

香川県立保健医療大学リポジトリ

Exploring for Excellence in English for Medical Purposes at TESOL 2012

メタデータ	言語: English 出版者: 公開日: 2021-06-21 キーワード (Ja): キーワード (En): 作成者: Janjua, Najma メールアドレス: 所属:
URL	https://kagawa-puhs.repo.nii.ac.jp/records/281

Exploring for Excellence in English for Medical Purposes at TESOL 2012

Najma Janjua *

*Department of Liberal Arts and Sciences
Kagawa Prefectural University of Health Sciences*

Abstract

This report describes the author's participation in TESOL (Teachers of English to Speakers of Other languages) International Association's annual convention held in Philadelphia, USA, from March 28-31, 2012. The author attended the convention under the Foreign Dispatch Training (Gaikoku Haken Kenshu) program at Kagawa Prefectural University of Health Sciences. The report focuses on the following main areas of participation: 1) Chairing and moderating a session on English for Medical Purposes (EMP); 2) Making a plenary presentation at the above session; 3) Serving as a discussion leader in a roundtable session on EMP; 4) Presenting a paper on innovation in EMP materials; and 5) As Chair of TESOL's English for Specific Purposes Interest Section (ESP-IS), attending the Interest Section Leaders' Workshop, and Steering Board and Open Meetings of ESP-IS. The report gives a brief introduction to TESOL International Association and ESP-IS and summarizes the salient features of the author's participation in each of the five areas listed above. In addition, a brief account of the author's participation in an educational site visit organized by TESOL International Association during the period of the convention is also given.

Key Words: TESOL, ESP, English for Specific Purposes, EMP, English for Medical Purposes, ESP-IS

* Correspondence to: Dr. Najma Janjua, Department of Liberal Arts and Sciences, Kagawa Prefectural University of Health Sciences, 281-1 Hara, Mure-cho, Takamatsu, Kagawa 761-0123, Japan

Introduction

This article is a report of the author's participation in the annual convention of TESOL (Teachers of English to Speakers of Other Languages) International Association (hereafter referred to as TESOL), held in Philadelphia, USA, from March 28-31, 2012. A major part of the report is related to the author's affiliation with TESOL and a subspecialty of the association, called ESP-IS (English for Specific Purposes Interest Section). Therefore, a brief introduction is first provided to both TESOL and ESP-IS before describing details of the actual participation.

Introduction to TESOL

TESOL is the largest organization in the world focused exclusively on English language teaching to speakers of other languages. The organization represents more than 12,500 English language educators from 156 countries, and has more than one hundred affiliates worldwide¹⁾.

TESOL's mission is to advance professional expertise in English language teaching and learning for speakers of other languages worldwide. Toward this goal, the association offers a wide range of opportunities that include: TESOL's official journals, newsletters and other publications, Interest Sections, affiliates, a Resource Center, an annual international convention, online courses and virtual seminars, symposia and academies, certificate programs, leadership training, career development programs, and a lot more²⁾. The author joined the association in 2006, has thus far attended 6 of its international conventions; has made more than 8 presentations at the attended conventions; and currently holds a leadership position in the organization's sub-group ESP-IS.

About ESP-IS

ESP-IS is one of the 21 sub-groups of TESOL called Interest Sections (ISs)³⁾. ISs are special interest groups within the organization that represent sub-specialties under the broader field of TESOL such as Adult Education IS (AE-IS), Elementary Education IS (EE-IS), Intensive English Programs IS (IEP-IS), and so on. A complete list of TESOL's 21 ISs and their details can be found under the Interest Sections part of the organization's homepage⁴⁾. The ISs offer its members

a supportive community of practice where they can share insights or solicit guidance on the professional issues that arise every day.

The ESP-IS of TESOL focuses on research and teaching in the area of ESP (English for Specific Purposes), a subspecialty of English language teaching (ELT) that aims to develop English language skills of the learners in specific areas of study and employment⁵⁾. Included in this subspecialty is EMP (English for Medical Purposes) that focuses on teaching of English to doctors, nurses, and other personnel in the medical profession⁶⁾.

