post hoc pairwise comparison using the Bonferroni correction indicated that their scores differed significantly ($F(1, 101) = 39.066$, $p < .000$) and showed an average decline of 15.1 points over this period.

中会議場 3 **July 1, Sat | 7月1日(土) 10:40–11:50**

General topics 4 一般演題 4 **Medical English education and artificial intelligence 医学英語教育と AI**

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Using ICT/AI Technologies in an English course that is integrated with PBL (Problem-Based Learning)

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Nihon University School of Medicine
日本大学医学部

ICT (Information Communication Technology) tools such as ChatGPT have been a major disruptive force in education since becoming widely available in recent years. Through the pandemic, the rapid deployment of online learning forced educators to quickly transform their methods to adjust to new realities. Now that AI is here, the pressure to innovate continues to mount. In medical English education in particular, misuse of AI powered tools such as ChatGPT could potentially diminish the educational value of many of the common activities and assessment strategies used in classes across the nation. Therefore, educators are faced with even greater challenges in their attempts to create meaningful learning opportunities for students. This presentation will describe the innovative transformation of a 4th-year English for Medical Purposes (EMP) course that aims to enhance the educational experience for all students by leveraging ICT. The EMP course described in this presentation is compulsory for all students (approximately 128) and is integrated with PBL (Problem-Based Learning), meaning that the content of the EMP course is based on the PBL case students engage with prior to their English lessons each week. The main activity of the weekly EMP course is for students to work together in small groups to create a doctor-patient conversation script based on the PBL case of the week including commentary to explain their clinical reasoning. Over the past 5 years, this course has improved with the introduction of various ICT tools and assessment strategies recently inspired by a novel assessment tool known as the Japan Functional History Taking Assessment (JFHTA). Other modifications to the EMP course will be discussed in this presentation. We hope that this presentation will help stimulate discussion leading to better ideas regarding the use of ICT in our medical English classrooms.

This research is supported by Kakenhi funding 20K00787.

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Advancing medical English translation: Exploring the potential of Chat GPT and envisioning its future applications

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福岡青洲会病院外科

Introduction: The rapid progress in information technology, particularly in artificial intelligence (AI), has significantly transformed the landscape of medical English translation, giving rise to tools such as Deep L that yield unparalleled precision. Among these AI-driven solutions, Chat GPT has emerged as a frontrunner since its inception and has garnered global acclaim for its remarkable accuracy in consecutive iterations. In this retrospective analysis, we assessed the efficacy and prospective advancements of Chat GPT within the realm of medical English by examining medical articles authored by a resident and verified by a native speaker.

Materials and Methods: We curated a selection of five Japanese medical article abstracts, including one awaiting publication, penned by a resident, and translated their respective English abstracts before and after native speaker validation using both Deep L and Chat GPT. These translations underwent evaluation by the authors, who possessed Medical English Proficiency Test Expert Level credentials, as well as by native speakers proficient in medical English. Our findings revealed Chat GPT's innate capacity to interpret context and align with the logical structure of medical English, thus enabling the effective reconstruction of articles. In contrast, Deep L exhibited a tendency towards more literal translations. Furthermore, Chat GPT showcased an impressive caliber of vocabulary, essential for high-impact articles.

Conclusion and Future Outlook: The undeniable, trailblazing performance of Chat GPT in medical English translation sets the stage for its widespread adoption in crafting medical articles and facilitating international conference discussions. This, in turn, empowers Japanese physicians to assume a more prominent role in the global medical community. Simultaneously, as AI technology becomes increasingly ubiquitous, the demand for comprehending the intricacies of medical English and refining interpersonal communication skills surges. Consequently, it is imperative to harness these technologies adeptly to augment one's abilities and expertise in the field.

