

平成 20 年度「質の高い大学教育推進プログラム」(教育GP) 採択  
「複視眼的視野を持つ国際的医療人の育成」

# 2010 年度前期 EMP 報告書



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# I 英語科教員から

## 1.1 学習者コーパスの分析による本学 EMP 受講生の口語英語の特徴について

英語分野准教授 横山彰三

### 1. はじめに

「複視眼的視野を持つ国際的医療人の育成」プログラム（G P）の目標の一つに学習者コーパスの構築を挙げている。本稿ではその一部の結果とその言語特徴の分析について報告する。

EMP では海外提携校から医師を招聘して講義や臨床実習を英語で実施しているが、UCI から小児科医の Feizal Waffarn を招いて、講義室における PBL 形式のセッションと新生児室 (NICU) での hands-on セッションを過去数回にわたって実施した。これらは日本の医学部での講義では通常行われない先進的な内容といえる。我々は EMP 講座の記録ビデオを電子文字化しコーパスを編集し、これをもとにセッションで使用される言語分析することとした。新生児関連のみに特化したセッション内容であるが、これらは今後の EMP 教育を構築する上で重要なデータとなったことはいうまでもない。

### 2. コーパスデータ

便宜的に Waffarn Corpus と名付ける。UCI の小児科医師 Feizal Waffarn の EMP セッションで、90 分のセッションを 9 セッション分コーパス化したもので、総語数 (token) は 63,413 であり、これには Waffarn 医師とセッションの参加学生の発話も含まれる。なお、コーパスの編纂に当たっては以下の手順で行った。

- ①DVD の音声を電子文字化する
- ②電子文字化されたデータの総体 (コーパス) にたいして発話者などの情報 (タグ) を付ける
- ③言語データの分析を行う (語彙、連語などの統計)

また電子化には、後で分析を進める際に必要とする発話情報を得るために header と呼ばれるメタ情報を記述する。具体的には以下のように記述される (左側が実際のスクリプトで、矢印右側が説明)。

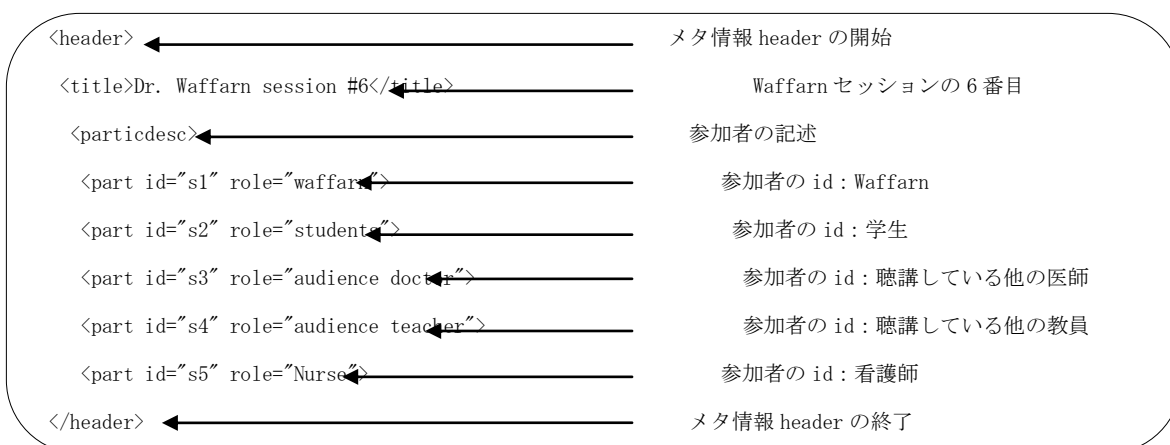


図 1. コーパススクリプト header 部分

その後具体的な発話のスク립トが以下のように記述される (<body> ~ </body>で囲まれた部分)。

```
<body>
<u id="s1">
Are you ready to go? Uh, is that an extra? Extra. So this activity is like a practical activity. Ok? And uh, this is
gestational age using neurological characteristics and then physical characteristics. So this is called a scoring system,
Ok (中略) By doing this we can and then, this was developed from this article. So for those of you who want more details
you should go to the library and get this article and that will tell you how this was developed and how this is being
administered. Ok? Ok.
</u>
<u id="s5">
One.
</u>
<u id="s1">
One? Ok. So before we what is before we go and do this gestational age assessment, based on what we have found for the
last two days, what is the most what is the first important piece of information you need before we go to do this? What
do you think? (中略) What was the first thing the doctor did?
</u>
<u id="s2">
History taking?
</u>
<u id="s1">
Good. That 's the most important thing, Ok? Right? So before we go to examine this patient, what do we need? We need
the history. Because this baby we' re going to examine is not one day old or two days old. (中略) Does that make sense?
</u>
.....
</body>
```

図 2. コーパススク립ト body 部分

得られたコーパスのデータは以下の通りである (表 1)。

コーパスデータ			
Waffarn Corpus			
Tokens in text			63,413
Types			3,310
TTR			5.24
S-TTR			29.23
Sub-fields			
	Speech by Dr. Waffarn	Speech by med. students	
Tokens	48,042	9,436	
Types	2,796	1,232	
TTR	5.84	13.09	
S-TTR	28.87	31.78	

表 1. コーパスデータ

### 3. データの分析

特定分野のテキストを分析する際にキーワード分析、あるいは特徴語分析と呼ばれる手法がある。キーワードとはあるコーパスの単語リストをより無職で一般的な語彙リスト (対象コーパス) と比較した場合に、統計的に

特に優位に頻度が多い単語のことを言う。ある特定の分野や内容のテキストであればそのコーパスに特有の語彙が高頻度に出てくるわけで、これらがそのテキストを特徴付ける単語としてキーワードと呼ばれる。

今回は学生の発話を特徴付ける語彙を探すために対象コーパスとして Dr. Waffarn のコーパスを使った。その結果を表すのが表 2 である。

N	Key word	Freq.	%	RC.	Freq.	RC. %	Keyness
1	UH	149	1.5791	21		0.0437	420.7246399
2	UNINTELLIGIBLE	218	2.3103	153		0.3185	342.9648743
3	KIND	59	0.6253	12		0.025	153.286087
4	I	239	2.5329	428		0.8909	148.9840088
5	YES	89	0.9432	88		0.1832	108.2736816
6	UM	26	0.2755	0			94.01718903
7	YEAH	48	0.5087	39		0.0812	67.91660309
8	CHECK	26	0.2755	11		0.0229	52.91962433
9	MEAN	22	0.2331	13		0.0271	38.01849747
10	LEARNED	22	0.2331	14		0.0291	36.44240189
11	SHE	83	0.8796	182		0.3788	35.94342422
12	LIKE	78	0.8266	168		0.3497	34.98120499
13	MAYBE	23	0.2437	20		0.0416	30.9201622
14	C	144	1.5261	422		0.8784	30.06711197
15	WELL	28	0.2967	32		0.0666	29.79266739
16	SOMETIMES	21	0.2226	17		0.0354	29.75595665
17	HEIGHT	16	0.1696	9		0.0187	28.39476967
18	CAUSE	12	0.1272	4			26.81591606
19	BLOOD	43	0.4557	80		0.1665	24.93935013
20	ARE	19	0.2014	272		0.5662	-25.89103317
21	GOING	11	0.1166	210		0.4371	-27.70056534
22	HERE	7	0.0742	212		0.4413	-39.45918274
23	WILL	7	0.0742	225		0.4683	-43.31787109
24	WHAT	52	0.5511	618		1.2864	-44.30988312
25	IS	201	2.1301	1667		3.4699	-49.95765686
26	THIS	48	0.5087	903		1.8796	-118.604454
27	YOU	155	1.6426	1785		3.7155	-123.1683578

表 2. 学生発話部分の特徴語 (キーワード)

表中 1~19 番までが学生発話の中で過剰使用 (overuse) される語彙で、20~27 番までが過小使用 (underuse) される語彙である。一瞥して興味深い点はいくつかあるが、たとえば、1) uh, um などの言いよどみ表現、2) kind, like などの緩和語 (softener)、3) maybe の使用、4) 一人称 'I' の使用、などは医学部学生に限らず広く日本人学習者の口語英語を特徴的に表しているといえよう。本稿では紙面の都合上 2) と 3) について簡単に触れておきたい。

### 3. 1 緩和語としての kind の過剰使用

Dr. Waffarn は 'kind' を緩和語としてだけでなく「種類」という意味でも使用しているが、学習者の発話をコンコーダンスで確認すると、緩和表現としての連語 'kind of' が多くを占める。さらに、kind of の前後に法助動詞の might や would、「～のような」を表す like、あるいは maybe などの他の緩和語が散見される。

例) ‘kind of’ 表現 (学習者)

- Um. Her hobby might be some kind of ... Her hobby might be some kind of doing with sitting.
- he have a most (unintelligible) at that time? Did he have a (unintelligible) kind of sore?
- She smiles when (unintelligible) she for her, smile is kind of she smiles too much, and then she try to hide that she doesn't have any
- Um, well yeah. Some parts. Cause she saying like well, do you drink, that kind of question she say well, "Oh yeah, I drink" and she was kind of chatting?
- you drink, that kind of question she say well, "Oh yeah, I drink" and she was kind of chatting? But chatting is like I think the chatting is a very good part
- Ok, so basically one of the few other things that they do kind of on the first pre-natal visit, we'll try to go through a potential screen
- thing is ok, that your immunizations are there and so forth, and then from there kind of see if there is anything that needs to be fixed. There were a couple of
- see if there is anything that needs to be fixed. There were a couple of things, kind of everything was within normal limits, but a couple of things were a little
- Ok, so basically it may go up, I'm sorry, that would kind of suggest maybe a possible gestational diabetes. And so what that means is

### 3. 2 ‘maybe’ の過剰使用

話者あるいは書き手の認識様態を表す手段として maybe が多用されている。これは法助動詞 may の代わりとしてモダリティを表す手段として日本人学習者に定着している語彙であると考えられる。上述の kind of とともに、学習者が使用する垣根言葉 (hedging) の用法と種類は限定的でかつそれを過剰に使用する傾向にある。修辞方法として表現を強めたり緩和したりする言語能力は、学術場面や日常、あるいは母語や外国語という設定を超えてコミュニケーションの手段として非常に重要な部分である。

また、非英語母語話者は英語母語話者に比べ認識様態同士・助動詞・形容詞・副詞などを過小使用する傾向にあり、言い換えれば直接的表現をする傾向が強いと言われている。その一つの理由として、語学教育初級の段階で主張の強さを調整する方法を体系的に教育する機会がないこともある。このような kind of や maybe の過剰使用はその証左といえよう。法助動詞は様々な要因を含み用法が複雑であるために習得が難しいと言われ日本人の中学生高校生の作文コーパスを分析した結果からもそれは明らかである。

例) ‘maybe’ 表現 (学習者)

- cardiac disease in Japan (unintelligible) Among women? Maybe third. I'm not sure. Maybe t ..
- Also maybe the also the the (unintelligible) should be shorter in Japan. I think. The
- hospital taking history the time to take the history is very very short, maybe .. five minutes, I c
- So like uh, she has to have a system, so maybe like uh shorter (unintelligible) history taking and maybe a little bit long
- Uh, em, she sometimes happy, maybe she thought, she thought, maybe I feel that she is being oh, I forget that
- in English so like uh that is one thing I learned. And the second thing uh, maybe that (unintelligible) is more important. (unintelligible) that really make
- Ok, so basically it may go up, I'm sorry, that would kind of suggest maybe a possible gestational diabetes. And so what that means is you kind of dev
- low, then you wanna you should be gaining a little bit more, (unintelligible) maybe twenty-five to thirty-five pounds, and if you are a little bit overweight,
- Almost all the patients maybe have some concern but but not always ask the doctor.
- Yes, if we because we also have like maybe much more maybe much more medical knowledge than last

year.

口語にせよ文語にせよ、ある命題に対する話者／書き手の心的態度（認識様態）を修辭的にどうやって表象するかは、これまで日本の国語教育でも意識的に教育されているとは言い難い。

EMP においても今後、学習者の修辭に関する意識の育成や垣根言葉や緩和／強調表現など特定の言語特徴についての教育が必要であろう。

## EMP 5 Summer Report

**Michael Guest**

The 5th year students focused upon making medical presentations during these late summer sessions. The challenge was to develop and produce a presentation based upon internationally recognized presentation skills. While Rick White focused upon the slide content, I (Mike) emphasized the performance aspect of presentations. This included body movements, voice modulation, gaze, arm/hand control, laser movement, breathing and pacing, how to deal with nerves and mistakes, and how to act as a centerpiece between the computer and the screen. Given that the students had only 5 days and 8 sessions in total to go from an absolute blank slate to producing a viable presentation surprised even themselves.

All students not only put in a good effort but adapted the newly-learned skills and, hopefully, gained a greater understanding of both their capabilities as well as what they needed to improve upon. Critical feedback (both positive and negative) was returned to the students. Dr. Suvina from POS University also helped students with her insightful comments upon the completion of the presentations.

Well done everyone! I hope that it was as enjoyable and educational for you, as it was for me. O tsukare sama deshita!



## EMP 5 Summer Report

**Richard White**

This past summer we had the 5th-year students make and give PowerPoint presentations based on their own research into various medical topics. Their goals were a) to create academically acceptable PowerPoint slides, and b) present their research in a professional, academic manner. During Mike Guest's sessions students focused on and practiced their presentation skills (b). In the time that they spent with me, we concentrated on getting their PowerPoint slides to look as professional as possible (a).

Many students have a problem with basic formatting conventions for documents written in English. These problems are usually strongly related to how well individual students understand basic rules of, for example, spacing, punctuation, and the general "appearance" of English documents. In our sessions we did a quick review of basic English punctuation in order to refresh students' memories. There was also a brief discussion of the proper typographical spacing that should appear before or after various punctuation marks. (This probably sounds quite dull, but the time spent on this was very brief, and the students seemed genuinely to appreciate someone explain these things to them.) This was followed by a handout exercise ("MS Word Disaster") in which students had to find all of the formatting/punctuation problems in a document (which had NO spelling or grammar mistakes). Another handout gave students some general guidelines for formatting documents in English using common software programs. Later, students worked on and refined their slides with suggestions, comments, and corrections coming from both myself and their classmates.

As an instructor I was generally pleased with how the students performed in class and with the quality of their PowerPoint presentations. Feedback from both their instructors and their classmates was hopefully useful in helping students gauge their strengths and weaknesses.

