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研究課題名(和文) A spoken corpus of foreign patient narratives for nursing English

研究課題名(英文) A spoken corpus of foreign patient narratives for nursing English

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研究成果の概要(和文)：この科研費により、多様な言語的および文化的背景を持つ人々の日本での医療体験を録音したコーパスが作成されました。このコーパスには、平均11分15秒(最短4分11秒、最長24分29秒)の38のナラティブが含まれています。各ナラティブは、単一の来院または同じ主訴に関連する一連の来院についての半構造化インタビューです。大多数のナラティブは、女性(n=27、71%)および外縁円・拡大円諸国(n=27、71%)出身の人から収集されました。録音と書き起こしは、研究者の大学に関連するGoogleサイトで自由に利用できます。

研究成果の学術的意義や社会的意義

1. Developed a diverse corpus of patient narratives to enhance listening and foster patient empathy.  
2. Created a specialized course to help nurses gain cultural understanding. 3. Identified key themes--privacy, consent, empathy--vital for training culturally competent nurses.

研究成果の概要(英文)：This grant funded the creation of a small spoken corpus featuring first-person experiences of Japanese healthcare from people of diverse linguistic and cultural backgrounds. The corpus includes 38 narratives, averaging 11m15s each (min 4m11s; max 24m29s). Each semi-structured narrative reflects on either a single or series of medical visits. Most narratives were from women (n=27, 71%) and individuals from outer and expanding circle countries (n=27, 71%). Recordings and transcripts are freely available on a Google Site (<https://sites.google.com/st.fukujo.ac.jp/nonjapanesepatientnarratives>) for use in English for nursing or medical purposes.

The narratives revealed issues such as unexplained treatments and changes in care plans, unconsented procedures, and insensitivity towards mental health. A subset of 12 narratives highlighting privacy, informed consent, and mental health support was used in a 15-week course for fourth-year nursing students to enhance their patient advocacy skills.

研究分野：English for Nursing Purposes

キーワード：Medical English Nursing English Patient Narratives Listening Comprehension Cultural Competence Transcultural Nursing

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## 1 . 研究開始当初の背景

This grant was awarded in 2018, at a time when Japan had seen a 16% increase in registered foreign residents between 2006 and 2016, and a 300% increase in foreign visitors. Post-pandemic Japan appears to be exceeding these numbers. Additionally, a new visa category for medical treatment was introduced in 2011, and together with the growing number of foreign residents and tourists, this suggested that the number of linguistically and culturally diverse patients entering the Japanese medical system would rise significantly. However, healthcare staff at Japanese hospitals, starting with nurses, face significant challenges in communicating with foreign patients and accommodating cultural differences (Nomura Research Group, 2016; Nishikawa et al., 2014; Kubo et al., 2014), highlighting the need for improved training and resources.

A study of nurses at two large hospitals found that 63% of nurses in Kagawa Prefecture had used English at work, mainly to communicate with patients and their families (Willey et al., 2016). The same study reported that nurses prioritized speaking and listening skills in English, underscoring the necessity for effective English communication with patients and their families (Willey et al., 2016). Despite this, there are no national curriculum guidelines for nursing English in Japan, unlike medical and dental English. Cultural competence in nursing education has also been poorly addressed. Although the Model Core Curriculum for Nursing Education (MEXT, 2017) includes cultural understanding, current "International Nursing" courses at universities have been deemed insufficient, often focusing on international health rather than domestic foreign patient care (Kubo et al, 2016; Toyooka, 2015).

One method to address these concerns is the use of patient narratives in English language education. Narratives have been used in medical education to foster interpretive thinking, empathy, and understanding of patients' perceptions, and to educate students about their roles as patient advocates (Ironside, 2006; Batt-Rawden et al., 2013; Pereles et al., 2017; Gazarian et al., 2016).

## 2 . 研究の目的

To address the lack of extensive listening materials for nursing English and expose nursing students to the powerful effect first-person accounts of healthcare experiences can have on developing empathy and fostering advocacy, I aimed to create a spoken English corpus of patient narratives collected from foreign residents and visitors in Japan in order to develop online listening materials for use in English classes for nursing students. This corpus was intended to improve (1) listening comprehension through extensive listening and exposure to accent variety, (2) recognition of medical terminology and word choice of non-specialist patients, and (3) awareness of situational, cultural, and linguistic challenges encountered by linguistically and culturally diverse individuals when receiving health care in Japan.

## 3 . 研究の方法

My goal was to recruit 100 participants of various linguistic and cultural backgrounds from among the foreign resident and tourist populations in Fukuoka Prefecture. I aimed to maintain a 1:1 ratio of male to female participants and to select four participants from outer/expanding circle countries for every one participant from an inner circle country. Specifically, of the 80 participants from outer/expanding circle countries, influenced by the national foreign residential population data, I attempted to recruit 12 Chinese, 10 Korean, 10 Vietnamese, 8 Indonesian, 8 Filipino, 6 Nepalese, and 6 Brazilian. The remaining 20 participants were assigned to "other" outer/expanding circle countries.

Participants were given a semi-structured interview guideline to help them recall and reflect in English on either a single visit to a Japanese medical facility or a series of visits related to the same complaint. The guideline encouraged participants to discuss their personal background, their reason for seeking medical attention, their experience at the medical facility, and their impressions of what they experienced.

The recordings were transcribed using the online transcription software Otter.ai and manually checked for errors. Medical terminology and non-specialist medical terms in each narrative were identified manually, resulting in the creation of both individual word lists and

a master list. Employing Grounded Theory, significant elements within each narrative were identified and subjected to initial coding. These codes were then used to systematically reanalyze each narrative, identifying recurring elements and facilitating the creation of thematic categories. The audio recordings and transcriptions were subsequently uploaded to a Google Site affiliated with the PI's university.