ESP-IS fosters the sharing of ideas, expertise, and specialized curricula among ESP practitioners to promote quality research, education, and professional-development in ESP. The governing body of ESP-IS consists of a Steering Board on which the author held the position of EAP (English in Academic Settings) Representative from 2010-11 and Chair-Elect from 2011-12; and currently (2012-13) heads the group as its Chair.

Participation in 2012 TESOL Convention

Each year, TESOL holds a convention that brings together English language educators for learning, networking, and sharing in an effort to advance the field of ELT. With more than 6,500 attendees, 700 education sessions, and 150 exhibits, it is the largest professional development event in the TESOL field that offers professional development opportunities to English language educators at all levels from around the world.

The 2012 TESOL Convention in which the author participated, was held from March 28-31, 2012, in the historic city of Philadelphia in the state of Pennsylvania of the United States of America. The convention theme was "A TESOL Declaration of Excellence" and participants were "invited to reflect on their practices, voice their opinions, and declare their pursuit of excellence in the English language teaching profession"⁷⁾. The author's participation in the convention is summarized in this report under the following main categories: 1) Chairing and moderating the ESP-IS Academic Session; 2) Making a plenary presentation at the ESP-IS Academic session; 3) Serving as a discussion leader in a roundtable session on EMP; 4) Presenting

a paper on innovation in EMP materials; and 5) As the Chair of TESOL's ESP-IS, attending the IS Leaders' Workshop, and Steering Board and Open Meetings of ESP-IS.

1. Chairing and moderating the ESP-IS Academic Session

Each of the 21 ISs of TESOL is charged with the responsibility of organizing an Academic Session at the association's annual convention. The academic sessions are 2 hour and 45 minute long each and represent one of the major highlights of the convention's academic program. The responsibility for organizing the Academic Sessions falls to each IS's Chair-Elect in the year preceding the given convention. Thus, being the Chair-Elect of ESP-IS from 2011-2012, it was the author's responsibility to organize the ESP-IS Academic Session at TESOL 2012 Convention.

In organizing the Academic Session, the Chair-Elects have the prerogative to select the theme of their choice. Accordingly, the theme of ESP-IS Academic Session at TESOL 2012 was based on the author's main area of teaching and research, namely, EMP. The session, titled "Exploring for Excellence in English for Medical Purposes" was by far the biggest such session in the history of TESOL. It featured 5 plenary speeches, 10 poster presentations and a panel discussion, with a total of 18 presenters from seven countries, and examined current practices in EMP in several EFL (English as a foreign language) and ESL (English as a second language) settings while exploring strategies for improving EMP pedagogy globally and aiming for excellence in the profession, as envisioned in TESOL 2012 theme. The session was divided into three sub-sessions: a Plenary Session; a Poster Session; and a Panel Discussion. A detailed handout of the session giving: an outline of the program; complete titles and summaries of all presentations; and names and biographies of all presenters, can be accessed at the ESP-IS Community Library⁸⁾.

2. Making a plenary presentation at ESP-IS Academic Session

In addition to organizing, chairing and moderating the Academic Session, the author was also one of the Plenary Session speakers at the Academic Session. The plenary presentation given by the author was titled: Defining EMP excellence in the Japanese EFL context, and focused on differences in EMP learner

needs in EFL and ESL settings. The presentation described the rationale why from both teaching and learning perspectives, ESL and EFL contexts are very different and, therefore, EMP teaching and learning needs in the two settings also differ. In addition, the presentation looked at complexities of EMP practice in Japan and reasoned that excellence in the field be defined differently in ESL and EFL contexts. The major PowerPoint slides of the author's Plenary Session presentation are shown in Appendix 1.

