

Incorporating Interprofessional Education into Language Learning in a Japanese EFL Setting: A Case of Speech Activities

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Abstract

This study investigated the possibility of incorporating interprofessional education into language learning in a Japanese English as a foreign language setting. The study focused on first-year university students majoring in health and medical welfare. It aimed to promote student autonomy in learning English for specific purposes, and to enhance their interests in different medical or health professions in view of the concept of content and language integrated learning. The study was carried out in conjunction with an English course offered to first-year university students. The students were required to give a speech to the class by way of self-introduction, including their own academic majors and future professions. They then completed a questionnaire to provide feedback on the activity. The results of the questionnaire showed that nearly 80% of the students regarded the activity as a good opportunity to interact with students from different departments. In addition, more than 50% answered that they learned more about the differences among medical professions. Some comments suggested that the activity allowed them to learn more about their future profession, and what they needed to study to achieve their goal. These findings may suggest that this interactive learning experience helped the students to deepen their understanding of other medical professions and to develop their identity as medical professionals, and may contribute to interprofessional education in the future.

1. Introduction

1.1 *The growing need for IPE*

In order to meet the diversified needs in health care and social welfare, the importance of interprofessional work (IPW) in the medical and social welfare field has been increasingly emphasized, which has led to the growing need of incorporating interprofessional education (IPE) as an essential part of professional education¹⁾. According to the Centre for the Advancement of Interprofessional Education (CAIPE), IPE is defined as "occasions when two or more professions learn with, from, and about each other to improve collaboration and the quality of care"²⁾. In addition, the World Health Organization (WHO) has regarded IPE as "a necessary step in preparing a 'collaborative practice-ready' health workforce" in the

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Framework for Action on Interprofessional Education and Collaborative Practice³.

In Japan, the Ministry of Education, Culture, Sports, Science, and Technology published the Model Core Curriculum for Medical Education in Japan which clearly states that the understanding of team care and the ability to work with other medical professionals are qualities to be acquired upon graduation⁴. This curriculum has urged a number of medical universities to organize hands-on experience at medical institutions or to provide lectures on the theory of team care⁵. Other universities have further developed a four-year systematic IPE program in which students from different disciplines begin learning basic communication skills and have group discussions on particular clinical cases^{6,7}.

Previous research has revealed students' changes in awareness of other professions and IPW such as Nagasaki et al.⁸, who stated that students deepen their understanding of their own profession, other professions, and IPW by learning in practical classes together with students from different specializations. Nagasaki et al. also pointed out that a great emphasis is still placed on teaching and learning expertise only, and that there are few opportunities for students to learn about other medical professions before they start working as medical professionals themselves. Another study investigated the importance of early exposure to clinical practices, and discussed the influences of IPE on first-year students' learning abilities⁹. From these studies, the author concluded that it would be necessary to explore various interdisciplinary educational contents related to IPE in first-year education.

In order to assess positive outcomes for IPE, Parsell and Bligh first developed a questionnaire on the Readiness for Interprofessional Learning Scale (RIPLS)¹⁰. Its aim was to assess the attitudes and perceptions of students and professionals to determine their readiness to undertake interprofessional learning. It has been validated in different countries in order to measure changes in attitudes, the effects of different educational interventions, and the effectiveness of interventions on changing perceptions and attitudes. The Japanese version of the RIPLS was recently developed by several Japanese researchers¹¹ and has been gradually utilized in Japanese institutions. Although the exact items from the RIPLS were not used in this study, the author was inspired by its concept when arranging the student questionnaire survey conducted in this study.

1.2 Introduction of content and language integrated learning at the tertiary level in Japan

In terms of language learning, in recent years, content and language integrated learning (CLIL) has been adopted in various educational institutions in order to promote learner autonomy. CLIL is the term used to describe a methodological approach in which foreign language teaching is integrated within subject teaching, and the approach has been widely spread in Europe¹². Although the individual teaching methods and concepts used in CLIL already existed, this approach is often regarded as innovative as it effectively combines the so-called 4Cs (content, communication, cognition, and community)¹².

In Japan, CLIL started as being introduced in primary education, and has gradually shifted to tertiary education. At some tertiary institutions, CLIL methods have been used in combination with teaching English for specific purposes (ESP)¹³, or the entire syllabus of an academic English program has been developed based on the concept of CLIL¹⁴. In previous studies, Sasajima¹⁵ pointed out that CLIL could be an effective way to motivate language learners at the tertiary level, especially in the first year at university, because that is the transitional period between learning general English and more advanced academic English. It seems that this teaching approach has the enormous potential to learn content through learning language.