2006 年度の附属病院看護部 ENP の手伝いをきっかけに、2008 年の 11 月に思いがけず特任講師として雇って頂き、試行錯誤を続けていくうちに気が付くと、もう 5 年目に入っていました。月日の経つのは本当に早いものです。私は今年度から、基礎臨床研究棟の 1 階に部屋を移動して、気分も新たにスタートしました。去年 1 年間で経験した学外からの招聘講師の方との事務連絡や諸手続きなど、今年も多くの方にお世話になりました。特に、2009 年度の後期に EMP 講師としてカリフォルニア大学アーバイン校 (UCI) から来ていただいた Penny Murata さんとの出会いのおかげで、今期の篠原正尚さんと別所和典さんのアメリカ留学に関する諸々の手続きが、スムーズになりました。二人の滞在先については、留学直前まで大学構内のアパートが借りられないか、Murata さんがあれこれと手を尽くしてくださいましたが、結局空きが見つかりませんでした。それに責任を感じられたのか、Murata さんご自身の自宅を二人の滞在先として提供して下さるといふ、有難い申し出がありました。学生にとっては、留学先で宿泊代がいらぬ、というのは夢のような話だと思います。今回は Murata さんのご厚意に甘えましたが、毎年続く大学間のプログラムですので、将来的には、UCI の構内に一定期間宮崎大学の学生さんが滞在できる場所が確保出来ると理想的だと思いました。事前の話し合いなどで少しずつでも前進出来るように、そのような働きかけも行っていきたくと思いました。

タイのプリンス・オブ・ソンクラ大学 (PSU) にも、8 人の EMP の学生が留学をしました。ちょうど最後のローテーションで PSU に来ていた横山貴裕さんが留学している期間に、私はふたたび、PSU を訪れることができました。2009 年の 2 月以来ですので、約 1 年半ぶりでした。今回は、学務課の長友明美さん、坂井春奈さんと一緒に訪問が叶いました。女性 3 人が 3 泊すれば一気に仲良くなります。この出張をきっかけに、宮崎に帰って来てから、EMP/ENP 関連だけでなく他の面でも随分お二人に助けられることが多くなりました。訪問の報告は、留学記・報告記で詳しく述べたいと思いますが、改めて 3 人で訪問出来たことに感謝しています。

前期全体の EMP/ENP の授業を振り返ると、医学部 EMP2 年生、医学部 EMP4 年生、医学部 EMP5 年生、看護学科 ENP3 年生、看護学科 ENP2 年生、附属病院看護部 ENP、事務部英語 EMP が実施されました。EMP2 年生は、これまでにない最多の 17 名の参加となりました。学年を考慮すると、留学を意識しながらの学習にピンと来なかったかもしれません。今年は JICA の方々とのディスカッションもありましたが、アンケートには、JICA のディスカッションの目的の意味を問う意見もありました。医学科 2 年生とのディスカッションテーマについては、JICA の受け入れを担当されている看護学科の永瀬先生と何度か話し合いをしました。実際に医学について英語で話すのは 2 年生という学年を考慮すると困難ではないか、ということになり、最終的には文化紹介や大学紹介をテーマに、2 グループに分かれて発表してもらいました。今思うと、ディスカッションのテーマについては、学生の意見を事前に直接聞く時間を設けるなどの工夫をすると良かったかもしれません。ただ、英語をしっかりと話せるようになる、という目的を持って入った EMP のはずですが、学生同士の間で熱意の温度差がある印象を持ちました。最多の 17 名の参加でしたが、これから自主的に学習を進めていける人が 4 年生の EMP 開講にまた集まってくるのでしょうか。

今期の 4 年生の EMP は、今回、事前に招聘の決定していた、患者援助法の川畑のぶこ先生、日本赤十字医療センターの加藤安孝先生に来て頂いたほか、澤口朗先生のところへ研修に来ていた Pamela さん、附属病院の麻酔科、総合周産母子医療センターに、それぞれ PSU から研修に来ていたドクター 2 人などの授業を受ける機会が持てて、充実した前期になったのではないかと思います。附属病院に PSU のドクターが研修に来ている、という連絡を受けてすぐに EMP の授業を担当していただけないかお願いしたのですが、このような交渉がスムー

ズに出来るのも、EMPに予算が付いているおかげと、EMPの授業を理解してくださっている周囲の方々のおかげです。実施後のフィードバックには、「事前の連絡が急なので準備が出来ない」という意見もありました。もっともな意見だと思いますが、少しでも医療を英語で学ぶ機会を数多く与えることができるように、臨機応変に対応していると解釈してもらおうと良いのではないのでしょうか。もちろん、なるべく早目早目に連絡をするように、私自身もこころがけて行きたいと思いますが、学生間の連絡体制もスムーズに行ってもらいたいと思います。

5年生のEMPでは、今期も様々な方にお世話になりました。PSUを退官されて現在はバンコクにお住まいのSovina Ratanachaiyavongさんは、今回は2度目の招聘となりました。学内からは、澤口朗教授（解剖学講座超微形態科学分野、中馬秀樹医師（感覚運動医学講座眼科学分野）、そして、児玉由紀講師（総合周産期母子医療センター）の3人にEMPの授業をお願いし、快く引き受けて頂きました。改めてお礼を申し上げます。

看護学科ENPの4年生は、今年、初めて総合実習の枠内で吉田万喜子さん、五反田奈々さん、福元知恵さん、松田静香さんがPSUに留学しました。私がPSUの訪問をした時期と重なっていましたので、彼女たちの地域訪問の見学を行うことが出来ました。今回の4年生の留学手続きを通して、来年度から看護学科に考慮していただけたら、と思うことがありました。今回の4年生は、留学の直前にアプリケーションフォームを全て書き直して再提出をしたと知りました。総合実習の観点から書かれていないということが理由だったと聞いています。PSUにはアプリケーションフォームを4月には提出をし、それに基づいてスケジュールが組まれますので、直前に修正されたフォームが届いたときは、PSUの担当の方もさぞ驚かれたことだろうと思います。一番の負担は学生さんに来ると思います。提出をしたのに・・・と、とても困惑していました。看護学科の先生方も日々お忙しい中で大変かと思いますが、4月の提出にあわせて、総合実習の観点でのアプリケーションフォームの書き方などのアドバイスを、ENPの学生にでも先に説明をしてくださる体制があるとスムーズだと思います。

看護学科ENPの2,3年生は、今回は修士課程で学ばれている看護師の岩切美帆さんに応援をお願いしました。看護には全くの素人の私にとって本当に大きな支えとなってくださいましたし、やはり専門家から話を聞くのがEMP/ENPには一番理想の形であることを改めて実感しました。“看護学科の正規の授業では取り上げられることが殆んどないけれども、しかし実際の看護場面ではとても大切なこと”、をテーマに、2年生向けには「がんの再発」、3年生向けには「介護を行う人へのケア」という観点から、毎回様々なディスカッションをしました。副テキストとして事前に読んで来ると理解が深まる、と岩切さんが準備してくれたアメリカのサイトからの資料は、患者さんだけでなく、患者さんを取りまく医療従事者や家族の声も知ることが出来、また、美しい写真付きで詩なども掲載されていたので、学生さんだけでなく私自身も読んでいてとても楽しい読み物でした。3年生は実習をしながらの受講ですが、自分の実習の振り返りもENPの授業で行うことが出来たのではないかと思います。2年生は、今期はスケジュールの合間を縫って、自主的に英語の勉強会を始めたようです。これが継続的に続くことを願っています。

附属病院看護部ENPで、今回私が担当したアドバンスコースは、毎回のディスカッションの目的がはっきりしていました。それぞれの看護師さんには、業務上気になっているテーマや興味のあるテーマが、必ずあるようです。それに基づいて、様々な角度からトピックを決定し、メンバー間で自然な質疑応答を挟みながら話が進んでいく、というのは、テキストを使って定型文を覚えるといった学習を完全に離れた、自由度と目的意識の高い姿勢だったと思います。看護部ENPでは、今回も永射紀子さんと白坂佳代に、応援をお願いしました。

事務部英語は、昨年度から2年間のプログラムで始まりました。今年度はその後半の年度です。今期から、グループを4つに分けて、白坂佳代さん、宮崎大学日本語修士コースで学ばれている山中鉄斎さんにも、手伝って頂きました。昨年度に比べて1グループの人数が少なくなったこともあり、より英語で発言できる機会がもてたのではないかと思います。送られてくる授業レポートを見ると、全体的に楽しみながら英語に触れている雰囲気

が伝わってきました。しかし、看護部 ENP と同様に、部署によっては 5 時半開始に間に合うことがほぼ不可能というグループもあったようで、担当されている講師の方々が、臨機応変にクラスの振替や時間変更などに応じてくださっていたようです。私が担当したグループでは、全員女性ということもあってすぐに打ち解け、「2 年間修了したら、韓国に卒業旅行をしましょう！」と楽しい目標も出来ました。半年後、実現しますように…！

私にとっての第二期目の ENP が 8 月の中旬に終わりました。第一期目の昨年度後期は、継続クラスの看護師の皆さんの 1 クラスだけでしたが、初めてということでもさしく試行錯誤の状態でした。今回の 2010 年度前期、私にとっての第二期目は、メンバーは異なりましたが、前年度と同じく看護師継続クラスが 1 つと、看護師 advanced コース、そして事務部の継続クラスでした。どのクラスにも共通して行ったことは、「基本的な単語や文法を身に付けながら、それぞれが表現したいことや伝えたいことを発信していくこと」です。語彙や表現の蓄積に力を入れました。

これから、それぞれのクラスの取り組みを振り返ってみたいと思います。

ENP 継続コースは 5 名のクラスで、部署も看護の経験値（年齢？）もバラエティ豊かなメンバーの集まりでした。コースの前半は病院内の大半の部署で患者さんに対して使われる指示文を聴き、発話し、覚えてもらうことに重点を置きました。暗記の宿題が出るなんて、と驚かれていたような気がします、毎回笑顔で覚えて来られました。実際に患者さんを目の前にした時に、暗唱したお決まりのフレーズが口から出てくるといいですね。その他、単語を入れ替えれば様々なシチュエーションで使える表現やフレーズを、毎時提示して練習しました。また、文法事項はプリントで確認を行いました。そして、語彙や表現の蓄積に欠かせないのが reading です。集まってから読み始めるのは時間の無駄なので、前の週に記事を配布し、読んできたことを前提に、その題材を使って会話の練習を行いました。記事選びは受講者が順番で行います。記事を選ぶ段階で、多くの英文を目にし読むこととなります。自分の読みたいもの、皆に読んでもらいたいものにヒットするまで、たくさんの英語に触れたことでしょう。その英文を各々自宅で読んで、話したいことを準備してきました。今まで使ったことのない単語も英文の中からピックアップし、その単語を使って文を作って発話してみたり、またメンバーの発言を聴くことで、知らなかった単語は次第に刷り込まれていきます。

後半では、第一期にも行った Hospital Tour を実施しました。これは、始めに受講生から上がった「やりたいこと」のひとつでしたので、大変積極的に取り込まれました。部署ごとに、tour の日程を決め、皆を案内します。準備した英文を使ったり、その場で生じた問題に即興で答えたりしながら英語でやり通しました。私も、Hospital Tour で病院内を見せて頂くと、皆さんの普段のお仕事の様子が窺え、授業の内容を考える上で参考になります。

次に ENP advanced コースについてご報告します。こちらは 3 名のクラスでした。前半の 5 回を私が担当し、後半は White 先生というスケジュールです。少人数のクラス編成の上、とても忙しい部所の方々だったため欠席が多く、始めの数回は 1 対 1 のプライベートレッスンになりました。お仕事の様子、大学院での学習の様子など多くの内容を英語で話してくださいました。時間がたっぷりあったので、彼女とは大変親しくなれたような気がしています。会話の他は、15 行程度で書かれた看護に関する文章をまずディクテーションで聴き取り、聴き取れない箇所を明確にしました。その後、全文を読み、内容についての確認をしました。パラレルリーディングやシャドウイングという学習方法があるという話をすると、翌週には実行されて暗唱されていました。オリエンテーションの時、ディスカッションのメインテーマを「Thailand」としていました。もちろんソクラ大学との交流を考えての事です。他の 2 名が出席できるようになってから、その話題に入りました。タイに行ったことのある方がいて、大学のこと、町の様子、人々の暮らしなど話して下さったので、他のメンバーは興味津々で聞き入り、質問や応答が続きました。最終日は、タイについての簡単な話を写真を使って講義形式で行い、その後その内容について全員で話して終了しました。

後半の advanced コースも 3 名でした。南部先生が前半を担当された後のクラスで、授業形態が確立していたので、そのままテーマを変更して引き続き行うことにしました。テーマは“Death”。これからかなり暗い授業が続くのだろう、と思っていましたが看護師の方は日々接していることであり、感情的な部分だけでなく理論的にも客観的にも捉えていかなければならない部分。それだけに、仕事を通して向き合う「死」や身近な人の「死」、そして自分の「死生観」について、個々が事前に調べた内容を基に、国や社会、組織の捉える「死」、埋葬、死後の考え方が述べられました。3名の異なる視点での「死」に対するアプローチが展開されました。事前の準備には相当な時間がかかったことと思います。話したい、伝えたいという強い思いが、事前の準備や英語を使って話すことへのエネルギーを生み出すのだ、と改めて感じさせられたクラスでした。

事務部は継続クラスで、始まった時は 5 名編成でした。途中、お仕事の関係で 1 名抜けることになり、その後は 4 名で行いました。取り扱った主な内容は、会話、dictation、reading、文法確認です。このクラスは遠慮がちで物静かな方が多かったので、発話から入るのではなく、ウォーミングアップに Dictation やカードを使ったゲーム感覚の文法練習などから始めました。簡単で使いやすい表現を、単語を入れ替えて文を作る練習にも力を入れ、たくさんの文を話してもらいました。結果、語彙増強にも繋がったように思います。今後は、是非大きな声で話されることを期待しています。

第 2 期目は 4 クラスの担当で、たくさんの方との出会いがありました。それぞれにクラスの雰囲気異なり、英語学習への考え方や取り組み方も異なっていました。お仕事の途中、または終了後の疲れた状態でクラスに参加される皆さんに、効果的な学習が提供したいとの思いで過ごしてきました。それぞれのクラスに適した授業を考え、試行錯誤の日々はまだまだ続きそうです。

## II 活動報告

### 2.1 EMP 日程表 医学科 5 年生

# EMP5 2010 Schedule (Aug.30-Sep.3)

<b>Aug 30 (Mon)</b>	8:40~10:10	10:30~12:00	13:00~14:30	14:50~16:20
<b>M5</b>		Guest	澤口先生(解剖学) Sawaguchi	White
<b>Sep31(Tue)</b>	8:40~10:10	10:30~12:00	13:00~14:30	14:50~16:20
<b>M5</b>		White	児玉先生(NICU) Kodama	Guest
<b>Sep 1 (Wed)</b>	8:40~10:10	10:30~12:00	13:00~14:30	14:50~16:20
<b>M5</b>		Suvina	Suvina	Guest
<b>Sep 2 (Thur)</b>	8:40~10:10	10:30~12:00	13:00~14:30	14:50~16:20
<b>M5</b>		Suvina	Suvina	White
<b>Sep 3 (Fri)</b>	8:40~10:10	10:30~12:00	13:00~14:30	14:50~16:20
<b>M5</b>		Guest/ White/ Suvina	中馬先生(眼科) Chuman	interview

### 2.2 EMP 5 授業報告

August 30<sup>th</sup> 2<sup>nd</sup> class

Mr. Guest's class

Ritsuko Koga



Mr. Guest showed us how to make an effective and interesting presentation in front of a large audience.

There are several components to a presentation. Firstly, he talked about body posture and location. It is important to show confidence about your presentation. You should stand straight and move around naturally. Secondly, at the beginning of your presentation, you should briefly introduce yourself. During your presentation, you should sometimes pause, and take a breath, to glance at notes. Many people may stare at their notes during their presentation. You should try to make some eye contact with audience members. Effective use of stress and intonation will make your presentation more dynamic, and help you to emphasize key points. Body language is

also useful to make your presentation more interesting and attractive. Sometimes you should move a little or walk around to change the mood. If you do these like things, your presentation will be successful.

2010/08/30

Maroka Hosoya

Today in 4th period we had Mr. White's class. We learned a few words of caution on making slides for our presentations. We should, for example, not put too much information on slides, make sure fonts are unified, avoid being too flashy, double check spelling, grammar, and punctuation, avoid clutter, and balance colors, etc.

We also learned a few things about English punctuation in this class. In particular, there is never a space before punctuation, and always a space after. We practiced with a handout called "MS Word disaster", in which there was



a written passage with 18 different mistakes of spacing, punctuation, and fonts. We had to find the mistakes and check them with other students. Mr. White also distributed a handout that had a screen grab of MS Word with useful notes written on it. It may seem like this lesson focused on relatively minor points, but it is important that documents be well-written and properly formatted. I sometimes make mistakes like the ones we saw today, but now I'm more aware of them and better prepared to avoid them.

8/30 13:00-14:30

Chika Shinoda

Today we had a lecture with Dr. Sawaguchi. He divided the lecture into 2 parts. Firstly, he gave us a short lecture about ER. He showed us some parts of the TV drama "ER" for a couple of minutes, and we explained some medical terms in the drama to each other. It is interesting that even in different countries, we still use almost all the same terms and abbreviations, such as IV and lytes.

Secondly, Dr Sawaguchi talked about his staying in the States as a research fellow. He said that it is necessary to make some connections with famous researchers in the States, but also he said it is more important to show them a strong will and results more than anything else. There are many ways to study abroad as medical doctors or researchers. I thought his story would be a very good example for us to think about regarding our future.



August 31, 10:30

Takayuki Suzuki

Today was Mr. White's class in which we practiced our presentations. Other students had already had the class the day before, but I was absent so it was my first time to take the class. In this class, we practiced the introductory part of the presentation. We told our name and title to the audience and explained the whole content of the presentation briefly. We stood in front of other students and practiced in turns. Since



I've never taken a class like that before, at first I felt pretty uncomfortable feeling that everyone looking at me, but after practicing a few times I become used to it gradually and I even felt it was fun making the speech by the end.