3. Serving as a discussion leader at a session on EMP

The author was invited to host as a leader a roundtable session named: "Tea with TESOL's Best." A number of such sessions were offered at TESOL 2012. The sessions were 45 minutes in length each and their purpose was to provide an opportunity for participants to talk informally with an expert about topics such as research, practices and theories in the field of TESOL. The Tea with TESOL's Best session that the author hosted was titled: The Challenges and Strategies in Teaching EMP. In the session, the author joined an assigned table of nine participants, gave a brief introduction to the session topic, invited questions from the participants and facilitated the discussion. In introducing the topic, the author highlighted the difficulties in developing effective EMP materials while many of the participants showed interest in starting a career in the field.

4. Presenting a paper on innovation in EMP materials

This paper was presented under the category of Practice-Oriented Sessions. The presentation described innovative materials developed for an EMP course for nursing and medical technology majors in an EFL context. Currently there is a dearth of suitable materials for teaching EMP in EFL settings. Most commercially available materials are targeted toward learners in ESL contexts. However, needs of EMP learners in EFL and ESL settings are very different. Unlike their counterparts in ESL environments, the EMP learners in EFL settings are not exposed to English in their daily lives and have a much lower level of general English proficiency. Accordingly, teaching materials and approaches designed to teach EMP in ESL environments are not applicable to EFL settings. The presentation described materials for an EMP course developed in response to the challenge of teaching a combined class of nursing and medical technology majors in an East Asian EFL context.

The situation demanded availability of materials that could cater to the needs of both groups of students in a jointly held class. Toward this goal, a set of medical cases based on real-life clinical scenarios were selected from Delmar's Case Study Series. The cases, containing ample vocabulary and situations related to both nursing and medical technology disciplines, were adapted for the course to correspond to learner level and ability. Pedagogical approach focused on developing all five language learning skills: comprehension, reading, writing, listening, speaking. As part of written and spoken genre, students also composed dialogues based on case studies and acted them out in the class. Student responses to a survey at the end of the course showed that they found the material motivating and easier to learn because of its relevance to their future workplace and the story format of cases. The session participants were shown samples of lessons developed and had an opportunity to learn about delivery methods employed. The presentation concluded that the described innovation in EMP materials represents an attempt at aiming for excellence in meeting the needs of learners in EFL settings. The PowerPoint slides of this presentation are shown in Appendix 2.

5. Attending the organizational meetings as Chair of ESP-IS

In addition to participating in the academic program, as Chair of ESP-IS, the author attended the following organizational meetings: 1) An Interest Section (IS) Leaders Workshop; 2) Steering Board Meeting of ESP-IS; and 3) The Open Meeting of ESP-IS.

The IS Leaders Workshop was three-hour long and its objectives were to provide IS leaders with opportunities to:

1. Review key meetings for the week
2. Meet key people: IS/ISLC leaders, TESOL senior staff, TESOL Board liaison and others in charge of TESOL conventions
3. Learn about the resources for IS leaders that the Central Office staff, ISLC members, and Board liaisons provide
4. Plan for TESOL 2013, getting questions about the proposal review process answered and networking to begin intersection planning
5. Identify and share best practices and discuss ways to strengthen the ISs

According to the Governing Rules of ESP-IS, its Steering Board must convene at least once during the annual TESOL convention and before the annual ESP-IS Business Meeting. The meeting is typically two hours in length and its purpose is to approve all decisions and establish policies as necessary for the operation of ESP-IS and such projects as required to achieve the goals of TESOL and of ESP-IS.

The annual ESP-IS Open Meeting is typically held on the last day of the TESOL convention and following the Steering Board meeting. The main objective of the meeting is to present the Annual Report of the IS, hold elections for the Steering Board positions to be filled, and to pass the baton from the outgoing Chair to the incoming Chair. At the TESOL 2012 ESP-IS Open Meeting, the author took the charge as the new Chair of the IS for 2012-13.