As per the overview, it seems that both IPE and language teaching in view of CLIL have an enormous potential in education. However, very little research has been carried out in relation to IPE. Therefore, this study investigated the possibility of incorporating IPE into language learning in a Japanese English as a foreign language (EFL) setting. It focused on pre-intermediate-level university students majoring in health and medical welfare, and aimed to promote student autonomy in learning English for specific purposes (ESP) and enhance their interests in different medical or health professions by using the concept of the CLIL method.

This study was carried out in conjunction with an English course offered to first-year university students.

The students were required to give a speech by way of self-introduction, including their own academic major and future profession, in rotation to groups of about seven, including students from different departments. After the activity, they completed a questionnaire to provide feedback. The aim of the questionnaire was to investigate the students' overall impressions of the activity and the changes in their attitudes toward IPE as well as learning English. The feedback was then analyzed both quantitatively and qualitatively. The Discussion section will focus on the following two points:

- (1) The possibility of educational benefits obtained from interactive learning among students with different specializations in light of IPE.
- (2) The possibility of educational effects promoting student autonomy through learning English as related to students' academic majors and future professions.

The final goal of this study is to provide suggestions on an effective language activity which could promote both IPE and student autonomy.

2. Methods

2.1 Participants

The study was carried out in conjunction with an English course offered to first-year university students at the Kawasaki University of Medical Welfare, Japan. The participants totaled 245 students from 5 different classes of the compulsory subject "Basic English I." The researcher was the instructor of all five classes. Each class consisted of students from several medical departments such as nursing, clinical psychology, physical therapy, and radiology (Table 1). All English classes were organized with students from the same faculties, namely, the Faculty of Health and Welfare and the Faculty of Nursing in Class A and Class B; the Faculty of Health and Welfare Services Administration in Class C; and the Faculty of Rehabilitation and the Faculty of Health Science and Technology in Class D and Class E. Nevertheless, not all departments or faculties were put together in one class due to the constraints of curriculum organization. In addition, students were assigned to designated classes based on the results of the placement test^{†1)}, which was performed at the beginning of the spring semester. Judging from the results of the placement test, their English proficiency was estimated to be at a pre-intermediate level, which is equivalent to third to pre-second grade in the EIKEN practical English proficiency scale, and A1 to A2 in the CEFR scale^{†2)}. In terms of the class size, the largest had 56 students while the smallest 36. Only students who had signed the informed consent form were included in this study.

Table 1 Details of the participating classes

	Class A	Class B	Class C	Class D	Class E
Number of students	54	53	32	52	54
Details of departments	<ul style="list-style-type: none"> • Social work • Clinical psychology • Medical welfare for children • Nursing 		<ul style="list-style-type: none"> • Health and welfare services management • Health informatics • Medical secretarial arts • Design for medical and health care 	<ul style="list-style-type: none"> • Physical therapy • Occupational therapy • Speech-language pathology and audiology • Orthoptics • Medical technology • Radiological technology • Medical engineering • Clinical nutrition • Health and sports science 	

2.2 Ethical considerations

The researcher explained the request for cooperation/participation, and had the participating students

sign the consent form prior to study participation. The researcher also distributed the consent withdrawal form, and explained that the participants could withdraw from the study at any time, and that no unfavorable or injurious actions would be taken if they withdrew. Other issues, including the protection of personal information and methods used to destroy/dispose of data, were discussed and agreed upon. All procedures were approved by the Ethics Committee of the Kawasaki University of Medical Welfare (18-115).

2.3. Procedures

2.3.1 Teaching procedures

The study was conducted in the spring semester between early July and mid-July, 2019, and spent 3 out of 15 lessons on "Basic English I." Each lesson lasted 90 minutes; a total of 270 minutes (4.5 hours) was spent on the speech activity in class. This speech presentation activity was provided as part of regular class activities. Regarding the other lessons, the students learned basic medical terminology and expressions from the course textbook^{†3)}.

The students were required to give a speech by way of self-introduction. While preparing the speech, they were encouraged to share their drafts with other students from the same department for further consultation and development. They also created a poster as a visual aid to make their speech more persuasive and aid understanding. Finally, each student delivered the speech in rotation to groups of about seven, including to the students from different departments.