31-Aug-10- (2nd)

Dr. Kodama who is from NICU taught us about twin pregnancy (TP) by using the American TV drama ER. First, she gave us a short lecture on the classification of TP, ante- and intra- and post-partum complications of TP. Then, we reviewed many keywords that were very important in the drama to help us understand the story more easily. The conversation in ER was so fast and technical that I could hardly understand all the details when I watched it at home. But, thanks to Dr. Kodama's lecture, we were able to understand whole process of both delivering twin babies and patho-physiological things behind each scene later in the class. This class showed me that we can use shows like ER not only as material for learning medical terms but also as real clinical case studies. I have decided to start watching ER at home with my medical textbook "year note".

Naoya Mochizuki



31-Aug-10-(4th)



Ryo Yamashita

In this class, we spent the time preparing for our presentations. We were taught that we had to gaze at the audience and look at our notes a little in order to relax. And we were also taught what we should say in the beginning of presentation, "First, I'll tell you about X. Then I'll explain Y. And finally, I'll discuss Z."

1-September-10

This was the first class with Dr. Suvina. The topic of this class was "Thyroid dysfunction".

First of all, she introduced herself and we introduced ourselves briefly. Her lecture was fruitful. She said that Japanese eat more sea products than people from other countries, and because sea products contain some iodine it should cause thyroid dysfunctions. She began her lecture by how to produce thyroid hormones in the thyroid gland and a differentiation between 2 types of anti-thyroid drugs. When the bell for the end of the class rang, a lot of her prepared power point slides had not finished yet and we decided that the rests would be done next day or on a later day.

Kinuko Yamamoto



September 1<sup>st</sup> 3<sup>rd</sup> class

Dr. Suvina's class

Ritsuko Koga

We sent out questionnaires about "Self evaluation of stress" before this class. There were 25 statements with which we agreed or disagreed, "I don't have time for many interests or hobbies outside of work", for example. We added "yes" and "no". At the beginning of this class, Dr.Suvina told each of us the number of our "yes" responses. There was a large gap in numbers between members. There were a lot of differences in how we feel about stress and deal with it. All of us more or less have experienced stress. We talked about stressful events, and how we dealt with them.

Dr.Suvina told us that stress had not only disadvantages but also advantages. For example, stress is something like a spice of life. Moderate stress can be healthy and help us learn how to control our stress. We can control stress with exercise, chatting with friends, singing loudly in the car, crying, etc. She told us anything which reduces stress is OK.

2010/9/2

Maroka Hosoya

We had Dr. Suvina's class in 3<sup>rd</sup> period this day. Aging and longevity were the contents scheduled for this class, however, the lecture on thyroid diseases before hadn't finished yet so we took the remaining part of that lesson first. She pointed to Grave's disease as an example of an autoimmune disease associated with autoimmune thyroid diseases. Both Grave's disease and Basedow disease indicate the same illness. However, the name of Basedow seems to be more familiar than that of Grave's in Japan. The patient showed symptoms of jaundice, an enlarged thyroid gland, and a high pulse rate. He was associated with hepatoma. The therapeutic agents on Grave's diseases are grouped into two large types, PTU, standing for propyl thiouracil, and methimazole. In this case, the doctor prescribed PTU and then the patient got better. Dr. Suvina said he became enlightened because of meditation also. She is an adherent of Buddhism so it would be interesting if she gave us lectures on aging and longevity. She told us the Buddhist view of life, which is based on the principle that things are not permanent. And then we reviewed this lesson about thyroid diseases through case studies. When we studied the cases, we found out that it was sometimes important to make our own diagnosis instead of that based on the reference letter. Finally, she told us the following, which made an impression on me: "To be a good physician, you should have eagle's eyes, lady's hands, and a lion's heart."

September 2, 10:30~

Takayuki Suzuki

We had Dr. Suvina's class and it was about "obesity and metabolic syndrome" She told us about the relation between our diet and some of life-style related disease such as heart attacks, strokes, and diabetes. She told us not only medical details but social problems like how a Westernized diet these days could be dangerous for us.

2-Sep-10-(3rd)

Naoya Mochizuki

This was our last class with Mr. White and Mr. Guest before giving our official presentations about our medical topics the next day. We presented our material to them orally without using slides. Then we got some advice about English and content. We spent the rest of the class practicing giving our presentations.

3-september-10

Kinuko Yamamoto

Dr. Chuman of ophthalmology department came to our class.

First we reviewed the structures of the eye and optic nerve systems. Then we learned practical ophthalmological knowledge and skill by using case studies. We also learned how to use funduscope, check the field of view, do a swing flashlight test and so on. Some of us had already rotated through the ophthalmology department and others had not. However this class was useful for all of us.

4-Sep-10-(2nd)

Ryo Yamashita

In this class, we performed our presentations about individual medical topics that we were interested in. We prepared our presentation for this day. One person had to perform a presentation in 6 to 10 minutes. After all the students finished each student evaluated other students' presentation. And each student reflected upon their own presentation. In the presentation time, everyone was a little nervous but everyone's presentation was really well done. Contents of the presentation and performances were refined. In the reflection time, I was told that the content of my presentation was thin. So next time when I make a presentation again, I will pay more attention to content.

○Presentation program

- |  |                 |
|--|-----------------|
| 1. "Three types of disparity in medical treatment in Japan"                      | Takayuki Suzuki |
| 2. "Is robotic surgery feasible?"  | Chika Shinoda   |
| 3. "The functions in general internal medicine department in a typical hospital" | Ryo Yamashita   |
| 4. "What should we do after developing differential diagnoses?"                  | Naoya Mochizuki |
| 5. "Cardiac rehabilitation"  | Ritsuko Koga    |
| 6. "Helicopter medical services in Japan"  | Kinuko Yamamoto |
| 7. "Heat stroke"   | Maroka Hosoya   |

## 2.3 EMP5 2010 前期アンケート

1. プログラム全体を通して5段階で評価してください。

とても有益だった	6
有益であった	1
どちらかと言うと有益	0
どちらかと言うと有益でない	0
あまり有益でない	0
有益でない	0

1-1. スビナさんの授業について5段階で評価してください。

とても有益だった	6
有益であった	1
どちらかと言うと有益	0
どちらかと言うと有益でない	0
あまり有益でない	0
有益でない	0

1-2. 澤口先生の授業について5段階で評価してください。

とても有益だった	6
有益であった	1
どちらかと言うと有益	0
どちらかと言うと有益でない	0
あまり有益でない	0
有益でない	0

1-3. 児玉先生の授業について5段階で評価してください。

とても有益だった	6
有益であった	1
どちらかと言うと有益	0
どちらかと言うと有益でない	0
あまり有益でない	0
有益でない	0

1-4. 中馬先生の授業について5段階で評価してください。

とても有益だった	4
有益であった	3
どちらかと言うと有益	0
どちらかと言うと有益でない	0
あまり有益でない	0
有益でない	0

1-5. ゲスト先生、ホワイト先生の授業について5段階で評価してください。

とても有益だった	6
有益であった	1
どちらかと言うと有益	0
どちらかと言うと有益でない	0
あまり有益でない	0
有益でない	19

2. プログラム全体を通して最も良かった部分とその理由があれば書いてください。

・英語で、人前でプレゼンをする機会があって良かったです。なかなかこのような機会はないので、貴重な経験になったし、今後のためになると思いました。

・プレゼンテーションを作ったり、それを披露したりすることで、英語を用いて表現する力が良く鍛えられたと思っています。

・全体ですが、1日3コマと時間にゆとりがあり、家で次の日の事前準備することができ、とても効率よく学べたのではないかと思います。個別のセッションでは特に英語での発表練習が実践的で役に立った。具体的な立ち方、立ち位置、腕の使い方、話すスピード、ポインターの使い方など、とにかく具体的でこれから役に立ちそうな内容ばかりだった。また、澤口先生のアメリカでの留学体験の話はおもしろくモチベーションが上がった。スビナ先生は英語が非常に上手で、話も面白く、医学のトピックに関するスライドもよくできていて、自分も同じ非ネイティブの英語を話すものとしていつかこんな授業ができるようになりたいと思うようになりました。

・プレゼンテーションの練習と発表がよかったと思います。今までは、なんとなく見よう見まねで発表をしていた感じがありましたが、今回は見やすいスライドの作り方や、発表の際の体の動きなど基本的なことを教えていただけたので勉強になりました。

・私は人前でプレゼンする事がとても苦手なのでゲスト先生、ホワイト先生のプレゼンの授業はとても有意義でした。

・4年の頃に比べて医学的知識もそれなりに着いてきたので、授業自体を楽しむことができました。また教えていただく内容もレベルが高く、新たに学ぶこともたくさんあったのでとても満足しています。

3. プログラム全体を通して改善すべき部分とその理由があれば書いてください。

・特にないです。

・僕は非常に満足していますが、あとは受ける側の学生がどれだけ準備をして真剣に取り組めるかでプログラムの質は変わってくると思います。

・最後の面接について、順番によっては待つ時間がだいぶ違ってくるので、もし可能であれば午前と午後、または木曜と金曜というように2つに分けるといいのではないかと思います。

・授業数も、朝2コマ目からの開始も丁度良かったように思います。

・ケーススタディのような内容だと自分で考えて、意見を述べたりという時間が多くもてますが、ドラマのシーンを教材にするというような内容だと、授業の内容が分からない単語についての説明をしたりと時間を取られてしまうので、そういうのは少し改善されたらと思います。

4. プログラムの実施期間（時間）についてどう思いますか？

・今回は1時間目が空きだったので、授業の準備をする時間などがとれて、丁度良かったです。

・10:30からという、早すぎない時間から授業を始めていただいたおかげで、とてもやりやすかったです。

- ・上記で述べたように、時間に余裕があるほうが消化不良にならずにいいと思います。
- ・1コマがなかったのでプレゼンの準備ができ、とてもよかったです。
- ・適切ではないかと思います。
- ・基本的な英語能力の底上げ。日本語でもそうだがもっと積極的になる。
- ・とてもよいと思います。

#### 5. 自分自身の中・長期的な具体目標を立て、それを書いてください。

- ・勉強会には継続的に参加して、医学英語だけでなく、英語で問診をとり鑑別診断をあげる能力をつけていきたいと思っています。
- ・後期は、タイから留学生が多数やってくるので、聞く力もしゃべる力も、その機会に鍛えて、自分自身の留学にのぞみたいと思います。
- ・(長期的目標) 将来英語圏での臨床研修で困らないような英語で問診、診察のプレゼン、カルテ書きができるようにすること。(中期的目標) 医学英語、日常英語を書く苦手意識を克服し、来年のアーバイン実習までにカルテを英語で記載できるようにする。(そのためにやるべきこと) 実習でしっかり病歴、診察をしたうえでカルテ記載を少しずつ英語に変えていく。カルテ書きは英語の問題というより、医学的な知識、経験が重要なので毎日の勉強の積み重ねを大切にしていく。自分は極端に英語を書くことが苦手なので、毎日少しずつやっつけていこうとしています。
- ・週1回の勉強会に参加すること、2月の授業までに基礎的な医学英語を覚えること、NHK ラジオ実践ビジネス英会話を聞くこと
- ・在学中はできるだけ、知識を詰め込むだけでなく、鑑別診断や問診能力を高めるような勉強の仕方をしていと思っています。将来いつかは海外で臨床を学ぶことが目標なので、できるだけそれに近づけるよう普段から医学英語を学んでいこうと思っています。卒業までに USMLEstep1 まではとりたいと考えています。研修はたくさん英語に触れられるような病院を考えています。

#### 6. その他、気がついたことや意見があったら、何でも書いてください。

- ・今回も授業準備等ありがとうございます。間もなくタイからの留学生もやってきますし、自分たちも留学する時期が近づいてきているので、積極的に勉強に取り組んでいきたいと思っています。今後ともよろしくお願ひします。
- ・今回、初めて精神学の授業を開いていただき、とても面白かったです。これからも、いろいろな科の授業を受けたいと思っています。
- ・スピナ先生も気さくで優しい先生でしたが、学内の先生方も、英語による授業だとまた普段と違った一面も見せていただきとても新鮮に感じました。

## 2. 4 EMP4 授業報告

April 12th

Kei Okabe



This was our first lesson in the EMP program. Today's teacher was Pamela. She is from the University of California, Irvine (UCI). At the beginning of the class, she introduced herself and UCI using the PC. I learned some that the differences between Japanese universities and UCI. And then, we introduced ourselves to her. After we got to know each other, we chatted until the end of class. She was a fire fighter before she entered in UCI. As a fire fighter, she experienced dangerous situations. She said that that's why she became interested in emergency medicine. She talked about that work a lot. In our conversation with her, the most impressive thing for me was the difference of work between Japanese fire fighters and Americans. American fire fighters can use some medicine without doctors' instructions.

She was very friendly and could speak Japanese fluently because she had lived in Japan until she was a junior high school student. Of course, we talked in English. The class was very valuable for us because we could learn a lot of thing. Above all, we had a very good time with her. Thank Pamela! Take care.

April 26<sup>th</sup>

Hironori Kobayashi

We have been learning about the major departments at the hospital. Before the class, we were divided into 3 groups. Each group made a list of common medical conditions for which people come to each department for diagnosis/treatment. And we gave a presentation about these.

We also learned about medical conditions which are treated in OB, GY, ENT, and dermatology. I researched dermatology, for example, malignant melanoma, eczema, etc.

This class made me keenly realize how important having a large vocabulary is. So, I have to learn more medical terms.

EMP is very helpful for studying medicine in English. I will strengthen my determination to keep up with the EMP class.



May 10th

Nozomi Shinohara



We did a brief presentation about the hospital department which we chose last week. We had already learned the English names of departments, common medical conditions for which people come to these departments for diagnosis, and various treatments including devices, machines, and technologies which the departments offer. Using this information we explained our department as if other classmates were visitors.

We are divided into 3 groups according to the list below.

- ①OB GYN
- ②Dermatology
- ③Otorhinolaryngology(ENT)

My group presented ③ as follows.

This department is for patients who have problems with their ear, nose or throat. For example, one common ear condition is tympanitis. The patients' main complaints are tinnitus and headache. We will check the patients' ears and prescribe antibiotics. We will sometimes cut open the drum to remove abscess. For the nose, we have many patients who complain about pollinosis. They have runny noses and itchy eyes so we treat them with steroids and antihistamines. For the throat, patients will come mainly complaining about fever and sore throat. We will check their throats using a pharyngoscope. After finding out that they are suffering from for example, tonsillitis, we prescribe antipyretics and antibiotics.

This class made me realize that it is difficult to explain one department briefly with specific examples and my knowledge of medical departments was poor. During the class, every student tried to use English and studied hard to explain their departments. But some medical terms were difficult so we had to use dictionaries and some Japanese. We realized that studying English medical terms is a basic necessity for EMP students.

In this class, we only looked at 3 departments in detail, but I think studying other departments would also be very useful to us. Until the presentations in June, we would like to study other departments and medical terms in order to understand medical English better.

Activity report May 17<sup>th</sup> 2010

Shizuri Maeda



We discussed diseases of newborn babies with a female pediatrician from Songkla University, who was taking a course in Miyazaki university. She prepared some slides which included various medical cases. First, she showed us the complaints of the patient in each case and after that we talked about symptoms, examinations (X-ray, blood test, MRI, CT-scan and so on), and treatments (drugs, operations) for each case. Actually, it was difficult for us (4<sup>th</sup> grade students) because we haven't studied about clinical cases yet.

So we tried to ask about many medical terms or other things that we didn't know. It was really



hard but we could communicate with each other and we learned lots of things about English communication and specific medical cases.

#### May 24, 2010 Class Report

Sae Miyaushiro

Today we welcomed Ms. Smidtra Prathep from PSU. The topic was how to do an endotracheal intubation.

At first, she showed us indicators for endotracheal intubation and the anatomy of the airway. Intubation is made for supporting ventilation in patients with some pathologic disease and during general anesthesia.

Second, we learned how to assess the airway system. There are six things we should check: 1) Conditions associated with difficult intubation 2) Interincisor gap 3) Mallampati classifications 4) Thyromental distance 5) Flexion and extension of the neck and, 6) Movement of temporomandibular joint. After the lecture, we tried to check these 6 points with other students.

Finally, we tried to do intubation using a doll. It was very difficult using a laryngoscope without causing trauma to the lips and teeth. Also putting the endotracheal tube in correctly was difficult. After seeing a vocal cord with a laryngoscope, we put the tube into the trachea, but many of us put it into the esophagus. Lip and tooth trauma and esophageal intubation are common complications in actual clinical practice.

The doctor said that we should practice many times. I found this class was beneficial for me because I could learn about intubation which I've never been taught in my usual classes before. So this chance for practice was very interesting. I want to try it more to give better treatment for patients.



