

平成 20 年度「質の高い大学教育推進プログラム」(教育G P) 採択  
「複視眼的視野を持つ国際的医療人の育成」  
2011 年度前期 EMP 報告書



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## I. 英語分野教員から

### 1.1

#### 『認知科学からみた英語学習ストラテジー(2)』

英語分野准教授 横山彰三

実は、自尊心(**self-esteem**)は言語学習にとって大きな影響を及ぼすことが研究により明らかにされています。自分は有能であるとか価値があるといった肯定的な自己評価すなわち自己効力感(**efficacy**)が外国語習得の成功要因となるということです。注意してほしいのはこれが他者からの評価ではなく、自己に対する信頼感という点です。自己効力感を高める一つの要素が「ことば」によるもので、中でも“セルフトーク”といわれる感情から出る独り言は非常にパワフルで、一説に寄れば人は無意識のうちに一日約2~6万回のセルフトークを繰り返しているといわれます。そして無意識のうちに繰り返されるセルフトークによってセルフイメージ、すなわち自己評価が作り上げられます。優れた学習者に話を戻すと、彼らは学習のタスクがうまくいったときは「よくやった」とか「う〜ん、私って天才！」など自分にご褒美を与えることばで自己効力感を強化していることが明らかにされています。おそらく、もし上手くいかなかった時は「これも新たな発見！」だとか「人生で起こることには全て意味がある、これを次につなげよう」などの肯定的なセルフトークを自分に投げかける情意ストラテジーを上手く利用しているはずです。情意ストラテジーなんてご大層な用語をつけること自体いかにもアメリカ人の発想。でも、無意識の力は侮れません。*Learn from yesterday, live for today, hope for tomorrow.* (過去から学び、今日のために生き、未来に対して希望を持ちなさい) とはアインシュタインのセルフトーク (だったかも)。あなたは一日数万回、自分にどんなことばをかけていますか？

さて、ことばを変えると人生が変わるなんて“引き寄せ”みたいな安っぽい話に聞こえるかも知れませんが、でも実は、脳科学的にも裏付けがあるようです。解剖学を学んだ皆さんにとっては釈迦に説法かも知れませんが、脳幹の毛様体賦活系はご存じでしょう。脳幹は生命の中枢とも言われ、大脳からの情報が全身に伝えられるときも、外部の情報が脳に伝えられるときも脳幹を経由します。感覚の統合に関係があり、視覚・聴覚・触覚・前庭覚・固有受容覚などほぼすべての感覚神経や運動神経が通っています。しかし、ただ単に情報をそのまま素通りさせるのではなくて、自分にとって重要な情報のみを脳に伝えるのが毛様体賦活系の機能だとか。脳幹は原始脳なので、いってみれば生命維持に関わる“恐怖”とか、自分の好きなことや興味のあることつまり“快樂”に関わることです。次の車はヴィッツにしようかな、なんて思っていると街中でやたらヴィッツが目についたり。「どうせ自分はだめだ」と思っていれば、その証明になるような情報が大量に脳に送られる。人は、みたいものの都合の良いものしか見えないらしい。自分が信じているものを見ると言い換えてもいいでしょうか。心に絶望があれば絶望がみえる。心に光があれば光がみえる。

話は変わりますが、最近ガン患者さん(Aさん)への心理カウンセリングを提供するご縁がありました。担当の若い医師に対しての不満があったようで、検査結果が良い時は部屋に寄ってくれるが、そうでないときはあまり顔を見せることもなくなるとなく避けているようだ。こういう医者にはけっこういますね。私も身内が同じ経験したのでよくわかります。何度も抗がん剤治療を繰り返して体力的にもボロボロの患者さん。患者さんも医者も死を意識せざるを得ない段階かも知れない。皆さんが担当になったらどうしますか。

これで思い出したのが3年前EMPでお呼びした心理療法家の川畑伸子さんのセッションでした。テーマは「死」について。その中で川畑さんは「死は存在の全ての終わりであり、敗北の表れである。死の過程は痛みと苦しみを伴い、この世で最悪の出来事である。何が何でも遠ざけねばならないものである、というのが現代医学で強調される姿勢でしょう」と話を始めました。おそらくAさんの担当医師は死に対してそんな信念を抱いていたのかも知れません。「しかし、死が本当に敗北であれば、あなたの患者の死はあなたを失格者にしてしまうでしょう。

人間は誰も失格者にはなりたくないもので、知らず知らずのうちに、心理的にも物理的にもあなたは成果のでない患者、すなわちあなたを失格者にする者を無意識のうちに遠ざけるようになるでしょう。これは医者として適切な態度ですか？」と川畑さんは学生に問いかけ、続けます。「洋の東西を問わず、様々な死にまつわる教義—チベット仏教にせよネイティブアメリカンにせよ—で強調されているのは“死は肉体の終わりであるが、私たちの存在そのものの終わりではない。死は生と同様、自然の営みの一部であり、その過程は安らぎと豊かさをもたらす。死後も私たちの存在は意識や魂として存在し続ける”というものです。そのような信念を選択することも可能です」。

しかし、医学部では死生学や死生観について考える機会はあまりありません（因みに、私のイスラム文化論では取り上げます）。ましてや科学万能主義のこの時代では、見えないものは存在しないと考える傾向が強い。その場で一人の学生が川畑さんに問い返しました「個人的にはそのような考えを信じたいがそれは現実逃避やまやかしののではないかと。なかなかいい問いかけです。「OK。それではあなたは現実逃避というが、死は全て（肉体的、精神的、社会的、霊的）の終わりだと科学は証明しましたか。また、エビデンスやデータがあればそれは全て本当に“真理”ですか。数年前のエビデンスが数年後には無効ということはありませんでしたか。そもそも視点やコンテキストを変えれば全てのデータは反証することが可能ではないですか」と彼女が尋ねると、その学生はハッとした表情をしながらと納得した様子でした。死が終わりか新たな始まりかはどちらでもよいわけで、どちらを信じたら人生がより機能するかに焦点を当てること、そして正当性やエゴ、また冷笑的・皮肉な立場からではなく、思いやりと優しさをもって患者さんに接することが医療者として大切なのでは、と締めくくられました。自分の中に希望がなければ、患者さんに希望を見いだすことは難しいかも知れません。

映画『パッチアダムス』を観たことはありますか。とてもいい映画です。医者映画ですが医者の映画ではない。人生で大事なことを教えてくれます。一方で、果たして自分はここまでできるかと自問します。そりゃ理想は「患者と医者は対等」、だけど現実には医療過誤の問題あり、訴訟だって怖い。気がつくウォルコット学部長の立場に立っている自分がいたりして。映画の中でパッチは、医者が戦うべき相手は死ではなく無関心という病だといっています。きっとそれは医者だけの問題ではないでしょう。引用しておきます：*What's wrong with death sir? What are we so mortally afraid of? Why can't we treat death with a certain amount of humanity and dignity and decency and, God forbid, maybe even humor. Death is not the enemy, gentlemen. If we're going to fight a disease, let's fight one of the most terrible diseases of all, indifference...*

*Clown in Kabul* も是非観てほしい（一部 youtube で視聴可能 <http://www.youtube.com/watch?v=33B6lWH5gJs>）。涙で訴えるパッチの姿には泣けます。世の中の現実（2002 年当時）と理想。そして、理想をあきらめないこと。広島での講演会(2007 年)でパッチは会場に向かってこう語りかけました「小説も詩も、自然も医学です。政治や社会、アフガニスタンで起こっていることも、命に関わることは全て医学です」。アフガニスタンやイラクで起こっていることは欲と金、人間の業の縮図です。悲しいけれど、私たちと同じ人間の所業です。同時に、人間は問題の解決者でもあります。みなさんは将来、医者(physician)になります。専門科目(physics)はもちろん大切ですがそれはミニマム。命に対する驚異の念と人間の営み全てに対する興味と関心を持続けること。

EMP と PSU、UCI への留学は、玉田先生以下英語科のスタッフ、講師、教務委員、事務、その他たくさんの方のおかげで成り立っていますが、一部の学生ですが本当にそれを理解しているのかどうか、EMP をみていて残念に思うこともありました（無関心病か。数年前にもあったな）。ともあれ、最後まで真摯な態度でセッションに臨んだ 5 年生のみなさん、良く頑張った。一年前と比べると進歩著しい。留学先でも本当に良くしてもらいますから、その恩をどこかでつないでいってください。

最近、この人とは他生でもきつとご縁があつたに違いないだろうな、と思う方によく出会います。仏教では「対面同席五百生」とか「袖擦り合うも他生の縁」などともいいます（最近の若い人には通じないことが多いけど）。我々には他生（つまり過去世）で何回もご縁のあつた人がいて、いろんな関係性を持ちながら輪廻転生しているのだとか。これが事実かどうか、一回死んでみないと確認しようがありませんが、でもその考え方を取り入れたらなんだか人生楽しい。たぶん目の前の人をもっと大切にするかな。どうもまとまりがなくなっていました。が、要は“信念は選択できるんだよ”ということ。語学にしても人生にしても。

The 5th year EMP students carried out one of the most popular EMP activities during the late summer course-- Poster Sessions. Students have come to realize that poster sessions are increasing in importance and visibility at medical conferences all over the world—and are particularly popular among Japanese participants since it means they don't have to face a large audience in a formal setting at one set time. As a result, the skills and experience learned in these EMP sessions will be valuable in the future.

Poster sessions allow students to express a medical topic of their own personal interest, use their artistic skills in presenting the poster, and their organizational skills in arranging and ordering the information— with the end of both informing and entertaining viewers in mind.

In a short span of time our students enthusiastically tackled the posters, applying suggestions and comments made by both the teacher and their peers until seven high-quality posters covering a wide range of medical topics were presented. On the actual "Poster Session Day" students were divided into two sets so they could act as both presenter and audience once. After all, being able to engage and discuss the content with viewers is an essential skill.

The students went from a mere idea to a full poster session performance within just five days displaying creativity and medical knowledge in the process. AS always, the posters were attractive and interesting to the instructors as well. Every member gained both the benefits of active participation and a sense achievement in these sessions. Well done EMP 5 students!

## EMP 2: April-June 2011

In these sessions students were required to list (in English) the names of the various departments at the University Hospital. From this point students worked in pairs and were required to choose one department of the hospital and a) briefly describe the main function(s) of that department, b) identify common medical conditions dealt with by the department, and c) briefly describe various treatments offered by the department (including any special devices, machines, or technologies that might be employed.)

At the end of the session pairs gave mini-presentations about their chosen departments with the information they had collected.

Supplemental to this core content: materials related to commonly accepted formatting conventions for writing in English using MS Word, and materials related to the content of over-the-counter medicine labels.

## EMP 4: April-May 2011

These sessions served as a basic introduction to academic writing. In the first class students learned about/reviewed commonly accepted formatting conventions for writing in English using MS Word. In subsequent classes, topics included a discussion of various writing strategies, developing a thesis statement, topic sentences and paragraph unity, making an outline, proper citation of references, and writing an abstract for an academic paper. At the conclusion of the sessions, students were required to submit an abstract (with references) for an "imaginary" paper.

## ENP2: April-July 2011

## ENP3: June-July 2011

The core of these sessions essentially followed the same pattern as for EMP2 (above). In the future this material will be exclusive to second-year students, with new materials being developed for third-year nursing students. Supplemental to this core content: materials related to commonly accepted formatting conventions for writing in English using MS Word.



2011 年度前期の EMP 報告書です。振り返ると、英語分野の玉田先生から声を掛けて頂いて EMP の手伝いを始めてから丸 6 年以上が経ちました。EMP 報告書の編集などを手伝いながら、その後、立ち上がったばかりの看護学科 ENP の授業にティーム・ティーチングとして参加する機会に恵まれたこと、そして夕方の病院看護部 N-ENP を担当させてもらえたことは、私にとってまさに人生のターニングポイントとなりました。大学で教えてみたいなぁ...とそれまでぼんやりと描いていた夢が、少しずつ着実に現実になっていきました。今、こうして毎日、私専用の部屋に来て、授業の準備をしたり諸々の作業をしている自分の姿など夢にも描いていませんでした。今の自分には、どれだけ多くの方が動いてくださったのだろうか...と思うと、ただただ感謝するばかりです。去年、前立腺がんで亡くなったアップルの創業者の 1 人、スティーヴ・ジョブズ氏がスタンフォード大学の卒業式に招かれて行ったスピーチは有名ですが、私もその内容に魅了された 1 人です。私のこれまでの 6 年間を振り返ると、ジョブズ氏のスピーチの 1 節を思い出さずにはられません。彼はこう言いました。

**"You can't connect the dots looking forward. You can only connect them looking backwards, so you have to trust that the dots will somehow connect in your future."**（前を向いていては、ドットを繋げることが不可能です。後ろを振り返ることで初めてドットとドットがつながります。現在のドットが何らかの形で自分の将来に繋がるのだ、と信じることです）

この言葉に私はすっかり陶醉してしまいました。ジョブズ氏は、“ドット”（点）を人生の中の経験・体験 1 つ 1 つに喩えました。彼自身の悲しい出生の秘密、大学でのドロップアウト、傍から見れば将来何の役にも立ちそうにない事に打ち込んだ全てが繋がって今の自分がある、と言っています。ジョブズ氏もそうだったように、個々のドットでは、大切な人が関わることが多いようです。Connecting the dots（ドットをつなげていくこと）が上手いくかどうかは、結局は、人を大切に出来るかどうかにあるのだと、改めて考えさせられました。これまでの人との出会い、そしてこれからの人との出会いを大事にしていきたいと思います。

今期の EMP では、懐かしい再会がいくつかありました。まずは、今回、プリンス・オブ・ソンクラ大学から招聘した Sarunyou Chusri 先生です。平成 22 年の夏に、学務課の長友さんと坂井さんと一緒に、私は 2 回目の同大学の訪問が叶いました。感染症内科で実習をしていた、当時医学科 6 年生横山貴裕さんの直接の指導者が、思い起こせば Sarunyou Chusri 先生でした。10 分ほどお話をただけでしたので名前も忘れたままでしたが、空港にお迎えに行き初めてお互いに「あっ！」と、当時の事を思い出したのです。「これまで何度もメールのやり取りをしていたのに、何だか可笑しいですね」と車の中でお互いに笑いました。温かな瞬間でした。

もう 1 つの再会は、看護学科を卒業後、看護師を辞めて Cathay Pacific 航空でキャビン・アテンダントとして活躍された溝口由香梨さんとの再会です。溝口さんとは、ご本人が看護学科 4 年生のときの 2006 年に、ENP の授業で玉田先生の紹介をとおして知り合いました。当時は、プリンス・オブ・ソンクラ大学への留学という目標がまだなかった頃でした。溝口さんの流暢な英語を聞いて、“こんな学生さんもいるんだなぁ”と驚いたことを思い出します。溝口さんには、今回は医学科 5 年生に色々楽しい話をして頂きました。日本人が国際線のキャビン・アテンダントとして働くというのは相当なストレスを伴うようです。それでも、苦い体験・辛い体験談も交えながら、90 分間終始笑顔で学生に話をされている姿に感銘を受けました。

今年も、EMP を受講している医学科 6 年生 10 人のうち、8 人がプリンス・オブ・ソンクラ大学、2 人がカリフォルニア大学アーバイン校に、そして看護学科からは ENP 受講生の 3 人がプリンス・オブ・ソンクラ大学に留学しました。皆、人との出会いというたくさんの dots を作ってきたことでしょう。大事にしてほしいです。それぞれの dots の内容については、『留学記・報告記（4）』に期待したいと思います。

今期開講した 7 グループのうち、私は 2 グループを担当いたしました。看護師グループ D と事務部グループ C で、初めての方々との出会いでした。

ENP グループはマンツーマンのクラスで、現在大学院に在籍しながら病院で働いている方でした。レッスンの初日は彼女の研究について話をしてもらうことにしました。滑らかに明快に自己紹介をされ、その後、研究内容の説明に入っていました。すると、少しずつ話のテンポが遅くなり、英語で説明するのがとても難しいことだと気付かれたようでした。その時に表現できなかった語彙や表現は、今後、彼女の研究を他国の方に話す時には必ず用いるでしょうし、国際学会での研究発表や論文を書く際にも必要です。また、彼女の研究は日常の職務とも密接に関係しているので、英語のみで医療説明が必要な患者さん方への対応にも使うことができます。そこでレッスン内容を、研究に関わる語彙や表現を取得しよう、という目標に設定しました。

語彙や表現の取得には、それらの表現に触れることが必要なので、まずはインプットのために読む資料を探すことになりました。そして、彼女がこれから読みたいと思っている論文や本に目を通した結果、研究分野の概論的な書籍である *A Guide to Effective Care in Pregnancy and Childbirth (Oxford)* の Chapter 46 "Breastfeeding" を読むことが決定しました。選出した Chapter 46 は、母乳育児に関する 13 のセクションから成おり、研究に直接関連する内容のようでした。セクションごとに読み進めては、**useful word/phrase** を選び出したり、内容について口答で **summarize** したり、という作業を続けました。少しずつですが、ゆっくり正確に読み取る練習を続けていくうちに、速く正確に読めるようになってきました。次第に技術用語の英語表現に慣れ、7 月にはタイから小児科の先生が訪問されたそうなのですが、未熟児への母乳について意見交換する際にとっても役立った、と話してくれました。レッスン自体は地道な作業の連続でしたが、彼女が実践の場を見つけて自ら挑戦し、学んだことを実務で活かし、また熱心に学習を続ける過程を頼もしく思いました。

次にもう一つのグループ（事務部）について報告します。こちらのメンバーは、今回、久しぶりに英語学習を再開される、と言うお二人でした。英語のレッスンは一日の仕事の後ですし、家族や子供さんの世話で忙しい方の様でしたから、少しずつ学習に慣れて頂ければと思っていました。しかし、第一回目のレッスン時、宿題が負担になるかどうかを確認していると、「宿題を出してください！」と返事が返ってきました。英語が勉強したいのだけど、何からどのように手を付けていいのか分からないから「宿題」があった方が取り組み易い、ということでした。私は、上達の近道はとにかく沢山の英語に触れることだと話し、読む・聴く・書く・話す、の 4 技能を盛り込んだ「宿題」を毎回（毎日分）提示しました。恐らく、途中で前述の発言を後悔されたのではないでしょう。

そんなお二人の最終日には「発表」が待っていました。第 6 回目のレッスン時に「*Alice in Wonderland*」のスク립トと音声 CD を配布し、最終日にそれぞれが好きな場面を読むことを課題としていたのです。レッスン時にも数回読んだり音を聞いたりはしていましたが、お二人は教材を受け取って以降、殆ど毎日 CD を聴いて練習をされていたようです。発表では、素晴らしい発音でテンポやリズムも自然に朗読されました。

これらの 4 技能を使う多様な「宿題」は、自分でいつからでも試みることのできるものばかりなので、何から手を付けたらよいのだろう、と悩んだ時には思い出して実行して欲しいと思います。レッスンの間は宿題に追われる日々だったかもしれません。これからはご自分の生活パターンに適した方法で、長く英語と付き合って下さるよう願っています。

このように異なるアプローチで行った ENP と O-ENP の二つのレッスンでしたが、どちらもレッスン以外の時間を有効に使っていらしたので、レッスンの 90 分間では 1 週間蓄えてきたものを使って確認する、というスタイルのクラスでした。

Amy Hombu

This is my first year joining O-EMP teaching team. I am really grateful for having this opportunity.