(1) 1st lesson: Planning

At the beginning of the first lesson, the teacher (researcher) explained the overview of the speech activity, and stated that the speech should contain the following two elements: (1) a self-introduction including their hobby, family, and hometown, and (2) their academic major and future profession. Although it was assumed that some students had experience in delivering a self-introduction speech from junior and senior high school, the researcher decided that element (1) should be included in the speech to reduce pressure on the students. The time allocation for each speech was about three minutes. A speech draft template was provided for the students as scaffolding during the draft activity. Some discourse markers and other useful English expressions were included in the template (Appendix 1). During the draft activity, the students were allowed to refer to their short self-introduction essay which they had already written as their first homework assignment in the spring semester. In addition, they were allowed to use the course textbook, an electronic dictionary, contents of other lectures, books and magazines, and the Internet in order to obtain further information about their own academic major and future profession (Figure 1).

(2) 2nd lesson: Editing a draft and creating a visual aid

The students were required to finish writing their first draft by the second lesson, as they were supposed to share their draft with other students from the same department at the beginning of the second lesson. During the sharing activity, the students were divided into small groups of about four people. In each group, they read their draft aloud in rotation, and gave and received feedback from one another for the purpose of further consultation and development. During this activity, they were not allowed to simply read around each other's drafts silently because the aim was to check that their drafts were orally intelligible to the other students. They were also encouraged to share ideas about how they should explain their academic major or future profession in English, or what kind of vocabulary or expression they could use in their explanation (Figure 2). Then, they spent the second half of the lesson creating a poster as a visual aid (Figure 3). Most of the students used half of their poster's space for information on their hobbies or hometown, and the other half for that of their future profession, as shown in Figure 4.

(3) 3rd lesson: Speech presentation

In the third lesson, the students delivered their speech to groups of about seven, including students from different departments. The teacher pre-determined the groups so that students from all departments were evenly mixed in each group. After deciding the order of their speech presentations, the students put their visual posters on the wall and delivered their speech in rotation. Although they were allowed to hold their draft in their hand while delivering a speech, they were required to point at their visual poster with a wand

and to make eye contact from time to time (Figure 5). After their speech ended, there was a Q&A session. Every member of the group (except the speaker) was required to ask at least one question about the speech's content (Figure 6). The teacher allowed the students to use Japanese in order to encourage them to ask as many questions as possible, and gave them the opportunity to check the content of the speech in Japanese as well.

While watching each other's performances, students were required to fill in a very simple evaluation sheet which had a list of items including "length of speech," "loudness of voice," "moderate speed," "eye



Figure 1 A student writing a speech draft



Figure 2 Students sharing ideas



Figure 3 A student creating a poster



Figure 4 A student's sample poster



Figure 5 A student delivering a speech



Figure 6 The Q&A session

contact," and "pointing at a visual poster." The students' self-evaluations, including these items, were analyzed through the results of the student questionnaire survey. It is beyond the scope of this paper to discuss the validity of the evaluation criteria for their speech performances, as that was not the major purpose of this study. Therefore, the evaluation rubric used by the instructor is not included in this paper.

2.3.2 Post-questionnaire

After the speech activity, the participants completed a questionnaire to provide feedback. It was an anonymous questionnaire consisting of 12 questions and had an open-ended comment section at the bottom of the sheet (Appendix 2). As aforementioned, the ideas for some of the questions came from the RIPLS. In addition, the CAN-DO descriptors from the CEFR-J^{†4)} were also reflected in other questions. The aim of the questionnaire was to investigate the students' perceptions of IPE, and their attitudes toward language learning. The data obtained from the questionnaire was then discussed from both quantitative and qualitative viewpoints.

3. Results

3.1 Students' overall impressions of the speech activity

Of the 245 participants, 237 valid responses were obtained (54 from Class A, 50 from Class B, 31 from Class C, 52 from Class D, and 50 from Class E). Regarding the students' overall impressions of the speech activity, 177 (75%) answered "good chance to interact with students from different departments," followed by "enjoyable" (115; 49%), "nervous" (89; 38%), "good chance to learn about different professions" (80; 34%), and "painful" (4; 0.02%), as shown in Figure 7.