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Doctor-patient interview training using chatbot and speech recognition technology

Jeanette Dennisson[1], **Gary Ross**[2]
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[1] 東京医科歯科大学 / 東京工業大学, [2] 金沢大学

To meet the increasing demand for globally minded medical professionals, the number of English for Medical Purposes (EMP) courses within Japanese universities is increasing. However, with limitations of faculty and curriculum constraints, not enough emphasis has been placed on spoken English skills. To address these constraints, we are investigating the feasibility of and barriers to verbal engagement with chatbots (such as ChatGPT) and speech recognition (SR) technology in building medical interview skills in English. As a pilot study, we created tasks within our online SR program that focus on the practice of conversational patterns of the mnemonic OPQRST for pain commonly used in the medical interview. This program was first implemented on a small group of native English-speaking graduate students with varying medical backgrounds followed by Japanese healthcare majors who had participated in an elective EMP course during their first-year undergraduate program at one Japanese university. The tasks in the SR program were created to be mainly accomplished at home and to complement the course materials presented in the classroom. In addition, the online SR program provided students with instant feedback on pronunciation and sense of rhythm of spoken English which was independent of the instructor. Based on our initial student feedback on the program, we will discuss the usefulness and challenges of chatbots and SR technology as tools in EMP education.

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Enhancing research writing skills in English: Navigating the role of AI translation applications in academic writing

Maiko Sakamoto Pomeroy（坂本麻衣子）, **Yosuke Aoki**
Saga University, Faculty of Medicine
佐賀大学

Writing and publishing research papers in English is an essential skill for young researchers to build a successful career. At Saga University's Faculty of Medicine, we offer two English courses: "Academic Speaking" for master's level students and "Academic Writing" for doctoral level students, to help them improve their presentation and writing skills. In the Academic Writing course, students begin the practice of summarizing English papers and learning useful phrases. They then proceed to write their own research papers after organizing their ideas into a clear structure. The lecturer's role is to explain and paraphrase unclear statements and assist with organizing each section. Although the course demands hard work, it is also highly rewarding, as demonstrated by the positive feedback we have received from students. We have observed that some students are using translation applications such as DeepL, to write their papers, and the quality of these applications has improved significantly. While these applications do not necessarily develop the students' writing skills, they do enable them to publish their papers faster, which can ultimately facilitate their career growth. Therefore, it would be counterproductive to discourage students from using this technology. This poses a challenge for medical English teachers who focus on teaching writing techniques, and in this presentation, we will explore how we can continue to provide our students with fruitful English writing courses.

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AI technology applications for promoting greater cross-cultural awareness in Japanese healthcare education

David Raffray
Japan Association of Language Teachers
Nihon University School of Medicine, Medical Education Center
日本大学

At the center of every public policy debate in Japan is how a low birth rate and declining population will continue to impact its social stability and financial solvency in the coming decades. This means the country will increasingly lean into immigration and tourism as a means to address labor shortages and stabilize tax revenues. Consequently, today's medical students must be proactive in foreseeing challenges that may stem from these changing demographics over the course of their careers. As English education in Japanese universities is often highly generalized, technical advances in Artificial Intelligence (AI) present valuable opportunities for teachers to adapt and enrich their programs without the time and costs needed for traditional program design. This presentation will explore several frameworks for utilizing AI technology to quickly generate customized lesson content built around individual student interests and ability levels, while also incorporating elements of identity such as culture, religion, or gender that medical personnel may need to consider when interacting with patients in English. Skepticism and hesitance towards the usefulness of AI technology in education is also important to address, so this presentation will also explore the reliability of AI technology through benchmark tests and present results to attendees. It is hoped that this presentation will promote a broader discussion on how technology can not only enhance the value of English education for students against a backdrop of changing demographics, but also for professors to gain a better understanding of the scope of available technology and how it can improve their workflow without compromising the quality of their programs. AI technology will be transformative in the field of education, and early adoption by universities will give students a head start at promoting greater social harmony in a changing Japan.

General topics 5 一般演題 5 | Medical English communication 1 コミュニケーション 1

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Imagining and acting the life of a non-Japanese-speaking patient in history-taking interview practice to improve English communication skills and foster intercultural understanding

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Aichi Medical University School of Medicine
愛知医科大学医学部