Other activities

In addition to the main participation categories described above, the author also took part in an Educational Site Visit during the period of the convention. The Educational Site Visits are organized by TESOL in order to offer convention registrants the opportunity to visit schools, universities or other institutions and facilities in the convention host city that have large numbers of English language learners enrolled or are involved in teaching/learning of the language. Among the Educational Site Visits offered at TESOL 2012, the one that the author joined was the visit to the Educational Commission for Foreign Medical Graduates (ECFMG) Clinical Skills Evaluation Center.

The ECFMG Clinical Skills Evaluation Center in Philadelphia is one of the six centers in the United States that administers the Step 2 Clinical Skills (CS) part of the United States Medical Licensing Examination (USMLE). All foreign medical graduates must pass the Step 2 CS examination in order to fulfill the clinical skills requirements for ECFMG certification. The examination uses standardized patients to evaluate foreign medical graduates' ability to gather and interpret clinical patient data and communicate effectively in the English language. Thus, the examination content and procedures are of great relevance to teaching and learning of EMP and the site visit to the Philadelphia ECFMG Clinical Skills Evaluation Center coincided nicely with the ESP-IS

Academic Session that included several presentations on EMP for foreign medical graduates.

The site visit to the center included an introductory lecture to the Step 2 CS examination together with an explanation of how the exam is conducted, followed by a tour of the testing facility. The visitors were also shown video clips of the Step 2 CS exam, presented with a CD of USMLE Orientation Materials, and given information on ECFMG Acculturation Program that aims at identifying and meeting the informational needs of foreign medical graduates who come to the United States for graduate medical education or medical practice.

Acknowledgements

The author's participation in TESOL 2012 was supported by funds allocated for the Foreign Dispatch Training (Gaikoku Haken Kenshu) program at Kagawa Prefectural University of Health Sciences for the fiscal year 2011-12.

References

- 1) TESOL International Association, Alliance Partnership Program, 2012-10-19, <http://www.tesol.org/about-tesol/advertise-sponsor-or-exhibit/alliance-partnership>
- 2) TESOL International Association Home page, 2012-10-19, <http://www.tesol.org/>
- 3) Connect: Interest Sections, 2012-10-19, <http://www.tesol.org/connect>
- 4) TESOL Interest Sections, 2012-10-19, <http://www.tesol.org/connect/interest-sections>
- 5) ESP News: The Newsletter of the English for Specific Purposes Interest Sections, 2012-10-19, <http://newsmanager.commpartners.com/tesolespis/issues/2012-08-21/7.html>
- 6) Maher J. State of the art article: ENGLISH FOR MEDICAL PURPOSES. Language Teaching 19(2): 112-145, 1986, 2012-10-19, <http://journals.cambridge.org/action/displayAbstract?fromPage=online&aid=2761700>
- 7) A Declaration of Excellence: TESOL International Convention & English Language Expo, 28-31 MARCH, 2012, PHILADELPHIA, PENNSYLVANIA, USA, 2012-10-29, <http://s3.goeshow.com/tesol/annual/2012/welcome.cfm>

- 8) ESP-IS Community Library, 2013-1-21, <http://community.tesol.org/library.htm?mode=view&did=120414&lid=58644&wf=58645> (accessible only to TESOL members)

抄録

TESOL (Teachers of English to Speakers of Other Languages) 国際協会の年次総会 (Philadelphia, USA, March 28-31, 2012) に参加したので報告する。会議には香川県立保健医療大学の外国派遣研修プログラムの一環として参加した。

報告者は、当総会において、主として以下にあげる項目の活動を行った。

- 1) EMP(医療目的のための英語)をテーマとしたアカデミックセッションの議長を務めた。
- 2) 上記セッションにおいて、基調講演を行った。
- 3) EMP 議題でのラウンド・テーブル・セッションにおいて議論リーダーを務めた。
- 4) 革新的 EMP 教材に関する論文を発表した。
- 5) 特定の目的のための英語教育部門 (ESP-IS) の議長として、TESOL 専門部門リーダーズワークショップ、又 ESP-IS の運営委員会およびオープンミーティングに参加した。