First of all, let me briefly introduce myself. I was born in Taiwan. My family moved to Anaheim, California when I was 15 years old. I wanted to become an English as second language teacher; therefore, I majored in Linguistics when I went to California State University, Fullerton. However, I changed my mind and went to work for Mitsui Bank in Los Angeles after I graduated. I studied Accounting & Finance in UCLA at night for two years. Then, I went to work for Sanwa Bank (now Tokyo Mitsubishi UFJ Bank) in Mergers & Acquisitions (M&A). After I got married, I came to Japan and worked for Sephora USA Inc., a subsidiary of LVMH. Due to my husband's work, I lived in Hong Kong for 4 years. We came to Miyazaki about 5 years ago. I was an ALT for elementary and junior high schools; I also taught English conversation and business English for a few years.

I really admired the participants who took O-EMP class zenki in 2011. They had worked all day and studied English after work. I wanted to create a friendly and enjoyable ambience so that they could relax while learning English. Therefore, I tried to choose some interesting topics. Here is a brief summary of some topics that we used in the class.

1. Comparison of differences in working condition and health insurance system between United States and Japan.
2. Discussion on school systems in US and Japan.
3. Talking about travel experiences.
4. Introducing Taiwan and some famous landmarks and buildings around the world.
5. Show and tell.
6. Cooking in English.
7. Relaxation technique for releasing stress.
8. Interesting idioms.

I am working on my master degree in Medical Science here in University of Miyazaki. Therefore, I am not an expert in medical science yet. However, I believe that having a good communication skill is very important for medical staffs. Therefore, I am looking forward to teaching ENP and EMP in a relaxed situation so that students can feel comfortable and carry on conversation freely in English. Let's enjoy speaking English!

Practice makes perfect!!

## II. 活動報告

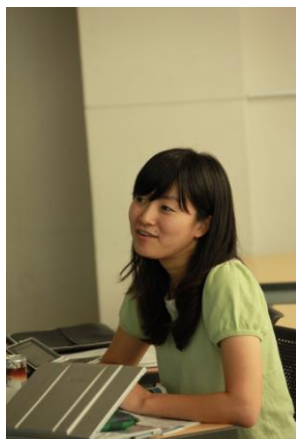
### 2.1 EMP5 日程表

EMP5 2011 Schedule (Aug.29-Sep.2) 301講義室				
Aug 29 (Mon)	8:40~10:10	10:30~12:00	13:00~14:30	14:50~16:20
M5	Tamada medical terminology	Guest	Mizoguchi Tamada Nambu	White
Aug 30(Tue)	8:40~10:10	10:30~12:00	13:00~14:30	14:50~16:20
M5	Tamada medical terminology	Tamada medical terminology	Guest	White
Aug 31 (Wed)	8:40~10:10	10:30~12:00	13:00~14:30	14:50~16:20
M5	Tamada medical terminology	Dr. Sarunyou (PSU)	Dr. Sarunyou (PSU)	White
Sep 1 (Thur)	8:40~10:10	10:30~12:00	10:30~12:00	14:50~16:20
M5	Tamada medical terminology	Dr. Sarunyou (PSU)	Dr. Sarunyou (PSU)	Dr. Kuzuoka
Sep 2 (Fri)	8:40~10:10	10:30~12:00	13:00~14:30	14:50~16:20
M5	Tamada medical terminology	Guest	Students' Presentation (Guest/White/ Dr. Kuzuoka)	Yokoyama/ Nambu

### 2.2 EMP 5 授業報告

29. Aug

Moe Ozawa



Ms. Mizoguchi's class>Ms. Mizoguchi's class consisted of an introduction of her motivation to become a CA (cabin attendant), her experiences as CA and an interactive discussion. She explained her job by showing us the website of her company and a lot of pictures she took in 19 countries from Asia to Europe when she traveled around as a CA. All of us enjoyed ourselves her introduction because we EMP students love traveling and her background, including the fact that she worked as a nurse for 2 years before she started to work in an airline company, encouraged us because there are very few women who work in private companies after they graduate from nursing college. In the group discussion, we talked about lots of topics. There are two particularly impressive topics for me. The first topic was about the features of Japanese

communication. We listed both good and bad points and thought how to overcome the bad points. Another topic was how can we improve our English. She introduced to us her method while having fun, using music and radio. In this class, she kept smiling and motivated us entirely. We were very happy to meet her.

Aug.29

Today, in Mr. Guest's class, we began to prepare for our Poster Sessions. We came to the class with a general theme that we would present. For the presentation, we have to make 6 to 12 slides using PowerPoint. He taught us 3 key points when we make our presentations. 1st we should have a clear, narrow topic and stick to it. 2nd, we should tell something new. 3rd, we should make it interesting for others. Thanks to his teaching, we could think about our content more carefully.

Kei Okabe



Aug 30 (Tues.) Mr. Mike Guest



Shizuri Maeda

In this class, we started to make slides for a poster session. Before that, Mr. Guest introduced to us what the slides look like and gave us some points on how to make good slides. With that, we could get concrete image of our slides. We will be thankful for this class very much when we do poster sessions at conferences after we graduate from university. We really enjoyed making slides and through it we could learn more about how to use Power point and so this was beneficial for us too.

Aug 30 Mr. White's class



Sara Yoshizawa

In this class, we had our abstracts, which we wrote the previous day, corrected. First, we checked each other's abstracts, and then had our abstracts corrected by Mr.White. Previously, we weren't used to writing an abstract, but the last day's lecture and today's corrections helped us organize it. It was very difficult to make attractive sentences, but to make the audience interested in my presentation, abstracts shouldn't be like a stiff summary or an unclear explanation. So we tried to make clear what we wanted most to express.

31. Aug

Moe Ozawa

Mr. White's class> Today's work was making final revisions before the poster presentation. All of us fixed not only grammar and expressions but technical points, for example, adjusting fonts, leaving appropriate spaces between lines, and justifying the right hand margin. In our university there is no class that teaches students how to make a summary of a theses, so this advice from Mr. White was very useful for us. Also, we learned how important it is that writers make the purpose and main theme of presentation and thesis clear in the summary. We used sentences with, " this presentation will show ..." to inform the audience of what is interesting, important, or valuable in our presentation. That was very good training for us in order to make the point of what we want to say clear.

Aug.31

Kei Okabe

In the 2nd class with Dr. Sarunyou, we learned about diarrhea in tropical areas. As we did in the 1st class, we started the class by taking a patient's history. The 1st case was about cholera. The 2nd case was about ameba. We had learned about those diseases before, but we couldn't diagnose them from the symptoms. He explained about viruses and bacterium which cause diarrhea in tropical area. We were surprised that there are lots of viruses and bacterium which aren't so well-known in Japan. He spoke English at a good speed so that we could understand, so we could learn a lot and enjoyed his class very much.

Aug.31

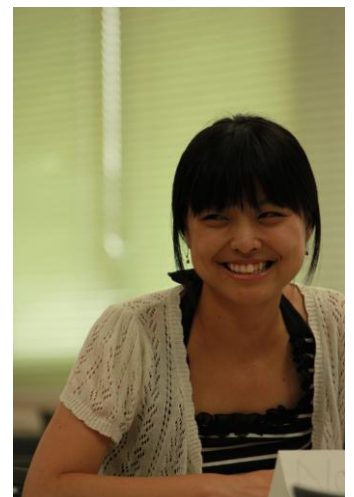
Kei Okabe

Today we took a class from Dr. Sarunyou who is from PSU. His specialty is infectious diseases, especially the Chikungunya virus, leptospirosis, dengue fever, Melioidosis, antibiotic resistant bacteria, and HIV infections. We did 2 case studies about fever. In the 1st case, we asked him about the patient's history of present illness. He taught us why it's important to know patient's history of present illness associated with fever from infectious diseases. After that, he gave us some knowledge about tropical infectious diseases using some pictures of viruses and bacterium. In the 2nd case study, we asked him questions more frequently than before thanks to his lecture.

Sep 1 (Thur) Dr. Sarunyou

Nozomi Shinohara

Continuing from yesterday, we did a case study about shortness of breath. We did a similar study once a week before summer vacation but this was more understandable than before. As Dr. Sanrunyou is a specialist in infectious diseases, he showed us many inspected diseases and symptoms although we sometimes failed to answer his questions. His English was so slow and fluent that we could understand all



that he wanted to tell us but we realized that not only English terms but also our way of thinking about diseases was childish.

#### Students' poster presentations

Nozomi Shinohara

This class was the main study of this summer's EMP. We made posters about some medical topics which we are interested in. Mike, Rick and Ms. Nambu came to see our posters and asked us some questions. We participated in poster sessions with the current 6 graders in this spring's EMP as an audience so we thought it was quite easy, but it was different actually being a presenter. Each students' session was so interesting that I wanted to 4th grade EMP students to participate in it too.

#### Sep 1 (Thurs.) Dr.Kuzuoka

Shizuri Maeda

Dr.Sakura Kuzuoka, who is a neurosurgeon and is working at a Tokyo university hospital came to our class and lectured on her neurosurgery department. Most of the content was about surgery. She taught us how to improve our skills for operations, and the order of the operation, such as drainage, VP shunt, and cranioplasty. We also watched a movie of a bypass operation. At the end of her lecture we discussed about how to balance work with private time, including finding a partner or taking care of a baby. Because we are about the same age as her, her lecture was of use for us. We had a good time with her.

#### Sept. 1 Dr. Sarunyou's 4th class

Sara Yoshizawa

In this class, we looked at 2 cases dealing with headache and alteration of consciousness. We took the history of present illness and past medical history. And then, we checked the physical exam and laboratory test. Dr. Sarunyou gave us a lecture about pathogens from viruses and parasites which may be a cause of headache. To differentiate the cause of a headache, it is important to be skillful in reading CT and MRI. I learned that there are lots of data to be learned from a basic physical exam.

## 2.3 EMP5 2011 前期アンケート（未提出 1 人 提出率 80 %）

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	2
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. Dr. Sarunyou の授業を 5 段階で評価してください。

とても有益だった	3
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. Dr. Kuzuoka の授業を 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	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

1－3. 玉田先生の授業を 5 段階で評価してください。

とても有益だった	0
有益であった	1
どちらかと言うと有益	2
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. ゲスト先生の授業を 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	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. ホワイト先生の授業を5段階で評価してください。

とても有益だった	0
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	1
あまり有益でない	0
有益でない	0

2. 授業の最もよかった部分とその理由があれば書いてください。

2－1. Dr. Sarunyou の授業

- ・わたしたちの意見を取り入れてくださり、参加型の授業になっていたこと
- ・症例の開設を交えつつ、生徒にあてて問診や検査項目の確認をしたところ
- ・EMP メンバー全員の参加型の授業で内容も臨床実地問題で大変勉強になりました。英語もゆっくり丁寧に聞きとりやすく理解しやすかったと思います。
- ・内容がとても充実していました

2－2. Dr. Kuzuoka の授業

- ・卒業生だし、話せて良かったです
- ・外国んの方々から日本はどのように見られるかについて教えてもらえた
- ・先生の専門内容がとてもよくわかりました。先輩なのでとても身近に感じました

2－3. 玉田先生の授業

- ・葛岡先生の授業は、先生の英単語の授業で1度目を通していたことが役立ったと思う
- ・ER を玉田先生に教えてもらったチェックポイントなどを確認しながらみることができた。
- ・他のスケジュールのことも考えてくださり、余裕をもった内容でした

2－4. ゲスト先生の授業

- ・ポイントを絞ってまとめることを学べたこと
- ・短い時間で発表内容やポスターについてまとめる力が少しついた
- ・用意された英語ではなく、実際に人との対話の中で自然に口から出て来る英語を用いて poster session をすることにより、いつもとは違った英語の授業といった感じで新鮮でした。
- ・将来のためになる授業でした

2－5. ホワイト先生の授業

- ・Abstract の書き方を学べたこと
- ・要約の概説と実践が出来た
- ・アブストラクトがどういうものかなんとなくわかった

3. 授業の改善すべき部分とその理由があれば書いてください

### 3－1．Dr. Sarunyou の授業

- ・特になし
- ・ちょっと、詰まりすぎて、集中力がもちませんでした

### 3－2．Dr. Kuzuoka の授業

- ・スライドがシンプルだった
- ・もう少し、医学英語を話したかったです

### 3－3．玉田先生の授業

- ・もう少し、“英単語の時間”が欲しかった
- ・玉田先生の授業というよりは先生とのおしゃべりと自分たちで ER を見て英単語の勉強をするという時間でしたので先生の授業の評価という形では回答できません
- ・先生がせっかく作った資料をもう少し活用出来ればと思いました

### 3－4．ゲスト先生の授業

- ・準備時間が短く玉田先生のプレゼンなど重なり少し大変でした
- ・最後のセッション内容についての振り返りがしたかった。発表中、他の2人の発表が聞けなかったのが残念だった。

### 3－5．ホワイト先生

- ・もう少しやわらかい言葉遣いで注意していただきたい
- ・せっかく **abstract** を書いても **poster session** の時に触れられることはなく、**abstract** を書く練習としては時間が足りなかったように思います。
- ・自分のアブストラクトを作る前に、練習用として一度アブストラクトの書き方を皆で練習する機会が欲しかった。つまり、何か共通の論文などをもらって、それについてのアブストラクトを皆で書いて、それを互いに比べるなど。

### 4．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。

- ・いろいろな分野の先生方が来てくださり、良いと思う
- ・忙しかったけど、充実していました。よかったとおもいます

### 5．プログラムの実施期間（時間）についてどう思いますか？

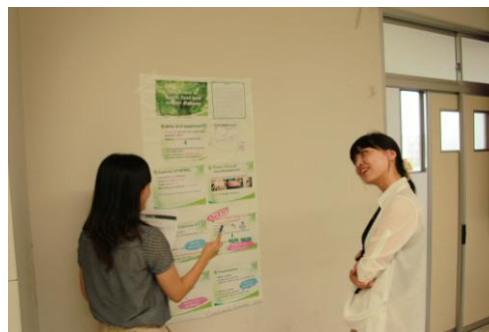
- ・ちょうどよい
- ・ちょうどよかった
- ・適当だと思います
- ・適切だと思います

6. 自分自身の中・長期的な具体的目標を立て、それを書いてください。

- ・長期的にはERを見て（少しずつ）、英語の発音、医学英語の発音を改善したい。中期的にあh、感染症の英単語を復習すること
- ・アーバインに行かせていただくことになったので、実際にまわる科で必要となる単語やフレーズなど重点的に学んでいきたい
- ・医療英語にこだわるのではなく今後はPSUにおいて活用できるより実践的な医学の基礎知識を身に付ける。（たとえば感染症例についての議論が対等にできるようになるなど）英語を考えて話すのではなく自然な英語が自然に話せるよう英語にさらに慣れ親しむ努力をする
- ・今回、学習した内容をできるだけキープしたいです。基礎的な英語力もやはりもう少し高めたいと思いました。

7. 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。

- ・特になし
- ・昨年より医学的知識も増え、内容が理解できるようになりました。医学英語を使う事にも徐々に慣れてきていることを嬉しくおもいます。今回もまた大変お世話になりました。ありがとうございました。



## 2.4 EMP4 授業報告

DATE: 11th Apr 2011

TIME: 14:50-16:20

LECTURER: Prof. White

THEME: Academic writing

So Yamashita



Today the first lecture for EMP 4 was held in room 305. The theme of the first series of seminars was announced to be academic writing. As an introduction, we learnt about a) some basic rules in writing English sentences, and b) how to use MS Word.

### a) Some basic rules in writing English sentences

When Japanese students write in English using MS Word, it is often the case that they make some common stylistic mistakes. In our first exercise, we were given a work sheet titled "MS World Disaster" with 18 (or 21) mistakes, and worked in pairs to find them. The main mistakes were related to indentation, spacing, punctuation, and font usage.