Teaching medical English for use in a consultation room to first-year medical students has several challenges, primarily due to their limited medical knowledge. Additionally, as young and inexperienced individuals from relatively stable family backgrounds, students may have difficulty understanding their future patients' lives outside of the consultation room. This lack of understanding can hinder their ability to empathize with patients, imagine the rationale behind patients' behaviors and problems, or identify potential barriers to adherence. The challenge becomes even greater when working with patients from different linguistic and cultural backgrounds. To address these challenges, a team-teaching English course was offered to freshmen enrolled in Medical English 1a at Aichi Medical University in spring 2023. The course aims to equally focus on both doctors' and patients' roles in the consultation process, helping students develop language skills and cultural empathy, and will be taught by two English instructors who exclusively teach doctor interview sessions and patient response sessions. The medical interview sessions will mainly cover questions to gather information about a patient's current and past medical conditions including family history, and lifestyle habits, while the response sessions will focus on creation of patients' narrative that goes beyond the mere answers to said questions. This will hopefully increase students' understanding of the interaction taking place during a consultation, which will ultimately lead to improved communication skills and a greater ability to empathize with patients. The course will last for thirteen weeks, with occasional integrated roleplay sessions. In our presentation, we would like to make a tentative report including a method of assessing the changes in students' communication skills and in their culturally empathetic attitude. The presentation will also address issues that may require refinement in the implementation of an educational program in training students to portray patients from diverse backgrounds during role-play activities.

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Visualizing the sequence of questions in history-taking interviews of 1st- and 2nd-year Japanese medical students

Takahiko Yamamori（山森孝彦）[1], **Atsushi Miyamoto**[1], **Aki Hirata**[1], **Eric H. Jego**[2], **Muneyoshi Yasuda**[3]
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[1] 愛知医科大学医学部, [2] 日本大学医学部, [3] 一宮市病院

Our rubric to assess the performance of 1st- and 2nd-year Japanese medical students taking patient histories in English consists of three subcomponents: Spoken English Proficiency, Communication and Interpersonal Skills, and Sequence of Questions (SOQ). Evaluation of SOQ focuses mainly on data gathering skills, as pre-clinical medical students have difficulty discerning relevant questions for diagnostic purposes. The SOQ evaluation rubric descriptors examine the students' ability to elicit a patient's story. However, interpretation depends heavily on the opinions of individual raters, a deficiency this study sought to address. This study has analyzed the transcripts of videos recorded during medical interview training at our annual Medical English Camp (MEC) to uncover more concrete evaluation criteria in order to increase assessment reliability. Five doctor-patient roleplay videos were selected from the MEC archive created with participants' written permission. Japanese students (doctor role) with varying English proficiency levels interviewed American university students (patient role) using the same scenario. Conversation threads were made from the transcripts in order to evaluate the flow of the interview. Creating a conversation thread was found to be very useful for higher-quality objective SOQ evaluation. Conversation threads made it possible to visualize the extent to which students delved into the questioning process during history taking. In our presentation, we will introduce the results of our novel attempt to objectively measure SOQ performance and suggest modifications to present training programs which could improve students' interviewing skills.

This research is supported by Kakenhi funding 20K00787.

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Working with an endoscopy department to aid communication in English

Walter Davies, Marshall Higa, Simon Fraser
Hiroshima University Institute for Foreign Language Research and Education
広島大学

In this presentation, we describe the initial stages of research at our university hospital's department of endoscopy. The purpose of the research is to develop English language learning materials based on an exploration of the interaction between medical staff and patients. As a starting point, colonoscopy (an examination of the colon) and polypectomy (the removal of a small growth) have been chosen, giving the research a clear focus and manageable area of study. In our initial analysis of the steps involved in both procedures, patients receive a number of documents including questionnaires and written instructions. Where there are only documents in Japanese, nurses in particular can face the challenging task of explaining them in English. We describe how we are translating and simplifying such documents, particularly those used in preparation for a colonoscopy. The aim is to use English as a Lingua Franca, catering for both second-language and first-language speakers of English. We also discuss how the documents are being used as a basis for developing learning materials for doctors and nurses. This involves the photographing of sites and equipment to aid understanding of key language, followed by the creation of audio, video, and worksheets. Finally, we explain how the learning materials and translated documents are being made available via our learning management system (Moodle).