#### May 31

Sara Yoshizawa



We discussed the Japanese medical system and some issues that we've studied at home. First, one person presented on the topic she (or he) had studied. Then one was called to summarize the content. After that, another asked extra questions and the presenter answered or commented upon the question.

The topics we discussed were; Japanese GPs, trainee doctors, hospital utensils, Prescriptions, "ikyoku", overwork, and the division of labor between nurses and doctors. To summarize these, Japanese nurses and especially trainee doctors can offer only limited treatment to patients. Also, there are few GPs in Japan and the doctors tend to overprescribe drugs and overwork without getting paid. Hospitals usually don't lend utensils because of difficulties in hygiene, and "ikyoku" is the department that carries out diagnoses and treatments within the same field.

This class was very interesting and useful for studying English as well as the Japanese medical system.

June 21<sup>th</sup>

Hironori Kobayashi

Mike and Rick prepared questions that foreigners are likely to ask Japanese people about the medical system in Japan. We researched the answers to these questions and each student explained them.

I researched how emergency cases are typically handled in a Japanese hospital.

One other student summarized one, another student asked follow-up questions.

Summarizing is very difficult. We must not fail to catch the important words. If we fail to do so, we cannot understand and summarize the explanation. The question "What percentage of a bill do we have to pay if we are on the national insurance plan?" was the most interesting to me. I think this class made us improve not only our English ability but also ability to explain in front of other students. I am not good at explaining things in English, so this class was very meaningful for me.

Activity report July 5<sup>th</sup> 2010

Shizuri Maeda

This day was the last day in which we learned about medical systems in Japan with Mr. Guest. As we had done in the previous sessions, each of us researched one pre-chosen aspect of the Japanese medical system and explained about it. After that Mr. Guest chose two students. One summarized what the initial speaker had said and the other tried to ask one question to the speaker or added some information or comment about that point. At the end of this class, Mr. Guest complemented each student. It made us smile. I think this study was really useful. We learned writing, speaking, listening, composing sentences immediately and got knowledge about the Japanese medical system which foreign doctors might ask us in the future. I liked this class and I know other EMP members also think like me. I hope this study will continue.

July 5

Nozomi Shinohara

It was too hot and humid in 305 so we had our lesson in a comfortable room with an air conditioner. Today we gave reports on our individual topics. My topic was; I've heard that patients are kept in hospital longer in Japan than in many other countries?

I think this true. From the perspective of the hospital, sufficient after care requires patients stay in the hospital longer. Most patients stay in the hospital until their doctor decides that they stay at home without a doctor's help. So, patients who suffer from serious diseases such as cancer, leukemia and national particular diseases must stay in hospital longer than other patients.

From the perspective of patients, many don't want to go home even though they have minor problems and even though their doctor has said they are completely recovered. Since hospitals can't force patients to go home (because of the law), sickbeds are always full. This is one of the reason why hospitals sometimes refuse ambulances.

From the perspective of the insurance system, there is enough money supplied to patients. So, no matter how long

patients stay in the hospital, the financial burden is light. This is obvious when we compare Japan with developing countries.

Before the class, we researched our topics at the library, on the internet, and we asked doctors for information. While each student was giving his/her report, others tried to listen and understand everything. Then, one student was chosen to summarize, and another student was chosen to ask some questions or give comments. When someone couldn't remember a medical term or made some grammar mistakes, other students gave assistance.

July 12, 2010 Class Report

Sae Miyaushiro

Today Dr. Kato taught us about hypertension.

The definition of hypertension is above 140/90mmHg. Blood pressure (BP) is a product of cardiac output and vascular resistance.

One of the important hormones which control body fluids is aldosterone. It acts on distal tubules and the collecting duct in nephron, takes sodium up and secretes potassium. By taking up sodium, blood volume increases which results in cardiac output increase and the BP level goes up.

Primary aldosteronism is a disease caused by an abnormally large amount of blood aldosterone. The major causes of this disease are 1: adrenal adenoma 2: hyperplasia. 1 usually occurs in kidneys unilaterally and treated by adrenalectomy. 2 is bilateral, so doctors can't perform an operation. In this case medication using spironolactone is common.

When kidneys fail due to ischemia, renin is secreted. Renin is an enzyme that converts angiotensinogen to angiotensin I, and ACE (Angiotensin Converting Enzyme) changes it into angiotensin II. Angiotensin II increases the BP level by two pathways 1: contracting blood vessel → vascular resistance goes up, 2: it acts on the adrenal gland to increase the secretion of aldosterone → cardiac output goes up.

In this lecture Dr. Kato asked us a lot of questions and he corrected our weak pronunciation many times. I learned that acquiring good pronunciation is very important in learning medical English.

## 2.5 EMP4 2010 前期アンケート

1. プログラム全体を通して5段階で評価してください。

とても有益だった	2
有益であった	3
どちらかと言うと有益	1
どちらかと言うと有益でない	0
あまり有益でない	0
有益でない	0

2. プログラム全体を通して最も良かった点とその理由があれば書いてください。

- ・外部の先生をお呼びしてのワークショップは新鮮でした
- ・EMPは少人数なので話す機会が多くて良かった
- ・様々な国の人と交流を持つことが出来たので英会話や英語での発表、各国の違いなどが学べた
- ・英語を話せたこと
- ・色々な国々の人とふれあえたこと
- ・医学英単語を覚えたこと
- ・英語を使う時間が増えたこと
- ・普通の授業では学べないような国際医療の話を学ぶことができ、視野が広がった
- ・英語を話す習慣がついたこと
- ・赤十字について詳しく聞いたこと

3. プログラム全体を通して改善すべき部分とその理由があれば書いてください。

- ・折角なので他学年との交流があれば良い（セッションなど学年を分けずにやれるものがあるのでは？）
- ・授業内容や準備すべき発表内容・予習についての連絡をそれぞれもう少し詳しくしてほしい
- ・特にありません
- ・今のままで良いと思います（2名）

4. プログラムの実施期間（時間）についてどう思いますか？

- ・妥当である
- ・適切だと思う
- ・ちょうど良い
- ・今のままで良いと思います（2名）
- ・後期については再試験期間を外して頂けるともっと受講者が増えるのではないかと思います

5. 自分自身の中期的・長期的な具体目標を立て、それを書いてください。

- ・英語がネイティブな国での臨床現場で実践できる英語力をつける。単語プリントの復習を毎日こなす

- ・医療英単語・フレーズを身につけるとともに、会話力やプレゼン力も習得したい
- ・医療を世界をとおして見てみたい。またそれに携わっていきたい。そのためには今頑張る
- ・医療を行ううえで不自由なく英語で会話できるようになること。医学英語のボキャブラリーを増やすこと
- ・Speaking 能力を上げたいです
- ・医学英語をしっかり覚え、それを用いて医学について英語で論理的に会話できるようになること

6. その他、気が付いたことや意見があったら、何でも書いてください。

- ・これからもがんばります！

## 2.6 EMP2 授業報告

13-Apr-10

Yuki Rikitake

In the first class, Pam who is 4th grade med student from UCI, and we introduced ourselves to each other. I was a little nervous before the class due to being inexperienced in this situation, "Can I catch what she says?" "If I am asked questions, will I be able to answer?" I thought, but that type of thinking was a groundless fear. I thought I could manage to pull the class off as she had a friendly character and spoke clearly. That was a good experience. In addition, another reason why I found this class interesting was that I could learn other EMP member's motives to be a doctor. Each member has each a different reason I thought.

20-Apr-10

Kosuke Kusakabe

We were divided into groups of 3 or 4 and each group listed names of major departments of MU hospital. These were checked by the teacher as he wrote down one word each on the board. Secondly, we wrote one sentence about each h of the departments in our list, explaining in general terms.

20-Apr-10

Michiko Sugino

Today, we worked in pairs, and we discussed the major departments/sections at the hospital. Then, we talked about each department's primary functions.

20-Apr-10

Mari Takahashi

We studied words associated with the major departments/sections at the hospital and wrote one sentence about each of the departments.

27-Apr-10

Kaori Sato

We chose one of the departments from our list and made a list of common medical conditions. Then we discussed this in English and had a question -and- answer session about technical terms between different groups.

27-Apr-10

Hiroko Minema

Last week, we talked about the major departments at our hospital, and wrote a sentence about each of them in

groups. This week, we chose one of the departments and made a list of the common medical conditions found in it. Our group chose gynecology and obstetrics, known as "OBGYN". We explained major conditions of OBGYN to the class, for example, "delivery", "pregnancy", and "breast cancer". Next week, we will discuss how to treat the conditions.

18<sup>th</sup> May

Aki Tominaga

In this class, we made several groups, and explained various departments in a hospital according to group. To explain the departments, we had to know many medical words so, we learned many new medical words and how use them. We were very well trained by this, and enjoyed the time.

1-Jun-10

Yuki Rikitake

Today, we told our partners about current medical news we had researched in English. My article was about a new study which found that babies cry with an accent within the first week of life. A little odd, I think, but we often study the prenatal care of an unborn child and heard that some babies remember scenes of their birth, so perhaps it is possible.

11-May-10

Hiromi Kitazume

Today, we had class based on the handout from previous class. First, 2 groups gave a presentation about common medical conditions with their department, After that, we had time for group work to list up treatments offered by our department. Lastly, 3 groups gave a presentation about that.

11-May-10

Kanako Mimata

In this class, a few groups' members who didn't tell other groups' members their own departments' common conditions in the previous class continued their introductions, and after that, each group looked up the various treatments for the conditions.

18-May-10

Hidefumi Narita

Today we talked about what treatment each medical department offers to the patients and explained the general duties of the each department briefly to other people. In the next class, we will discuss some short medical articles.

22-Jun-10

Hiromi Kitazume

In today's class, we gave two presentations for JIC A members. One presentation was about students' lives at Miyazaki University. The other was about Akihabara and the otaku culture. After each presentation we had time for questions and answers.

22th June

Aki Tominaga

In this class, we each prepared a few different sentences or stories using some set medical words, and read the sentences to different partners. The partners learned the sentences and then repeated them. I enjoyed this time because I could hear stories based on the sentences that my friends made. Some stories were very funny and I also learned how use the medical words. This class was good for me.

29-Jun-10

Hidefumi Narita

Today we practiced using medical terms. Before the class, each of us had made several English sentences which contained at least 6 medical terms. Then, in the class we were divided into 2-member groups and translated and repeated back the sentences which our partners read aloud.



## 2.7 EMP2 2010 前期アンケート

1. プログラム全体を通して5段階で評価してください。

とても有益だった	5
有益であった	4
どちらかと言うと有益	4
どちらかと言うと有益でない	0
あまり有益でない	0
有益でない	0

2. プログラム全体を通して最も良かった点とその理由があれば書いてください。

- ・医学英語を学べること（単語など）
- ・JICAプログラム。海外の医療スタッフと触れあえた。自分の英語力が足りないことも分かったが、目標もわかった
- ・ホワイト先生の授業（記事について説明しあう）
- ・Mike や White と会話できたこと！
- ・英作してみんなで見せるやつ
- ・新聞記事のペアのやつ
- ・皆でつくった文を暗記して言い合ったこと。→ 頭の中で文法や単語をイメージにあわせて覚えることが役に立ちそうだったと思った
- ・JICAの人たちと交流できたこと
- ・Mike の授業で、2人とか3人になって英語を話すこと。JICAのプレゼンの準備。
- ・JICAとのディスカッション。初めて会う人に英語を使うのがいかに大変かを学んだ
- ・英語という共通の好む科目のある友人が増えた
- ・途中で英語力を上げるための授業をはさんでいたのが、いつもの疑問が解消されてよかった

3. プログラム全体を通して改善すべき部分とその理由があれば書いてください。

- ・医療単語はある程度自分で出来るので、英語力を鍛える（例えば日常会話など）プログラムももう少し入れていただけたらと思う
- ・JICAプレゼンテーションの準備で南部先生の授業が聞けなくて残念だった
- ・JICAとの交流をより有意義なものに
- ・発言しづらい
- ・発言しにくかったです
- ・特になし
- ・発言しづらい。シャイなので
- ・もっと多くの生徒が英語を話さなければならない環境が必要だと思う

4. プログラムの実施期間（時間）についてどう思いますか？

- ・他の授業との間に空きコマがあるので時間がムダ。使いにくいことが多い
- ・問題ない
- ・問題ないと思うが、他の授業がない週などは休講にしてもらえるとありがたい
- ・火曜日は全休だったこともあったから、少しめんどくさかった
- ・テスト前つらい
- ・テスト前は厳しかったのに、空きコマだらけの曜日にあるのはキツかった
- ・現在のままで良いと思います
- ・火曜日の3コマ目にしてほしい
- ・火曜日は EMP だけに学校に出てくるのがつらかった
- ・ちょうど良いが、火曜は EMP だけのために学校に来なければならなかったので時間割を考えて欲しい
- ・ちょうどよい

5. 自分自身の中期的・長期的な具体目標を立て、それを書いてください。

- ・ TOEIC 950。自然な会話、語をふやす
- ・ *Language of Medicine* の学習を通し医療英語を身につける。英語に割ける時間をなるべく確保できるようにする
- ・日常生活の中に英語を取り入れて過ごす
- ・英語を仕事で使えるレベルにしたい
- ・発言できるようになりたい
- ・個人的にも勉強する
- ・留学に向けてもっと医療 words を覚えたい
- ・ネイティブの人と話せるようになる。医学英語を使えるようにする
- ・英語を意識しなくても話せるようになる
- ・日常会話を英語で
- ・いずれ海外で生活したい
- ・日常会話はスムーズにできる（ネイティブとの会話をほぼネイティブと同じスピードで話せる）留学までにしたい
- ・医療の現場で使える医療英語を身につける
- ・細かな表現も自分の思っていること意思のまま伝えられるようになりたい

6. その他、気が付いたことや意見があったら、何でも書いてください。

- ・楽しかったです（2名）

## 2.8 ENP3 授業報告

2010.4.14 Wed

Shino Ishigami

The new term started in April, this was our first session as third year students. We have a new member ; her name is Ms. Iwakiri, and she is a master student studying cancer. She talked about the "care of caregivers". A caregivers also often put their own feelings and needs aside, but they also have worries and often feel tired. Caregivers also need emotional and spiritual support from other people. We often focus on people who need care, but it is important to think of caregivers and not only people receiving care, because their well-beings is also important.

April, 21.

Yusuke Shiba

Today, we discussed about "anger" and introduced recent sources of anger. My anger is based upon too much homework! It's very hard for me and other members too. How about patients? I think patient may have anger at the hospital. For example, they come at early morning, have a long wait for medical examinations, pay transportation costs, and it's not fun. To know patients' thoughts is important. Nurses can't cure all anger, but must solve these problems as much as possible.

April, 28

Saki Nishiyama

We invited a guest to this lesson . Ms. Hamasuna, a midwife, joined our class ..We talked about some poems that were presented on paper. They were written about support for caregivers .Reading poems together was fun!

19,May

Shino Ishigami

In this session, principally, we did "role plays" about communicating to caregivers who are helping people who need care. Many caregivers worry about care, but can't confide their feelings to someone. We were paired up. One acted as a nurse, and another acted as a caregiver worried about care. In the end, we found that the best listeners have two important qualities. The first point is to listen to caregiver's feeling closely. If we strain to listen, the caregiver may be able to speak their mind easier and feel well earlier. The second point is to ask questions. For example if we ask the question "How did you feel at that time?" or "How about~?" , they have to think about their state of mind, Then, they can compose their thoughts. Thorough this process, caregivers may get hints about their worries to improve the problem. When I become a nurse, I want to apply these points, and I hope I can become a good listener.

26,May

Communication is difficult.

Yusuke Shiba

Today, we discussed about "patient's loneliness ". After making pairs for role-playing, we asked a partner their reasons for loneliness, and proposed solutions for it. I understood that the way of asking is very important. Patients often don't want to talk about themselves but patients have the key for the solution. So nurses have to make an atmosphere in which patients can talk easily. For example, sitting at a suitable distance, smiling, and empathizing with them. These are all important! Communication is very difficult but, I want to solve patients' distress and related problems in the future.

16,June

Shino Ishigami

In this session, we gave presentations in the presence of Jica people about "Job Reports".

We each had a theme: the "Maternity Class", the "Prevention of Nurses' Needle Injuries", the "Emergency Medical System of Japan" and the "Perinatal Medical Care in Miyazaki".