In addition, I developed an elective course for fourth-year nursing students at my university using a subset of 12 narratives as the primary teaching material, and first taught in the 2021 school year. At the end of the course each year, a survey was given to students registered in the course. This survey examined students' impressions of the narratives, teaching methodology, and learning objectives, and the results were used to revise the online materials and teaching methodology.

#### 4 . 研究結果

One result of this research project was the creation of a small corpus of spoken patient narratives from culturally and linguistically diverse residents of Japan. Despite the challenges presented during the pandemic, I managed to make audio recordings of patient narratives from 38 participants. Of these, 27 were women, and 27 were from expanding/outer circle countries. The average time of the narratives is 11m:15s (minimum 4m:11s; maximum 24m:29s) and the narratives are set in a variety of common departments, wards, and clinics, including obstetrics & gynecology, pediatrics, surgery, dermatology, emergency medicine, psychiatry, and internal medicine. This collection of recordings and their transcripts are available (<https://sites.google.com/st.fukujo.ac.jp/nonjapanesepatientnarratives>).

A second result was the creation of a 15-week elective course for fourth-year nursing students, first taught in 2021. The goals of the course are (1) to understand the various cultural, linguistic, and situational factors that affect the care of foreign/immigrant patients; (2) to recognize factors to consider when caring for foreign patients; and (3) to become familiar with various English accents. The course used a subsection of 12 narratives introduced over four 3-week units. Students were divided into two groups, each assigned a narrative for the week. Students prepared for the course using online listening activities created and delivered via a class Moodle. In class, students were first put into same-narrative groups to confirm their understanding of the main details, events, and themes. Then, each student was paired with someone from the opposite group, and the students introduced their narratives to each other. In the third week of each unit, students were put into groups and performed a role-play illustrating the problems encountered by the patient in the narrative and how they would intervene if they had been present.

Between 2021 and 2023, students were given an anonymous survey at the end of the course. Of the 30 students who have taken the course since 2021, 15 (50%) responded. Overall, respondents found the narratives engaging but difficult. They reported being more aware of several factors that influence the ability of immigrant and foreign patients to receive satisfactory medical care in Japan ( $M = 3.86$ ,  $SD = 0.35$ ), realizing the importance of advocating for immigrant and foreign patients while they receive medical care in Japan ( $M = 3.71$ ,  $SD = 0.45$ ), being more aware of a few strategies for communicating with immigrant and foreign patients while they receive medical care in Japan ( $M = 3.71$ ,  $SD = 0.45$ ), and feeling slightly more confident in their ability to provide nursing care for someone from another country ( $M = 3.07$ ,  $SD = 0.8$ ). The teaching methodology and these results have been shared at language teaching conferences in Japan and abroad, along with the website of narratives. As a result, activities using the narratives have been incorporated into English language courses within nursing departments at at least two other domestic universities.

Finally, analysis of the narratives revealed three categories of particular significance to the English language training of Japanese nurses: understanding and supporting patients' expectations of privacy, providing timely and appropriate explanations coupled with a request for consent (informed consent), and showing concern for mental and emotional states. In addition to sharing this analysis with English language teachers at domestic and international conferences, I have given an online presentation in Japanese as part of my university's social outreach activities. This presentation emphasized the importance of informed consent when caring for linguistically and culturally diverse patients and the need to show interest in and empathy for the mental and emotional health of patients. As a teacher, awareness of these categories has led me to revise the content of my university's required second-year English for Nursing course, ensuring that all 100 students in the cohort are aware of these concerns.

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5. 主な発表論文等

〔雑誌論文〕 計0件

〔学会発表〕 計7件（うち招待講演 0件 / うち国際学会 2件）

1. 発表者名 Mathew Porter
2. 発表標題 Utilizing First-Person Oral Accounts of Medical Care from Immigrant Patients in a Nursing English Context
3. 学会等名 The 4th JANET Conference on Nursing English
4. 発表年 2022年

1. 発表者名 Mathew Porter
2. 発表標題 Patient Narratives to Improve Listening Ability
3. 学会等名 Japan Association for Language Teaching
4. 発表年 2020年

1. 発表者名 Mathew Porter
2. 発表標題 English Language Learning as a Vehicle for Developing Japanese Nursing Students' Cultural Competency
3. 学会等名 Asia TEFL (国際学会)
4. 発表年 2023年

1. 発表者名 Mathew Porter
2. 発表標題 Stories from Foreign Patients: An English Listening Resource for Medical Students
3. 学会等名 Japan Association for Language Teaching (JALT) Listening SIG
4. 発表年 2023年

1. 発表者名 Mathew Porter
2. 発表標題 A Spoken Corpus of Foreign-Born Patient Stories for Improving Listening and Cultural Competence
3. 学会等名 Japan Society for Medical English Education (JASMEE)
4. 発表年 2023年

1. 発表者名 Mathew Porter
2. 発表標題 Using a Spoken Corpus of Patient Narratives in the Development of a Fourth-Year Nursing Course
3. 学会等名 Japan Association for Nursing English Teaching
4. 発表年 2023年

1. 発表者名 Mathew Porter
2. 発表標題 Spoken Corpus for Improving Japanese Nursing Students' Intercultural Communication Ability
3. 学会等名 English Teachers' Association-Republic of China (国際学会)
4. 発表年 2023年

〔図書〕 計0件

〔産業財産権〕

〔その他〕

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6. 研究組織

氏名 (ローマ字氏名) (研究者番号)	所属研究機関・部局・職 (機関番号)	備考
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7. 科研費を使用して開催した国際研究集会

〔国際研究集会〕 計0件

8 . 本研究に関連して実施した国際共同研究の実施状況

共同研究相手国	相手方研究機関
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