22

Developing language and practical skills through family history taking and recording

Najma Janjua
Department of Languages, Kawasaki Medical School
川崎医科大学

A family history in medicine is a record of the health and illness of an individual, and their biological family members, both living and deceased. It is typically recorded by drawing a pedigree (a family tree) that illustrates the relationships among various family members. Taking a family history and recording it through a pedigree helps medical professionals determine if one or more individuals in a family have a genetic disease or are at an increased genetic risk of having certain disorders or conditions. An accurate and detailed family history captures details about the health of multiple generations and can be important in diagnosing an inherited condition, revealing a pattern of inheritance, and informing clinical decisions regarding testing and management. However, although asking a patient about their family's medical history is included in the conventional medical history taking steps, students are generally not taught the formal process of recording this information. This presentation will describe the author's experience of teaching family history taking and recording skills in English to Japanese medical students. The process entailed introduction to the genetic pedigree symbols, learning the main steps in collecting a family history, watching videos of family history taking examples, and finally, practicing to obtain and record a family history through pair-work. The experience showed that learning to take and record a family history serves not only to develop Japanese medical students' listening and speaking abilities but also to equip them with practical skills for real life.

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Acquisition of the meanings of medical terms with katakana counterparts

Tomoko Smith [1], Yoko Amagase [1], Naoko Yamashita [2], Judy Noguchi [3]

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Katakana words (English loanwords in this study) are a significant part of Japanese vocabulary. Although previous studies have suggested using *katakana* words in English vocabulary learning, their acquisition has not been fully studied and the focus has been mainly on common English words. We investigated the acquisition of English medical terms with *katakana* counterparts among pharmacy students to see whether technical terms with *katakana* counterparts are easily learned. The 59 participants studied 330 basic medical terms including ones with *katakana* counterparts for 8 to 12 weeks in Fall 2021 and 2022. They took pre- and post-tests on the meanings of 30 terms categorized into three groups: 1) ones with *katakana* counterparts dominant in Japanese (e.g., vaccine「ワクチン」), 2) ones without *katakana* counterparts (e.g., palm「手のひら」), 3) ones with both *kanji* and *katakana* counterparts with the *kanji* counterparts being pervasive (e.g., stretcher「担架・ストレッチャー」). Overall, the average total scores of the post-tests in both semesters were significantly higher than the pre-tests. The results of the first pre-test in 2021 showed that the average percentage of correct answers of terms with *katakana* counterparts was already above 95%, while that of terms without *katakana* counterparts was 52.5% and those with both *kanji* and *katakana* counterparts 65.9%. The findings suggest that the participants were able to easily transfer the meanings of the *katakana* counterparts into English, as they were part of their vocabulary in Japanese. This was also true for *katakana* counterparts with phonological shifts where the Japanese term did not sound like the English term. We conclude that as *katakana* counterparts facilitate acquisition of the meaning of technical terms, they should be explicitly introduced.

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Exploring the impact of a bilingual corpus database system on medical research abstract understanding in an in-person class

Motoko Asano (浅野元子)[1], Megumi Nakano (中野愛実)[2], Yoshinori Miyazaki (宮崎佳典)[3], Tomoko Wakasa (若狭朋子)[4], Judy Noguchi (野口ジュディー)[5], Kaori Sakakibara (榊原佳織)[1], Miho Fujieda (藤枝美穂)[1]

[1] Osaka Medical and Pharmaceutical University, [2] SYSTEM SERVER CO., LTD., [3] Shizuoka University, [4] Kindai University, Nara Hospital, [5] Kobe Gakuin University

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This study focuses on further research into the impact of our bilingual corpus database system of medical abstracts, MEESUS (Medical English Education SUpport System), for learning in an in-person classroom. Our online class findings, reported in 2022, showed that MEESUS appeared to help students understand abstracts written using highly specific terminology. The system, a bilingual concordance tool, records the functions chosen by the users. New functions were added, such as automatically displaying bilingual concordance lines, highlighting the search term and its postulated translation, and presenting words from the corpus even with input word errors such as misspelled words. In the present study, fourth-year medical students were divided in two groups, one of which used the system and another of which did not. They examined the CONsolidated Standards Of Reporting Trials (CONSORT) criteria for reporting randomised trials in journal and conference abstracts. They were asked to choose an abstract, extract information from it, and write a summary in an in-person class. The results showed that all the participants wrote a summary of about 85 words (standard deviation of about 30) in English. For the user group, the bilingual-display function was slightly less frequently used in this study than in the previous one, presumably because the students could communicate and cooperate with each other. Overall, both groups seemed to have benefited from attending an in-person class, which seemed to have facilitated writing the summaries in English.