Next, for the question "did you learn anything from the group work with students from different departments?" ninety percent gave positive feedback by answering "strongly agree" or "agree a little," while there were no respondents who chose the answer "strongly disagree" (Figure 8).

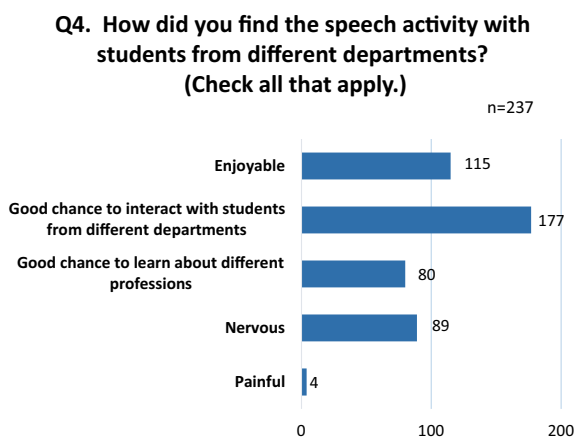


Figure 7 Students' overall impression on the speech activity

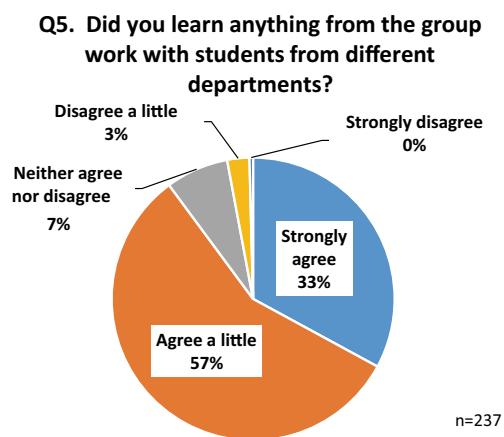


Figure 8 Students' attitudes toward learning about students from different departments

Next, regarding the students' possible learning outcomes from the speech activity, 122 students (51%) answered "differences between other professions and my own," "speech skills" (105; 44%), "significance of learning with students from different departments" (92; 39%), "English expressions to explain my future profession" (81; 34%), and "significance of working with others" (55; 23%), as shown in Figure 9.

Concerning the question, "would you like to have more opportunities to learn together with students from different departments in order to understand each other's academic major and profession?" seventy-five percent either strongly agreed or agreed a little, and answered "neither agree nor disagree" (21%) and "disagree a little" (4%). No student answered "strongly disagree" (Figure 10).

Q6. What do you think you learned from the speech activity? (Check all that apply.) n=237

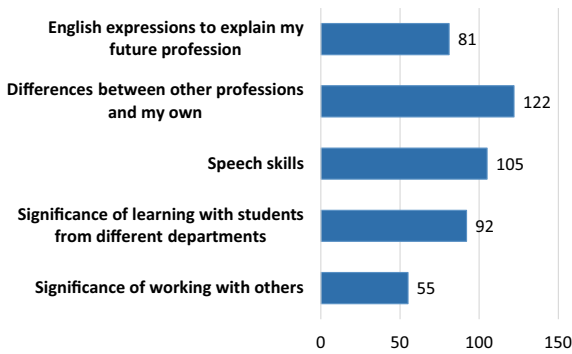


Figure 9 Possible learning outcomes from the speech activity

Q11. Would you like to have more opportunities to learn together with students from different departments in order to understand each other's academic major and profession? n=237

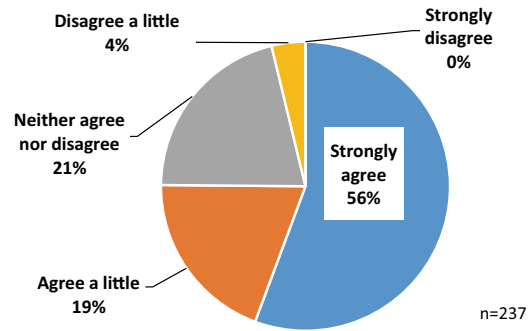


Figure 10 Students' readiness for IPE

Next, the results concerning the students' awareness of language skills are shown in Figures 11 and 12. With regard to the question about their speech draft, 141 students (59%) paid attention to "using easy words and expressions," followed by "using conjunctions such as 'because'" (87; 37%), and "avoiding long sentences" (72; 30%). Regarding their speech delivery skills, more than two-thirds of the students paid attention to the loudness of voice (175; 74%) and moderate speed (158; 67%). However, less than 20 percent paid attention to "eye contact," "intonation," and "clear pronunciation."