本報告では、TESOL 国際会議および ESP-IS について簡潔に紹介し、上記5つの項目の主な特徴を要約する。

Appendix 1. PowerPoint slides of the author's
Plenary Session presentation

Slide 1: Defining EMP Excellence in the Japanese EFL Context
Najima Janjua, Ph.D.
Kagawa Prefectural University of Health Sciences, Japan

Slide 2: The World of TESOL
ESL
EFL

Slide 3: ESL vs EFL
ESL = English as a Second Language
EFL = English as a Foreign Language

Slide 4: ESL context
ELLs are exposed to L2 in their daily lives outside the classroom setting.

Slide 5: EFL context
ELLs are not exposed to L2 in their daily lives outside the classroom setting.

Slide 6: Typical examples
ESL context: Australia, Canada, UK, USA
EFL context: China, Japan, France, Brazil

Slide 7: Teaching, learning
ESL and EFL contexts are very different.

Slide 8: Learners in ESL setting
Exposed to English in daily life
Higher level of English proficiency
Motivated (Have objective)
Samimy and Kobayashi, 2004

Slide 9: Learners in EFL setting
Not exposed to English in daily life
Lower level of English proficiency
Not motivated (No objective)
Samimy and Kobayashi, 2004

Slide 10: Learner needs
Different in EFL and ESL settings

Slide 11: ESL teaching materials and approaches
Not applicable in EFL contexts

Slide 12: Looking at EMP
A distinction must be made between ESL and EFL contexts.

Slide 13: Today's session
15 Titles
11 ESL
4 EFL

Slide 14: Why more of ESL?
15 Titles
11 ESL
4 EFL

Slide 15: An apparent answer
.....because this TESOL conference is being held in an ESL setting.

Slide 16: But, what about EMP resources worldwide?
Virtually all are targeted toward ESL learners.

Slide 17: Current resources
• Targeted toward learners in ESL setting

Slide 18: One example
"Good practice is intended for qualified doctors and medical students with an upper intermediate to advanced level of English who are looking to work in an English-speaking environment."
www.talkingmedicine.com

Slide 19: Another example
• Designed for users who have "generally effective command of the language"
www.talkingmedicine.com

Slide 20: Why the dominance?
ESL
EFL

Slide 21: A more logical answer!
"ESL in Medicine: A Matter of Life and Death"
van Naerssen, 1978

Slide 22: TESOL QUARTERLY Vol. 12, No. 2 June 1978
ESL in Medicine: A Matter of Life and Death
Margaret W. van Naerssen

Slide 23: EMP Features in ESL settings
1. A matter of life and death
2. Standards in place and strict
3. Promoting excellence a priority

Slide 24: EMP Features in EFL settings
1. Not a matter of life and death
2. No strict standards in place
3. Promoting excellence not a priority

Appendix 1. Continued...

Some statistics on ESL/EFL speakers

ESL 375m

EFL 750m

British Council data

25

Growing statistics

A billion are learning.

A third of world's population is exposed to it.

By 2050, half the world will be proficient in it.

26

Revised EMP Features in EFL

1. It will be a matter of life & death.
2. Strict standards will be needed.
3. Excellence will be a priority.

27

Overview of EMP in the Japanese EFL context

28

Complexities of teaching EMP in Japanese EFL contexts

29

Student reaction

• "Do we have to answer these in English?"

30

My reaction

• Based on my own experience

31

How Japanese learn English

- In Japanese
- Grammar Translation method
- Never asked to answer questions in English

32

Grammar Translation

• "Learners learn about the language, rather than how to use the language."