. period	, comma	: colon
; semi-colon	! exclamation mark	' apostrophe
" " quotation marks	( ) parentheses	[ ] brackets
/ slash	- hyphen	— dash

Table 1: Punctuation/signs used in English sentences

We also learnt two universal rules to keep in mind, which are as follows:

Remember: Always a space after punctuation, never a space before punctuation.

Line breaks: Don't hit "enter" unless you really mean it.

### b) How to use MS Word

In the latter part of the lecture, Prof. White gave us some tips on how to use MS Word: 1) choose a good font, 2) font size 12 is ok for most papers, 3) don't have a lot of blank space for headers/footers/margins, 4) line spacing should be set at "2.0" (double space), 5) choose direct input, 6) make sure "spell check" is turned on.

We seldom have time to learn the very basic rules for writing in English, so I believe the lecture has been a very fruitful time.

Our homework for the next lecture was to imagine five different medical-related topics that we might be interested about for the purpose of writing an academic paper.

DATE: 18th Apr 2011  
TIME: 14:50-16:20  
LECTURER: Prof. White  
THEME: Academic writing

Makiko Yamashita

Today we started with a discussion of different writing strategies (or rhetorical methods), and together we made a list of them. This was followed by a discussion of proper/good thesis statements and topic sentences. We also did some exercises related to the topics above.

For the last part of the class we talked about the assignment from last week –we had to come up with five clear topics for possible academic papers. We only had time to deal with one of So's topics. We made a basic outline of what the structure of his paper might look like.

I found today's class interesting, because I can't remember ever having this kind of lesson before. Of course I can write a paper if I'm asked, but before this I don't think I really understood the various rhetorical methods correctly, or how to make sentences in a paper flow logically. I'd like to practice writing using these ideas.

For next class we have to decide on one topic and make an outline of the paper's content, including concrete facts and statements.

DATE: 25th Apr 2011  
TIME: 14:50-16:20  
LECTURE: Prof. White  
THEME: Paper outline

Yuki Choh

Today, we learned in more detail about making an outline for a paper, using outlines we made for last week's homework. Each student chose one topic and made either a sentence outline or a topic outline. Everyone brought copies of his/her outline for other students, so we could learn using these 5 examples. Together, we looked at the outlines one at a time, and discussed what needed to be corrected or changed. Some points to be particularly careful about are as follows.



#### a) Title

All students were given advice to improve their paper titles. Titles should be simple, short and as clear as possible, so that readers know what exactly you are going to say in the paper. Most students' titles were too vague or inaccurate, or they had some grammar mistakes. Prof. White taught us some techniques to make a good (i.e. simple and clear) title.

- The colon: This is very useful to make a title simple and compact. You can put two sentences or two groups of words together with a colon. The two sentences or two groups of words should be related to each other, and in most cases the latter one is more detailed than the first one-- it explains the first one or gives a concrete example. For example, you can use a colon like this:

Distribution of doctors in Japan: problems and recommendations

You can also use colon in this way in other parts of an outline.

- Pre- and post-
- Italics: You use italics for foreign words and sometimes titles. Quotation marks can also be used in this way.

It is usually not required to capitalize every word in the title of a journal article. Also, we should be careful about putting words with the same or similar meanings in a title.

#### b) Main body

"Main body" is not a formal section name, so it should not have a heading in an outline or paper. Each chapter or section should have its own heading corresponding to the content.

c) Don't write too much in the outline. If it's too long or too detailed, it's an abstract. Keep it as short and simple as possible.

Our homework for the next class is to make a bibliography with 10 items, including both background and reference material.

DATE: 9th May 2011

TIME: 14:50-16:20

LECTURER: Prof. White

THEME: Bibliography

Masahiko Nakamura



Today, we learned how to write a bibliography for an academic paper. For today's lesson, everyone prepared a bibliography consisting of at least ten items. We looked at a sample bibliography and compared differences between our bibliographies. Some things I found out about: when citing a book, it is necessary to include its place of publication as well as the name of the publisher; when citing a specific part of a webpage, it is necessary to write its precise URL; all items in a bibliography should be put in alphabetical order, according to the last names of authors. I was not aware of these bibliographical standards, so this lecture was very useful to me.

In the latter part of the lecture, Mr. White showed us a sample abstract, and gave us some advice for writing abstracts. An abstract is a short summary of a paper. It must be objective and tell readers what the author is going to do in the paper. An abstract contains a thesis statement and often employs phrases such as "this paper will suggest/argue/show/etc." and "Topic X will be addressed." These types of phrases help to make the writer's intentions clear and direct. Our homework for the next lecture is to write our abstracts.

DATE: 16 May 2011

TIME: 14:50-16:20

LECTURER: Prof. White

THEME: Academic writing

Makiko Yamashita

First, we looked at each other's abstracts which we did as last week's home work. After that we talked about our abstracts in pairs. As we worked together, one person would comment on the other's abstract. We did this with each of our classmates. Then, for the last part of the class, Professor White handed us our abstracts which we had sent to him by email, and upon which he had made corrections and notes.

I found today's class demanding but interesting, because we were able to look at and discuss other students' writing. This was the last class with Professor White. I'm pretty sure we'll miss his jokes during the class. Thank you so much for teaching us.

DATE: 23rd May 2011

TIME: 14:50-16:20

LECTURER: Prof. Guest

THEME: Questions regarding the Japanese medical system

So Yamashita

Today, we had the first EMP session (of two continuous sessions) with Prof. Guest. We were given a list of 36 typical questions that foreigners were likely to ask Japanese people about the medical system in Japan, and each of us were to prepare answers to three of the questions.

The questions picked up in today's session are as listed below;

1. Why are there no GPs in Japan?
2. What exactly is the difference between a hospital and a clinic in Japan?
8. Are there any treatments or operations for which we can get our money back afterwards?
9. What is an "ikyoku"? How does it work?
19. How does the trainee system work in Japan? What about interns or residents?
26. What is included on a standard Japanese physical examination?

During the class, one student was asked to answer one question that he/she had prepared the answer for, another

student was asked to summarize what the first student said, and yet another student was to ask a question or give a comment on the speech. After we finished one question, we moved on to another, and the students took the three roles in turn.

I had prepared the answer for my question, but it was more difficult than I had imagined explaining it with concision, especially when it came to medial technological terms. Anyway, it was a good chance for myself to get my thoughts together and express them in English.

DATE: 30th Mar 2011

TIME: 14:50-16:20

LECTURE: Prof. Guest

THEME: Speech on Japanese Medicine

Today, we continued to practice speeches on Japanese medicine. As we did in the last class, Prof. Guest gave some questions to each of us and we had looked over in books or the Internet and prepared answers for them before the class.

Here, I want to list some facts that I found interesting in other students' speeches.

- In Japan, patients tend to stay much longer in the hospital than in US and OECD countries because of differences in the insurance system.
- In the US the standard duration for hospitalization is decided, and if doctors discharge patients before that they can get financial profit. That is one of the main reasons patient hospital stays are shorter in the US than in Japan.
- In Japan the strength of medicine is weaker than other countries and it partly causes the larger amount of medicine prescribed in Japan.
- The main reason doctors can't prescribe medicine that can cover a long term for patients with chronic diseases, is that doctors need to check the adverse effects and the strength of the medicine periodically.

Also, we learned some new vocabulary often used in the medical field:

- release patients = discharge patients
- financial burden/ profit
- go into the labor
- perform surgery
- undergo surgery
- make provisions
- change for the better/ worse
- deteriorate = change for the worse
- OBGY
- What was the part about ~ ?



In the previous, as well as today's class, we could practice making compact, clear and convincing explanations, and to turn what we hear into our own words all in English by summarizing other students' speeches. Also, we had opportunities to learn about Japanese medicine, which we still don't have enough knowledge of.

DATE: 13th June 2011

TIME: 13:00-14:30

LECTURE: Prof. Suzuki

THEME: Global health

Masahiko Nakamura

Today we learned about Global Health from Prof. Suzuki who majored in this field. She told us what she has actually done in the infectious control project in Zimbabwe. She explained the strategies of it and emphasized the importance of education for school children. The purpose of this project was eradication of Bilharzia. She and her team told school children what Bilharzia is and how to prevent it in an understandable way, and they checked whether children understood the disease a few months after. She showed us what she actually did, so we learned not only the concept of global health but also what kind of activities were actually did.

And then, she asked us some questions: which we should think first to help patient in your country or developing countries? And what do you think of to help dying people although the world population is dramatically growing? We discussed these issues.

In later part of the lecture, we did some exercises to improve communication ability, We did pair role play and debate. The theme of debate was that when a genocide occurs in some part of the world, should other countries get involved in it to stop it? Yes or No? It was difficult for me to discuss such a serious theme, however this lecture was useful to me.

DATE: 20th June 2011

TIME: 13:00-16:20

LECTURER: Prof. Date

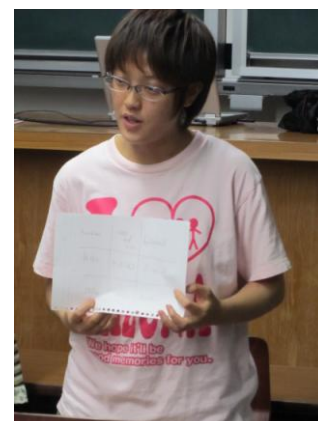
THEME: Extraction of Total RNA using TRIZOL reagent

Kaho Hirayama

Today, we carried out an experiment on RNA with Prof. Date and a French post-doctoral fellow (I'm sorry, I forgot his name.). He explained about today's experiment to us.

A rough flow of the experiment is as below;

1. Homogenization for cell suspensions
2. Separation
3. RNA precipitation



4. RNA wash
5. Re-dissolving the RNA
6. Determination of RNA concentration and purity
7. Determination of the quality and integrity of total RNA (We didn't cover this phase today.)

During the class, we carried out individual tasks after hearing the explanations in English. While we were waiting for our turns, we talked to each other in English.

I had experienced an experiment like today's experiment when I was in my 2nd year, so it was easy to understand what I was doing this time, but I failed in the RNA wash. Anyway, I spent good time working in English.

DATE: 27th June 2011

TIME: 13:30-16:20

THEME: Discussion with medical practitioners from JICA

Yuki Choh

In today's class, we had a discussion with doctors and mid-wives from Afghanistan and Palestine, who came to Miyazaki for the training of JICA. Firstly, each student gave a presentation on Japanese medical education, the misdistribution of doctors in Japan, and introductions of Palestine and Afghanistan. The actual schedule and content of the class was as below.

#### SESSION 1: 13:30~14:30

13:30~14:00	Self Introduction
14:00~14:10	Presentation 1
	Misdistribution of doctors in Japan/ Makiko Yamashita
14:10~14:15	Presentation1 Q&A
14:15~14:25	Presentation 2
	Medical Education in Japan/ Yuki Choh
14:25~14:30	Presentation 2 Q&A
14:30~14:50	TEA BREAK

#### SESSION 2: 14:50~16:20

14:50~15:00	Presentation 3
	Career path of doctors in Japan/ So Yamashita
15:00~15:05	Presentation 3 Q&A
15:05~15:15	Presentation 4
	Palestine/ Masahiko Nakamura
15:15~15:25	Presentation 5
	Afghanistan/ Kaho Hirayama
15:25~15:50	Discussion Session 1

15:50~16:15      Discussion Session 2  
16:15~16:20      Closing

Each presentation allowed for several discussion topics to be talked about after all the presentations finished. We separated into 2 groups and had discussions for about 50 minutes.

#### Group A

Sou Yamashita, Masatoshi Imai, Masahiko Nakamura, plus one doctor from Afghanistan and one mid-wife from Palestine

#### Group B

Yuki Choh, Kaho Hirayama, Makiko Yamashita, plus one doctor from Afghanistan and one mid-wife from Palestine

In the discussion, we talked about the differences in medical education and other medical situations between Japan and their countries. Because they were only female medical practitioners, we also mentioned the environment surrounding female doctors. They said female patients definitely prefer to see female doctors unless it's an emergency. For that reason, female doctors are very busy in many hospitals in such countries.

As for medical education, I was surprised to find that there is not a big difference between Japan and those countries. They also spend 6 years undergoing medical education like us and can choose where to work or what department to enter.

Also they told us that most doctors prefer to work in cities rather than in the countryside, because in rural areas public security is very poor. There are no or very few doctors in rural areas, thus almost all patients in rural areas have to come to cities just to see doctors. In Japan, we also have the problem of medical misdistribution, but the cause is very different. The doctors and mid-wives were all cheerful, had a sense of humor, and seemed calm but we were reminded of their countries' situations by the stories they told.

July 4th

Makiko Yamashita



We had Dr.Kato's class on 4th of July. At first students did self introductions, then he talked about himself and his life in the States as a researcher, which was interesting to listen to.

After that we moved on to the day's topic, hypertension. We checked Renin-Angiotensin System, so that we could understand the pathologic physiology of the disease. However, it was sometimes difficult for us to pronounce medical terminology correctly. So Dr.Kato taught us how to

pronounce every single word we had on that day.

Then we talked about essential hypertension and secondary hypertension and which pathway would be broken when patients develop those conditions. This was the end of the class for that day.

What I found interesting was the pronunciation of English words which Japanese also uses, such as McDonald's and Donald Duck. I was glad that we could have this unique lesson. Thank you.

MDATE: 11th July 2011

TIME: 14:30-16:20

LECTURER: Mike

THEME: Diagnose the diseases

Kaho Hirayama

Today, we practiced diagnosing the diseases by having students offer hints about various diseases' effects, causes, pathology, standard treatments, usual prognosis etc. . Everybody researched two diseases/disorders/conditions individually in advance. We weren't allowed to tell other students what we would talk about in advance.

All the diseases that we prepared individually are as below;

1. Sjögren syndrome
2. Aplastic anemia
3. Amyotrophic lateral sclerosis
4. Hypersensitivity pneumonia
5. Meningioma
6. Myocardial infarction
7. Crohn disease
8. Tetralogy of Fallot

During the class, one student explained the disease/disorder/condition in English, and the other students tried to identify the name of disease/disorder/condition.

I had a very pleasant time in this class. It was difficult for me to diagnose the disease by the information given, but it was a good occasion for stimulating me to study harder.

DATE: 15th July 2011

TIME: 14:50-16:20

LECTURER:Mike

Masahiko Nakamura

Today, we had a last EMP4 lesson. We shared with each other five new things we have learned in EMP4 lessons. We reviewed various useful expressions and words.

New expression and words:

Deteriorate: This word means worse. This is a common word in medical or economic fields.

What is the part about ...? : When you want to listen again what people said, this expression is very useful.

How to read 'mmHg' and '140/90': We often see these words in checking the blood pressure. We read 'mmHg' 'as millimeter mercury' and '140/90' 'as one forty over ninty'.

Procrastinate: This word means to put something off. People who don't do the homework until a vacation finish are called 'procrastinators'.

As for A(topic/head): this expression is useful in introducing topics. It's easy for listeners to understand. 'In terms of A' is a useful expression, too. This expression can be used in introducing food or culture.

Ballpark figure: this is a casual expression and often used after saying a very large figure.

'...is indicative of this disease': This is very useful expression in introducing characteristics or symptoms of some condition.

'This disease tends to occur in middle-aged women': This expression is useful in introducing a disease tendency.

'Young males are more susceptible to ...' is an useful expression, too.

'To put it simply' means essentially.

'Take a close look at ...' means 'in more detail'. This expression is useful in a presentation.

'Take a turn for the better/worse'

'Hospitalization' : ex. Have you ever been hospitalized?

'Ensnue' means follow.

We shared these things and told why they were interesting for us. I want to use these expression when I explain or talk about diseases.



## 2.5 EMP4 2011 前期アンケート （未提出1人 提出率80%）

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	1
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. プログラムの最も良かった部分とその理由を書いてください。

・マイク先生の授業です。日本の医療について外国人が疑問に思う事を説明するという内容でしたが、英語で表現するとても良い練習になりました

・WHITE先生の論文ライティング（1）、JICA研修員とのセッション（2）が特に興味深かった。

1. なかなか英語での論文の書き方を学ぶ機会がないため

2. 海外（発展途上国）の医療従事者の方と話す貴重な機会だったため

・医学の授業や実験が最も良かったです。理由：語彙力はもちろん大事だが、伝えようとする姿勢や勇気（私にとっては勇気でした...）が大事だと実感できたからです

・少人数で授業を行うことによって、先生との距離が近くて良かった。また、希望者だけの受講ということで、みんなモチベーションが高くてよかった

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。

・もっと、英語でのプレゼンや話すことを練習する場があったら良かったと思います

・贅沢とは承知していますが、それぞれの授業がより体系的に結びついていると、より英語力の向上につながるのではと思いました

・医学の講義をもっと増やしてほしい。英語の講義をもっと受けたいと思いました

・個人的には、RAA系の授業のときのように、今まで学んだ事項を英語で復習する形式の授業がもう少しあってもよかったかなと思います。

4. プログラムの実施期間（時間）についてどう思いますか？

・良いと思います。週一回あるのがちょうどいいですし、夏休みが潰れるのは、自由な時間が減るのであまり好ましくないと思うので。後期は、春休みが潰れて授業があるということですが、それより、授業後にやるとか、何とか後期の期間内にやれるよう、配慮してほしいものです。

・4年生の授業の空きコマに入っているため、とてもタイトでした。90分～120分という時間自体は、始まってしまえばあっという間でちょうどよかったと思います。

・問題なかったと思います

・毎週英語を話す時間があり、よかったと思う

5. 自分自身の中・長期的な具体的目標を立て、それを書いてください。

- ・英語に毎日ふれること。海外で医師をやるという夢を捨てないこと
- ・(質問の意図がはっきり分からなかったため、見当違いの回答でしたら申しわけありません)

在学中：医師になるうえで最低限必要な知識を身につける

医師～5年：小児科・救急などで基本的な知識・技術を身につける

医師～10年：途上国の医療・熱帯医学に関して理解を深める

医師 10年～：途上国、日本に地域で、地域に根差した医療を実践する

- ・中期目標：ハリソン内科学を淡々と読む。長期目標：ソクラ大学に行って小児医療を学ぶ
- ・殆んど全く英語を話せないなので、週に1回は英語で映画を見て英語に触れる機会を設けたい

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。

- ・提出した授業報告は、学生でもシェアさせていただけると、振り返りのきっかけにもなりとても嬉しいです。

JICAセッションに関しては、事前に研修員の方の希望も聞きつつ進めることができれば、より魅力的なセッションになったと思います。

・MP4受講の条件に、EMPを最優先するとありましたが、部活動における立場上、EMPを最優先することができませんでした。たとえば、海外からの留学生の宮崎観光等に参加したかったのですが、試合等があり参加できませんでした。部活をしている四年生にとっては、「最優先」という条件がネックになって、今年の四年生のEMP受講者が少なかったのかもしれませんが。といっても、EMPを最優先にするべきだと思うので、個人的に反省しています。

## 2.6 EMP2 授業報告

### Lesson Report

EMP-2 class 4/12/11

91100090 Yudai Ishiyama

This week we each brought one English article about the recent earthquake and tsunami and discussed them. Mr. Guest showed us how to do it, and everyone did a pretty good job for the first time (at least I felt so).