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Developing a software resource for medical English vocabulary

Marshall Higa, Walter Davies, Simon Fraser
Hiroshima University Institute for Foreign Language Research and Education
広島大学

In this presentation, we describe the development of software that enables EFL learners to perform simple analyses of digital texts and build personalized word lists. The software contains a set of word lists that help students to identify and store useful words in the texts they read. A medical English word list developed at Hiroshima University for second- and third-year medical students has been included, which should help them with their studies. A small background study on reading suggests that in their second year of undergraduate study, medical students are focused on the use of English for medicine rather than for other interests. The software has a pedagogic function that helps learners review the words they store at intervals determined by an algorithm in order to maximize efficiency, thus aiding learning. In addition to providing students with a useful tool to develop their medical English vocabulary, the software can be used, with students' permission, to explore their personal word lists and to examine the words they identify and store. By examining the data to identify themes and patterns in the stored words, the medical English word list will be further developed and modified to incorporate useful words missed in its initial construction. The refined list will also act as an aid to developing supplementary materials for the current medical English curriculum.

一橋講堂 **July 2, Sun | 7月2日(日) 11:35–12:15**

General topics 7 一般演題 7 **Reading and writing 2 リーディング&ライティング 2**

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Inside job: the editor within

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For most, if not all scientists and researchers, getting published is a complicated, labor-intensive and frustrating process. Even with impeccable research of important and interesting subject matter, putting the ideas into words that peers will not only be interested in, but will also understand, is a daunting task. For individuals who use English as an additional language to their own, this can be especially difficult. Although many Japanese authors have almost certainly spent some time learning and using English, they may find writing in an appropriate style for a scientific journal to be a rather different skillset. Common comments in the peer-review process often focus upon criticism of the written English. Many authors thus rely upon a variety of English proofreading/editing services to help them through the difficult process of getting their research published. Even after external proofreading, there are still sometimes negative remarks regarding the use of English. Meanwhile, in-house English editors are comparatively rare in Japan, especially in medicine. I have worked exclusively in a university hospital as a full-time in-house English editor for the past six years. In this short anecdotal report, I will elaborate on some of the benefits of our system, and why our authors prefer it to using external services. I will touch upon how the service has evolved since its establishment, and how I hope to develop it further. I summarize my interactions with the Japanese authors, my way of working, and provide some brief examples of the actual editing work.

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A spoken corpus of foreign-born patient stories for improving listening and cultural competence

Mathew Porter
Fukuoka Jo Gakuin Nursing University
福岡女学院看護大学

How can Japanese medical and nursing students be better prepared to meet the needs of foreign-born patients who face linguistic and cultural challenges when accessing care? One way these challenges can be addressed is through the use of patient stories, or first-person accounts of experiences of seeking care in Japan. These stories can be used to provide students with opportunities to learn about the emotional and practical challenges that foreign-born patients face, such as unfamiliarity with the medical system and different expectations of privacy, consent, and mental health support. The stories can also help medical and nursing students to develop empathy and imagine ways to provide more appropriate and culturally sensitive care. The presenter received a JSPS grant to create a spoken corpus of patient stories from native and non-native English-speaking foreign residents in Japan. To date, 35 patient stories have been gathered through semi-structured and self-guided interviews, and the spoken corpus, including transcripts, are freely available online for adaptation and fair use. Based on the spoken corpus, the presenter has developed a 4th-year nursing course aimed at improving English listening comprehension and cultural competency. In this talk, the presenter will describe the characteristics of the spoken corpus, share the preliminary results of a thematic analysis of the patient stories, describe the approach used in the course, and share student feedback.