Lindsay & Knight (2006) Learning and Teaching English A COURSE FOR TEACHERS

33

Student reaction

• Explained

34

Six complexities of teaching EMP in the Japanese EFL contexts

35

1. Low student motivation

- Six years
- Grammar-translation
- Dislike for English
- Entrance exams
- Reason gone

36

2. Poor student English proficiency

- Minimal oral communicative skills
- Lack university level writing skills
- Minimum proficiency required to study EMP

37

3. Lack of government policy

- Government's goals
- 2003 Action plan
- Cultivating Japanese who "can use English in their work"

38

4. Not a requirement for future employment

- Globalization in business
- English required in hiring and promoting
- Not in healthcare
- Local clinics/hospitals
- No English requirement

39

5. Rigorous course of study majors

- Healthcare specialties
- Greater academic load
- Lectures, laboratories, clinical practice
- No English beyond first two years

40

6. Presence of an EFL milieu

- L2 exposure limited
- No ESL advantages
- Tasks of teacher and learner more difficult
- EMP + general English proficiency

41

The challenge

Poorly motivated → Active participants

42

The good news

- Students very bright
- Learn fast when given proper tools
- Victims of the system
- Portrayal vs potential

43

Plus there have been positive and promising developments on the scene of EMP in Japan.

44

1. An increasing number of Japanese medical schools are introducing Medical English in their curricula.

45

a) This has not been the case traditionally.

b) Many still teach only general English.

46

Journal of Japan Society of Medical English (JASMEE) has recently started a feature on "EMP at Work."

47

At my school

Kagawa Prefectural University of Health Sciences

48

Destination: Takamatsu

49

Undergraduate school

- Nursing
- Medical Technology

50

Medical English

- Required subject
- I & II (2 credits each)

51

Aiming for Excellence through Innovation in EMP Materials

Today at 3:00 pm
Room 111-B

Najma Janjua, Ph.D.
Kagawa Prefectural University of Health Sciences
TESOL 2012, March 30, 2012, Philadelphia, USA

52

2. Increasing needs are emerging in the Japanese society to equip their healthcare professionals with English language abilities.

53

Worthy of mention

A. Government's Action Plan

1. Development of "English language skills required for specialized fields"
2. "on graduation from university, graduates can use English in their work"

54

Worthy of mention

B. Needs in times of disaster

1. Disaster prone country
2. Lessons from 3/11 disaster

55

Worthy of mention

C. Medical care for foreigners

1. Ministry of ETI consortium
2. "Medical Excellence Japan"

56

Medical Excellence JAPAN

- "a customer service interface designed to meet the needs of patients from overseas who are seeking healthcare services in Japan."

Medical Excellence JAPAN Homepage

57

Medical Excellence JAPAN

The sophistication and advantages of advanced Japanese medical care, now for patients from around the world. "Offering you a promising new option"

58

In short thus, driven by all these needs and forces, Japanese are striving to bring English into their medical world.

59

But.... the bottom line!

At this point in time, an excellent performance by a Japanese EMP learner is likely to be only mediocre when judged by standards in ESL contexts.

60

Clinical Evaluation

- PASS (EFL)
- FAIL (ESL)

(EFL)

61

My final message!

As we examine so many of the excellence promoting examples in today's session, we need to keep in mind that excellence in ESL and EFL contexts must be defined differently.


62

Thank you!

63

Appendix 2. PowerPoint slides of the author's research paper presentation


Aiming for Excellence Through Innovation in EMP Materials



Najma Janjua, Ph.D.
Kagawa Prefectural University of Health Sciences
TESOL 2012, March 30, 2012, Philadelphia, USA


In a nutshell

- Materials developed to meet the challenge of teaching medical English to a combined class of nursing and medical technology majors at a Japanese health sciences university.




The stage is

- Kagawa Prefectural University of Health Sciences (KPUHS)




Where is KPUHS?




Undergraduate school

- Nursing
- Medical Technology




Medical English

- Required subject
- I & II (2 credits each)
- Joint courses



Needs Analysis

- Based on MEXT's 2003 Action plan
- Cultivating Japanese "who can use English in their work"




Goals of MEXT's Action Plan

- Development of "English language skills required for specialized fields"
- "on graduation from university, graduates can use English in their work"

Choice of materials


- A dilemma



Lack of materials


- Suitable for teaching medical English in EFL contexts

Current materials




Current materials

- Targeted toward learners in an ESL setting



One example

- "Good practice is intended for qualified doctors and medical students with an upper intermediate to advanced level of English who are looking to work in an English-speaking environment."