We made pairs and introduced to the other person the main topic of the article. What was to be expressed was;

- 1) The title of the article
- 2) Key words (4 to 8 new vocabulary items)
- 3) A short summary
- 4) Reading of a selected section of the article
- 5) Comments/questions/discussion

I felt that summarizing was the most difficult. Not being able to shorten it, my summary was no longer a "summary", but the article itself. Most of the members seemed to have felt the same way, so this may be our next goal.

As for me, I could not help feeling that my speaking skills have gotten quite bad. Being away from speaking English with foreigners for more than a year, much training is required. Using EMP class well, I hope we all can achieve our goals.

EMP 2

April 19, 2011

Ruma Etho

In today's class, we received advice about how to write in English using Microsoft Word.

First of all, we learned a few things about various punctuation marks and other signs that appear in written English. This was my first time to know the name of ( ), which are called parentheses, and [ ], which are called brackets. One example for using brackets is, when we quote some sentences or titles and use them in our own work, it may happen that the original quote contains some mistake (spelling, etc.). Although we can't make changes to a quote, we can insert [sic] after the mistake. By doing this, we are telling that the mistake appeared in the original quote. I didn't know how to use the colon and semi-colon. Mr. White advised us to avoid the semi-colon, because most native speakers don't know how to use it either.

Next, we tried to find for the mistakes in a document that Mr. White gave us. It had 18 mistakes, and none of them were spelling or grammar mistakes. We learned a few simple but useful rules, including never putting a space before a punctuation mark but always putting one after.

The most useful thing I learned in this class had to do with the proper way to break up a word, when necessary, at the end of a line. We learned that we must break up words according to their syllables. I did this without paying



much attention, so I was glad to find out about this.

Mr. White also answered my question regarding font size. I am always worried about the proper font size for reports. It was very useful for me to learn about this.

I found this class very useful.

2011/4/26

Hiroki Ohshima

This week's lesson was to tell the partner about an article each student chose relating to the medical effects of Tohoku Earthquake and Fukushima Nuclear Power Plant which each student prepared in the last class with Mike. So, this was the second time for us to do this practice. Thus, I could tell the partner more easily what I wanted to say. I think that it was very good for us to do the same thing again because we could speak better than we did in the last lesson and understand others more deeply. Also, shadowing what our partners said did me good because I could understand more easily. I'm sure that other students also felt what I thought.

2011/05/10

Chiho Ozono

Today we talked about various hospital departments: what are they called in English, what conditions they treat, and how to explain the department briefly. We took up several departments such as internal medicine, pediatrics, dermatology, and obstetrics/gynecology.

Some departments can easily be explained with a brief sentence. For example, "Ophthalmology is concerned with the diagnosis and treatment of eye problems." Others, such as internal medicine, ICU, etc., require more difficult sentences.

In this class, I learned that the word "disease" has a different connotation in English than the Japanese "byouki." I think "disease" generally refers to more serious conditions than "byouki."

In the next class we will discuss some of the common medical conditions for which people come to various departments for treatment.

6/7/11 report

Chika Nishihara

Today in Mr. White's class, we learned the names of common tools, instruments/devices, and machines in hospitals. Our homework was to look up words in the dictionary before class and then compare our lists with those of other students. It was very difficult to explain the meanings of words, but we managed to understand and explain them to our classmates. I am a terrible English speaker and I could not pronounce words like "sphygmomanometer," etc. There were also some things whose use in a hospital I was unsure about. Doing the homework, it was difficult to

distinguish between instruments/devices and machines. Some students looked up special words. I'd like to improve my English vocabulary.

## EMP II Report(6/28)

Aoi Fudou

On June 28, as one of actions of JICA, four foreign medical professions came to our EMP II class. Two medical students came from Palestine, and two midwives came from Afghanistan.

First, we gave them two presentations. One group introduced the Japanese myth connected to Miyazaki, the other group introduced the local food and culture of Miyazaki. We started preparing these presentations two months ago.

The group which explained the Japanese myth, talked about the famous story of the Japanese gods. For example, Izanagi and Izanami, the couple gods said to have created Japan, and Amaterasomikami, the god of sun. We gave the handout written about the name of gods to the guests, for it is a little difficult to understand the relationship between gods.

The other group introduced popular sightseeing spots to visit in Miyazaki, such as Takachiho and Aoshima, and the famous local food, such as Chicken Nanban, Hiyaziru, and Hyuganatsu. The guests were especially interested in Hyuganatsu.

In the presentation, we depended on the script so much that it was a little boring.

Second, we divided into four groups, and each group discussed with guest. We talked about each study, school, and country. Sometimes, it was hard to make ourselves understood in English, so we felt the necessity of improving our English.

In the end, giving presentation and discussing with foreigners in English was first time for us, so it was a very valuable experience.

## 7/12 EMP class

Haruna Miyamoto

In this class we could learn about some diseases, especially the diseases which were discussed in small groups. In my case, I wanted to learn about some skin diseases because I don't even know the major ones. So I studied about atopic dermatitis. When I prepared for this class, I tried explaining the details of this disease in easy English so I felt it would be easy for the students to guess the disease I chose. But actually it was difficult. I think most of us can write and read something easily in English, however, we aren't good at listening and speaking English. So it was hard to guess the disease by getting information only through listening. But I also think we need skills to communicate with foreigners in English. In the future we may examine some foreigners or we may go abroad to study medicine. So today's EMP class was good opportunity for us to imagine the future.

Finally I have a question. In this class, we explained some symptoms or treatments using easy English but I wonder how patients will express their pain. When I see a doctor, I use some onomatopoeic words like "zuki-zuki" or "chiku-chiku". If we go abroad as a doctor, we need to know these words. I want to know not only medical terms but also the words patients use.

We have plenty of time to study English this summer. I want to see some movies in English and use my hearing skills more.



## 2.7 EMP2 2011 前期アンケート (未提出10人 提出率47%)

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	2
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. プログラムの最も良かった部分とその理由を書いてください。

- ・医療の初心者として、専門的な内容だけでなく患者目線でどのような英語を用いるかを考えられたこと。医療者として今後専門用語は必ず必要になるが、患者さんが用いるような表現方法を知っておく必要があると思ったため。
- ・やはり、英語を話す場面がおおくあったことが一番良かった部分ではないかと思います。英語を話す時間を少し設けただけでも、自分の英語力が格段に違っているという感覚を覚えました。
- ・他の人との会話を中心とする内容が多かったので、たくさん話せてよかった。
- ・医療英語について自分が持ったことのない視点からみつめるという作業ができた。例としては薬の **Drug facts** の検証など。一般的な単語の暗記などではなく、そのようなアクティビティはグループワークでしかできないものだと思う。
- ・週に一回でも英語をネイティブの先生と話すことができてよかったです。
- ・英語でプレゼンテーションを作成したこと 理由：英語で発表することは初めてだったので、勉強になった。原稿を読むだけで退屈だったという指摘があったので、次回プレゼンテーションを作成するときの参考にしたい。
- ・通常の講義ではなかなかコミュニケーションをとることができてなかったのが、ひとりずつ発言する機会があり、話すことに少し抵抗がなくなった。

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。

- ・Mike 先生と White 先生が交互だったので、授業内容が自分の中で混ざってしまうときがありましたが、他にはとくにありません。
- ・ここにいるメンバーは全員英語をお世辞にも上手く使えているとは思えないので、英語が使えない同士話していても、求められている英語力まで、果たして上がるのだろうか疑問に思うことがありました。
- ・全体的に良かったので特にはないが、二人の先生の内容が若干かぶっていることがあったので出来るだけ違う内容をしてもらいたい。
- ・ディスカッションが少なかったこと。2年生の段階ではあるが、意識・モチベーションは高い人間が集まっているので会話のスキルをもっともっと上げるようなカリキュラムを多く取り込んだほうが期待にそうじゃないかなと思った。(主観的な部分は多いです)
- ・特にないです。
- ・特にありません。
- ・講義ごとに内容が違っていて毎回新鮮だったが、逆を言えば毎回毎回違う内容で講義ごとの繋がりが見えなか

った気がする。英語に慣れるという点では、私にとって十分だったが....。

4. プログラムの実施期間（時間）についてどう思いますか？

- ・良いと思います。
- ・週に一時間というペースはよかったと思います。質問内容からは外れてしまいましたが、2年時と4年時に間を空けてしまう部分については、英語を全く使わないということなので、結局は2年時の学習が無駄になってしまっているのではないかという風に思います。
- ・後期にはやはり難しいので丁度いいと思う。
- ・2年ということを考えれば妥当。後期・3年はやはり厳しいかもしれないな、というのを実感しつつあります。
- ・4コマ目にあったので、その前の空きコマ（3コマ目）に英語の自習できたことがよかったです。
- ・前の授業が終わってから一コマ空いていたので、その時間をもてあましてしまった。一つ詰めて、5-6時間目にある方がよかった。
- ・特になし。

5. 自分自身の中・長期的な具体的目標を立て、それを書いてください。

- ・私は6年生で是非留学してみたいと思います。ソクラカアーバインかは決めていませんが、それに向けいくつかの教科書を原本で読んでみたり、**The Language of Medicine** をして、英語を読んで理解できるようになりたいと思います。また耳を慣らすために **ER** などを観て楽しみながら英語学習を続けたいと思います。
- ・将来的には英語を使う環境で医師として働きたいと思っておりますので、並大抵の英語力ではどう考えても通用しないと思います。とはいえ大学生のときは英語だけに時間をそそぐ訳にもいかないので、とりあえずポリクリまでには、目標として、言葉に詰まらないで英語を話せたらいいなと考えています。
- ・病気についての説明をすぐに英語に置き換えることができるようにしたい。それと並行して日常会話もちやんと出来るようになりたいと思う。
- ・長期的な目標は、初期研修終了後早いうちに米国で臨床研修を行うこと。そのための中期的な目標として、学部生6年間のうちに **USMLE** に **High score** で合格すること。具体的には **3 digit score** で **230** 以上。
- ・**The Language of Medicine** を購入したので、1週目を2年生のうちに終わらせて、なるべくはやく、その中にある語彙は覚えてしまおうと思います。
- ・大学を卒業するまでに、医学英語を理解でき、話せるようになる。
- ・今回のEMPでも感じたが、積極性がないとなかなか上達しないと思う。まずはそういった姿勢を改善していきたい。周りのメンバーと比べても、話す力も聞く力もまだまだだったので、一年一年少しずつでも成長していきたい。卒業までにはすらすらと会話ができるようになってみたい。

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。

- ・特にありません。
- ・講義や部活など忙しいせいで、自分で時間をつくるのは難しいなか、英語を使う時間を与えて頂き、本当に感謝しています。4年からの **EMP** も楽しみにしています。多くの先生方、ご指導頂きありがとうございました。
- ・レポート、およびこのアンケートについて提出に不備を期してしまい申し訳ありません。授業に関する感想としては、やはり各個人に能力の差、そしてそれ以上の意識の差が見られるのではないかと思います。途中か

らないがしろの授業のように扱っている人を見られましたが、このような意識では本気で留学を目指して勉強する人むけの授業とは言えないかと思います。とはいえ、これはこちら学生がわの問題であり、担当してくださった2人の先生に対しては上に書いたこと以外に特にありません。本当にありがとうございました。

- ・特にないです。
- ・J A I C Aの人たちへのプレゼンはもっとやり方を考えたほうが、聞く人も話す人も有意義になると思った。

ENPⅢ

April 13, Wednesday

N3 92090040 Haruka Ibi

Today, we had the first class of ENPⅢ. First, Ms. Nambu explained the schedule and JOB report to us. JOB report is a presentation for JICA people on June 15th. We will each give a presentation on some medical topic that we are interested in.

Mari and Haruka gave simple presentations today. Mari's topic was home medical care, and Haruka's was public health nursing. After these presentations, we practiced paraphrasing. We will now begin narrowing down the focus of our presentation topics.

Next week, Momoko, Chihiro and I will give our presentations. I hope I'm not too nervous.

ENP3 Report

April 20

Mari Kamichi

Today, we reviewed what we had discussed in the previous class, and Ms. Kiyota and Ms. Komatsu told us about the theme of the JOB report. In the review, we explained the meanings of keywords that Ms. Tsuboi and I had listed in the previous class. It was frustrating to know the meaning of a word but have some difficulty expressing it in speaking.

In the next class, we are going to review the meanings of keywords that Ms. Kiyota and Ms. Komatsu listed today. I would like to review these at home so that I can explain them without hesitation in the next class.

27th, April, 2011

Chihiro Kiyota

Today's class began with some casual conversation. We talked about our plans for Golden Week, and the conversation became heated. I had fun.

Then Haruka talked about her theme, maternity nursing. The 5 keywords from her theme were "SIDS," "breast feeding," "artificial insemination," "new-born mass screening," and "kangaroo care." She explained these phrases to us. "SIDS" stands for Sudden Infant Death Syndrome, and refers to the sudden death during sleep of an apparently healthy baby. "Breast feeding" is a mother feeding a baby with milk from the breast. "Artificial insemination" is not natural pregnancy; it refers to various doctor-assisted methods of helping women to become pregnant. "New born mass screening" is done quickly by collecting the blood of new born babies. "Kangaroo care" refers to a mother holding her baby on her breast like a kangaroo. I will try to learn how to explain these keywords myself.

11th May

Komatsu Momoko

Today, Mrs. Iwakiri, in addition to Mrs. Nambu, came to our class, so we were very glad.

First of all, we talked about the Welcome Party for PSU students. Though I was not able to go to the party, to my regret, I enjoyed listening to my friends and I want to become friends with PSU students.

Next, we were taught about how to narrow down the themes of our Job Reports by Mrs. Nambu, and we were also advised by Mrs. Iwakiri. As a result, I think my theme will be Angel Care. I want to be able to tell the visitors from JICA about Japanese Angel care.

18th May

Tsuboi Haruka

In this class, Ms.Komatsu and Ms.Kiyota presented 5 keywords on the theme or Job report.

First, Ms. Komatsu told us 5 keywords. Her theme was "Angel Care"(Angel Care refers to taking care of the newly deceased's body.) She explained the meanings of grief work, the tools for packing cotton into the anus and vagina, angel make-up, universal precaution and angel care and angel make-up class. Grief work is support family member who lost a member of family. The tool for packing cotton into the anus and vagina is used to prevent solids or liquids inside the body from coming out. Angel make-up is making-up the deceased by nurses, the undertaker or a make-up artist. Universal precaution means treating the body in aseptic conditions. Angel care and angel make-up lecture classes are held for nurses by private companies.

Secondly, Ms,Kiyota told us 5 keywords, too. Her theme was "Disaster Nursing." She taught us the meanings of out reach activity, hero phase, honeymoon phase, disillusionment phase and reconstruction phase. Hero phase, honeymoon phase, disillusionment phase and reconstruction phase are part of the mental recovery process. In the hero phase, the person takes brave action to protect his or her family members from danger. In the honeymoon phase, victims have a sense of solidarity among themselves. In the disillusionment phase, victims cannot bear the situation and the response of the government is late. And then their emotions will be exploded. In the reconstruction phase, the stricken area becomes better and is recovering.

Both of these themes were very interesting for me.

ENPⅢ

May 25th, Wednesday

N3 92090040 Haruka Ibi

Today, I gave a presentation about baby health. I discussed 5 key terms: inoculation, child abuse, Mother's Pocketbook, baby checkup, and the attachment of mother and child.

After the presentation, I got some advice from Ms.Nambu and other students. I decided the JOB report theme would be about the Mother's Pocketbook in Japan.

I was the last presenter, so we will have a pre-rehearsal next week. I'm nervous because JOB reports come one day at a time. I hope the presentation goes smoothly.



ENP report

June 1st

Kamichi Mari

Today, each member presented and discussed their outlines of the JOB report. My presentation's theme was "Home Visiting Nursing". I was stumped about the contents. I was going to talk about the system of home visiting nursing. However, only talking about it is not interesting. Then, in this class, I talked about it with my class mates, and I got some good advice: introduction of home visiting nursing example (video clip). I will try it. I thought everyone's ideas were interesting. I hope our presentations go well.