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Japanese pharmacy students' perceptions of collaborative reading

Haruko Shimazaki（島﨑治子）
Hoshi University
星薬科大学

This study aimed to investigate students' perceptions of collaborative reading in an EMP course. English reading comprehension is crucial for Japanese pharmacists working in modern pharmaceutical, hospital and research settings. Accordingly, students who are studying to be pharmacists are expected to acquire sufficient English reading comprehension skills by the time they start their pharmaceutical careers. Given the fact that the typical reading classroom in an EMP course in Japan is teacher-centered and does not fulfill students' potential to read, the first author conducted higher-than-standard practice interactive reading instruction and produced positive effects on students' reading comprehension. The participants were 58 pharmacy college students who took a reading comprehension test once a week collaboratively with a peer for 5 weeks, and individually for another 5 weeks. Upon completion of the study, the students' perceptions regarding collaborative reading tasks were evaluated by means of a questionnaire. The analysis of quantitative data indicated that student preferences for collaborative reading did not yield statistically significant differences from the preferences for individual reading. However, the qualitative evaluation revealed that more students had positive attitudes towards collaborative reading. Also, a wide range of diverse opinions and suggestions for the EMP reading course was obtained from the open-ended survey questions. The importance of allocation of time to read, perceptions of the benefits of peer discussions, and perceived easiness of maintaining concentration were among the critical factors associated with students' perceptions of collaborative reading.

General topics 8 一般演題 8 | Medical English communication 2 コミュニケーション 2

29

Enhancing English language studies and international exchange through "peer supporters": Who we are and what we do in the "e-clinic", our English language support room

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Shimane University
島根大学

Shimane University offers a unique medical English program called the "3Es program". It has 3 basic pillars: 1) enhancing English curriculum design, 2) enhancing learner autonomy, and 3) enhancing international exchange. When the program started in 2013, we opened an English language support room called the "e-clinic" to enhance English studies and international exchange. It is stylishly designed like a café and is open from 10:00 to 18:30, Monday – Friday. Students can use it as a study lounge, a social area, a seminar room, and a place to practice English with students, teachers, doctors, and foreign students. Since the e-clinic opened, it has been one of the most popular places at school with about 4,000 students on average visiting it each year. One of the keys to the success of the e-clinic is the role of "peer supporters", students who help manage the room by collaborating with English teachers and international affairs officers. Each year, 8-10 medical and nursing students volunteer to work as peer supporters, with 4th-year medical students leading the team. They work an evening shift (16:30-18:30) every day, and their roles include helping visitors with their studies, promoting the use of the room among students, and planning and organizing a variety of student seminars. In this presentation, we will first explain who we are and then present what we do in the e-clinic as peer supporters. We will also share with you our plans for more successful use of the e-clinic from students' perspectives.

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Effectiveness of an online shadowing program for reducing listening anxiety
シャドーイング演習を含むオンライン学習によるリスニング不安の低減効果

Tazuko Nishimura（西村多寿子）[1], Yuya Takahashi（高橋宙矢）[2], Yuhei Fukushima（福島宥平）[2], Tadashi Komatsu（小松 正）[3], Miyuki Ishibashi（石橋みゆき）[4], Toshiko Nakayama（中山登志子）[4], Sumie Ikezaki（池崎澄江）[4],
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緒言：医学英語オンライン学習支援ツール（シャドーイング演習用教材，解剖学用語学習サイト，発音チェックサイト）を用いた教育介入の効果検証として，介入前後の英語発音の精度向上に関する報告を行った（JMEE Vol.21.No3.pp.78-86）。今回，同じ対象者が英語を聞く際に生じうるリスニング不安について，教育介入前後の変化を「リスニング不安尺度」を用いて比較検討した。

方法：本研究は，2021 年 10 月から 2022 年 3 月に実施され，対象者は以下の 3 つのグループから構成された：SNS で周知した募集サイトより参加した全国の医学部医学科 3 ～ 6 年生，看護の臨床場面で使われる英語を学ぶ授業（選択科目）を受講した看護学部 4 年生，医学英語を学ぶ授業を選択した民間翻訳スクールの学生。対象者には，10 個のユニットから成る学習支援ツールの使用前後に，18 項目からなるリスニング不安尺度（各項目 1 ～ 5 ポイントの合計で学習者のリスニングに対する不安感を評価し，高スコアほど不安が大きい）への回答を求めた。

結果：学習支援ツールに含まれる全ユニットを完遂した 57 名を対象とした分析では，リスニング不安尺度は，プレテスト時のスコア（62.4 ± 13.8）よりも，ポストテスト時のスコア（58.1 ± 13.2）の有意な減少が認められた（$p<0.01$）。