After our presentations, Jica people gave presentations called the "Syrian Woman's Health & Maternal and Child Health Report", the "Chief of Pediatric Department in Harasta Hospital (in Syria)" and the "Yemen Health Report". Then, we and Jica people introduced ourselves and talked about the differences between the Japanese medical system and their country's systems.

After we finished this program, we were surprised at many things, for example; it is difficult to reach emergency patients in Yemen because Yemen has many rugged dirt roads in the Mountains. Syrian hospitals give medication and treatment free, because the government supplies the money.

I think, although each country has a different medical system and problems, every country's people are trying to improve them.

23, June

English is very fun!

Yusuke Shiba

Today, Mr. Mike Guest came to our class for the first time in a long time. We introduced interesting things we had learned in other ENP classes to Mike.

There were many memories. In the second half, Mike translated Japanese words and writings we often used well to English. I think Japanese and English are very different so suitable expression of English is difficult but, it's very fun. I want to talk with many people freely. I will be interested to study and speak English more.

21, July

NCPR(Neonatal Cardiopulmonary Resuscitation )

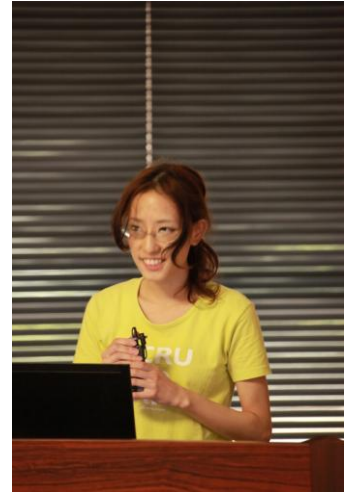
Yusuke Shiba

Today, Ms. Mizuhata came to our class. She introduced NCPR (Neonatal Cardiopulmonary Resuscitation ) and explained how it works. The most important factor is detailed observation: meconium, amniotic fluid, cyanosis , and more. And in the second part she introduced a baby model, so we could come to understand a baby's characteristics well. Sometimes Ms. Mizuhata asked us some questions. Every question was very important but I couldn't answer. The test will come soon so I must study hard.

<ENP3 JOB REPORT の様子>



Ms. Nishiyama



Ms. Ishigami



Mr. Shiba



Ms. Fukuda

## 2.9 ENP3 2010 前期アンケート

1. プログラム全体を通して5段階で評価してください。

とても有益だった	2
有益であった	0
どちらかと言うと有益	1
どちらかと言うと有益でない	0
あまり有益でない	0
有益でない	0

2. プログラム全体を通して最も良かった点とその理由があれば書いてください。

- ・色々な先生がきたこと
- ・今回は色々な先生をお招きしてのクラスだったので、話題も多く楽しかった
- ・看護の先生がたくさん授業に入ってくれたことで、看護の知識も深まったし、専門用語や実際の表現方法などにふれることが出来た

3. プログラム全体を通して改善すべき部分とその理由があれば書いてください。

- ・予定がコロコロ変更になったこと
- ・特にありません

4. プログラムの実施期間（時間）についてどう思いますか？

- ・良いと思う
- ・決まった時間（日）だったので困ったことはなかった
- ・3年前期は週1回、しっかりとれたので良かったと思います。ただ、ENPしかない日もあったので、出来れば他のコマにも授業が入っている日が良かったかなと思います

5. 自分自身の中期的・長期的な具体目標を立て、それを書いてください。

- ・まず夏休み中に医学用語を集中して覚え直していきたいです。それを実際に会話の中に取り入れて使えるようにしたいです
- ・看護用語を使うことが出来る。日常会話レベルになる
- ・夏休みを利用して語彙を増やす。自分が思っていることをスラスラ言えるようになる（来年7月までに）

6. その他、気が付いたことや意見があったら、何でも書いてください。

- ・特にありません

## 2. 10 ENP2 授業報告

April 13<sup>th</sup>

Haruka Ibi

Today, we had the first lesson of ENP. First, we decided our group leader. Ms. Haruka Tsuboi became our group leader for 2<sup>nd</sup> year of ENP. Next, we introduced ourselves in turn. It was difficult for me to explain my opinion in English. "Do not study English, but study IN English" Ms. Nambu said to us. I'll always remember this word from now. Ms. Iwakiri explained about our learning material for next week. We will have a discussion about "when cancer returns".

It was useful for me to ask her about midwife. I hope to speak more smoothly and communicate with classmates more actively next week.

April, 20.

N2 Syota Kagawa

On April 20 2010, I took part in the second class of ENP II. At the first class, We introduced ourselves but We didn't study a nursing specialized training nursing English. So I was looking forward to be taught it by Ms. Nambu and Miss Iwakiri in English.

At 8:40, the ENP class started. Tsuboi, our class's leader, was late a little but it was no problem. We began to talk quietly little by little. At first, We discussed the criteria for selection to go to PSU to study. Ms. Nambu showed us a paper written in Japanese that explained shows the last year's 7th criteria with seven conditions and called on told us to explain them in English individually. I thought I would do like to try firstly. But I was not able to hit on a good explanation. After all, I explained the criteria No.2 "看護評定" on the 5<sup>th</sup> turn. I said that it was "a nursing technical level", but the correct explanation was "a nursing technical scale". Though I regreted that I can't couldn't explain the word correctly, I was able to study it. In addition, I studied how to explain/paraphrase. say "account for".

Next, Miss Iwakiri directed us to look in at a booklet "When Cancer Returns". She had given a homework at in the last class to think about how we would feel, how and what we want to be told and , how we wan to be contacted by doctors and nurses if we were patients who had cancers again. I had imaged the situation the day before the class. There were some poems and pictures on the booklet, so she asked us what we feel when we watched look them. One student replied that the pictures had healing effect and another replied that she was so impressed by the poems that the poet had which compared a cancer to a bomb. I replied that the picture made me live. strongly confidently. I felt it the plants on the pictures to suggest life's strength.

After the class, I felt like studying English more and I found out my lack of English ability. Although I have a question "Will my English really become good enough before Can I be in time for going to PSU truly?", I want to continue to make efforts.

April 27

Mari Kamichi

Our class started with the question by Ms. Nambu, "What did you have for breakfast?" I thought that we must

have breakfast in order to concentrate on this class.

The theme of studying in this class is "Recurrence of Cancer". Today, we discussed worries that people who have had cancer might have. While many people have emotional problems, about 10% of the people worry about relationship with their families or friends. Then, we also discussed that "if the patient who have been told her recurrence starts crying, what will you do?". My opinion is that I will stay by her without any words. I think only staying gives her relief.

It is very difficult for me to express myself in English. So, I will try to speak English actively.

18-May-10

Momoko KOMATSU

Today, we tried role-playing of a nurse and a client. We have understood that we shouldn't have translated Japanese sentences into English sentences literally. Japanese languages often shorten their meanings. So, it's important for the speaker to find out and tell concretely to explain plainly to the listener. English is a good tool for communication with many people. I will study English hard to tell comprehensibly to them.

11-May-10

Chihiro Kiyota

Today, six people were present for the class.

At the first, Ms. Nambu explained to us that we would need to introduce Japanese culture etc. in JICA presentation. We were surprised at the news. But we decided to try as hard as possible we could.

After the explanation, ENP class started. In this first part of the session, we translated sentences of two tables from Japanese into English. The tables were printed in the paper, titled "Bad News". It is still difficult for us to translate them perfectly into English. So we broke the rule of this class, "Silence is bad." We must study English harder.

For the last thirty minutes, we played a card game called "Bear's card". There were many kinds of bears on the cards. First, we chose one card out of them. The chosen card must express our own personality. Next, we introduce the card to everyone. We could know the personality of other people. Also we learned to how to express ourselves. We enjoyed this game. It was very amusing.

18-May-10

Momoko KOMATSU

Today, we tried role-playing of a nurse and a client. We have understood that we shouldn't have translated Japanese sentences into English sentences literally. Japanese languages often shorten their meanings. So, it's important for the speaker to find out and tell concretely to explain plainly to the listener. English is a good tool for communication with many people. I will study English hard to tell comprehensibly to them.



May 23.

Ai Nogami

This time, we learned the word "Where we are?". This is my first time to hear that. And we practiced "tongue twister". Last time, we tried to speak "She sells sea shells on the sea shore". But this time we tried to speak "Sally says she sells sea shells on the sea shore". More difficult! It was hard for me to speak fluently it. Then, we translated Japanese to English. We thought that what is the good phrase which was said the patient or nurse. It was difficult but thinking more and more was very interesting for me.

And I read "When cancer returns". I found that sentence of "Controlling pain" in 14page were already learned in ENP BI class. That's all. Thank you. By the way, I haven't finished three reports (maternity nursing) yet!! And test (nursing for children) will come soon!! Oh, my god. I'll do my best ;-(

May 30.

Ai Nogami

This time, we learned the word "Where we are?". This is my first time to hear that. And we practiced "tongue twister". Last time, we tried to speak "She sells sea shells on the sea shore". But this time we tried to speak "Sally says she sells sea shells on the sea shore". More difficult! It was hard for me to speak fluently it.

Then, we translated Japanese to English. We thought that what is the good phrase which was said the patient or nurse. It was difficult but thinking more and more was very interesting for me.

And I read "When cancer returns". I found that sentence of "Controlling pain" in 14page were already learned in ENP BI class.

That's all. Thank you. By the way, I haven't finished three reports (maternity nursing) yet!! And test (nursing for children) will come soon!! Oh, my god. I'll do my best ;-(

June 8<sup>th</sup>

Haruka Ibi

Today, Ms Iwakiri was absent for ENP lesson. So, we prepared for JICA presentation.

I and Chihiro studied in class room with Ms Nambu. Ms Nambu advised us on the presentation. Other teams prepared in computer room. Today's lesson was a free breakup. We will have rehearsal of JICA presentation in next week.

June 22<sup>th</sup>

Mari Kamichi

Today, we presented Japanese culture to JICA members coming from the Middle East countries (Syria and Yemen).

We introduced on the following.

- Sightseeing in Miyazaki
- Japanese food

- Japanese culture (*YUKATA*, *ORIGAMI*, *TANABATA*)

In the introduction on sightseeing in Miyazaki, they tried *NAGASHI-SOUMEN*. They said that making a noise in eating noodles is not good in their countries. In the introduction on Japanese food, they ate Japanese sweets. It seemed that "*ANKO*" was too sweet for them. In the introduction on *ORIGAMI*, they tried to fold a paper crane. And in the introduction on *TANABATA*, they wrote their wish in *TANZAKU*.

During this class, we wore *YUKATA*. So, I think that aroused their interest in Japanese culture. And, eating and making actually was good way for them to understand Japanese culture.

This presentation was very good opportunity for me. I could learn the way to present something to other people plainly. And, I could know Japan more. I noticed that I didn't know Japanese culture well. So, I thought that I should know Japan as a Japanese.

06/29/2010

Chihiro Kiyota

Today is not English class. We spoke Japanese in class. We have studied English together on Monday since this spring.

- Shadowing
- Role play

But we were worried. Were we able to get more ability to speak and listen to English than ENP class started?

We discussed how to study English.

- Listening to western music.
- Looking at movie in English.
- Using "Screen play".
- Speaking English with ENP members.
- Etc.

We have to study harder.

<ENP2 JICA の方たちとのセッションー日本文化紹介ー>



## 2.11 ENP2 2010 前期アンケート

1. プログラム全体を通して5段階で評価してください。

とても有益だった	1
有益であった	6
どちらかと言うと有益	0
どちらかと言うと有益でない	0
あまり有益でない	0
有益でない	0

2. プログラム全体を通して最も良かった点とその理由があれば書いてください。

- ・通常の ENP では読み書きが中心になるので、実際に英語で話す機会を作ってくださったのがとてもよかった。そうすることで、自分の出来なさが良く分かり、試行錯誤するモチベーターとなった
- ・とりあえず間違ってもいいから話せ、という精神が身についた。ずっと英語で自分の意見を言ったほうが楽しめるから
- ・看護に関連したテーマのディスカッションは興味をもてとても良かったです。また、JICA の方たちとの交流は自分のモチベーションを上げるのにとっても良い機会となりました
- ・英語にふれあう機会と、医学用語を学ぼうとする意欲がわいた
- ・ENP1 よりももっと少人数で、先生とより直接的にコミュニケーションが取れて嬉しかった
- ・JICA の方たちが来られて、パワーポイントを使って発表などをして交流したこと。自分たちの発表を楽しんでくれたし、英語を使って少しでも交流（会話）ができたから
- ・スピーキングの練習が多かったこと。話す勇気とか頭の中で英文を作ったりすることが少しできるようになった

3. プログラム全体を通して改善すべき部分とその理由があれば書いてください。

- ・英語を学ぶのではなく英語で学ぶという触れ込みで授業を行っていただいたのだが、やはり英語を理解しようとする僕らの意識が強すぎてしまい、授業の目的がぐらぐらしてしまうことがあったと思う。英語の実力が不十分な中では、講義の良さが半減してしまう
- ・とくになし
- ・なんかゆるい所も楽しかったけど、もうちょっと厳しくしても良かったんじゃないかと思う
- ・特になしと思います

4. プログラムの実施期間（時間）についてどう思いますか？

- ・特に問題は感じなかった
- ・とくになし
- ・良かったと思います

- ・いいと思う
- ・ちょうど良かったと思います！
- ・特にないです
- ・ちょうどいいと思います

5. 自分自身の中期的・長期的な具体目標を立て、それを書いてください。

・中期的な目標としては、洋画を字幕なしで見れるくらいリスニング力がほしいです。まず、相手の言いたいことを正確に理解できることが、話せるようになる前に必要だと痛感しました。長期的には、海外の病院のICUに入っても問題ないくらいの実力がほしいです

- ・医療英語と好きな分野のものから覚えていく、とか
- ・初対面の外国の方とでも、憶さずに話せるようになる
- ・日常会話、患者さんとのやりとりで使う英語をERのDVDを通して学びたい
- ・映画を字幕なしでも理解できるようになりたい
- ・日常的に英語が使用できる程度になりたい
- ・専門用語や日常英単語などでのポキャブラリーを増やしたい

6. その他、気が付いたことや意見があったら、何でも書いてください。

・まだまだ僕たちが英語に慣れていない今期は講義で上手く進まなかったこともあったかと思った。次年度は、メンバー次第だが、もう少し易しい課題で自信を付けてから進めてもよいかもしれない

- ・全体を通して楽しかったし、後期が楽しみです
- ・楽しく英語をマスターすることができたらいいなと思います。後期は日程的に午後とか少し大変ですが、頑張りたいです。

## 2.12 N\_ENP 授業報告

[Group A]

May 12<sup>nd</sup>

Chiemi Kamimura

First, we introduced ourselves. And we learned how to ask questions in English. Second, we learned words of facilities in the hospital and practiced how to guide people. Lastly, we practiced conversations.

The date of today is May 19.

Hitomi Matsuzaki

We studied the word of the Medical Departments. The first, Words and Phrases was learnt and Card of the word played game. Next, the use of deal with was learnt. The example, Psychiatry deals with the mind and its disorders. Next, the use of stands for was learnt. The example, JAL stands for Japan air line. Next, the use of seem to was learnt. The example, you seem to have lost weight. You seem to gain weight. Thank you.

June 2<sup>nd</sup>

Chiemi Kamimura

First, we reviewed contents of last week and practiced everyday conversation. Today, we learned words of things in patient's room, for example nurse call button, drawer. And we practiced explanation of patient's room for inpatient first admission.

June.9.2010

Name: Hitomi Matuzaki

This time, we studied Patient Observation and Vital Signs. The First, the word was memorized. The Next, We became the nurse and patient, and the vital sign was asked in English. For example Nurse: In the morning, your nurse will take your vital signs.

Patient: Ok

Nurse: How many times did you have a bowel movement yesterday?

Patient: Once/ twice/ three times.

Patient: How is my blood pressure?

Nurse: Your blood pressure is 120/60. etc. Thank you.

June.22.2010

Name: Kentaro Wada

This time, Patient Comfort was studied. The First, the word was memorized. Next, the tool when it grooming and done Qing was learnt. etc. Thank you.

June 23<sup>rd</sup>

Chiemi Kamimura

Today, we learned words and sentences about patient positioning and transferring. About positioning, we learned not only specialty words but easy expression. And we learned parts of wheelchair.