July 6th

Kamichi Mari

In this class, we discussed common medical conditions/problems for each of the clinical departments we talked about last week (Internal medicine, Psychiatry, Orthopedics, etc.). I was surprised that "mizumushi" is "athlete's foot" in English (because athletes use a common shower area, they are more likely to get mizumushi). I think I should acquire more medical knowledge--not only studying English medical words, but also understanding these meanings is important.

June 8, 2011

Chihiro Kiyota

Next week, we will give presentations to JICA members, so in today's class we practiced our presentations. We decided the order by janken and then started practicing. After each run-through there was time for others to give some advice and feedback, and to ask questions. But we were not able to explain what we wanted to say in English well during the feedback sessions. We also found that basic technical terms didn't stay in our heads. We have to learn terms and practice more before our JICA presentations.

ENPⅢ Report June,9th,2011

Tsuboi Haruka

In this class, we asked the teacher some questions we had prepared.

First, we asked about how to say "yoroshiku onegai shimasu" in English. Japanese often say "yoroshiku onegai shimasu" in many situations. But in English, different phrases are used depending on the situation. We discussed two basic situations.

When we ask somebody to do something, we can say "Please ~ and, thank you." And, in situations where there is no request, we can say something like "I'm looking forward to talking/working with you/ getting to know you."

Secondly, I asked how to say "urayamashii" in English. For example, when I think that my friend's bag is very nice

but I can't buy one. In this situation, we can say "you're really lucky!/I really envy you! /I want one/ I wish I had one/etc."

Thirdly, we asked about the difference between maybe and probably. These 2 words are different. Japanese say "maybe" many times, but "maybe" means about 50 percent possible. It is an unclear answer. I think if I don't know the answer to something, I should say "I don't know."

ENP BⅢ

15th June

Komatsu Momoko

Today, we made presentations for the JICA people. We have worked hard to prepare each of our presentations for today. At first, we were very nervous but we could eventually make it through our presentation. Thank you very much to Mr. Guest, Mrs. Nambu, Mr. White, and ENP friends for helping me!!!

After the presentations, we discussed each presentation. During these discussions, a JICA member said that my presentation's theme "Angel care" was very good! I was very happy to hear this comment. Also, I wanted to learn more about Angel Care in other countries.

However, I think that I should get on with improving my English skills first because I couldn't fully understand JICA members' presentations, and I couldn't communicate with JICA people well.

This opportunity gave me the motivation to try to study English more.

Wednesday, June 29th

ENPⅢ report

N3 92090040 Haruka Ibi

Today, we discussed major hospital departments. Our homework was to look up the English for various departments. In class we took turns naming departments.

Then Rick gave us a list of the various departments in the University Hospital. There are a lot of clinical departments and central clinical facilities. We were not familiar with several of them (in English), so Rick explained them to us.

For today's homework, we have to think of 3 common medical conditions/problems for patients in each of the departments. I'm looking forward to our next class.

July 13, 2011

Chihiro Kiyota

Today's homework was to look at common conditions and their treatments in various hospital departments. During the class we discussed these. We used many technical terms, so it was very difficult for me to understand what other class mates were saying. My explanation was incomprehensible because I talked about one thing slowly for a long time. In today's class I understood that it is important to explain things clearly and briefly.

In this class, we gave short presentations. The teacher asked us to relax and try not to simply read from our notes. In order to do this I had to practice a lot.. The teacher also told us not to worry about making mistakes, because many people make them during presentations. It's not necessary to be "perfect." What is important is making your message understood.

## 2.9 ENP 3 前期アンケート （未提出0人 提出率100%）

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	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. プログラムの最も良かった部分とその理由を書いてください。

- ・南部先生の Rick 先生の2人で、プレゼンテーションの準備をしっかりと出来て、プレゼンテーション内で英語の勉強ができたこと
- ・JICA のプレゼン作成のための時間をしっかりと取ってもらえて、満足のいくプレゼンができたこと
- ・JOB REPORT は、医療のことについてプレゼンする良い機会になってよかったです
- ・ネイティブの先生の、ネイティブスピーカー独特な ENGLISH のニュアンスが知れてよかった
- ・プレゼンをする練習が多くてよかった
- ・英語をしゃべる機会があったので、自学ではカバーできない勉強ができました

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。

- ・プレゼン（JICA）を実践するのはとても良いのですが、JICAの方がどの程度日本の看護について知識があるかを知っておくと、内容と考えやすいのかな、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？

- ・良いとおもいます（3名）
- ・ちょうどよいです
- ・頻繁にあってもよいと思った

5. 自分自身の中・長期的な具体的目標を立て、それを書いてください。

- ・文法に気をつけて、スピーキングをもっと重点的に行いたい
- ・夏休み中に高校英語レベルの復習を終わらせて、キソ作りをして、医療英語の勉強とスピーキングの勉強をしたいです。
- ・自分の興味ある分野の医療用語を中心に覚えて、医療的な話題の会話が出来るようになる
- ・ボキャブラリーを増やすこと（長期的に継続）→ 自分のイイタイコトを近いニュアンスで伝えられるように（長期的な目標）
- ・英語を喋ることに恐れを感じない、まちがいを恐れない

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。

- ・ ENP の授業は楽しくて、充実した時間でした

4.19

Risa Akiyama

Today we began by discussing our "dreams" for the future with our classmates. Since we are all women, we all want to be good wives and mothers someday. Above all, I want to be a special nurse. We asked each other detailed questions about our dreams.

Later, we discussed how best to obtain an ability to communicate in English. We decided on a simple answer: don't be afraid to speak English. I hope to speak English confidently with my ENP classmates.



May 24th

Marie Yagi



Today, all members were present for the class. This was the first time there were no absent students. I hope nobody is absent next class too.

Mr. White began by explaining to us that we are responsible for finding out material and assignments we have missed due to absences. The ENP2 class is a special class, so we must study more actively.

In today's class, we learned some vocabulary and phrases for talking about various tools, instruments, and machines used in the hospital. We made two groups, and made lists of tools, instruments, and machines used in the hospital. Then, we compared and discussed what was on our lists. After we were clear about the meanings of the items on our lists, we learned about how to explain/describe what all of these tools, instruments, and machines are. For homework, we have to write down our explanations/descriptions.

June 16, 2011

Ono Ayaka



Today, all members were presented. Ms. Suzuki came to university of Miyazaki from Nagasaki Junshin university. First, she introduced herself and we introduced ourselves. She asked something to us and we told more.

Next, she explained about Zimbabwe. We didn't know about Zimbabwe so much. So, we could learn many things. Next, we asked her some question.

We found the difference between Japan and Zimbabwe. Finery, she said "There are few classes like ENP. You have a good time to study English." I

want to continue to study English hard in ENP class.

Jun 28th

Today, we were all present for the class.

Our last ENP2 class with Mr. White was 3weeks ago, so we've had a long break between classes.

Today, we gave mini-presentations about the departments of surgery and internal medicine. But, our presentations were not quite ready. It is important to speak to the "audience" and make eye contact, and not simply read from our notes. Mr. White gave us some information and advice for preparing and giving presentations. And he gave us a chance to try again next class. We'll try to have better presentations and be good speakers.

July 26th

Marie Yagi

This class was the last class before the summer vacation. Ayumi was absent. In this class, we talked about new, useful, interesting English words, phrases, expressions, grammar points, and social/cultural points that we have learned in class in this semester.

We especially enjoyed talking about "herbivorous boys". "Herbivorous boy" is a coined word in Japan. We thought about why boys become "herbivorous." It was interesting.

Next class will be in October. We will study English harder. We are looking forward to seeing our class mates next term.



## 2. 11 ENP2 2011 前期アンケート (未提出1人 提出率80%)

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	0
有益であった	4
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. プログラムの最も良かった部分とその理由を書いてください。

- ・少人数なので、先生に質問しやすく、発言する場が多くあるので、英語を話す機会がたくさんありました
- ・少人数であることで、1人1人の話す機会が多くあった
- ・少人数であったところ。先生との距離も近く、1人1人の話をよく聞いてもらえてよかったです
- ・少人数であった。1人1人の話す時間や質問のしやすさは少人数でなければ難しかった

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。

- ・とくになし (2名)
- ・ありません (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?

- ・とくになし (2名)
- ・1年生の後期など、授業があまり入っていないうちからあればよかったと思います。授業後に空きコマが出来ない日にいれて欲しいです。
- ・週1は少ないので、出来ることなら、1年生のうちから ENP があればよかったと思います。

5. 自分自身の中・長期的な具体的目標を立て、それを書いてください。

- ・学校の授業だけでは英語を習得するのは難しいので、もっと積極的の自学習をして、日常生活を含めた英語表現ができるようになりたいです。自分にできることに一生懸命とりくみ、また、授業の1回1回を大事にしていきたいです。
- ・ネイティブと自然な会話ができるように、表現など DVD を見たりしながら増やしていく。病院ではどのようなやりとりがあるかなども勉強したい
- ・授業のコマ数は15コマと限られており、また週1回ではなかなか英語に触れる機会が少ないので、自分で英語を勉強する時間を今まで以上に増やすようにする。1日1回は英語を聞く
- ・論文制作が最終目標なので、2年時 ENP 終了までには医学用語や英語特有の文法を使えるようになる

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。



・2年は、カリキュラム自体がぎちぎちで **ENP** に興味があっても選択するのをやめた人もいるようで、受験が終わってすぐの1年から **ENP** を選択できたらもっと有益だったと思います。前期の **ENP** は楽しく学ぶことができました。ありがとうございました。

【Group A】

18/5/2011

Satoko Makino

Today, we learned a few things about using MS Word to write in English. (I think Mr. White has had some unpleasant experiences with MS Word.) We did a practice activity with a handout called "MS Word Disaster." Mr. White also gave us some advice for writing our class reports and how to write clear, brief paragraphs. This class opened my eyes, because I have never cared much about punctuation, spacing, etc.

We have a lot of nurses from different departments in our class. I am very interested in talking with my ENP classmates and finding out their opinions and how they feel about their own departments.

I also want to improve my English. The most useful thing in this class for me will be to learn some "nursing English." This class will help me think about the future.

May 29, 2011

Maiko Ishimura

This week, we practiced introducing ourselves to our classmates. We were able to talk to each other and we were able to find out about our teacher and classmates a little. Rick explained to us that people usually don't do "self-introductions" in English-speaking countries. Classmates, for example, usually find out about each other during normal, natural conversation. This surprised me because we always introduce ourselves to new classmates in Japan.

We also practiced getting some basic patient information: name, address, telephone number, DOB, sex, occupation, nationality, marital status, etc. We should ask clear and polite questions. We are going to practice this some more next week.

June 1st

Mayumi Horiuchi

First, we practiced the questions for basic patient information that we learned last week. This information includes name, address, sex, DOB, occupation, marital status, etc.

Some of the questions required special expressions that I was not familiar with.

Next we thought about questions for patients' basic medical history. This information included questions about allergies, current medications, hospitalization, insurance, and next of kin.

In Japan we ask for the patient's blood type, but it's possible that the patient makes mistake. I feel blood type might not be an effective question category.

I had learned these questions before, but I had forgotten some of them. I'll try to remember them this time.

We studied about "Basic Medical History". Not only, we learned how to ask or answer, but also thinking. Though I assessment patient's answer naturally when I work, I only say "Yes or No" when I talk English. When I ask more, I need more expression. I think that I have to study more.

8 June

Emi Sato

Today, many classmates were absent, and I came to the lesson thirty minutes late because I was very busy at work. Today a classmate talked about her stay in Canada on a working holiday. We asked her about interesting things in Canada. I have been to Canada, and I talked about my experience there. I recommend Canada to everyone, because it is richly endowed with nature and a very beautiful place. I was interested in her experiences during her working holiday, because I have never tried that.

Recorder : Mihoko Nakamura

Wednesday, June 22

This class was received from members about English. What is the difference between a and the ?

English teacher explained that a is one ,and the is some specific thing .

For example

A;Where are you going?

B;I am going to the party.

A;Me too! I go to a party.

A;Where is the party.

English teacher explained that American English and British English are different.

A Kenyan person said true English is British English before. But I do not understand.

After a about English ,We asked member some question.

"What do you like about nursing?" "Where do you want to go in Japan?"

"What do you do in free time?"

N-ENP report

Date 2011. 6.22.

Teacher: Mr. White

Reporter: Emi Takeiri

Topic1: Differences between "the" and "a"

"The" is definite article and used for some specific things.

(For example)

A: Where are you going?

B: I'm going to the party.

In this situation, B knows which party A is going to.

Another use

-Only one thing in the world

Ex. He is the president of this company.

- Superlative

Ex. This is the best movie I've ever seen.

Topic2: Differences between "Overtime" and " Overwork"

-Overtime ---work late

-Overwork---work too much

Free time---

We talked about ourselves. I think it is good for making relationship and good chance to know each other. We try to speak English and we express our thoughts in English.

Next time, we have to ask English questions!

We need to think about using English.

June 29, 2011

Satoko Makino

Today we went over some questions related to taking patient history: "When did you first notice...?" "How long has it been bothering you?" "How long does it last?" etc.

We also talked about different types of pain and how to ask patients about their pain. We regularly do this in Japanese, but it's much more difficult in English. I think I need to study more.

06/7/2011

Toyama naomi

- news

- question time

- Question→answer

1.its clear. Very hard stone,used in jewel .→diamond

2.an animal that has a soft body covered by a hard shell.→turtle

3.a sweet brown food made from cocoa that is eaten as candy, or used to give foods such as cakes a sweet taste.→chocolate

4.a tall African animal with a very long neck and legs and dark spots on its yellow brown fur.→giraffe

Knows things, also Japan difficult things people know things things.

What is it used for?  
What is it made of?  
What color is it?  
Etc's thought's important questions.

20 July

Emi Sato

Today, we helped Rick fill in the responses of a medical interview sheet written in Japanese. We helped translate the questions into English. I can see that this is difficult for foreigners in Japan. It was hard to explain various symptoms, conditions, and medical terms.

【Group B】

May 18

Shiho Hase

I learned about prepositions, names of things, and how to introduce oneself in the first lesson. Because I am weak in English, I was very nervous to go to class. But the lesson was very fun. I want to learn English much more in the future.

May 25

Yuko Miura

We had the second class. Conversation in English, pronouncing in English, and hearing English is very fun. I was happy. While taking the class, I recalled my school days.

Wednesday, June 1th, 2011

Recorded by Mitsuko Kawano

We took a class about expressions to explain time and about some verbs. Those expressions are so difficult that sometime I made mistakes. Next, we studied verbs. I learnt that "be wearing" can be used to express the clothing we are in.

June 8th

Yuko Miura

I was the only student to attend the class, and I was very nervous. But, I am glad I could ask a lot of questions. I'll do my best to speak more in English.

June 15

Shiho Hase

I learned in this class about words to express frequency and the present continuous. In addition, I studied verbs. Because I often use the words to express frequency, I will use them well from now on in English conversation. Because I have little English knowledge, I want to increase my vocabulary little by little and study hard.

June 22nd

Yuko Miura

I attended the sixth English class. A patient from New Zealand was hospitalized in dermatology that I am working. Since he was able to speak Japanese a little, I could learn English from him. It was a good opportunity to check how much I improved my English.

Wednesday, June 29th, 2011

Recorded by Mitsuko Kawano

We took a class about future tense.

I learned that there are two ways to express something in the future: "will" and "be going to".

"Will" is used to say something certain in the future.

"Be going to" is used when there might be some possibility of change.

I thought that I had to use them thinking about the content.

July 8th

Shiho Hase

I learned about the names of body parts and about how to pronounce them in this class. In addition, I learned how to answer the question about future plans. To learning with review is very helpful. Because I still cannot use English well in class, I want to try harder from now on.

July 13th

Yuko Miura

I attended the eighth English class.

This time, we reviewed what we had learned and we tried not to use Japanese but tried to speak only in English. Now we have only one class left. I want to be able to talk English more in the last class.

### 【Group C】

2011 年 5 月 19 日 木曜日

Thursday, 19<sup>th</sup> 2011

## C グループ 第 1 回演習

### GroupC The first class

今回の記録者：太田 恵理 Recorded by Eri Ota

まず始めに、自己紹介をしました。

First of all, we introduced ourselves each other.

講師の先生は今からまた進学を考えているという、とても向上心にあふれたかたでした。

Our teacher is such a hard worker that she is going to go to school for improvement.

私は先生をととても尊敬できる素晴らしい女性だと思いました。

I respect her because she is a nice woman.

富窪さんは1児の母であり、子どもと一緒に英語を学びたいという思いがありました。富窪さんと私は誕生日が1日違いで、さらに名前も一文字違いで、なんだか勝手に親近感を抱いてしまいました。

Mrs. Tomikubo has one daughter.

She wants to learn English with her.

Her birthday is close to mine.

Her birthday is May 25<sup>th</sup> and my birthday is May 24<sup>th</sup> .

And more, her name is similar to mine.

She is Emi and I am Eri.

I feel an affinity with her in my own way.

絵を見て、これはなんですか？の問いに、英語で答えました。

We looked at pictures and answered the question "What's this?" in English.

そのものがどこにあるか、前置詞を用いて表現しました。

We expressed whereabouts of things using a preposition.

2011 年 5 月 26 日 木曜日

(Thursday, May 29th, 2011)

## C グループ 第 2 回 演習

(C group The second class)

記録：富窪 恵美 (Recorded by Emi Tomikubo)

### Lesson contents

- 今日は、生徒は私だけでした。

(I was the only one in the lesson.)