結論：既報では，オンライン学習支援ツールを用いた教育介入により，シャドーイングや英文音読時の発音精度の向上を示した。本分析により，リスニング不安の低減も示唆された。

Introduction: We investigated the effectiveness of an online program for practicing medical English pronunciation through shadowing exercises, which included a shadowing exercise tool with 10 units, an anatomical terminology site, and a pronunciation check site (JMEE Vol.21.No3.pp.78-86). In this study, we examined the changes in listening anxiety before and after the educational intervention using a listening anxiety scale.
Methods: This study was conducted from October 2021 to March 2022 and included three groups of participants: medical students in their 3rd to 6th year who were recruited through a dedicated website created on social media platforms, fourth-year nursing students who took an elective class in which clinical English was taught, and students from a translation school who enrolled in a medical English class. The participants were asked to complete an 18-item listening anxiety scale (each item rated on a scale of 1 to 5, with higher scores indicating greater anxiety) before and after using the learning support tools.
Results: The analysis focused on 57 participants who completed all the units included in the shadowing exercise tool. The results showed a significant decrease in the scores of the listening anxiety scale at the post-test (58.1±13.2) compared to the pre-test (62.4±13.8) ($p<0.01$).
Conclusion: Based on this study's findings, the online program, which included a shadowing exercise tool, an anatomical terminology site, and a pronunciation check site, effectively reduced listening anxiety among participants. The significant decrease in anxiety scores indicates a positive impact on overall confidence and comfort when listening to English. These results suggest that incorporating similar online learning support tools can enhance the learning experience and outcomes in medical English education.

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Cultivating narrative competency through intensive reading
英文精読を通して培う物語能力

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本発表では，発表者が所属大学医学科１年生に対する英語授業で実践している，英文読解（精読）と他者理解への試みを報告する。授業の目的は「患者の痛みを思い描き共感し，それを微細に言語化し相手と繋がるコミュニケーションと物語能力の獲得」である。ご多分に漏れず，申請者の勤務校においても医学生の中にはその若さゆえ，老い患うことや様々な能力の低下，辛い喪失体験や死の恐怖といった差し迫った人生の状況に思いを馳せることが困難な者も少なからず存在する。何よりコミュニケーション能力は「聞いて話す」ことのみを通して深まるものではない。例えば感情移入を伴って「物語」をじっくり読み込み，自己対話を通して他者理解や深い共感に辿り着く経験は，リタ・シャロンが指摘する「自分が他者の人生の中でどのような役割を果たしているか，一緒に意味を創出する行為にどれほど必要とされているかを認識することになり，他者が思い描いている自分自身の姿を知る」ことにつながるであろう。精読を基本とし，語りの枠（narrative frame）やプロット（plot），語りの時間（narrative time）を意識するよう指導している。授業で使用する Beacon in the night や Communion, Shame などの物語を深く読み解くことを通して，医師になることの意味を他者視点でとらえなおすこと，近親者とのコミュニケーションの難しさ，深く聴くことの意味，患者との信頼関係を構築すること，などについて学生達が得た気づきや自己認識の変化を紹介する。

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Overcoming language barrier for international contribution

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Language barrier is an obstacle that medical professionals need to overcome to provide beneficial healthcare for international students, workers, and patients. According to the 2019 survey results by the Ministry of Health, Labour, and Welfare, among the responding 2.401 medical institutions, the average number of international patients accepted in October 2018 was 34.1 (median 8) people. Regarding multilingualization, 5,428 medical institutions responded that about 6% have medical interpreters, 4.1-19.5% have access to telephone/online interpreters, and 25.3% have equipped smartphones/devices for translation. However, these solutions cannot cover the humanity patients need, and medical professionals wish to provide.

As English is a common global language, many countries are rapidly accelerating their efforts to strengthen English as a second language. Moreover, a common language is vital for social integration as it helps people from diverse cultural backgrounds better to understand each other and exchange skills and knowledge. Unfortunately, the language barrier remains an obstacle for both domestic and international nurses in Japan. Despite the need to increase the number of international students and workers, those who wish to study or work in Japan require Japanese proficiency rather than English. Recognition of language-concordant healthcare and strategies to overcome this language barrier presumes enhanced provision of effective care in clinical settings leading to a higher quality of medical outcomes and the healthcare system.