June.30.2010

Hitomi Matuzaki

Teacher: Tessai Yamanaka

This time, we studied Medication. The First, the word was memorized. For example, Medicine, prescription, intravenous drip, laxative, dose The Next, we learned administering. For example Take 2 tablets three times a day after each meal. The nurse administered pain medication to patient. Put in the eye drops three times a day. Next, the usage of "make" was learnt. The medicine, as a side effect, may make you thirsty. Thank you.

July 14<sup>th</sup>

Chiemi Kamimura

Today, we learned cancer nursing. First, we learned words about cancer nursing for example, tumor,metastatis. And we learned cancer of parts of body. And we practiced expressions about cancer nursing.

[Group B]

12, May

Atuko Kubo

First of all, we introduced our family and our favorite things.

Kayo told us her impressions when she visited Tel -Aviv in Israel. Tel Aviv is not a dangerous region like Gaza Strip. It is clement and humidity is not high in Israel. Many kinds of people live there. Usually, Jews don't eat pork and drink alcohol. When she drank tap water, she felt it was salty. Her story was very interesting.

Next, members checked a question sheet "What sort of person are you?" It was difficult for me to understand the meaning of the words for me.

Besides, we reviewed basic of grammar. Kayo explained for us how important grammar is. The basic structure of "subject + verb" is important when we speaks-English. Dictation is good for learning English in terms of not only listening but also grammar. We got two pieces of homework. We have to memorize 2 sentences from the dictation and have to prepare for the explanation about our work. We made the schedule for the future classes. We should guide to the member and the teacher to the pediatrics department and Neonatal Intensive Care Unit in June. Next time, we will discuss a topic that a member chooses in English. I'm in the mood of learning English with tension and expectation from today.

Wednesday, May 26

Recorder : Nakamura

Absentee : Miss.Shimada

It was the third class today. First, We reviewed some idioms in last week's lesson. It was a game that ties phrases to make sentences. Let's take an example. The card "My sister is married" puts together "to an Australian" Next, we made sentences. Then we did dictation-cloze exercises. We wrote down some words while listening to a CD. Next, we had a discussion about the article that was a movie, "Okuribito". The article says that "When we are born and when we die, in what should be the two most important moments in life". We had a discussion about it and we thought it is important for nurses(?). It was difficult for me to read the article in English, so it was very difficult to discuss. We asked Ms. Shirasaka its means. Last of all, we reviewed basic grammar.

May, 26<sup>th</sup>

Yoshimi Tanaka

Thank you for the informative class. The class in this week, we learned how to say about weather in English in the beginning. Next, we introduced our jobs. One of us is a head nurse. (Another of us is nursing management .And the nurse attending to patient directly.) Some manage the hospital some attend to the patients. There are various nurses. We have important functions for our patients to take good care. Next, we wrote to dictation in English . Even though we can't catch the sound, it is important to follow the grammar. Finally, we studied the structure about adjectives with a prepositional phrase We could touch a lot of English sentences. And we enjoyed the class.

June 9th,

Atsuko Kubo

Absentee: Shimada Tanaka.

Reporter: Kubo

It was the fifth class today. We were excited to think how to introduce Japan in today's lesson. We talked about our recommendation to foreigners who visited Japan They were foods, activities, sightseeing spots, clothes, etc. We practiced the explanation of the trip to Kyoto, Hokkaido, and Hakone by using a phrase "I recommend you to ~". It was fun, and the room filled with laughter. However, it was difficult to explain several words in English such as hot springs, traditional tea ceremony, "Kokeshi", " Chikin nanban" , "Letasu maki".

Jun, 16th

group B Yoshimi Tanaka

We studied two things this week. First we reviewed last week's lesson. One of us recited the instructions to

patients in English. These were how to get dressed and undressed or to posture for exam. The other followed the instructions.

Next, we read 'Get Your Daily Dose' (into Japanese by) in turns. This article consisted of five paragraphs. It says that we should get quality sleep, get enough water, exercise regularly, eat a well-balanced diet, and get vitamins and minerals. We looked back our life. Even though we understand they are good for health, we can't do easily. In the conversation, we realized that there were various life styles. One of us eats a simple meal at night because she always gets home late. A couple their roles. And then her husband prepares their meals. I live alone, so I prepare meal only for me. Each of us is building up various living habits day by day. I think we may have a more meaningful life if we acquire the habits which are suitable to maintain good health.

[Group C-1] 未提出

[Group C-2]

May 13<sup>th</sup>

Mayumi Horiuchi

On May 13th we had our first ENP class of the current school year. In this class we discussed pain. In the case of cancer, for example, there is acute pain, chronic pain, and breakthrough pain. There are many factors involved in pain, such as some medical tests, compression, chemotherapy, and radiation therapy. Treatments for pain include massage, acupuncture, etc. We also learned some phrases to describe different types of pain: piercing, dull, throbbing, phantom limb, etc. Next week we will talk about itching. I look forward to this class.

2010/05/27

ENP (Advanced Course) Report

Miho Iwakiri

We enjoyed today's class. Attending were Ms.Horiuchi, Ms.Ishigami (a college student), and myself. The teacher was Ms.Nanbu. We spent the first hour discussing the maternity class, an educational program for pregnant women taught by midwives. Ms. Ishigami is a college student and she is a member of ENP3. She will have a presentation about the maternity class for JICA this month, so she wanted to get some information on the maternity class from some midwives. Ms. Horiuchi is a midwife and she has attended many maternity classes.

Ms. Ishigami had some questions for Ms. Horiuchi. Ms. Ishigami asked what she needed to be careful about in the maternity class. Ms. Horiuchi said to make sure all members can attend the class. For example, first there is free talk time, and then introductions. Some information is given out about the maternity class team and there is some practice and discussion. A maternity class takes about 2 hours. The content of classes varies according to midwife technique and whether or not the class members had prior births.

Ms. Ishigami was very surprised, because she didn't know that maternity classes were different according to the midwife's technique. The midwives use a textbook produced by midwives at Miyazaki University Hospital. Ms. Horiuchi showed us textbook. Ms. Ishigami and Ms.Nanbu were interested in the book and in Ms. Horiuchi's stories. I was, too. Ms. Ishigami said she would write the report for the maternity class and give a presentation."



Later, Ms. Horiuchi, Ms. Nanbu, and I talked about "Gate Control Theory" (it is a kind of pain theory). We used some papers as the basis for a discussion on pain. For example, we discussed why we feel pain, and why touch can ease a patient's pain. We were able to understand "Gate Control Theory" and we understood the effects of touching patients in pain.

We enjoyed today's N-ENP. The theme for next class is "The cause of itchiness and its treatment." I'm looking forward to it.

June 3rd

Mayumi Horiuchi

In this class we discussed the causes of itching. I was surprised to find out that itching can have many causes. Some of the causes we discussed were head lice, chiggers, scabies, various skin conditions, allergic reactions, chemotherapy, jaundice, and chicken pox. I learned a lot of new vocabulary today. I even felt an "itching" for the end of the class, but each week I have a sense of accomplishment.

2010/06/10

Miho Iwakiri

We enjoyed today's class. Attending were Ms. Horiuchi and myself. The teacher was Ms. Nanbu. We spent the first hour discussing treatment for itchiness. We had some written material on this topic and we began by reading parts of it. "The main treatment is antipruritic. We can use a variety of over-the-counter and prescription anti-itch drugs. Some plant products have been found to be effective antipruritics, others not. Non-chemical remedies include cooling, warming, soft stimulation."

Ms. Nanbu asked us what medication we used for mosquito bites. I usually use Muhi, and Ms. Horiuchi said she used Unakowa. So, we use some quasi-drugs for mosquito bites. Ms. Nanbu said she usually did the same as us, but that sometimes she used fresh aloe from her garden. She grinds it and puts it on her skin and the itchiness goes away. We were very surprised, but we understood after we read the paper.

Later, Ms. Horiuchi talked about her and her sister's atopic dermatitis. Ms. Horiuchi is using two kinds of steroids, but her sister is using Chinese medicine. That medicine has improved her condition. Ms. Horiuchi used a Korean medicine for two months about two years ago. That medicine helped her to control her atopic dermatitis, but it was very expensive and she doesn't use it anymore.

This was the first time that Ms. Nanbu and I had heard about "Korean medicine". Perhaps it was Chinese medicine. Ms. Horiuchi said that it was effective but tasted bad.

We discussed caring for itchiness some more and found out how to treat a wide variety of itch-related problems. In next class, we will talk about death. I'm looking forward to discussing this topic with my classmates.

## 2.13 N-ENP 2010 前期アンケート

とても有益だった	2
有益であった	8
どちらかと言うと有益	0
どちらかと言うと有益でない	0
あまり有益でない	0
有益でない	0

### 1. プログラム全体を通して最も良かった部分とその理由があれば書いてください。

- ・テーマを決めてそれぞれで資料を集めて、自由にディスカッションできたので、表現力が身に付きやすかったと思います。
- ・「痛み」や「かゆみ」、「死生観」について、英語で自由にディスカッションを行いました。自分なりに考えを英語で表現しようと努力できたと思います（準備した資料が日本語であったこともあり）。1人だけではなく、みんなで話せたと思います。少人数制だったからでしょうか。
- ・すべての分野において単語を知ることができた。またその単語を使って、文章を作ることができたので、全体的に良かったと思います。
- ・現場での病棟紹介、日本文化の紹介は、皆が自分げ分からないなりに考えることができ、楽しく盛り上がり、その後に役立つものであると思う。
- ・テキストの中から自分達で勉強したい部分を選び、自分が働いている診療科に合った単語や例文を学習することができたこと。（理由）学習した単語や例文が、実際に病棟で使えるから。
- ・メンバーが選んだ英文を訳して、検討したこと。実際、病棟に行き、英語での病棟案内をしたこと。  
理由 長い英文を訳すことが少ないので、とても勉強になった。
- ・楽しく単語を覚えることができ、似たような単語、文章を関連して覚えることができた。

### 2. プログラム全体を通して改善すべき部分とその理由があれば書いてください。

- ・人数が少ない時には二人きりになってしまった時もあったようなので、もし、どうしても人数がそろわない場合は同日にしている別のところと合同で行うように臨機応変になれば、ディスカッションも行きやすいような気がする
- ・今回、少人数制での授業だったのですが、欠席者が増えると日にちを変更せざるえなかったもので、次の変更日が勤務希望できていなかったりしました。先生にも臨機応変に対応してもらい助かりました。前もって欠席がわかっていたので、このように対処できたのですが、勤務の都合など突然の欠席だと対応が難しいように思いました。
- ・宿題があったことは負担感があったが、それがあることによって自主学習の必要性は理解できた。今回は、いろいろな教材に触れた。内容が豊富であり、バラエティに富んでいた反面、なにかをじっくりやったという感覚は少なかった。
- ・特にありません（2人）
- ・特に思いつきません。
- ・ヒアリングの時間がもう少し多いと良いと思う。理由 自分はかなりヒアリングが苦手であるため。

### 3. プログラムの実施期間（時間）についてどう思いますか？

- ・期間と時間はこのままでいいと思います。
- ・よいと思う
- ・期間は良かったです。（2人）
- ・学習している時はあつと言う間に時間が過ぎて、短いように感じますが、日勤後であると考えるといい時間だと思います。
- ・1回の時間は良いと思うが、10回の期間は短いと思う。英語に慣れてきたと感じたら、終わる時期になっている。
- ・部署の繁忙度等に影響され、勤務終了後のため疲れた状況での出席となった。（今回は特に疲労を感じた）受講者の出席率が非常に悪く、講師の先生が、一生懸命になってくださるのが分かる反面、それに答えられていない自分たちが申し訳なかった。どの時間であれば、出席率が良くなるということはないと思う。

### 4. 自分自身の中・長期的な具体目標を立て、それを書いてください。

- ・中期目標としては、お互いに英語で興味のあることを調べつつ、ディスカッションを行い質問力や表現力（言い換え）についてさらに深めていきたい。長期目標としては、せっかく各教職員や学生のENPがあるので、そこでたまには交流の機会を設けて、英語で話し合えるような場ができるように考えていきたい。
- ・目標は常に同じであるが、外国からの研修生に対し、自施設の案内が英語でできることである。
- ・今回習った英語をいかし、院内で医療関係の会話ができるようになりたい。
- ・洋画が、字幕なしで内容を理解できること、英語で会話ができること
- ・勉強になっただけでなく、気分転換にもなってとても楽しかったです。ご指導ありがとうございました。
- ・9月にタイの留学生の方の対応を担当したのですが、私がタイに行った2月よりも相手の言葉を理解できて、自分の考えも伝えられるようになっていたのを感じました（まだまだ未熟なのですが）。単語を並べるだけでなく、文章を作る力をつけたいと思うようになりました。そのためには、どうしたらよいか、先生に相談したいです。TOEFLなど勉強してみたいとも思います。
- ・日常生活、仕事で英会話をスムーズにすることができる。

### 5. その他、気がついたことや意見があったら、何でも書いてください。

- ・可能であれば、看護学科のENPコースの学生が1度か2度飛び入りができること、お互いに刺激になって、英語で看護について語ったり、学んだりという意識づけになるような気がします。
- ・ENPに、連続して3回の参加になったであろうか。残念ながら会話力に関しては、上達はないかもしれない。参加している時間は楽しかったけれど、自分に時間のゆとりが欲しいと感じる今回でした。
- ・前回も今回も、先生方がとても熱心に指導して下さることに感謝しています。

・これまで、いろいろなスタイルでENPを受けてきたのですが、今回は、たまに資料の準備は必要でしたが、準備の負担もそれほどなく、英語だけでなく医学的な内容も深く学ぶことができました。楽しかったです。

[A]

2010/5/25

Takako Aman

Today we had our second O-EMP class this year. We began as usual by telling each other our "news" from the past week. I talked about my washing machine, which had broken down the previous Sunday. It's fixed now.

Then we looked at the questions we send as homework to Rick each week. There were several interesting questions.

One classmate asked for a way to express appreciation (in writing) to someone who has been very helpful. Rick gave us a couple of expressions. We can say "I deeply appreciate your kind help" to someone who has done something for us. Or, we can say "Thank you in advance for your kind help" if we are asking someone for assistance.

It is useful to understand the different nuance of these expressions. Rick mentioned that "please" and "thank you" are like "magic" words—if we remember to use them then communication will be easier, especially written communication with people we have never met.

June 1st

Name: Haruna Sakai

We began the class by briefly chatting about our "news" from the past week. I said that I had received my first mosquito bite this year. Mr. White told us that it was more difficult to catch Japanese mosquitoes than the ones in Canada because Japanese mosquitoes move more quickly than Canadian ones. I was surprised.

Later, we went over our weekly English questions. I asked about the difference between the words "admit" and "allow". Mr. White told us that these words often had very similar meanings and he gave us example sentences:

Allow someone to enter a public event/place:

"Students are not allowed in this room."

Another student asked about using the exclamation mark in E-mail. Mr. White suggested that we should not use " ! " in any official/business email, but that it's OK for E-mail between friends.

Takako has to explain how to pay school fees to foreign students, and she wanted to know a good phrase for explaining why paying through the automatic debit system is better than paying in cash. Mr. White suggested saying something like this:.

"You can pay here in cash, but it's much better if you pay from the automatic system. This will avoid accidental double payment."

Foreign students sometimes come to my section. If they ask about paying school fees, I will try to explain with this phrase.

June 15th, 2010

Fumiko Ohno

At the beginning of the class, we discussed the World Cup game between Japan and Cameroon. Japan won the game 1-0. Rick taught us that "one- nil" and "one- zero" have the same meaning. After that we discussed our own "new and exciting" things (trips, dinners, etc.)

Next, we moved on to our regular question and answers.

#### 1. Takako

She was absent from the last lesson. So, she had two questions.

Q1: What is the difference between "your majesty" and "your honor"?

A1: "Your majesty" is used for kings or queens and "Your honor" is used for a judge.

These phrases are used for "great" people. A long time ago, people believed kings were appointed by God (and judges were appointed by kings), so they began to use such polite expressions.

Q2: What is "total deduction" in the pay voucher?

A2: If you see our office's pay voucher, some deduction are noted. For example, health insurance, taxes etc. If you total them, it is "total deduction". Different companies have different types of pay vouchers.

#### 2. Fumiko

Q1: What is the difference between "Please--" and "Why don't you--" when we'd like to offer something. For example, what is the difference between "please be seated" and "why don't you have a seat?"

A1: "Please be seated" is more official and polite. It is often used at meetings but the phrase is not actually meant as an offer.

"Why don't you have a seat?" is a more casual phrase of offering.

Q1: What is the difference between "please sit down" and "sit down, please".