- 前置詞の復習をしました。

(I reviewed preposition.)

- 絵を見ながら、前置詞の読み方の練習をしました。

(I practiced preposition aloud looking at a picture.

- 数字の勉強をしました。

(I studied numbers.)

- プリントに記載してある数字を読む練習をしました。

(I read out loud numbers in the textbook.)

- プリントの空欄を埋め、会話の練習をしました。

(I solved questions in the textbook and practiced conversation.)

- 次回の授業は“形容詞”についてです。

(Next lesson is about adjective.)

2011 年 6 月 9 日 木曜日

(Thursday, June 9th, 2011)

C グループ 第 3 回 演習

(C group The third class)

記録：富窪 恵美 (Recorded by Emi Tomikubo)

#### Lesson contents

- まず、先生から先週の質問した問題について説明されました。

(First of all teacher was explanatory question last week.)

First of all, the teacher explained about the question from last week

- 私の職場の手術室看護師の呼び方を教えてもらいました。

(Teacher give me ,my workplace operation nurse call.)

The teacher taught us how nurses are called in the OR.

- その後、先週の形容詞の復習をしました。

(We reviewed adjective after.)

We reviewed adjectives after that.

- 時計の読み方と進行形の勉強をしました。

(We studied read clock and 進行形.)

進行形：How do you spell ?

We studied how to tell the time and progressive.

- 時計の読み方、進行形など勉強しながら、とてもなつかしい思いがしました。

(I think read clock and 進行形 a long time.)

Studying time and progressive in English brought back memories

2011 年 6 月 16 日 木曜日

Thursday, June 16th, 2011

C グループ 第 5 回演習

C group The 5th class

今回の記録者：太田 恵理 Recorded by Eri Ota

#### Lesson contents

今日はまず、前回の復習をしました。時間の表現、進行形を使った表現の復習です。

First of all, we reviewed the last class. There are expressions of the time and (progress?).

First of all, we reviewed the last class. There were expressions of the time and progressive.



また、前置詞の使い方についても少しだけ学びました。

And we learned a little preposition of use.

And we learned how to use prepositions little.

次に “What are you doing?”と“What do you do?”の違いについて学びました。

Next we learned difference in expression between “What are you doing?”from “What do you do?”.

Next we learned difference in meaning between “What are you doing?”and “What do you do?”.

似た言い方なのに全く意味が違うことに驚いた。

I wondered that they are becoming, but they are difference of meaning.

I was surprised that they look similar but they are different in meaning.

よく使う動詞について学んだ。先生に例題を出してもらい、私たちは文章を作る練習をした。

We learned verbs that we often use.

Our teacher gave us exercises. We exercised in English compositions

We learned verbs that we often use.

Our teacher gave us exercises. We practiced making English compositions

来週は穴埋めビンゴをする予定です。

We will play BINGO fill a blank next week. I pleasure it.

We will do/enjoy fill-in-the-blanks BINGO next week. I'll look forward to it.

2011 年 6 月 23 日 木曜日

(Thursday, June 23th, 2011)

C グループ 第 3 回 演習

(C group The third class)

記録：富窪 恵美 (Recorded by Emi Tomikubo)

#### Lesson contents

- 週末の出来事について、先生から質問がありました。

(There was a question from a teacher about an event of the weekend.)

(There was a question given by a teacher about an event I had during the weekend.)

- えりさんは、3 日間の夏休みで大阪に行ったようです。

(Eri seems to have gone to Osaka for a summer vacation of three days.)

(I heard that Eri went to Osaka for a summer vacation for three days.)

- 私は、娘の英語のスクール後、娘と一緒に戦隊ものの映画を見に行ったことを話しました。

(I talked about having gone to watch the movie of the squadron thing with a daughter after the English school of the daughter.)

(I talked about going to the movie with my daughter.

It was an action movie.

We went there after my daughter finished her English lesson.

- その後、頻度を表す言葉の勉強をしましや、そして、言葉の並べ替えもしました。

(We studied work to express frequency afterwards And of words sorted it.)

(We studied expressions for frequency, afterwards we changed words into the correct order.

- 次回までの宿題が出ました。身体の外部の名称を覚えてくることです。

(It is learn the physical outside name that the homework until the next was over.)

We were given some homework. We have to remember the names of body parts by the next lesson.

- 次回はその宿題についての勉強ですが、私は都合によりお休みです。

(The next time is study about the homework ,but I am absent by circumstances.)

We'll learn body parts next week, but I'll be absent for some reason.

2011 年 6 月 30 日 木曜日

Thursday, June 30th, 2011

C グループ 第 6 回演習

C group The 5th class

授業内容

Lesson contents

今回の記録者：太田 恵理

Recorded by Eri Ota

I happened to meet Ms. Shirasaka. She taught me English last year. It brought back good memories. I was happy.

Today, I took a class alone because Mrs. Tomikubo was absent.

In the beginning I felt lonely but I enjoyed that class as usual.

First of all, I answered questions that Ms. Nagai made using interrogative.

Next, I practiced to make sentences using interrogative.

I learned auxiliary and how to use them.

I am happy because I can speak more about my daily events in English little by little.

2011 年 7 月 7 日 木曜日

(Thursday, June 23th, 2011)

C グループ 第 8 回 演習

(C group The third class)

記録：富窪 恵美 (Recorded by Emi Tomikubo)

<授業内容>

Lesson contents

- ウォーミングアップのために今日の出来事の質問がありました。

(There was the question of today's event for a warm-up.)

(There was the question about today's event for a warm-up.)

- 今日は 7 月 7 日だったので七夕です。願い事は、なんですか？と質問がありました。

(It is the Star Festival today because it was July 7. What is the wish? There was a と question.)

(It is the Star Festival today because it is July 7. The teacher asked us "What is your wish this year?")

○ ウォーミングアップ後、身体の部位についての発音練習をしました。

(After a warm-up, I practiced pronunciation about body parts' names.)

○ 日頃、手術室内で良く耳にする言葉がたくさんあり、正しい発音について勉強になりました。

(There were a lot of words to usually hear well in an operating room, and it was studied about right pronunciation.)

(There were a lot of words I often in the operating room, and it was good because we could learn about right pronunciation.)

○ また、その部位について、先生お手製のビンゴゲームがありました。こういう、ビンゴもあるんだなーと思い、楽しく勉強することができました。

In addition, about the part, there was teacher bingo homemade. Such I thought that there was the bingo and was able to make a study happily.

Our teacher showed us her own hand-made bingo game, which was about body parts. I was impressed to see it and enjoyed learning.

○ 次に過去形、未来形について勉強しました。変わる未来形、変わらない未来形と英語には、日本語にない意味合いがあることも知りました。

○ I studied a past form, the future form next. For the future form to change, the future form and the English that did not change, I knew that there was the implication that Japanese did not have.

○ We studied past and future tense next. I came to know that there was the implication that Japanese did not have.

2011 年 7 月 14 日 木曜日

(Thursday, July14th, 2011)

C グループ 第 9 回 演習

(C group The nine class)

記録：富窪 恵美(Recorded by Emi Tomikubo)

#### Lesson contents

○ 私は、今日の授業に 10 分ほど遅刻しました。太田さんは、夜勤だったのか、お休みだったようです。先生は、ひとりで待ってくださいました。

(I was late for today's class for approximately 10 minutes. Ms.Ota was absent whether it was a night duty. The teacher waited alone.)

○ ENP の授業は、あと 1 回になりました。

(The class of ENP became the once more.)

○ 今日は、復習ということで、カードを使って単語の例文や読み方の練習でした。

いろいろなカードを使って、例文が出され質問や返答を行いました。

(I used the card, and, concerning a review, it was the example sentence of the word and an exercise of the reading of today. An example sentence was given and asked you a question and, with various cards, answered it.)

【Group D】 Kaoru Hamasuna

2011/05/26

Today is our first class. We introduced ourselves.

After that, I tried to explain about my study and my thought, but I couldn't talk enough.

So, we planned to read a textbook first named "A guide to effective care in pregnancy and childbirth" and study about breastfeeding in English.

I decided that I'd like to explain about my study and breastfeeding correctly by July.

2011/6/2

Today, we started to read "A guide to effective care in pregnancy and childbirth".

There are many important words connected with breastfeeding.

We made sure whether my translation is correct or not and the contents of the book sentence by sentence.

After we understood the contents of the textbook, I try retell with some important words and phrases.

I got some tips to read textbooks in English.

I'd like to read it smoothly next class.

2011/06/09

We read the third chapter "Early and later suckling".

What is the best thing for breastfeeding? Early contact between mother and baby has beneficial effects on breastfeeding, in addition to other important benefits. For the first feed "old dogma" and "new dogma". The old dogma indicates 'no baby should breastfeed until 4 hours after birth', the new dogma indicates 'all babies should feed immediately after birth'. However, there is no evidence which is acceptable to feed early or later.

We wonder what kind of treatment is good for participants, because there are many dogmas at my work. There are many dogmas at my work. We need to find evidence about our care and give back proper care to our patients. In any case, the first feed after birth should be given in privacy, at a time when the baby is receptive, and after the mother and baby have been made comfortable. In this book, skilled professional help would be useful at this time. Midwife need to acquire their expertise.

2011/6/30

The fourth chapter is "The importance of correct positioning".

Positioning of the baby at the breast plays a crucial role, both in the prevention of sore nipples and in the successful establishment of breastfeeding, and professionals should know how a mother can be helped to position her baby properly at the breast. However, the deficiency of opportunity to observe other breastfeeding women and the lack of skill demonstrated by some health professionals prevent mothers' successful breastfeeding.

Professionals must understand the underlying mechanisms of suckling and acquire the skill and experience to help a mother to position her baby correctly before they can be real value to the mother. This book explains detailed mechanisms about accurate positioning of the baby on the breast such as how to suck the nipple with the baby's mouth.

2011/07/07

I had the forth class. I'm getting used to the method.

Today, I learned many useful words and technical words, "hard and soft palate", "gum", "peristaltic movement", "pharynx", "jaw", "esophagus", "rooting reflex", and so on. And I understood the definitional difference between "teat" and "nipple" in the textbook. These words were used to explain accurate positioning of the baby on the breast.

Some of these words were difficult to pronounce for me and I knew peculiarity of my pronunciation such as "t", "r", "l" and "v". I'd like to speak English with correct pronunciation.

I have a patient from Indonesia. So, I make use of my ENP experiences to have communication with her. I am enjoying to communicate with her by using the words which I learned this ENP class.

2011 /7/14

The fifth chapter is "The importance of flexibility".

We learned about the importance of correct positioning in the fourth chapter and we have to keep the baby in the correct position on the breast. However we learned that the flexibility needs to promote breastfeeding in this chapter.

A baby needs to eat and sleep according to his or her own rhythm, rather than those imposed by arbitrary regimens. Some professionals regulate the frequency of baby's feeds, but there are no data providing any justification for the imposition of breastfeeding schedules. The frequency of feeds should not be restricted.

Other than that, about the composition and rate of flow of milk are explained in this textbook. They changes over time. The fat content increases and the flow rate decreases as the feed progresses. The baby takes a large volume of low-calorie foremilk at the start of a feed. After that, this changes to a smaller volume of high-calorie hindmilk at the end of the feed. Interference with spontaneous feeding patterns may result in the baby being deprived of essential vitamins. Therefore, the duration of feeds should not be limited. We have to wait the baby to finish The feeding spontaneously.

I met a professor of department of Pediatric Nursing in Thailand and exchange our information about breastfeeding for premature newborn. I feel become less of a barrier to talk about technical topics than I used to be.

2011/07/28

Today I learned 'supplementing'. There is no evidence to support supplementary feeds of water, glucose, or formula to babies. Besides urging women to drink more than their thirst dictates is not justified.

I learned some technical words like "perineal", "labial", "oral contraceptives", "physiological jaundice" and so on. Parents want to know the result of their babies' check-up. I want to explain them accurately to relieve their worries. For this, I learned some technical words and tried to speak with simple words.

8/4

We had a patient from Bangladesh. She accepted to deliver by cesarean section. I had communication with her using expressions which I learned in previous ENP classes. Now, I want to explain about breastfeeding too.

The ninth chapter is "supporting breastfeeding mothers".

There is one sentence "If the advice given flawed, it is unlikely to be helpful. ". We need to give evidence-based care.

The tenth chapter is "Nipple trauma". There are a number of treatments have been used for prevention or treatment of nipples. However, the only factor that has been shown to both prevent and treat nipple trauma is good positioning of the baby at the breast. Correct positioning is very important for breastfeeding.

The eleventh chapter is "Problems with milk flow". There is an explanation about engorgement. Over-distension of the alveoli with milk causes the milk secreting cells to become flattened, drawn out, and even to rupture. Once the alveoli become distended, further milk production begins to be suppressed. Engorgement results from limitations on feeding frequency and duration, and from problems with positioning the baby at the breast. A number of different treatments have been advocated.

I need to take care of patients with engorgement at my work. I am interested in the care of engorgement which this book says.

8/11

Today we read more about "Problems of the milk flow".

A number of different treatments have been advocated about engorgement. To use oral proteolytic enzymes is not yet sufficiently strong to recommend. Application of plant products directly onto the breast has also been advocated for the relief of engorgement, but there is no evidence. Allowing the baby unrestricted access to the breast while properly positioned still appears to be the most effective method of treating for breast engorgement in this textbook. Sometimes midwives use raw cabbage leaves in Japan. I am interested in Knowing that the treatment can be seen all over the world. I would like to check it.

There are some explanations about mastitis too. Mastitis is the other common difficulty caused by milk flow problems. The mother develops a swollen, red, and painful area on her breast, a rise in her pulse and temperature, and an aching, flu-like feeling, often accompanied by shivering attacks and rigors. What begins as a non-infectious, inflammatory process may rapidly progress to an infectious process. For women with infectious mastitis, antibiotics are necessary, and for them expression of breast milk improves the outcome.

Mastitis makes mothers suffer. I want to support breastfeeding mothers properly and prevent from mastitis.

8/18

This is our last class. We read "Problems with milk supply".

'Insufficient milk' is the most common reason given for discontinuing breastfeeding. It is important to be able to diagnose the occurrence and etiology of insufficient milk accurately, but accurate measurement of milk production is not available. The only clinically available method is weighing of the baby before and after feeds. Such 'test weighing' is grossly inaccurate, but it can estimate the baby's intake. Our hospital uses this method and we ask mothers to monitor the general condition of a baby, health, behavior, color and consistency of stools, color of urine, and frequency of urination, and note his or her progress, especially the changes of their weights over time.

The best means of preventing the occurrence of insufficient milk is unrestricted feeding by a well-positioned infant, while giving good practical and emotional support to the breastfeeding mother.

I was able to learn about many useful and technical words. I was able to learn how to read and summarize such

a textbook in English.

玉田先生をはじめとする英語科の先生方、毎回真面目に、そして辛抱強く、私を見守り、指導してくださった白坂先生、看護部のみなさまに心から感謝いたします。

## 2.13 病院看護部 2011 N-ENP 前期アンケート (未提出2人 提出率87%)

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	4
有益であった	5
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. プログラムの最も良かった部分とその理由を書いてください。

- ・文法の基礎を学ぶことができた。
- ・分かりやすい単語が多かった。
- ・会話ができるということでは日常会話から医療の現場での会話まで、私が出来ていたかということは別にして、普段はなかなか英語で会話することがないので先生や同じ受講生の方と会話することができて良い機会になり良かったと思います。
- ・ネイティブの講師による会話中心の授業がヒヤリング、スピーキングのトレーニングになって良かったと思います。
- ・医療英語と聞いていたので、難しいと思っていたのですが、英語の復習からで、徐々に思い出し、英語の発音や会話も多く取り入れてもらい、少人数だったのでよく先生に質問することができたので良かったです。3人ぐらいたとみなで発音など大きな声を出して発音も恥ずかしくなかったです。
- ・ネイティブスピーカーの先生の講義であり、英語での講義が良かった。リスニングの練習にもなった。
- ・前回の復習を交えながら授業をしていただいたこと、毎日必ず同じ質問をしてくださり、いつの間にか定着していたこと。プログラムにこだわらず、今、表現したいことをその都度教えてくださったこと、などで、力まずに自然に自分から英語を話したいと思えるようになりました。
- ・ネイティブの講師に英語で授業を受けることができ、実際の病院で使う英語の使いまわしなどの会話方法を学ぶことができてこと。
- ・英語に関する質問が中心であったこと(例えば、look と watch は、日本語では「見る」であるが、どのような場合に使用するかなど)が良かった。
- ・少ない人数で受けることができ、細かい質問などしやすかった。
- ・英会話をするうえで、日本人と英語圏の人とのニュアンスの違い（この言葉はこの会話では適切でない・・・など）を知ることが出来たこと。
- ・英語を母国語とする講師が教授してくれた部分
- ・10回を通して同じ先生であったため、進行が統一されよかった。
- ・実際の問診を英語で行うなど、現実的な学びができた。
- ・配慮をいただいて、自身の専門分野の内容を英語で勉強することができた。

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。

- ・特に改善すべきところはなかった。授業に入りやすかった。



・私にも問題があり事前学習をおこなっていくともっと決められた時間の中で身に付いたのではないかと思います。反省しています。

・なかなか事前学習といっても難しく（自分のおかれている状況からかんがえると）、受け身ではいけないのですが次に行う授業内容（課題）がしっかりわかっていれば（今回も事前にありましたが）、授業ももっと有意義なものになったと反省しています。