Q8. What did you pay attention to when writing a draft? (Check all that apply.) n=237

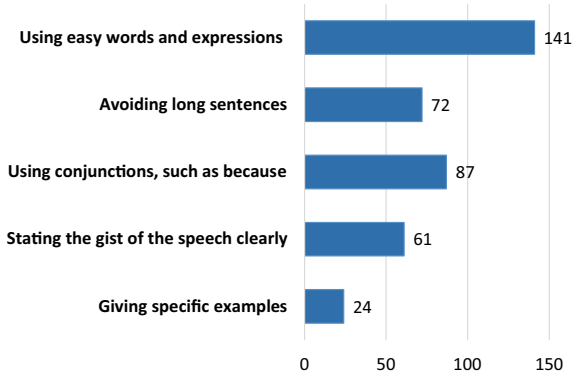


Figure 11 Students' awareness of speech writing skills

Q9. What did you pay attention to when delivering a speech? (Check all that apply.) n=237

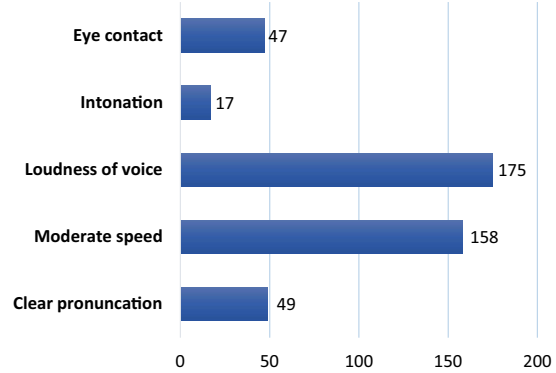


Figure 12 Students' awareness of speech delivery skills

3.2 Students' open-ended comments on the speech activity

Some of the comments from the open-ended section of the questionnaire are provided below. They were originally written in Japanese and have therefore been translated into English by the researcher. The same tendency toward the students' overall impressions of the speech activity is shown in some of the comments, as follows:

- *It was a great opportunity to get acquainted with students from different departments through this speech activity.*
- *I do not often have the opportunity to interact with students from different departments, so I think it was a good opportunity to learn other occupations through this activity.*
- *It was fun to talk with a lot of people from both the same department and from different departments.*

- *I was so nervous that I forgot to make eye contact, but I was so happy that everyone listened to me attentively and asked me questions.*
- *It was a little painful for me because I am not good at English, but this experience gave me a meaningful opportunity to speak in front of other students.*

There were also some comments on their peer feedback activity.

- *I was able to share ideas with other students from the same department by asking questions such as, "how did you explain such and such things?" and we could finally come up with easier expressions by working together.*
- *Everyone else apart from me was able to explain their own major well, so I finished writing my explanation by getting some ideas from students in the same major.*
- *I was able to fix some problems while practicing with students from the same department, so I was able to perform better in the final speech presentation.*

A few students pointed out the difficulty of explaining their own major and future profession in English.

- *I realized how difficult it was to convey what I wanted to say in English.*
- *It was hard to think about how to explain it easily. It was also very difficult to write English sentences using technical terms.*
- *I was not used to explaining my major in Japanese yet, so it was even more difficult to do so in English. I struggled a lot when trying to think about how to explain my major in English, and checking how to pronounce some difficult words.*

On the other hand, a few other students tried to seek their own ways.

- *Paraphrasing was necessary when I translated my explanation in Japanese into English. I tried not to use difficult words and tried to use easier words so that everyone could understand me.*
- *I was conscious of using short sentences as well as words that might be familiar to other students so that students from different departments would be able to understand my future profession.*

Interestingly, one student commented that it was easier to explain their future profession in English than in Japanese.

- *When I thought of how to explain my future profession in Japanese, I tended to think in a more complicated way, but I felt it was easier to explain it in English.*

Some students wrote comments about listening to other students' speeches.