A2: These have the same meaning. "Please" and "thank you" are "magic" words. If you use these words in conversation, people will treat you kindly.

#### 3. Haruna

Q1: What is the difference between "some" and "several"?

A1: "Several" is only used for countable nouns, while "some" can be used both for countable and un-countable nouns.

#### 4 Misa

Q1: Do the following sentences have the same meaning?

(1) A: I am strong.

B: I am tough.

They are different. A strong person can pick up heavy things. A tough person can take a lot of pain.

(2) A: It' a difficult job.

B: It's a tough job.

These are basically the same.

(3) A: That's a cool car.

B: That's a tough car.

They are different.

A=good looking,nice; B=not easily damaged

5 Tomomi

What is the difference between "hurt" and "injured"?

They have the same meaning.

But there is grammatical difference.

{  
○I hurt my foot[object].  
○I injured my foot[object].

{  
○My head[subject] hurts.  
×My head[subject] injured. This should be "My head is/was injured."

6 Kyoko

Her question was about the World Cup. We had already discussed this topic, but she was not at the class then (because she had to attend a meeting). We talked about the upcoming game between Japan and Holland.

7 Saki

Q1: What is the difference between "however" and "but"?

A1: but . . . conjunction however . . . conjunction/adverb

"However" is more formal-sounding than "but". When we use "but" at the beginning of a sentence, it makes for a stronger nuance than "however".

June 22

Saki Ishikawa

Today, we were given a special lecture from Prof. Tamada. We began the class by introducing ourselves and told him the purpose of attending the O-EMP class.

Then we watched the CNN news talking about an outbreak of Ebola virus in Zaire. After watching the news, Prof. Tamada asked us some questions, but we could hardly answer. So, he gave us some useful pointers to understand the news.

In the ending of this class, he told us what we should do to improve our English skills and gave us some useful documents to study by ourselves. He also told us to get time to study English by ourselves in our daily life is important. This class was very useful and exciting for us.

[B]

May 18

The O-EMP lesson of the first half of the fiscal 2010 started. It is same as before that Classes are ten times in all on Tuesday every week for 90 minutes. Having changed is that our group divided into two. Our new group has five members - Ms. Iwase, Ms. Sakashita, Ms. Nagatomo, Ms. Nagamine, and me. In the front five classes Ms. Nambu teaches us as in the past. But to my big surprise, Mr. White teaches us in the last half. It may be a very lucky and valuable experience to listen and learn native English. But I became anxious and couldn't feel delight amenably. The first day May 18 has come. The system of class also changed. A chair provides an agenda and discuss in English. I was the first chair by misfortune. And I was very disappointed with the result. What I have done are just looking for a agenda and preparing poor materials. So I was good at nothing for chair and that class came up empty-handed. Fortunately, the class was over in happy harmony because of the warm supporting from Ms.Nambu and four other members. Actually though, I felt down at the bottom of my mind. After coming home, I went through the material about how to discussion that Ms. Nambu gave us. Then I felt blue more and more. All in all, it was a positive experience and I think it makes the next class better. "Never too late to repent."

2010.5.25

Yasuko Nagamine

This week's discussion title is "Blog & Twitter."

I asked everyone next questions.

1. Have you ever written a comment in "Blog & Twitter"?
2. What made you interested in "Blog & Twitter"? (Why are you interested in~)
3. Do you have a "Blog"?
4. When and why did you start your "Blog & Twitter"?
5. Why do you think "*Enjou*" happens? "*Enjou*"=flamewar
6. Have you had "*Enjou*"?

We discussed about 1.2.3.4.questions.

Some people didn't read and see of "Blog & Twitter". But,

- A certain woman likes drawing picture. She has "Blog", and digital picture up-load twice a year. She doesn't teach us Blog address. She said "Because, it's embarrassing".
- A certain woman watched "recipe Blog" several time. When she doesn't want to cook, she sees "Blog" of the "*otumami*"etc. And, she checks many "Blog". For example, sightseeing, local food, etc, she has not seen "Twitter".
- I spoke about my "Blog & Twitter" experience. I could understand "Blog", when I was looking for information about UK for the travel. I found a certain "Blog" and wanted a comment in that "Blog". I don't know "Twitter". But, I guess "Twitter" is like a chat. And I wanted to register myself with the company of the "Twitter" for this week's discussion. But I didn't. because, I didn't want to give personal information any more.

Next, we discussed difference between Home page and Blog.

- The blog is up-loaded (renewal) easier than Home page.
- The home page is only information.

Many person didn't know about "Twitter", and we discussed.

- The message should be within max 140 letters.



- Many people can join reply or feedback the message in timely.
- There are special Twitter language. For example @now.
- Many people can feel same time.

We discussed about 5.6.questions.

· For example, Someone gives person-A negative comment. And another people person-A strong negative comment. Again and again, Then, it's like fire. I think that It's "Enjou".

· For example, Smiley Kikuchi's case (a Japanese comedian) . He has the home page. He wrote that A certain actress had a connection with the high school girl's murder. Many people said that He might have something to do it accident. And, many people wrote a comment again and again. So, he had "Enjou".

June 1, 2010

Chairman : Akemi Nagatomo

Theme : The school meal

This time's theme is "The school meal."

We all had eaten the school meal, and along the following questions, talked about a memory of the lunch.

Where did you spend in elementary school or junior high school?

What kind of lunch did you have? (What kind of menu were there?)

Please teach us memory with the lunch.

What do you think of the action in the articles?

I'll ask the person who had the school meal. Please teach good think about the school meal?

Please teach bad think about the school meal? By an area and the generation when they spent school days, we were surprised that it different in a school meal.

For example, there were the menus which I didn't know such as the menu, Tatsuta deep frying of the whale, *chirikonkan* and fried bread. In addition, a serving group had to explain the menu of the day, and there was the school which broadcasted a program every class.

About the action in the articles, someone said that it is too luxurious and seems going too far.

2010/06/08

Kana Iwase

**【review about today's lesson】**

Today, we discussed about "citizen judge system (*saibanin seido*)"

This theme was a little difficult, even though I hear many things to everyone.

I had negative image about this system, but I was amazed to learned of everyone has calm opinion.

Even so, I think "this system doesn't make any sense!"

Finally, I asked a surprise question "which do you like dog or cat?" that make use of the extra time.

We talk about everyone keep pets stem from the question. And we more excite than today's theme. (I could hear someone keeps unique pets.)

**【review about conversation in English】**

I put Japanese sentence into English when I talk something. So I think better that I become thinks in English reflexively.

Another, I should be able to clarification in simple words to smoothly converse in English when I had difficulty finding the right words and everyone couldn't understand about I said things.

2010.6.29

Yasuko Nagamine

We began the class with each student talking about their own recent news.

1. I put on the kimono and had a tea ceremony lesson on Saturday. I've been studying tea ceremony for 9 years.
2. Ms. Tanaka has been watching TV on the sofa for the past week. She's been watching the World Cup and Wimbledon. She's only getting about 3 hours of sleep each evening.
3. Ms. Sakashita has also been watching the World Cup on TV, even though she doesn't know much about the rules and doesn't have a favorite player.

Then Mr. White answered the questions we had emailed him.

1. How to use "therefore". For example, A (I see water on the floor.) +B (You're wearing boots.) +C (There is an umbrella.) Therefore D (It must be raining outside!)
2. What's the difference between "ride" and "mount"? For example, first you mount (get on) a horse, then you ride it (begin moving).
3. "She sells sea shells by the sea shore." So could you give us the correct pronunciation of these words? Shape of the mouth is like a kiss→shell, shore; like smiling→she, sell, sea.

We also had a chat about Canada—its languages, national flag, cities, time zones, famous people, food, animals, etc.

July 6<sup>th</sup>

Akemi Nagatomo

We began today's class by talking about what we did on the weekend.

Ms. Tanaka bought a new, high-tech washing machine.. Ms. Iwase only has an electric fan in her house, so she's feeling tired because of the summer heat. Ms. Nagamine was pleased to find out that we can now reserve seats for the cinema via the internet. Ms. Sakashita went to Fukuoka as a volunteer for The Star Festival event. In today's class, we learned many words and idioms. For example, the difference between "early," "sooner," and "fast," and idioms that use "give" and "get."

2010/07/13

Kana Iwase

Today, we learned some subtle differences in English words.

For example we learned synonymous words and some differences between some words that look similar at the first glance. I understood some synonyms all have their subtle differences.

But I think I have to take to English everyday to have good command of vocabulary.

I resolved to study harder.

[Group C] 未提出

[Group D]

18.May.2010

Yuka Taninoki

We practiced the pronunciation that Japanese people usually had trouble to listen and pronounce.

r and l, s and th v, f and w

We introduced ourselves in English only, didn't use any Japanese. After finishing introductions, we asked our members some questions each other. Then, our teacher introduced himself from his university days in Tokyo up to present time. We asked him many questions because we were interested in his unique vision.

Next, we talked about foreign countries that we had been to, of course, in English. Four people have been to Asian countries. Our teacher can speak not only English but also Korean and Chinese.

Finally, our teacher proposed a new style of lesson that we had wanted to do in this lesson for ourselves.

We agreed with his idea. Next lesson, the topic of lesson2 is what we will have done this weekend.

25.May.2010

Tomomi Kitahata

(Showed words in this time)

- [except~] and [not only A but also B]

The meanings of [except~] and [not only A but also B] are not the same.

〈Case of [except~]〉

ex.) Every student has to attend the class except those who have passed the exam.

[up to you] ⇔ [depend on you] [colleague] [not yet] [a little bit] [so-so] [on the way to~] [get along with~]

[talk about what happened these days] [it looks like] or [it's like] [be looking forward to~] [nap] [pregnant]

[not~any]=[no] [allow~to~] [applicant] and [apply]

(Showed things in this lesson)

- It's important that we don't have to learn native English because we live in Japan. This means that we don't learn ESL (English as a Second Language) but learn EFL (English as a Foreign Language).

- If we want to describe our experiences, we should use the present perfect. And, we should pronounce the words strongly which we want to emphasize most.

ex.1) I haven't taken a plane to go to Fukuoka.

ex.2) It was my first time to go to Fukuoka by plane. (Say [by plane] strongly.)

- About a way of the present perfect

The present perfect can be classified into four categories, completion, experience, past and continuation. So, these following sentences have different meanings.

ex.1) [I have studied~] [I studied~] [I had studied~]

ex.2) [It is raining now.] [It has rained for 2 days.] [It has been raining for 2 days.]

- If we can't recall an English word, we can try to use the simple words to express it.
- About the words that start from [re-] [cover]-[recover] [lax]-[relax] [mind]-[remind] [cycle]-[recycle]
- About the words that start from [in-], [im-] or [ex-]  
[import]-[export]
- Difference between [see] and [watch]

First, we talked about our experiences of last weekend each other in English. Our teacher asked us several things about them. Next, we talked about our school days each other in English. And our teacher asked us several things about them too. Then, one of us could not talk about it because we didn't have enough time. So, we agreed that his talk was carried over until next time. Next lesson, we will talk about our experiences on this weekend each other in English and so on.

1.June.2010

Hiroyuki Ito

Because Mr. Sekiya's story about his school days hadn't finished last time, first of all, we started to listen his story. It was the story of research in his university days. He used a lot of technical terms, so we needed time to understand his stories.

The words (which or that) he used dendrimer, synthesis density

Next, we talked each other in English about what we have done on last weekend and what we want to try in the future. I feel the difference of English proficiency between me and classmates through these three lessons.

I want to make an effort to catch up with my classmate.

8.June.2010

Sekiya Hiroshi

(Showed words in this time)

[spread] [pollen] [daily farm] [worse and worse] [concentration] [harder and harder] [volcano] [pray] [play]  
[breath] [pity] [volcanic] [inhale] [ash] [exhale] [cure] [funeral] [cough]

(Showed grammars in this time)

[want A to~] [tell A to~] [ask A to~]

The meaning of [want A to V] and [want to V A] are not the same. V : verb, A : him etc.

<Case of [want to~]>

She wants him to send a gift. She wants to send him a gift.

The meaning of ① and ② are not the same.

<the subjunctive mood>

[I wish I had p.p ~], [I wish I could~]

These following sentences have to be the past tense or the past perfect tense.

(Practice of the pronunciation)

The pronunciation of A and B are not the same. She vs see, Shit vs sit

(Showed things in this lesson)

First, we talked each other about our experiences on last weekend in English. Everyone talked and asked several things about our experienced stories for 50 minutes. Next, we used some prints which our teacher had prepared beforehand.. This time, we learned English conversation for shopping. The prints were 8th section of a certain text book. The title of the 8th sections is 「How Much Is this?」. We read the script on the prints chorally. In addition, we learned some useful expression for shopping. These are the items, [a little, a bit, quite, pretty, really, too]

<Next plan>

We will challenge to have a conversation in the shopping situation in English. Let's try it.

<Impression>

This week, I learned a lot of words, grammars and pronunciations.

I felt very happy because I could have a conversation in English with everyone. But, I felt the poverty of my English vocabulary and the difficulty of pronunciations thorough these four lessons. On the other hands, I think this is the chance to get used to speaking English. In the future, I want to enjoy and study English more.

15.Jun.2010

Yuka Taninoki

‘안녕하세요’

This lesson started with the words. Last lesson, I proposed an idea that we should learn saying hello in various languages all over the world. Our teacher who had remembered the idea taught us Korean hello in accurate pronunciation. I thought we had to live having a global view from now.

First, as usual, we talked about past weekend each other. Though we had 4 lessons, our talking is still not like a conversation but like an announcement. We need long time to be able to talk like a conversation each other.

Next, we practiced how to buy some souvenirs in English in foreign countries. We will have role play next lesson. We learned the difference of 料金 in English.

· fee, fare, cost, rate and so on

We learned the passive too. At the end of the class, I explained my photo that was one of most favorite. The picture was that I tried on chima and jogori, which are Korean traditional clothing, in front of Deoksugung in Seoul last year. Deoksugung was the castle of Joseon Dynasty. Our teacher tried to show us fire dance video on internet. But we could not watch it because of internet trouble. Next lesson, the others will explain their pictures. I am looking forward to listening it.

22. Jun.2010

Tomomi Kitahata

(Showed words in this time) [period(era) drama] [leave-left-left] [depart] [injection] [weight] [seem~][appear~]

(Showed things in this lesson)

· If we forgot the things that we did, we can use these sentences. [I can't remember what I did.][I forgot what I

did.]

· When we go to the shop and we want to ask the shop's staff about something that they recommend to us, it is better to use this sentence.

[What do you recommend?]

(Showed language in this lesson)

We learned to say [Hello] and [I love you] in Spanish [Hello]=[Hola] [I love you]=[Te · quiero]

First, we talked about what we did on the past weekend each other. Our teacher asked us about them. But we couldn't ask many questions about them each other. So, we should try to do it each other actively from now on.

Next, we practiced shopping conversation in English. We made two groups and we played the role of shop's staff and visitor each group. We tried our best to speak in English. But, when we had something that we couldn't express by ourselves in English, we asked our teacher for advice.

Though we were supposed to talk about our own pictures which each of us brought, we didn't have enough time to do it. So, next time we will talk with it and ask the questions about it each other.

24.June.2010

Hiroyuki Ito

The lesson was done on the 24th because all members were not able to gather the next week.

(Showed things in this lesson)

First: This time, each one brought own photograph, and we talked about that. Sekiya's photograph: Photograph when he went to Sakurada Familia during honeymoon. My photograph: Photograph of Event when I am in the fifth grade of elementary school. Kitahata's photograph: Photograph when she went to Ishigakijima during summer vacation. Taninoki's photograph: She didn't bring her photograph because she has done it last time already.

(Next plan)

Exchange with international student whom teacher Tessai invited.

(Impression)

I came to want to go to Spain by the Sekiya's story. Though I heard some dangerous story of Europe, I wanted to see the Sakurada Familia. Only 3 more lessons are left, I want to make use of these few chances as much as possible.

(Showed words in this time)

[theme] [pay attention to~] [potential] [reference] [laugh] [discourage] [confess] [relative] [relate]  
[long-distance-love] [take a exam] [once a month] [Are you ready?]