Another example

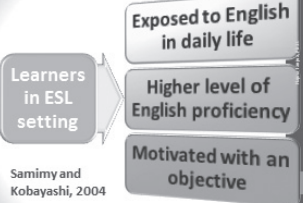
- Designed for users who have "generally effective command of the language ..."

www.talkingmedicine.com

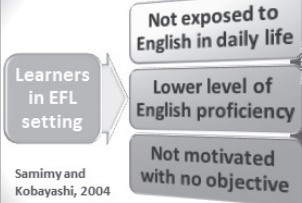
Learner needs

- Different in ESL and EFL settings





Samimy and Kobayashi, 2004



Samimy and Kobayashi, 2004

ESL teaching materials and approaches

Not applicable in EFL contexts

Appendix 2. Continued...

Especially lacking ...

- are materials that can cater to learner needs in diverse areas within the health sciences in EFL settings.



19

Completely lacking ..

- are materials that can cater to the needs of both groups of students in a jointly held class.



20

Features to avoid (Yoshida, 1998)

1. Materials and activities that are irrelevant and demotivate students
2. Artificial English conversation instead of genuine activities
3. Course materials not related to students' academic life or field of study

21

Features to include (Yoshida, 1998)

1. Materials that encourage students to think deeply
2. Materials immediately applicable to current studies and daily activities
3. Broader ESP instruction for freshmen & progressively more discipline-specific

22

Search for materials ..

- that could meet the needs and objectives of the target class.



23

A book I found



24

The book contained....

- medical cases based on real-life scenarios;
- vocabulary and situations related to both nursing and medical technology;
- ...and, therefore, met the objectives of my target class.



25

But,

- the book was not meant for teaching English.
- It was meant for teaching nursing process and not the language.
- The content as presented was not appropriate for my class.



26

A sample case study



27

An adapted lesson

1. The text (250 words)
2. Comprehension questions (10)
3. A dialogue: writing and presenting tasks



28

Pedagogical approach

- Developing all five language learning skills
- Comprehension, reading, writing, listening, speaking



29

1. Reading the text

1. Read the text and answer the questions about the case study of acute cholecystitis.
2. Read the text and answer the questions about the case study of acute cholecystitis.
3. Read the text and answer the questions about the case study of acute cholecystitis.
4. Read the text and answer the questions about the case study of acute cholecystitis.
5. Read the text and answer the questions about the case study of acute cholecystitis.
6. Read the text and answer the questions about the case study of acute cholecystitis.
7. Read the text and answer the questions about the case study of acute cholecystitis.
8. Read the text and answer the questions about the case study of acute cholecystitis.
9. Read the text and answer the questions about the case study of acute cholecystitis.
10. Read the text and answer the questions about the case study of acute cholecystitis.

30

2. Answering the questions orally and in writing

1. Answer the questions orally and in writing.
2. Answer the questions orally and in writing.
3. Answer the questions orally and in writing.
4. Answer the questions orally and in writing.
5. Answer the questions orally and in writing.
6. Answer the questions orally and in writing.
7. Answer the questions orally and in writing.
8. Answer the questions orally and in writing.
9. Answer the questions orally and in writing.
10. Answer the questions orally and in writing.