- *It was difficult to listen to other students' speeches in English, but I was glad that I managed to understand them.*
- *I am not good at listening in English, but it was really fun when I understood the content of other people's speeches.*
- *The speeches given by those who were good at English were easy to understand.*
- *I compared my speech performance with other students' performances, and I decided I would try and imitate them.*

From the viewpoint of the students' awareness of their own major or future profession, a few students commented as follows:

- *It was a good chance to learn more about my own department.*
- *It was a good opportunity to reconsider what I need to study for my future.*
- *I understood what other people were studying and what they wanted to be in the future very well. I wanted to do my best because I learned that the students from different departments were studying very hard.*

4. Discussion

4.1 The possibility of educational benefits obtained from interactive learning in light of IPE

4.1.1 Good opportunity to interact with students from different departments

Regarding the educational benefits obtained from interactive learning in light of IPE, it is clear that the speech activity offered a good chance for most of the students to learn from each other, as shown in the results of Figure 8. However, according to the students' overall impression of the speech activity shown in Figure 7, it can be interpreted that students simply enjoyed interacting with other students rather than learning about other academic majors or professions. This can also be seen in some of the open-ended comments such as, "*it was a great opportunity to get acquainted with students from different departments.*"

They might have taken the whole speech activity simply as an opportunity to socialize rather than a learning opportunity. This result was relatively understood, because similar findings were found in the IPE program conducted at Saitama Prefectural University¹⁾, which arranged groups of first-year students from different departments in their initial fieldwork at medical or welfare institutions. In the questionnaire administered after the fieldwork, about 90% of the students regarded the interaction with students from different departments as the biggest advantage. Although this current study and the fieldwork at Saitama Prefectural University had different learning situations, both of them provided students with opportunities to learn from each other, including students from different departments. Moreover, these studies were carried out in the first semester, when the students still did not know much about other students, especially those from other departments. With regard to this current study, most of the classes had more than 50 students; therefore, students did not have enough opportunity to interact with various students before this speech activity.

In fact, a few comments from the students in this current study revealed the lack of opportunity to interact with students from both the same department and from different departments. Considering these findings, it can be said that most first-year students intend to expand their connection with other people. Therefore, it would be useful to provide them with opportunities for interacting with others in various classes, which may increase their motivation in learning. Of course, we should not forget that some students consider speaking in front of others a "nervous" and "painful" experience, especially when it has to be done in English. However, as one student's comment suggested, they would feel more comfortable and accepted if everyone listened attentively or asked questions. Therefore, instructors should try to encourage students to create a pleasant atmosphere in the groups in which students try to understand each other.

4.1.2 Good opportunity to learn about the differences among medical professions

Concerning the students' possible learning outcomes from the speech activity shown in Figure 9, the answer, "differences between other professions and my own" was chosen by more than half of the students (51%). This result implies that language lessons in a Japanese EFL setting could provide students with meaningful opportunities to learn about different professions to some extent. In addition, if we look at the evidence that almost 40% thought that they learned the significance of learning with students from different departments in the same figure, and also the evidence that 75% would like to have more opportunities to learn together with students from different departments in Figure 10, it is safe to say that the students' readiness for IPE was established to a certain degree through the speech activity. In addition, one student commented that they were inspired by other students who were studying very hard. This can also be regarded as an additional positive effect of the speech activity.

4.1.3 Little effect on learning about the significance of working with others

On the contrary, the speech activity was not strongly effective at raising the students' awareness of the "significance of working with others," which only 23% answered (Figure 9). In other words, out of the three possible changes ("changes in the understanding of their own profession"; "changes in the understanding of other occupations"; and "changes in the understanding of interprofessional work") as suggested by Nagasaki et al. in their previous research concerning IPE⁸⁾, it can be concluded that the students made the first two changes, but did not make the third change as significantly as the first two. One major reason may be that the activities did not necessarily require students to create something in collaboration with other group members.

4.1.4 Benefits of peer feedback

Turning now to the educational benefits of the students' peer feedback activity, it is worth noting that a few students pointed out the importance of learning with students from the same department. Some students apparently improved the quality of their explanations in English by sharing their ideas with one another during this activity. Further, a few other comments indicated that this activity would be a good chance to learn more about their academic major or to consider what they need to do to achieve their future goal. Based upon these findings, it appears that the peer feedback activity within a group of students

from the same department deepened not only the students' understanding of their own academic major and future profession, but also helped them to develop their identity as medical professionals.

