



Developing Genre Awareness in EMP: From Written Case Reports to Spoken Medical Communication

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Outline of Today's Presentation

- I. Background: EMP and Communicative Practices
- II. Key Concepts: Discourse Community and Genre
- III. Course Design: Clinical Contexts for Communication Practice
- IV. Transformation 1: Peer Teaching
- V. Transformation 2: Scripted Role-play
- VI. Pedagogical Rationale: From Awareness to Use
- VII. Conclusions

I. Background: EMP and Communicative Practices

Preparing students for real communicative practices

- EMP should prepare students to participate in medical discourse.
- Medical communication includes written and spoken genres.

II. Key Concepts: Discourse Community and Genre

Discourse community:

“groups that have goals or purposes, and use communication to achieve these goals”
(Swales, 1990)

Genre:

“communication events that recur among [the discourse community] members”
(adapted from Noguchi, 2019)

Developing Awareness that Students Can Apply Later

“What is important is that learners not only understand why the target language is used as it is, but that they begin to **develop their own ‘rhetorical awareness’ that they can apply later** in the understanding and creation of as yet unseen spoken and written texts.”

(Anthony, 2018)

Core Argument: Case-Report-Like Texts as Clinical Context

For this course, genre awareness does not mean only recognizing the structure of a case report. It means noticing how information and language should be reorganized and reshaped when the audience and purpose change.

III. Course Design: Clinical Context for Communication Practice

Course Aim: To help students develop 'genre awareness' by using the same clinical case across different communicative tasks.

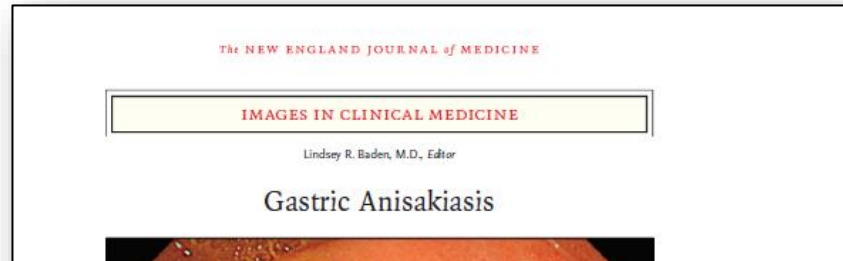
- Second-year pre-clinical medical students
- Eight groups of 14 students
- Seven 90-minute lessons

Clinical Context:
Short case-report-like
articles

Transformation 1: Peer Teaching

Transformation 2: Scripted Role-play

IV. Transformation 1: Peer Teaching



Articles published in the “Images in Clinical Medicine” section of *The New England Journal of Medicine*

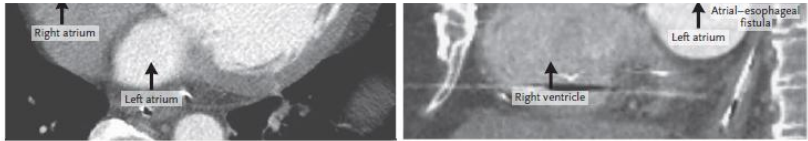


A 36-YEAR-OLD PREVIOUSLY HEALTHY WOMAN PRESENTED WITH A 2-DAY history of severe chest pain and epigastric pain associated with nausea and vomiting. Physical examination showed moderate abdominal tenderness, without guarding or rebound in the epigastrium. Laboratory tests, including cardiac enzyme levels, were normal. An electrocardiogram and a radiograph of the chest were normal. The patient reported that she had consumed uncooked salmon approximately 2 hours before the chest pain developed. Computed tomography of the abdomen revealed diffuse thickening of the gastric wall. Gastroscopy revealed multiple anisakis larvae penetrating into the mucosa in the esophagogastric junction, fundus, upper body, middle body, and antrum of the stomach. Eleven larvae were removed with the use of endoscopic forceps (see video), after which the patient's symptoms resolved. Anisakiasis is a parasitic infection of the gastrointestinal tract in humans that is caused by the consumption of raw or inadequately cooked seafood containing third-stage larvae of the nematode *Anisakis simplex* or related species.