・特にはありません。

・毎回、時間通りに行ってもほとんどの人が集まっておらず、先生が準備していたであろうプログラムを行えていなかったように思う。

・新しくこれを勉強している！という実感は少なかった。

・特にありません。（3名）

・ないです。

・個人的には、自分の英語力の向上が必要であると思った。

・受講メンバーが業務の為にどうしても参加できない際は参加する受講者が少なくなるが、少ないメンバーであっても通常のプログラムを教授していただきたい。

・改善すべき点はないです

・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？

・時間は妥当であるが勤務が忙しく、遅刻してしまうことが多く、反省しています。

・通常の勤務が時間内に終わらないので日勤で行くのはむずかしく（授業がおわって残った仕事をする状況でした）、夜勤明けや休日にしないと確実に参加できないと感じました。自分の希望で参加させていただいているので病棟にも迷惑かけれないと感じています。

・前期、後期と期間をくぎってして頂けるのは有難いと思います。

・適当だと思います。

・1時間半でちょうど良かったです。期間としてはもう少し長く半年ぐらい勉強出来たらなと思いました。

・時間は良いと思うが、看護師という仕事柄集まりは悪かった。

・ちょうど良いです。（2人）

・適切でした。

・10日間は慣れた頃に終了となるため、もう少し1期間の日程は長いとよいのではと思います。

週に1回のペースで、短期的で良かったなと思います。また、時期的にも良かったと思います。

・適切である

・時間はよいと思います。ただ、遅刻が多く時間通りにくるのは0人～2人でした。遅刻でも30分以上だったりで先生に申し訳なかったです。（勤務の都合上 仕方がないのかもしれませんが・・・）

・良かったと思います。

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

・今回、基本的な文法を学ぶことができた。今後を少しずつ基礎の復習をすること。

・看護に関する単語のボキャブラリーを増やすためにもテキストの復習を行う。

- ・あくまでも私の目標ですが、
- ・日常会話、医療現場での会話ができる。
- ・医療現場で実際に患者様との対応ができる。
- ・今後も英語、英会話を個人的に（病院外の英会スクールなどにいく）勉強していく。
- ・どこまで実際に出来るかわかりませんが、英語と離れないようにしていきたいと思います。
- ・長期的目標：医療場面での会話ができる　短期目標：日常会話ができるレベルまで上達する
- ・海外旅行にも行く予定（2回）なので、簡単な英語は話せるようになりたいと思っています。あと7月、8月に入院患者さんで2人海外の方が入院されてきました。今後は増える可能性があるので、少し会話できるようになりたいです。

- ・外国の患者様が来たときにコミュニケーションがとれる
- ・英語圏の方と日常のコミュニケーションがとれるようになる。
- ・医療者として、英語圏の患者さんとコミュニケーションがとれるようになる。
- ・後期のプログラムも受講し、今後臨床の場で実践できるようにしたい。
- ・病棟に入院する患者・家族や病棟に見学に来られる方に案内ができるようになること。
- ・今後英語力をさらに強化するためにも単語力をつけて行き、また、文法も再度一通り見直していきたいと思います。また、英会話のテレビやDVDなども積極的に見て行きたいなと思います。
- ・週に1回の授業だけでなく、それ以外での日々の練習（勉強）が大切だと実感しています。英語圏の患者さんが入院された際に言葉に詰まることがないように、時間を見つけて教材を開く習慣をつけるようにすることが目標です。

- ・英語力の向上
- ・中期：学んだ問診の単語をしっかりと押さえていつでも使えるようにする。　長期：会話をきちんと理解し、自分の言葉でスムーズに伝えられる
- ・中期的な目標は、自分の研究や目標を具体的に表現できること。専門的な話ができること。長期的な目標は、自分の専門分野以外の保健指導を的確に表現し、行えること。

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。

- ・今回のENPは個人的な都合で休むことが多かったため反省しています。
- ・今後の継続も含めまた考えていきたいとおもいます。
- ・提出物も遅く御迷惑をお掛けして申し訳ありませんでした。
- ・有難うございました。
- ・長期目標、短期目標の記載はレッスンスタートの時点で記載するのはどうでしょう？
- ・レッスンを欠席または遅れるなど、せざるを得ない場合もあるかと思いますが、連絡を入れない人が多かったように思います。
- ・レポート、アンケート遅くなりすみませんでした。
- ・最後に少し、医療の会話の勉強ができると良かったなと思いました。具体的な会話の練習があるといいです。看護師は病棟によって終わる時間もまちまちであるため、受講者本人たちが意識的に参加しなければ、他のメンバーにも迷惑をかけることを分かっていたように思います。定時に人が集まってはじめられればもっと先生のプラン通りに行えたのではないかな。
- ・昨年の後期にもENPを受講させていただきました。英語を話したり、聞いたりすることに少し慣れていたの

か、昨年にもまして、楽しく有意義な時間を過ごすことができました。仕事をしながらも無理なく続けることができたことにもすごく感謝しています。このような機会を設けてくださり、本当にありがとうございました。

- ・特にありません。
- ・今回、緊急の会議や体調不良で5回しか参加できずに申し訳なく思っています。出席する時は時間に遅れないように、遅れる時は他の人に依頼していました。参加するメンバーの問題ではありますが、もう少し、時間を守るなどする必要があると今回は感じました。
- ・1グループが5名程度の少ない人数だとよいと思いますが、レポートが何度もあると思うと憂鬱ではあります。しかし、報告のレポートは必要だと思います。
- ・楽しく授業できてよかったです。ありがとうございました。
- ・特にありません（2名）
- ・遅刻が多くて申し訳なかったことです。

【Group A】

O-EMP Report(2nd lesson)

May 24th, 2011

Fumiko Hashimoto

At the beginning of the class, we discussed our own "new and exciting" things.

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

1. Fumiko

Q1: For example, "one of these days" means in few days, "one of those days" means a bad day. It is only a difference of "these and those," but the meaning is quite different.

If there are any other such examples, I'd like to know.

A1: "One of these days" means someday, not in few days.

"One of those days" means a day in which everything goes wrong.

The only difference is in "these" and "those." This is a special case.

2. Saki

Q1: I'd like to know if the next two sentences are correct or not.

1. I confirm that the department can accept his proposed visit.

2. I'm confirming if the department can accept his proposed visit.

A1: Both are O.K. Confirm can be used present continuous.

3. Haruna

Q: What is the difference between check and confirm?

A: Confirm means "make sure," and "check" can also mean that sometimes.

4. Takako

Q: How do you pronounce "secretary"?

A: We put the accent on "sec"; the "tary" syllable is difficult to pronounce.

(We practiced it together, repeating after Rick.)

Rick also taught us a tongue twister: "She sells sea shells by the seashore." We also had fun saying this together.

After question and answer, we moved on to today's topic.

The topic was "your favorite TV program".

At first I talked about my favorite TV drama "Jin." I explained the drama's plot

After that, we all talked about our favorite TV programs.

O-EMP Group A

May 31st

Saki Ishikaw

We began the class as usual by discussing recent events.

Then Rick gave us the answers to the English questions which we sent to him in advance of the class. I was impressed when he explained that grammar and vocabulary are like living things—they are always changing. To “unfriend” someone (on Facebook) was an interesting example.

Later we talked about saving energy. I talked about some of the things we do to save energy in our office. I made up my mind to try to save energy, and I believe that the attempt will help for people in the northeast area of Japan. But, I was surprised to hear that we cannot actually transfer the energy we save here to the northeast area of Japan.

EMP-O Report

Date: June 7th

Name: Haruna Sakai

Group: A

We started by catching up on each other’s recent news. My news was about a cat that came in the building where students always study. I caught the cat but the cat bit my hand. I thought I should never touch a cat.

Later, Rick answered the English questions we sent by E-mail. My English question was about the difference between “sore” and “painful”. Rick explained that “sore” refers to the location of pain, but “painful” refers to the cause of pain.

This week’s discussion topic was “daily exercise”. I chose this topic. I never used to exercise. But when I turned 30, I gained weight more easily. I felt that I should do some exercise for my health. I tried to Yoga. I talked about Shiho’s books and DVD. Shiho is a Japanese fashion model I admire. I like her style.

I asked everyone what they did for daily exercise. Rick recommended walking. He said that walking releases stress. Takako rides a bicycle on the weekend. Saki does hip-hop dance on the weekend. Fumiko doesn’t do anything.

Group A

Takako Aman

June 14th 2011

Today we began as usual by telling our “news” from the past week. I talked about my weekend. I played volleyball with my co-workers on Sunday. We will have a tournament at this university in September, so we have been practicing.

Then we looked at our homework questions. My question asked about the difference between assistant and secretary, and which word is better to express my job. Rick explained that the word secretary is a bit (and

originally referred to men—all secretaries used to be men). So if I talk about my job, I can say “administrative assistant” instead of saying “secretary.”

After that, we talked about the day’s topic. It was my turn to select the topic this week. My topic was “Where is your favorite sightseeing spot in Miyazaki?” There are many sightseeing spots to visit in Miyazaki. My favorite places were “Umagase” in Hyuga and “Sekinoo Falls” in Miyakonojo. Someone mentioned “Udo shrine”, and another said, “Obi” in Nichinan. We talked about all these places.

O-EMP Report(6th lesson)

June 21st, 2011

Fumiko Hashimoto

At the beginning of the class, we discussed our own “new and exciting” things. I went to a yakiniku restaurant with my family last Saturday. I learned I should use "a piece of meat" or "two pieces of meat" when I count yakiniku meat.

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

1. Haruna

Q1: What is the difference between "supper" and "dinner"?

A1: When Rick was small, dinner meant lunch, the middle meal. But these days they mean basically the same thing. Supper sometimes means a light meal before you go to bed. Dinner means the last meal of the day, and it also can refer to a formal meal.

Q2: What is the difference between "why" and "how come"?

A2: There is only grammar's different. Compare 1) and 2).

1) Why are you late?

2) How come you are late?

In question sentence, we usually switch subject and verb. But in 2), we don't have to switch them. 1) is more correct English, but 2) is very common these days.

“How come” is often used in questions to express surprise.

2. Fumiko

Q1: What is the difference between "it's time you did..." and "it's about time you did..." ?

A1: Compare the next sentences.

1) It's time you did your homework.

2) It's about time you did your homework.

1) ... Do your homework "now".

2) ... You should start doing it regularly.

### 3. Takako

Q: What is the difference between "had better" and "should"?

A: strong                      you must                      . . . expresses necessity

|

|

you had better                      . . . strong advice/recommendation

|

weak you should                      . . . mild advice/recommendation

### 4. Saki

Q: What is the difference between "work" and "job"?

A: Job is a noun, work can be a noun or a verb.

"A work" usually refers to art.

After question and answer, we moved on to today's topic.

The topic was "your favorite restaurant in Miyazaki".

At first I talked my favorite restaurant, "Otsuu" in downtown Miyazaki. I recommended the "shio nabe." It is prepared stock from kelp and vegetables.

Haruna recommended "Sushi-ro", a conveyer belt sushi restaurant. In this restaurant, almost all sushi is 105 yen (very cheap). She also likes this restaurant's ordering system. We order sushi by touching a panel; it's not necessary to wait for staff to take your order.

Takako recommended "Cappuccino," an Italian restaurant which is near Oyodo Junior High School. She especially likes "ikasumi" (squid ink) pasta."

Saki recommended the Chinese restaurant "Sei-zan". She says the tomato ramen and soba gyoza are very good.

Rick recommended a yaki-tori restaurant in the Akae area and a fresh fish restaurant in Gion.

I want to check out all of these restaurants.

shio nabe 塩鍋 in Otsuu お通



N-ENP report

Date 2011. 6.22.

Teacher: Mr. White

Reporter: Emi Takeiri

Topic1: Differences between "the" and "a"

"The" is definite article and used for some specific things.

(For example)

A: Where are you going?

B: I'm going to the party.

In this situation, B knows which party A is going to.

Another use

-Only one thing in the world

Ex. He is the president of this company.

- Superlative

Ex. This is the best movie I've ever seen.

Topic2: Differences between "Overtime" and "Overwork"

-Overtime ---work late

-Overwork---work too much

Free time---

We talked about ourselves. I think it is good for making relationship and good chance to know each other. We try to speak English and we express our thoughts in English.

Next time, we have to ask English questions!

We need to think about using English.

EMP-O Report

Date: July 5th

Name: Haruna Sakai

Group: A

Today my English question was about the difference between "right now" and "soon". Rick explained that "right now" is used with the present continuous, and "soon" is used with a future tense.

This week it was my turn to chose our discussion topic. We talked about the "ideal boss." My ideal boss is one who can control his/her feelings, and has a strong sense of responsibility.

Saki said that her ideal boss would never get angry at one staff member in front of other staff. I agreed with this. If the boss is angry in front of other staff, they will feel seriously depressed. When the boss is angry at someone, he/she should be angry in another room.

Fumiko said that her ideal boss would finish working at quitting time. I agreed. Japanese are apt to work late, but I think private time is very important for doing a good job.

We talked about the ideal boss, but it is difficult to find or become an ideal boss.



July 18th, 2011

Fumiko Hashimoto

At the beginning of the class, we discussed our own "new and exciting" things. We talked about events during three days off.

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

1. Fumiko

Q1: What is the difference between next two sentences?

- 1) Did you hear the doorbell?
- 2) Didn't you hear the doorbell?

A1: 1) is a normal question sentence.

2) is similar to tag, and it's usually used when the speaker believes that you may, in fact, have heard the doorbell.

2. Saki

Q1: What is the difference between "cash" and "cold (hard) cash"?

A1: They both mean actual money (as opposed to credit, etc.) "Cold, hard cash" is money you have in your hand. It is useful for bargaining (it is a powerful temptation for the seller).

3. Haruna

Q1: What is the difference between next two sentences?

- 1) Bill Gates has more money than me.
- 2) Bill Gates has more money than I.

A1: 1) is correct. We never say 2), because it's a mistake in grammar.

"I" is a subject. It needs verb. So if you add "have" after "I", it's O.K.

※Reference

× I and my friend

○ My friend and I

"I" always comes last.

○ Me and my friend

× My friend and me ... in speaking is probably O.K.

4. Takako

Q: What do you say when baby is born, besides "Congratulations!" (Her cousin gave birth to a baby.)

A: "Congratulations" is often used.

And other examples...

- Welcome to your new family member!

- You must be thrilled!
- I' m very happy for you!!

After question and answer, we moved on to today's topic. The topic was "Which country do you want to go?" I spoke first. I want to visit Thailand because I like Thailand's smiling Buddha. Rick, Saki and Haruna have been to Thailand, so they talked about Thai food, hotels, etc. They really recommend Thailand. Saki wants to visit Spain. She played classical guitar when she was a student. A lot of classical guitar tunes come from Spain, so she wants to go there. Haruna wants to visit Korea. She is interested in Korean food and Korean cosmetics. Saki said that Korean cosmetics are good for their quality and price. Takako wants to visit Italy. She wants to visit the blue cave on Capri. Capri is an island located in the Mediterranean Sea. Rick wants to travel around Greece. He learned Greek when he was a student. He said Greek food is very good. This was the last class for this term. We talked about a lot of things in 10 classes. Thank you very much for your help, Rick, Takako, Saki, and Haruna(^ ^).

【Group B】

O-EMP(B)

17/May/2011

Akemi Nagatomo

Today, we had the first lesson of this school year. We began the lesson by introducing ourselves.

Our teacher has lived in different countries. She related her experiences to us.

It was an extremely interesting topic.

We also talked about our employment history, family, hobbies and place of residence.

To my surprise, Ms. Hombu cannot drink alcohol. The members of our group can drink a lot without getting drunk.

Finally, Ms. Hombu asked us the contents or topics that we are interested in so that we are able to use them in the class.

Today, I had a very hard time to understand what everyone was saying. Therefore, I could not speak in English right away.

I would like to speak better English the next time.

O-EMP Advance Class Report

May 24, 2011

Kyoko Tomatsu

Today, we had the second class.

At first, Amy and I talked about Los Angeles.

I went to LA last summer vacation with my family. We saw a ball game in Anaheim Stadium. I heard that she lived near the ballpark.

While we were still talking, Akemi and Misa came into the class. The class started ten minutes late.

Today's topic: working for foreign companies

Amy showed us photos of Google and Facebook companies. It was fun for us to know the freedom of working for those companies.

Next,

1. Countries offering working holiday visas.

2. U.S. Program of Green Card Lottery-year 2011.

We were surprised about this Lottery. There is a great deal of competition to get this card.

3. The differences of health insurance between United State and Japan.

We heard that her daughter was operated for appendicitis in Miller Children's Hospital.

## English Lesson Report

Name: Misa Wakimoto

Name of the group: B

Date of Lesson: 31th May 2011

Today's topic was the story about Taiwan. The total land area of Taiwan is 36000km which is roughly the size of Kyushu. But the population of Taiwan is 23 million and it is more than Kyushu which is 13million.

There are 4 main types of ethnic groups. They have many languages but the common language is Mandarin.

The Taipei 101 was the highest building in the world in 2004. It's about 509m high and there are 101 floors above ground and 5 floors in the basement. They have a fastest elevator in the world made by Toshiba. That elevator was entered the Guinness Book of Records in 2004. That elevator only takes 70 second from ground floor to 101st floor. And Taiwan has been introduced Shinkansen bullet train too. It takes 1 and a half hours from north (Taipei) to south (Kaohsiung) of Taiwan.

After that, we talked about foreign countries where we went before. All of us had been to abroad and we introduced story about travel and beautiful places to each other. I had been to Taiwan once. I told that my memories about shrimp fishing and local market in Taipei.

Group B

Ayumi Shimizu

7th June 2011

Today's subject of our class was "introducing something". It is like "Show and tell".