4.2 The possibility of educational effects promoting student autonomy in language learning

4.2.1 Possible effects on learning ESP

The results in Figure 11 indicate that nearly 60% of the students paid attention to vocabulary; other writing skills were not their main focus of attention. It was obvious that vocabulary was the most important aspect of their comprehension in English. In this connection, a few of the open-ended comments revealed that some students had difficulty in conveying their speech's content in English, or in writing English sentences using technical terms, and one student realized their lack of English ability. Another student had little experience of explaining their own major and future profession in Japanese, which made it even more difficult for that student to explain these things in English. Evidently, the activity was a relatively challenging task for students whose proficiency levels were pre-intermediate. On the other hand, other comments showed that some students tried to create their own way by using paraphrasing, short sentences, or commonly used words effectively. In addition, one student wrote that it was easier to explain their own major and profession in English than in Japanese. This interesting comment might have resulted from the student's effort toward making their speech as intelligible as possible. It also reveals that the activity gave the student an important opportunity to learn something new.

4.2.2 Possible effects on improving speech delivery skills

With regard to speech delivery, the results in Figure 12 show that about 70% of the students paid careful attention to loudness of voice and moderate speed, while less than 20% were aware of eye contact, intonation, or clear pronunciation. Regarding eye contact, most of the students probably concentrated too much on reading aloud their draft, and could not afford to make eye contact as well, or, they were too nervous to look at the audience, as mentioned in one student's comment. However, from the viewpoint of listening, a few students wrote that they were satisfied with their comprehension of the other students' speeches, although they thought that they were still not good at listening to English.

Some students were impressed by other students' good speeches and tried to imitate their speech technique. Another student pointed out that the speech experience became a precious opportunity for them to speak in front of others. From these findings, it seems that providing students with opportunities to give presentations will help them improve their speech skills. Performing a speech in English may also have a positive effect on the students' speech in their native language. Students are required to speak clearly and with moderate speed, especially when they speak to a non-English-speaking audience. This technique would also be helpful in a Japanese speech, too.

4.2.3 Appropriate timing of the speech activity

Moreover, concerning the appropriate timing of introducing these activities, one may think that this type of activity is too early for students who have only been at university for a few months. Indeed, the students could have acquired more knowledge regarding their own major or profession by the time they reached the second semester. Nonetheless, we should note that it would be very effective to expose first-year students to other academic fields or medical professions shortly after they enter university in order to increase their interest in other professions, and ideally IPW, as early as possible. The importance of "early exposure" was mentioned in previous studies^{5,9)}, and therefore this concept should also be applied to language learning. It will surely help students to increase their interest in both IPE and ESP.

All feedback discussed in this Section, whether positive or negative, could be interpreted as either having the appearance of the students' enthusiasm for the activity, or that of their self-reflection on their own English proficiency. In this respect, this kind of interactive activity can increase students' motivation, encourage them to improve their English, and eventually promote their autonomy in language learning.

5. Conclusions

This study investigated the possibility of incorporating IPE into language learning in a Japanese EFL

setting. Based on the discussion, it can be speculated that the speech activity in view of IPE can provide students with not only an opportunity to learn from each other about different medical or healthcare professions, but also to develop their identity as medical professionals while enjoying interactions. Although this learning opportunity may not have a strong impact on changing students' awareness of the importance of IPW, it could still work as a trigger to make students think about it. It can also be suggested that the students' motivation for learning not only general English but also ESP can be increased through the speech activity of presenting their future profession from the perspective of the CLIL method. In conclusion, this study proposes a new possibility of applying the concept of IPE to other subjects, as well as medical specialty subjects.

However, this current study mainly focused on the teaching procedures of the speech activity in terms of the students' motivation of IPE and learning English. A linguistic analysis of how the students described their specialized fields and future occupations in English was not conducted in this study; therefore, further research should be done from this linguistic perspective. Through linguistic analysis, it might be possible to obtain further information about the first-year students' perceptions of their future professions before they receive professional education. The information might contribute to the improvement of professional education. Linguistic research will also make it possible to identify the types of vocabulary or expressions that need to be explicitly taught, and could eventually be reflected in the development of teaching material.

These possible findings might provide further implications about how to introduce IPE into first-year education and how to connect IPE with learning ESP. In terms of improving the speech activity, there should be further development of a teaching method to encourage students to interact in English during the Q&A session in the speech activity. In this regard, Tono¹⁷⁾ points out that spoken interaction is a more difficult yet more required skill than spoken presentation because the former is more spontaneous than the latter. However, the researcher suspected that a lot of the students did not have much experience in impromptu interaction yet, and therefore step-by-step instructions should be tested in accordance with their level of comprehension. Finally, it is the author's hope that the importance of incorporating IPE into other disciplines, including English education, will be more fully appreciated through further research.