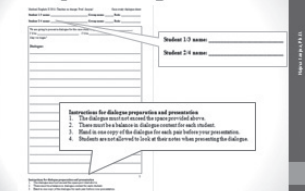
31

3. Composing and acting out a dialogue based on the case study

1. Compose a dialogue between Mr. McCann and the nurse/HCP and act it out in the class.
2. Compose a dialogue between Mr. McCann and the nurse/HCP and act it out in the class.
3. Compose a dialogue between Mr. McCann and the nurse/HCP and act it out in the class.
4. Compose a dialogue between Mr. McCann and the nurse/HCP and act it out in the class.
5. Compose a dialogue between Mr. McCann and the nurse/HCP and act it out in the class.
6. Compose a dialogue between Mr. McCann and the nurse/HCP and act it out in the class.
7. Compose a dialogue between Mr. McCann and the nurse/HCP and act it out in the class.
8. Compose a dialogue between Mr. McCann and the nurse/HCP and act it out in the class.
9. Compose a dialogue between Mr. McCann and the nurse/HCP and act it out in the class.
10. Compose a dialogue between Mr. McCann and the nurse/HCP and act it out in the class.

32

Sample Dialogue Sheet



33

An example of a dialogue composed and acted out by students

1. An example of a dialogue composed and acted out by students.
2. An example of a dialogue composed and acted out by students.
3. An example of a dialogue composed and acted out by students.
4. An example of a dialogue composed and acted out by students.
5. An example of a dialogue composed and acted out by students.
6. An example of a dialogue composed and acted out by students.
7. An example of a dialogue composed and acted out by students.
8. An example of a dialogue composed and acted out by students.
9. An example of a dialogue composed and acted out by students.
10. An example of a dialogue composed and acted out by students.



34

....dialogue continued

1.dialogue continued
2.dialogue continued
3.dialogue continued
4.dialogue continued
5.dialogue continued
6.dialogue continued
7.dialogue continued
8.dialogue continued
9.dialogue continued
10.dialogue continued

35

Student survey

- Students asked to give their preferences of the method used



36

<h3>Question asked</h3> <p>Which type of presentation did you like more?</p> <ol style="list-style-type: none"> 1. The individual presentation on one topic 2. Presentation of a dialogue in pairs 	<h3>Results</h3> <ul style="list-style-type: none"> • Students (n=93) 12 (13%) Individual 81 (87%) Dialogue 	<h3>Student survey</h3> <ul style="list-style-type: none"> • Students asked to give at least two reasons why they liked studying with case studies 
<h3>Survey results</h3> <ul style="list-style-type: none"> • Students found the material: • Interesting • Easy to learn 	<h3>Student responses (1)</h3> <p><i>“It was interesting for me to study actually story.”</i></p> 	<h3>Student responses (2)</h3> <p><i>“..... because its content is very interesting.”</i></p> 
<h3>Student responses (3)</h3> <p><i>“Because I understand easy by a case study.”</i></p> 	<h3>Student responses (4)</h3> <p><i>“I can remember the medicine and illness name.”</i></p> 	<h3>Student responses (5)</h3> <p><i>“.... Because it is more useful. I will be nurse, so medical case studies are used every day.”</i></p> 
<h3>Conclusion</h3>  <ul style="list-style-type: none"> • This innovation in medical English material development represents an attempt at meeting the needs of learners in healthcare specialties in EFL settings. 	<h3>Supported by author's work</h3>  <p>Using case studies for teaching medical English to undergraduate students in medicine</p> <p>Najma Janjua Okayama University <janjuan@cc.okayama-u.ac.jp></p>	<h3>Other authors</h3> <ul style="list-style-type: none"> • “Cases appeal to students who are unresponsive to traditional content loaded lectures.” <p>Klein JW. Using case studies to engage general biology students. https://www.middlesex.mass.edu/carnegle/PDFs/Kllen.pdf</p>
<h3>Other authors</h3> <p><i>“The wonderful thing about a case study is that the possibilities for learning abound!”</i> (Ankner, 2008)</p> 	<h3>Thank you</h3> <ul style="list-style-type: none"> • To all my students who are the biggest inspiration for me to keep looking for and innovating better and better materials to meet their needs! 	<h3>Thank you!</h3> <p>Najma Janjua, Ph.D. Kagawa Prefectural University of Health Sciences janjua@chs.pref.kagawa.jp</p>

受付日 2012年10月31日

受理日 2013年1月22日