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 A video showing removal of anisakis larvae is available at [NEJM.org](https://www.nejm.org)

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A 60-YEAR-OLD MAN WITH CORONARY ARTERY DISEASE, ISCHEMIC CARDIOMYOPATHY with biventricular implantable cardioverter–defibrillator placement, and atrial fibrillation presented with chest pain and numbness in both arms. During his initial presentation, he suddenly collapsed and became unresponsive. Computed tomographic (CT) angiography of his chest, abdomen, and pelvis was performed to evaluate the possibility of aortic dissection. The images showed gas in the left ventricle (Panel A). Further review revealed gas in the left atrium with a connection to the esophagus (Panel B). His family later reported that he had undergone radiofrequency ablation for atrial fibrillation 6 weeks earlier. The gas in the heart was thought to be from an atrial–esophageal fistula that may have developed after this procedure. Imaging also showed renal infarcts, probably from air emboli. Findings from brain imaging were unremarkable, but the patient remained without notable neurologic function. His family elected against surgery, given his poor prognosis. The patient died a few hours after his initial presentation. An atrial–esophageal fistula can be a complication of radiofrequency ablation and is associated with a substantial risk of death. Chest CT is the preferred diagnostic test for this condition; transesophageal echocardiography should be avoided because intubating the esophagus can cause further gas embolization.

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Introductory Worksheet

Highlight
type of
content

Watch
Video

Preview
Vocabulary

Reinforce
vocab

Case Report Worksheet



Introduction

Images in Clinical Medicine is a section in the *New England Journal of Medicine* (NEJM, <http://www.nejm.org/>) which contains an image/images that illustrate interesting findings of common medical conditions. A brief case report accompanies the image(s). The case report typically includes the following:

- | | |
|--|---|
| a) Patient ID, chief complaint and history | b) Relevant physical findings |
| • age; sex | c) Relevant imaging/laboratory findings |
| • reason for presenting | d) Clinical course |
| • duration of the problem | e) Response to treatment (if any) |
| • relevant medical history | |

Focus on the Images

Activity 1: What do you see?

Look at the image on the screen. What do you see?

Now watch the video. Describe what you see.

Focus on the Terms

Activity 2: Expanding your vocabulary

Listed below are some phrases from the case report (arranged randomly). Work in groups to check the meaning online or in your reference books.

- | | |
|-----------------------------|--------------------------------|
| a. larvae | f. antrum of the stomach |
| b. epigastrium | g. diffuse thickening |
| c. parasitic infection | h. penetrating into the mucosa |
| d. esophagogastric junction | i. endoscopic forceps |
| e. fundus of the stomach | j. nematode Anisakis simplex |

Focus on the Case 1

Activity 3: Start reading the case report

The following is the opening sentence of the case report. Can you guess the words that go in the blanks? Think of the symptoms the patient had.

A 36-year-old previously healthy woman presented with a 2-day history of S _____
C _____ pain and @ _____ pain associated with n _____
 and V _____.

Focus on the Language

Activity 4: Complete the sentences

The sentences below (1 to 8) are from the rest of the case report. They are in random order and each sentence has been split up into two parts. Match the first half of the sentence with the second half by drawing a line.

Sentence beginning	Sentence ending
1. Laboratory tests, including cardiac enzyme levels,	a. inadequately cooked seafood containing third-stage larvae of the nematode <i>Anisakis simplex</i> or related species.
2. The patient reported that she had consumed	b. diffuse thickening of the gastric wall.
3. Eleven larvae were removed with	c. were normal.
4. An electrocardiogram and a radiograph	d. moderate abdominal tenderness, without guarding or rebound in the epigastrium.
5. Physical examination showed	e. of the chest were normal.
6. Gastrosocopy revealed multiple anisakis larvae penetrating into the mucosa in	f. the esophagogastric junction, fundus, upper body, middle body, and antrum of the stomach.
7. Computed tomography of the abdomen revealed	g. the use of endoscopic forceps (see video), after which the patient's symptoms resolved.
8. Anisakiasis is a parasitic infection of the gastrointestinal tract in humans that is caused by the consumption of raw or	h. uncooked salmon approximately 2 hours before the chest pain developed.

Focus on the Case 2

Activity 5: Put the sentences in the right order

⇒ Now complete the case report by arranging the sentences (1 to 8) in Activity 4 to form the case report. Write the corresponding number in the boxes below. The fourth box is filled in for you.