Notes

- † 1) The placement test, introduced by the Kawasaki University of Medical Welfare, is not one of the common vendor tests including TOEIC or TOEFL, but is a completely custom-made test for students at the university. It consists of 35 questions to check their basic grammar knowledge and reading comprehension. The questions cover the level of third to second grade in the EIKEN, and the average score was 40.5 points. Judging from this result, their overall proficiency level was estimated to be at the level of third to pre-second grade.
- † 2) The correspondence between the EIKEN and the common European framework of reference for languages (CEFR) scale is based on the proficiency correspondence table created by the Ministry of Education, Culture, Sports, Science and Technology¹⁶⁾.
- † 3) The title of the course textbook used in "Basic English I" is "Vital Signs 2: Reading and Writing" published by Nan'un-do (2014). The textbook is designed for healthcare professionals to learn essential English.
- † 4) The CEFR-J scale is the adapted version of the CEFR which was developed by Tono¹⁷⁾ and other researchers. It is moderated exclusively for English language teaching/learning in Japanese contexts.

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Appendix 1: Speech draft template

Hello, everyone. My name is...

First of all, let me talk about myself...

Second, let me talk about my hometown...

Finally, I'll talk about my dream for the future. I want to be a... because...

It is a job to...

For my future dream, I've decided to study at the Kawasaki University of Medical Welfare, and I belong to the Department of... now. In order to be a ..., I have to study...

I also need to...

Thank you for listening.

Appendix 2: Student survey questionnaire (In Japanese, translated by the author of this article)

Q1. Did you work hard on the speech activity?

- (1) Strongly agree (2) Agree a little (3) Neither agree nor disagree (4) Disagree a little
(5) Strongly disagree

Q2. How many hours did you spend on preparation for the speech activity outside the classroom?

- (1) Hardly any (2) 1 to 2 hours (3) 2 to 3 hours (4) 3 to 4 hours (5) More than 4 hours

Q3. What materials did you use as your reference? (Check all that apply.)

- (1) Vocabulary learned in English class (2) Contents learned in specialized subjects (3) Textbooks
(4) Books and magazines (5) the Internet

Q4. How did you find the speech activity with students from different departments? (Check all that apply.)

- (1) Enjoyable (2) It was a good chance to get acquainted with students from different departments
(3) It was a good chance to learn about other professions (4) Nervous (5) Painful

Q5. Did you learn anything from working with students from different departments?

- (1) Strongly agree (2) Agree a little (3) Neither agree nor disagree (4) Disagree a little
(5) Strongly disagree

Q6. What do you think you learned from the speech activity? (Check all that apply.)

- (1) English expressions to describe my future profession (2) Differences between other professions and mine
(3) Speech skills (4) Significance of learning with students from different departments
(5) Significance of working with others

Q7. Do you think you were able to explain your future profession to other students well?

- (1) Strongly agree (2) Agree a little (3) Neither agree nor disagree (4) Disagree a little
(5) Strongly disagree

Q8. What did you pay attention to when writing a draft? (Check all that apply.)

- (1) Using easy words and expressions (2) Avoiding long sentences (3) Using conjunctions effectively
(4) Stating the gist of the speech clearly (5) Giving specific examples

Q9. What did you pay attention to when delivering a speech? (Check all that apply.)

- (1) Clear pronunciation (2) Moderate speed (3) Loudness of voice (4) Intonation (5) Eye contact

Q10. What did you pay attention to when creating a visual poster? (Check all that apply.)

- (1) Size of letters (2) Amount of information (3) How to use color (4) Use of illustrations (photos)
(5) Overall layout

Q11. Would you like to have more opportunities to learn together with students from different departments in order to understand each other's academic major and profession?

- (1) Strongly agree (2) Agree a little (3) Neither agree nor disagree (4) Disagree a little
(5) Strongly disagree

Q12. Are you looking forward to working on poster presentations with students from different departments in the fall semester?

- (1) Strongly agree (2) Agree a little (3) Neither agree nor disagree (4) Disagree a little
(5) Strongly disagree

Please write below if you have any further comments or reflections on the speech activity which you could not write above.