[ashamed] [held-hold-hold] [gather] [move to~] [neighbor(hood)] [bright] [cheerful]

[actress] [actor]

(Showed things in this lesson)

· We learned the difference of them. [say] [tell] [talk] [speak]

First, we talked about what we got by our English lessons. We thought about what we needed to improve our English skill and how we could get it from now on. Then we told our teacher about them. Well, I thought that every student felt this lesson was hard. But we realized that we could get used to speaking English a little by this lessons. So, we thank Mr. Tessai, Ms.nunbu, and overseas students who talked to us on the past lessons for giving a good chance to us. Next, we talked about some themes of love because one student had a

great interest in it and he could speak in English better than usual during thinking about it. Well, we had the different themes of love, progress of marriage, first love, first date. And the student who likes thinking of love talked about what he wanted to do if he got a girl friend. Though their story was very interesting, I was ashamed to talk about love. But I enjoyed it because everybody enjoyed talking with English in that time.

6.July.2010

Sekiya Hiroshi

<Introduction>

This time, we had a conversation with Ms.Su and Ms.Aileen. They are friends of Mr.yamanaka. Ms.Su came from China four years ago. Ms.Aileen came from Taiwan two years ago. Now, they study Japanese language and enjoy miyazaki life here. Already, they can speak Japanese and English. In this class, we tried to speak English with them.

<Class>

First, we introduced ourselves in English.

Next, we separated into three groups and had a conversation with Mr.yamanaka, Ms. Su, Ms.Aileen for fifteen minutes in English. After fifteen minutes, we changed partners to talk in English, in this way, we kept talking in this class. In the end of this class, we enjoyed conversation in Japanese.

<Impression>

In this class, we couldn't speak English well because we couldn't understand their conversations which were very fast and long sentence. And their English pronunciations were different from ours. We felt to speak English is difficult. But, this time, we got the good chance talking with other country's people.

So, I came to want to learn short sentences for conversation and study hearing by the movies.

This time, Mr.yamanaka gave us a good chance to speak English with foreigners and Ms.Su, Ms.Aileen are good persons. We were glad to see them. Next lesson, we will be enjoying the new plan.

## 2.15 O\_EMP2010 前期アンケート

1. プログラム全体を通して5段階で評価してください。

とても有益だった	9
有益であった	11
どちらかと言うと有益	0
どちらかと言うと有益でない	0
あまり有益でない	0
有益でない	0

2. プログラム全体を通して最も良かった部分とその理由があれば書いてください。

- ・留学生との交流が良かった。普段外国の方と接する機会はないため新鮮でかつ勉強になった。
- ・短期集中型で、英語に抵抗感なく授業を受けることができたこと。他国の方と話すことができたこと。
- ・2年という長期スパンでの研修プログラムなので、クラスの皆が雰囲気良くとても自然で、緊張がないのが良いと思います。
- ・毎週英語を聞く、話す、書く機会を作っていただけたことが良かったと思います。特にライティングでは皆さんの英文を添削する形式で授業を行っていただいたため、回を重ねるごとに自分の英文をよりじっくりと見直す癖がつき、初回よりもスムーズに頭の中で英文が作れるようになっていたことが良かったと思います。
- ・海外で買い物をすることを想定して、店員役とお客役に分かれて会話したことです。理由：海外で実際買い物をすることは最も身近に起こり得ることだと思うので、その練習が出来て非常に良かったです。
- ・今期のプログラムは、昨年度と少しやり方が変わって、前半を会話中心のリック先生が受け持ってください、後半を書く英語中心（もちろん会話もあり）の南部先生が講義をしてくださって、本当に有意義でした。昨年度のプログラムを終えて、私たちが出した意見等を考慮してくださりこんなやり方にしてくださったのだと思いますが、南部先生の翻訳は、知らなかったことをたくさん教えていただき、新たな発見も有り、とても充実していたように思います。
- ・今回はネイティブの先生と会話をする機会があったので、少しずつですがリスニングのコツを覚えられた気がします。（と書くとクラスがバれてしましますが…）話す方はまだまだ勉強が必要だなあと感じました。考えていることを言葉にするのにまだ時間がかかるので…
- ・自己学習方法にずっと迷い・不安を感じていたので、基礎・自己学習方法を学ぶことができたので良かったです♪
- ・今回は、ネイティブの先生とのスピーキングやヒアリングだけではなく、文法や英作文についても学ぶことが出来た点が良かったです。
- ・HWがあり、勉強する習慣がついた
- ・複数の先生による様々なタイプの授業を受講することができたこと。会話だけでなく、ライティングの勉強が出来たのもよかった。自主学習のための材料を紹介していただいたこと
- ・後半の南部先生のライティングの授業は細かい部分まで訂正していただきとてもためになりました
- ・社会人になると特に日常において英語に触れる場面が少ないので、触れ合うことができる貴重な機会だった。特に旅行したときに使える会話の授業が有意義と感じる。旅行で実際に使うことができ、役立つ場面があった。
- ・Speaking と listening の機会を増やして下さったので、1年目よりは英語で答えようと、がんば



った気がします。授業中はほぼ英語のみで、全部を理解する事はできなかったけど、英語に対しての恐怖心のようなものが少なくなりました。また、1年目より少人数での授業で、発言の機会が増えた事はとてもよかったです。

- ・英語のみの研修だったこと。私にとってかなりハードな10日間でしたが、語彙が増やせし、文章（会話）をその場で作ろうとする（正確さは別にして）体験ができたので良かったです。
- ・（はじめ計画をうかがった時にはとまどいでしたが）南部先生とホワイト先生のおふたかたから受講できたこと。
- ・文法（プリント）とリスニングがあったのが良かった。基本的なことが分かっていなかったためとても分かりやすかった。
- ・英語の文法など、初歩的などころから学習できた。忘れてしまっている所が再確認できた。
- ・これまで同様、リック先生と実際に会話をする中で英語が学べるのがよかったです。また、今回から南部先生による書く授業が始まり、自分で辞書を引ながら書くことに加え、他のメンバーが書いた文章を勉強することで、自分が考えつかない表現を知り、さらに知識の習得につながった。日本語で文法や表現の細かい点まで教えてもらえるので、わかりやすく、理解しやすかった。

### 3. プログラム全体を通して改善すべき部分とその理由があれば書いてください。

- ・特にないです。（4人）
- ・プログラム内容がある程度決まっていた方が、目標を持ち易いと思います。何処に自分の目標があるのか、分からなくなってしまうから。
- ・今後大学職員、病院職員として身に付けておくべき英語、ということで教材などありましたら取り上げていただけると嬉しいです。（患者さんとの会話・留学生との会話など・・・）
- ・改善すべき点は強いて言えば、もうすこし自分の学習時間を確保することだと思います。
- ・自分がやりたかったコミュニケーション英語に重点が置かれていたので、とても楽しかったです。
- ・自分自身を改善したいです・・・
- ・10月に留学生が来るので、今までの成果を少しでも出せればと思います。また、少しの時間でも毎日英語学習を続ける事。
- ・クラス分けについて。結果的に自分のレベルを上げる意欲に繋がったので「改善して欲しい部分」とはいえないのですが、当初、戸惑いました。（※先生は、レベルの低い私との会話にストレスがあったのではないかと推察します。申し訳ありませんでした。）
- ・仕事の都合で急に授業を欠席したり、開始時間に間に合わず遅れて来た時のレポート提出方法。レポート提出の順番が分からなくなり、レポートの提出が確実にできない。
- ・特になし。でも書く授業が面白いです。

### 4. プログラムの実施期間（時間）についてどう思いますか？

- ・勤務している私としては5時30分から開始は厳しく、できれば6時くらいからしていただくと助かります
- ・適切な実施期間の設定だったと思います。
- ・時間（90分）、曜日（火）、回数（10回）ともに適当だと思います。
- ・ちょうど良い時間帯だと思います。
- ・期間や回数につきましては適当だったかと思います。ただ、時間につきましては、薬剤部での業務終了が17:15なので、17:30開始では少しバタバタしてしまいました。

- ・これまで通りでいいと思います。
- ・去年に比べて短く感じるようになってきました。多分楽しんで研修を受けられているんだと思います。
- ・少し短いかなど感じてきました。すみません・・・
- ・業務の繁茂期と重複せず助かりました。
- ・今の時間がいいです。
- ・ちょうどいいと思う。週に1回ですが英語に触れる機会があるので刺激になります。
- ・適当と感じる
- ・良かったと思います(3名)
- ・勤務時間が終わってからなので、参加しやすいです。それでもいつもクラスに遅刻してしまうのが、申し訳ないです。

#### 5. 自分自身の中・長期的な具体目標を立て、それを書いてください。

- ・毎日30分は英語に触れるように努力し、時間に余裕ができれば英会話を習いに行く。
- ・目標：短い文章で、意思を伝えられるようになる。そのために、以下のことを取り入れる。私生活で、英語を用いたシャドウ英会話を行う。ビデオを字幕なしで観る。英会話のテレビ番組を視聴する
- ・過去4回、看護学科でJICA地域別研修を担当し、少しでも研修員とコミュニケーションがとりたいと思って始めた英会話でしたが、10月に人事異動があり学生支援課に配属になりましたので、ソクラ大学学生や教員とも交流してみたいです。
- ・働きながら英語を学ぶ機会を与えていただいているので、大学に貢献できるよう実践で英語を話せるようになっていきたいと思います。前期プログラムが終わった後も、ラジオで英語に触れる時間を毎日作るようにしています。少しずつでも、毎日継続して英語に触れていきたいと思います。
- ・リスニングと文脈の理解が苦手なので、英語の音楽を積極的に聴いたり映画を字幕なしで観るなどして、自分の日常生活の中で英語に触れる機会を少しずつ増やしていきたいと思います。同時に、英検やTOEIC等の受験も考えておりますが、こちらはもう少し自分の中で余裕を作ってからにしたいと思います。
- ・今回のプログラムで、翻訳の楽しさを知れたので、書く英語をもう1度自分でも勉強し直したいと思いました。
- ・外国の方に対応する際、他人に頼らず自分だけで対応できるくらい、スムーズに英語が出てくるようにしたいです。
- ・中期的目標：基礎の単語をしっかり身につける！長期的目標：身につけた基礎を応用して会話に活かせるようになる！
- ・ソクラ大学等の短期留学生との会話が止まらないように、スピーキングをもっと鍛えたいです
- ・簡単な会話と、文章作成(E-mail)などのやり取りをできるようになること
- ・単語力を強化すること。スムーズに英語が出てくるようになりたい
- ・英語の原著を読めるようになる。そのために語彙を増やすのが当面の目標です
- ・旅行中に使えるような表現を学びたい。
- ・CD・DVD・テレビなどで毎日英語に触れる。映画などで聞いた言い回しを使って、日記をつける。(※うわあ 言ってしまったあ)(※前回目標にした「英語の本を読む」は、「単語がわからない」「辞書をひく」「時間がかかる」「ストレス」の連鎖で長続きしませんでしたあ。)
- ・一週間のうち英語にとり組む時間を決め、ふつうに実行できるようになること。それができたら、またAsahi Weeklyの購読を再開すること。

- ・来年度も留学生がたくさん入学してくるので、日本語ではなく英語でコミュニケーションがとれるようになりたい。
- ・留学生との会話がスムーズに行えるように、リスニングの力をもっと付けていきたい。
- ・後期は文法を1から勉強し直したいと考えています。まとまった勉強時間がなかなかとれないので、少しずつでも頑張ります。

6. その他、気がついたことや意見があったら、何でも書いてください。

- ・良い経験ができました
- ・このような現状でしたという報告になります。このEMPにつきましては原則参加ということでご案内いただき、私も今回学習するにあたって、全ての回で参加するようにしたのですが、実際はなかなか日時が難しい時もあり、それでも他のメンバーに日程調整をお願いするのも気が引けたため、他の部屋の職員に無理を言って参加を優先したこともありました。今回は薬剤部だけのメンバーでしたので、予定を合わせることは比較的簡単でしたし、日程調整もお願いしやすかったとは思いますが、やはり、自分の都合でわざわざ日程調整をお願いすることは、同じ部の職員であっても気になるところがあり、だからと言え、今後もEMPを優先するとなると他の職員からはなかなか理解が得られない場合もあるかと思っておりますので、原則参加ルールは私の中では実際難しい問題となっております。
- ・2009前期・後期はホワイト先生でしたが、2010前期は南部先生にもご指導いただきました。それぞれに楽しく、特に南部先生のクラスは時間を忘れて勉強というより気軽に英語に親しむ事ができました。
- ・前プログラムと同じようなやり方でやってくさるとありがたいです。
- ・ご迷惑おかけしますが、今後ともよろしくお願いします。(特にホワイト先生…)
- ・やはり、全体を通して感じたことは自己学習の大切さです。学習方法を学んでいながら、自分自身が努力しないと、無意味なものになってしまうな・・・と深く感じました。自分勝手な意見ですが、学習した成果を発揮できる機会(例えばテストを定期的にするなど・・・)があると、メリハリがでてもっともっと勉強しなくてはという思いが掻き立てられるのではないかな・・・と思います。ワガママな意見ばかり、すみません。
- ・次回の授業でも英作文について学びたいです
- ・前期は、ほとんど出席ができず残念でした。せっかく入れていただいていたのに、申し訳ありませんでした。
- ・お忙しい中、丁寧に授業をしていただき感謝しております。学生の頃のような授業を受けたのが久しぶりだったので、新鮮で楽しく学べました。
- ・1回だけ、別のグループで授業を受けさせていただいて、とてもよい刺激を受けることができ、よい経験だったと思います。
- ・後期もまたいろいろとご相談にのっていただきたいと思います。どうぞよろしくお願いします
- ・基本的な文法等、プリントがあると勉強しやすいと思いました。楽しい雰囲気学べたので、後期も楽しく頑張りたいです。
- ・3クールが終わってこれまでを振り返ってみると、とても「頑張って勉強しました！」言い難く、せっかくの機会なのに、これではいけない・・・と反省しました。韓国語に興味を傾いているのも正直なところですが、2年間の勉強もあと1クールなので、英語に絞って頑張りたいと思います。

### III. 終わりに

玉田吉行

2010年度前期のEMPとENPの報告書です。

EMPも6年目です。ホワイトさんと南部さんの任期が今年度末で切れますし、文部科学省からのGP「質の高い大学教育推進プログラム」の予算も今年度で終わりますので、英語科も変わらざるを得ません。

今回も色々な人の協力を仰ぎながら、医学科5年生・4年生・2年生のEMP、看護学科3年生・2年生のENP、附属病院看護部のENP、事務部のEMPを行ないました。

医学科のEMPでは、加藤教授、伊達教授（ともにフロンティア）、澤口准教授（解剖）、中馬准教授（眼科）、児玉講師（周産母子センター）の協力を仰ぎました。

看護部のENPと事務局のEMPでは非常勤の永射さん、山中さん、白坂さん、看護学科のENPでは水畑さん、長谷川さん、岩切さん（看護科院生）が協力して下さいました。

医学科5年生のEMPには、ソククラからスビナさんをお招きしました。スビナさんはソククラを退官されたところでしたが、一昨年のシンポジウムで来て下さった折の学生の評判もよかったので、招待することにしました。

医学科6年生の篠原さんと別所くんがアーバインに行き、昨年度来て下さったムラタさんの家にホームステイをさせてもらいました。ビデオカンファレンスでの面接などを経ての難産の末に実現した初めての2人枠でしたが、それだけに将来に繋がる貴重な体験だったと思います。個人的な負担を考えると、ムラタさんには感謝しても感謝し切れません。年明けのEMPに再度来て下さる予定でしたが、日程が合わずにお呼び出来なくなりました。来年は来てもらえるように準備したいと思っています。

ソククラに行った看護学科4年生の吉田さん、五反田さん、福元さん、松田さんは、初めて単位を認定されました。もっと早く認定されるべきでしたが、何とかやっとなり実現しました。（編入生の福元さんと松田さんは、制度上2年間のENPには参加できないところでしたが、二人の強い希望もあって、ソククラ行きも実現しました。4人枠が実際に埋まりにくい現状ですので、編入生の参加も含めて少し検討の余地はありそうです。）

いつも学生の受け入れで尽力して下さいしている学生支援課の長友さんと坂井さんには、留学先の雰囲気を知ってもらうためにも南部さんといっしょにソククラに行ってもらいました。

医学科だけの少人数で始めたEMPも、今では看護学科、看護部、事務部を合わせる結構な人数になっています。参加する人たちの関わり方や思い入れもかなりの温度差があります。方向性を見ながら大所帯の全体を動かすのはなかなか大変なことです。色々な人の協力を得て何とか続けられていると思います。

色々な事情も重なって報告書の準備に手間取り、梅の咲く季節になってしまいました。2週間後にはまた後期の医学科のEMPが始まります。

2011年2月10日



たま