We each brought "something" that we are interested in.

At first, I introduced two books that I read. They have the same title. "Charlie and the chocolate factory". One was written in English and the other was translated that into Japanese.

Then Mrs. Honbu told to us about the writer of those books. I did not know that he was a very famous writer in England. She recommended to me read other series of his books.

I tried to explain the story, but it was difficult for me.

Next, Mrs. Honbu introduced her hobbies "Shadow box" and "beads crafts " and show us her works. "Shadow box" was pictures in a frame looks like 3-D. Those pictures were piled up 2 to 5 layers. I thought it needs very much concentration and time. She said that she had made bigger one which had taken 2 month. We surprised to hear that.

Then we saw some beads rings and necklace that she made. Those were so beautiful and creative. We asked some questions r about her crafts.

At last, it was Mrs. Wakimoto's turn. She brought some pictures she took when she traveled. She showed a list to us of many countries that she had visited. She told about some foods and sightseeing with pictures. We excited about those episodes from her trips , and asked her some questions.

We learned many new words in English, and studied how to explain something through this lesson. It will be useful for us.

## English Lesson Report

Name: Misa Wakimoto

Name of the group: B

Date of Lesson: 21 June 2011

Today's topic was about the education system of U.S.A which was the same as the previous lesson. I learned that the education system is very much different between Japan and America.

The numbers of years in the school are 6 years, 3 years, 3 years and 4 years from elementary school to University respectively in Japan. But it is different in each state in U.S.A.

The teachers have their own class room. Students must move to the teacher's room to show up for the class. But their break between classes is 5 minutes only. It is seemed that they would not have enough time for moving and taking a rest. They are very busy.

And the parents have to do voluntary service at their child's school. The school requires hours of voluntary service to the parents. The school charged the parents if they did not fulfill all the voluntary service hours or duties.

Afterwards, we learned and tried a 3-minute exercise. At first, we saw the lesson by an instructor in the streaming video. Then, we tried it a little bit. This exercise does not use any instrument and it is easy to practice but very useful. We just relax and take breath as instructed. I think that it is good for refreshing up when we are in the office.

## O-EMP Advance Class Report

June 14, 2011

Kyoko Tomatsu

Today's members are Ayumi and me.

Today's topic: The education system of United States.

Unit: year

		Japan	United States
Elementary education	Intermediate school	6	6
Primary education	Jr. high school	3	2
Higher education	High school	3	4

Amy showed us the website of El Rancho Charter School.

181 South Del Giorgio Road

Anaheim, CA 92808 United States

We have enjoyed many interesting things about Charter School.

12/July/2011

Akemi Nagatomo

In today's class, we talked about resolution of stress.

Ms. Shimizu and Ms. Tomatsu take a bath over a long time to release stress.

Ms. Wakimoto use aromatherapy for relaxation, and I get a massage.

And Ms. Hombu introduced to us a website called Alternative Medicine. We watched a video about a two-minute relaxation technique for releasing stress.

It's very simple and we can do it anywhere and it does not need any equipment.

Recently, all of us are busy, and it is good information.

O-EMP Advance Class Report

July 21 2011

Kyoko Tomatsu

This class is the end of the term. Today's members are Misa and me.

This class changed from 19th to 21th because a typhoon was approaching.

Today's topic: Idioms

What are idioms?

Idioms appear in every language, and English has thousands of them. They are often confusing because the meaning of the whole group of words taken together has little, often nothing, to do with the meanings of the words taken one by one.

I look up some Idioms

- neither fish nor flesh

- like a fish out of water
- have other fish to fry
- once in a blue moon
- beat about the bush
- put the cart before the horse
- it rains cats and dogs.
- the pot calling the kettle black
- sell like hot cakes
- you can't eat your cake and have it too
- that takes the cake
- be born with a silver spoon in one's mouth
- fall between two stools
- have an axe to grind
- have a bone to pick with
- apple of discord
- call a spade a spade
- buy a pig in a poke
- a cock-and-bull story

12/July/2011

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#### 【Group C】

Group C May 17, 2011

Mikiko Sasamoto

Today, we had our first class. First, we gave our self - introductions by following a sheet. Ms. Shirasaka prepared the worksheet for ust.

We sometimes asked some questions and we answered some questions. We could know about each other.

Next we talked about our work. I told about the contents of work we do every day.

Lastly, we repeated some useful phrases in English.

Reported by Mikiko Sasamoto

Group C  
5/24/2011

Akiko Tokunou

Today was the second lesson.

A new member joined and her name was Mrs. Shimizu.

First, Mrs Shimizu introduced herself. We listened to her and asked some questions about her.

We were keeping a diary last week. so we talked about our dairy life. We asked and answered questions.

A Japanease falk tale was handed out. Ms.shirasaka hid the title. We read it and guessed the title. It was  
“Wedding of the mouse” .

Lastly. Ms.shirasaka introduced herself.

I was surprised to hear that she is also a piano teacher.

Group C May 31, 2011

Reported by Mikiko Sasamoto

Today, we had our third class. First, we talked about our days from our diary for the last week.

Sometimes, we asked and answered some questions.

Next we read a story, “The Mouse’ s Marriage” , translating into Japanese. After that, we read aloud the part emphasizing some words. We also learned about English pronunciation.

Next, we draw my imaginary house on a map. We practiced the way how to get there in English. It was very difficult. So, we practiced some useful phrases for asking and giving directions lastly.

Group C  
6/7/2011

Reported by Akiko Tokunou

Today was the 4th lesson.

First, we read aloud “Wedding of the mouse” with paying attention to pronunciations.

We were keeping a diary last week, so we talked about our daily life. We asked and answered questions.

Next, we drew some kinds of restaurants in the map. We were given the map last week. Then, we explained the ways to get the restaurants. It was very difficult.

We read a text. It was written about Korean food in English.

Lastly, we chose some articles English text to read for next class.

We are going to read about American bathroom and a recipe for sweets.

Ms. Shirasaka brought 「annko ball 」 they were made of sweet beans paste.

It was very delicious.

Group C Jun 14, 2011

Today, we had our fifth class.

First, we talked about a report of last week.

We learned that there are various ways to describe one thing.

Next we read aloud "The Mouse's Marriage" with paying attention to pronunciations.

Lastly, we read and translated a text into Japanese. It said about American restroom in English. I was interested in the text because it was different from Japanese one.

Ms. Nanbu gave us "chinsukou". I was so glad because I like Okinawa.

Group C

6/21/2011

Reported by Akiko Tokunou

Today was the 6th lesson.

First, we corrected mistakes in the last week report.

We talked about our last week.

My diary helped me to talk.

Ms. Sasamoto is a nice mother for her children because she cooks sweets for them so often.

I would like to do so, but I can't do it.

Next, we read aloud "The Mouse's Marriage" with paying attention to pronunciations.

Ms. Shirasaka said that our pronunciation was improving.

Lastly, we read and translated a recipe to Japanese. It was written how to bake "Cheddar Bread", but I don't have much confidence to cook for my family.

Group C      June 28, 2011

Reported by Mikiko Sasamoto

Today, we had our seventh class.

First, we listened to "A rap of the Multiplication tables" in English because we talked about it last week. We usually learn the multiplication tables up to 9 in Japan, but American people learn it up to 12. The rap was very fast to recite as the end of it.

Next, we corrected mistakes in the last week report together. We learned with an emphasis on English grammar.

Lastly, we listened to the recitation of "ALICE IN WONDERLAND", and then read aloud repeatedly as we were listening.

Ms. Shirasaka told us to choose our favorite part of the story to recite on the last day of this program.

I don't know if I can read it well or not, but I hope I can speak clearly.

Group C



7/5/2011

Reported by Akiko Tokunou

Today was the 8th lesson.

First, we listened to the recitation of "ALICE IN WONDERLAND", and then read aloud many times as we were listening to the sound.

Next, we corrected mistakes about in the last week report.

We were given an answer of "A love test" by Ms. Shirasaka.

Ms. Sasamoto's answer was different from mine.

The test terrified us because it showed us our natures.

Lastly, we talked about our daily life because we were keeping a diary last week.

We asked and answered questions.

We have only 2 lessons left.

I'd like to improve my English to speak smoothly.

Group C

7/19/2011

Reported by Akiko Tokunou

Today was the last lesson.

First, we corrected mistakes about in the last week report.

I thought it was important to subdivide sentence

Next, we talked about our daily life because we were keeping a diary last week.

The contents of our diaries were about "food" and "family" to the last.

We had a time for presentation at last.

We read aloud a page from "ALICE IN WONDERLAND". We chose one page by ourselves.

Ms. Shirasaka was very pleased to hear our recitation, so we got very happy feeling.

I practiced it many times. I'm satisfied with my practice.

I finished taking 10 classes. Now, I think my English improved a little.

Thank you very much, Ms. Shirasaka

## 2.15 事務部英語 O-EMP 2011 前期アンケート (未提出1人 提出率90%)

1. プログラム全体を通して5段階評価してください。

とても有益だった	7
有益であった	2
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. プログラムの最も良かった部分とその理由を書いてください。

- ・少人数制だったためか、出席率も良く、アットホームな雰囲気でした。そのため、些細な質問も、気軽に聞くことができ、また、リック先生もとても丁寧に教えてくださったので、毎回收穫が大きかったです。
- ・今回は、自分たちでトピックを考えてきて、それに関して英語で意見を言い合う、ということをやりました。トピックを考えるのも、自分で意見を述べるのも、英語でやるというのが良かったと思います。自分の気持ちや、意見を英語で考えるのは、大変だけど、勉強になりました。
- ・先生がレシピと道具、具材を用意してくださって、簡単にできる中華肉まんをつくったレッスンやインターネットや You Tube をみながら、今どきの話題について、楽しくディスカッションできたことがとっても楽しかったです。
- ・今回は少人数だったこともあり、前回よりもほどよい緊張感を持ってプログラムに臨めたことが良かったと思います。
- ・いつも生活に添ったテーマ（旅行・料理・行事・趣味など）だったこと。理由は、テーマが身近な分、それに使う英語も身の回りのことが多く、有益だったから。
- ・少人数のクラスだったため、先生との距離も近く、積極的に授業に取り組めた。
- ・毎回使用する資料を工夫して下さったり、私たちの興味ある内容・トピックをテーマにして下さったりと、90分の授業が楽しく感じました。
- ・日記を英文で書くことによって、表現方法の多様さを学びました。また白坂先生が初心者の私達がリラックスできる様にいつも声かけしてくださったので心強かったです。
- ・パソコンやインターネットを使った授業が多かったのも、その場でトピックを見つけて会話をするという自然な形で勉強ができたし、積極的に話すことでスキルアップに繋がると 생각합니다。また、授業の1つとして料理をしましたが、楽しみながら勉強できました。

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。

- ・特にありません。(6名)
- ・なし
- ・現状でよいと思います。
- ・改善すべき部分はあります。

4. プログラムの実施期間（時間）についてどう思いますか？

- ・時間帯は問題ないと思います。
- ・評価の仕事が混み合った6月に欠席をしましたが、おおむね期間(時間)はよいと思います。
- ・ちょうど良いと思います。
- ・ちょうど良いと思う（2名）
- ・後期は可能であれば、早めの時期の開講を希望します。
- ・期間・時間ともによいと思います。
- ・たまたま会議等が多い時期で、参加できなかつたり、遅れることが多く、申し訳なく思いました。
- ・適切だったと思います。

5. 自分自身の中・長期的な具体的目標を立て、それを書いてください。

- ・今回の授業では、文法の勉強と、インターネットで英字新聞を読むことに取り組みました。これらに取り組むことで、長い文章を組み立てて話すことが少しずつ出来るようになってきたように思います。今後もこれらのことに継続して取り組んでいきたいと思います。
- ・今年の初めに書いたアンケートでは、TOEIC 等を継続的に受験することを等を目標にして今期は受験をしましたが、以前よりも英語を読んだり聞いたりする時間が増えたので、これからも継続的に受験していきたいと思っています。
- ・今年は、海外に旅行に行く機会もなく、英語を話す機会がないので、今後はもう少し増やしたいと思います。
- ・現在、仕事で英語の公文書を読むことや英語のホームページを閲覧することがあるので、ヒヤリングやスピーキングだけでなく、リーディングにも力を入れていきたいと思います。
- ・中期：テレビやニュースなどで出てくる英語の会話を、字幕を見ずに理解すること 長期：留学生などに対して気おくれせずに会話をする事ができ、英語の論文を理解できるようにする。
- ・海外のニュース等が理解できるよう、語彙力、リスニング力を鍛える。
- ・ヒアリングの練習を続けながら、語彙力を増やす。そして、自分の伝えたい事を、きちんと伝えられる会話力を身につける事。
- ・年に数回海外から研修にみえる外国人の先生と、コミュニケーションが取れる位の英会話力をつけたいです。
- ・異動によって、今までより時間に余裕ができ、学習に取り組むやすい環境になったことと、業務内容が変わったことで、これまでとは違う方面の英語が必要となったことから、心機一転頑張りたいと思います。

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。

- ・本部先生の授業は本当に楽しく、生の英語という感じでした。
- ・もっとたくさんの職員の方がこのプログラムに参加してくれるといいなと思います。
- ・今回初めて参加して、英語を話すということがとても楽しく、もっと早く参加すればよかったと感じました。
- ・後期はもっと間違えることに臆病にならずに思い切って会話にチャレンジしていきたいと思っています。ありがとうございます。
- ・クラスの統合で、私の英語力以上の人ばかりの中で授業を受けさせていただいて、
- ・最初は「ついていけないかも」と思っていたいますが、とてもよい刺激になりました。
- ・特にありません

医学科のEMPは今年ではや7年目、看護学科・病院看護部のENPも6年目、事務局のEMPも3年目です。制度化されて初めからEMP・ENPがあるせいでしょうか、その有り難さが少し薄れてきているような気がします。しかし、在学中にソンクラやアーバインで臨床実習が受けられるのも、働きながら英語の研修が受けられるのも、考えてみればとても有り難いことなのだと思います。

医学科生・看護学科生は元々カリキュラムも詰まっていますし、EMP4年生（30ページ）やEMP2年生（36ページ）も書いていますが講義や部活に日々忙しく、病院の看護師も事務局の職員も仕事が終わってからの研修ですからとても余裕を持ってとはいきませんが、それでも、とても貴重で、有り難い機会だと思います。

2005年に医学部が受け入れの予算（ソンクラからの学生に日額5000円を支給）と、何個かの医局が実習生の受け入れを決めてソンクラとの学生交換が始まったのですが、EMPを始めたのは、最初に派遣され英語が自由に使えるくて悔しい思いをした4名の6年生の意見を聞いて英語科に臨床実習用の英語講座の要請があったからです。当初から予算ももらっていますが、実際には負担が増えるばかりでなかなか厳しいです。

英語科は1学年100名の医学科生用の英語学科目等（教養科目）を担当するために教授1、助教授（または講師）1、外国人教師1の枠で出発しましたが、看護科創設と統合時に負担がぐっと増えました。その直後にEMPが加わりました。医学部の総意として英語科に特別講座の要請があった時は、既に負担が増えていた時期でしたから、大変そう、と思わざるを得ませんでした。ですから、学生の反応によっては講座を途中でやめるかも知れませんがそれでもいいですか、と要請に来られた当時の学部長の河南さんに念を押したくらいです。

今は看護学科、病院看護部、事務局でもEMP／ENPをやっていますが、カリキュラムや研修予算が認められているのは、受け入れや派遣にむけての医学部全体の合意がなされているということです。

EMPを始めた当初から全学でも医学部でも外部予算を取るように言われて、平成20年度質の高い大学教育プログラム（教育GP）「複視眼的視野を持つ国際的医療人の育成」で去年までの3年間予算をもらいました。その前後に事務部長の北村さんと話し合って病院から看護部の研修予算をつけてもらい、学務課の課長の原田さん（後に総務課の課長をやられて今は琉球大の事務局長）と相談して事務局EMPの予算もつけてもらいました。夕方に一コマだけ医学や看護に関する英語の授業に来てもらえる講師を探したり養成するのも至難のわざですが、色々な人に助けてもらって同時展開が可能になっています。

生理学の丸山さんが3年生をひとり研究名目でソンクラに紹介・派遣した時、一昨年度に卒業したEMPの人たちと一悶着ありました。EMPで大変な思いをしているのに自分たちよりも先に英語の準備もしないでソンクラに行ったのは不公平、というのが主な意見でした。EMPを途中でやめた同級生だった反発もあったのですが、それまでも学生を紹介していた丸山さんは「誰にでも機会があるのはいいことなのになあ」と漏らしていました。十年も前になりますが、寄生虫の名和さん（元副学長）に紹介されてケニア中央病院で研修を受けた学生がいます。【長田裕明、小野香奈子、庄司健介「ケニア滞在記」、宮崎医科大学「学園だより」第87号14-15ページ（2002年12月31日）は学生支援課にあると思います。】ケニア中央病院はワムグンダ・ゲテリアの書いた小説『ナイスピープル—エイズ患者が出始めた頃のケニアの物語—』にも出て来ます。3人から話も聞きましたが、わくわくする貴重な経験だったようです。大学は本来そういうおおらかで、自由で豊かな場なんだ、場であるべきなんだと思います。

大学に行こうにも受験勉強が出来なかったうえ、親からの援助を望むべくもなかった僕自身には、大学で勉強出来ること自体も、授業の一環として海外で臨床実習が



受けられることも、大学の予算で研修が受けられることも、何とも贅沢な話です。

一度立ち止まって、制度化により忘れかけている日常の有り難さをちょっぴり見直してもらえればと思います。

2011年9月

たま