			2					
Sentence	①	②	③	④	⑤	⑥	⑦	⑧

Text from Fuchizaki, U., & Nishikawa, M. (2016). Gastric Anisakiasis. *New England Journal of Medicine*, 375(7), e11. =

Reinforce
content

Highlight
structure

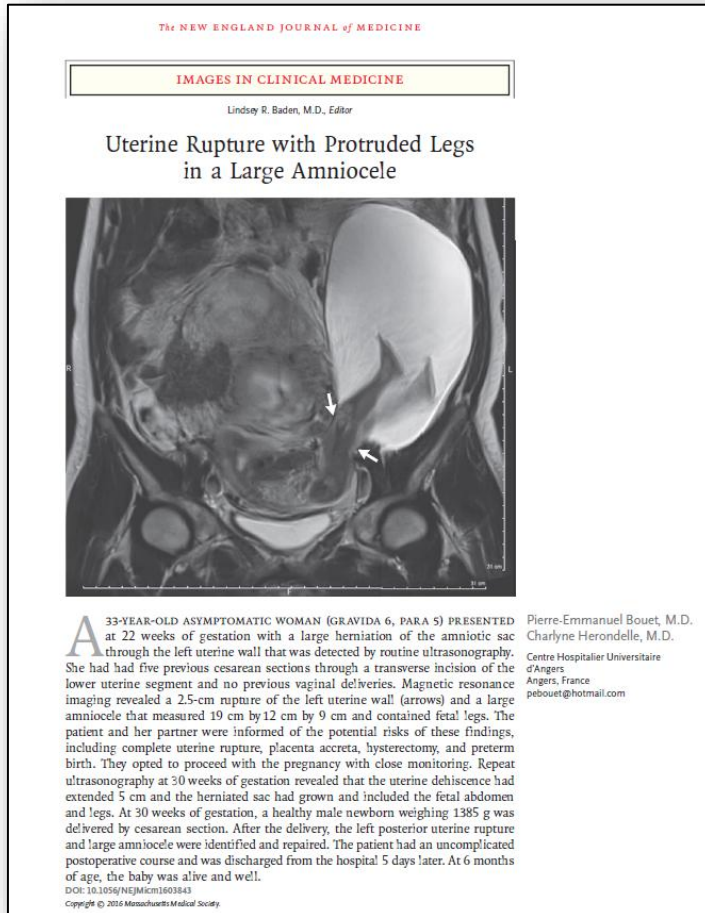
Peer-Teaching Sessions in Small Groups

Group Preparation

- Read and understand the article
- Identify key points and terminology
- Research online
- Create an interactive audience-friendly 15-minute presentation
- Ensure audience can give a short summary at the end

Presentation should include:

- Medical terms/concepts (E–J list acceptable)
- Background
- Take-home message



V. Transformation 2: Scripted Role-play

Reshaping the same clinical content for different audiences and purposes

Doctor–Patient Communication



Doctor–Doctor Communication



What Students Transform in Script Writing

From the case-report-like article	To doctor–patient/family talk	To doctor–doctor talk
Clinical facts	• explain the situation clearly	• give a concise summary
Findings and investigations	• lay-friendly wording	• clinical terminology
Clinical course and outcome	• show empathy and reassurance	• explain reasoning and next steps
Medical uncertainty or risk	• check understanding	• discuss management

VI. Pedagogical Rationale: From Awareness to Use

Genre awareness is enacted through adaptation across tasks.

- Peer teaching requires explanation.
- Scripted role-play requires adaptation.
- Together, the tasks move students from recognition to participation.

What the Shared Case Enabled



- The case-report-like article did not remain a reading text.
- It became a resource for explanation, pointing, checking understanding, and negotiating meaning.

Multimodal Resources Supported Peer Explanation



- PPT slides on pc/tablet
- Taking notes on tablet
- Airdropping article/slides
- Reading script on smartphone
- Audiovisuals from web sources

VII. Conclusions

From genre awareness to student-led language use

- Short case-report-like texts can provide clinical contexts for EMP learning.
- Through peer teaching, this context becomes shared and is reshaped for different communicative purposes.
- Genre awareness moves from recognition to use as students organize information, choose terminology, and shape interaction.

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