

A Backward-Looking Analysis of Blending Language Instruction for Healthcare Contexts with Entertainment Media to Improve Mental Health Terminology among Learner Nurses

Dr. Rina Kusumawardani¹, Arief Pratama², Dr. Dwi Lestari Putri³

¹Department of Nursing Education Faculty of Health Sciences Universitas Indonesia Depok, Indonesia

²Department of English for Specific Purposes, Faculty of Languages and Arts, Universitas Negeri Yogyakarta Yogyakarta, Indonesia

³Department of Mental Health Nursing Faculty of Medicine Universitas Airlangga Surabaya, Indonesia

Doi <https://doi.org/10.55640/ijssll-06-04-01>

ABSTRACT

The increasing globalization of healthcare demands that nursing professionals acquire not only clinical expertise but also advanced linguistic competence, particularly in mental health communication. This study presents a retrospective research analysis examining the integration of healthcare-oriented language instruction with entertainment-based media, specifically subtitled audiovisual content, to enhance psychiatric vocabulary acquisition among nursing students. Drawing on interdisciplinary literature from English for Specific Purposes (ESP), second language acquisition, and media-assisted learning, the study investigates how exposure to captioned audiovisual narratives contributes to contextualized vocabulary development, comprehension, and retention.

The research adopts a retrospective analytical design, synthesizing findings from prior implementations of audiovisual learning tools and edutainment strategies in educational contexts. It evaluates the effectiveness of integrating subtitled television content, particularly Korean drama series, within structured language instruction frameworks tailored for healthcare learners. The analysis identifies key mechanisms such as multimodal input processing, contextual reinforcement, and emotional engagement as critical drivers of improved lexical acquisition.

Findings indicate that combining entertainment media with domain-specific language instruction significantly enhances students' ability to acquire and apply mental health terminology. The approach facilitates deeper semantic understanding, improves retention, and reduces cognitive barriers associated with abstract psychiatric vocabulary. Furthermore, the integration supports the development of cultural sensitivity and empathy, which are essential for effective mental health care delivery.

The study also highlights challenges, including variability in language proficiency, the need for pedagogical scaffolding, and potential over-reliance on entertainment content without structured guidance. Despite these limitations, the research demonstrates that edutainment-based learning models represent a viable and innovative approach for enhancing specialized vocabulary in nursing education.

This paper contributes to the growing body of literature on technology-enhanced language learning and ESP by offering a comprehensive framework for integrating audiovisual media into healthcare language instruction. It provides practical implications for curriculum design and suggests directions for future research in multimedia-assisted professional education.

Keywords: English for medical purposes, audiovisual learning, psychiatric vocabulary, nursing education, edutainment, subtitled media, language acquisition, mental health literacy.

1. INTRODUCTION

The rapid internationalization of healthcare systems has intensified the need for healthcare professionals to develop proficiency in specialized communication, particularly in English as a lingua franca. Nursing students, in particular, are

required to master complex terminologies associated with mental health, which often pose challenges due to their abstract and culturally nuanced nature. The acquisition of psychiatric vocabulary is not merely a linguistic task but also involves understanding socio-cultural contexts, patient interactions, and clinical applications.

Traditional pedagogical approaches in English for Medical Purposes (EMP) have largely relied on textbook-based

instruction and rote memorization techniques. While these methods provide foundational knowledge, they often fail to facilitate deep comprehension and practical application of terminology in real-world contexts (Elgindi & Hoque, 2022). Additionally, students studying through English medium instruction frequently encounter linguistic barriers that hinder their academic performance and professional readiness (Alanazi & Curle, 2024).

In response to these challenges, recent educational paradigms have emphasized the integration of multimedia and technology-enhanced learning tools. Audiovisual input, particularly in the form of subtitled films and television series, has emerged as a powerful medium for language acquisition. Studies have demonstrated that exposure to subtitled content can significantly improve vocabulary acquisition, listening comprehension, and contextual understanding (Cai, 2024; Khadawardi, 2022).

The concept of edutainment—combining education with entertainment—has further expanded the potential of multimedia learning. Korean drama series, known for their engaging narratives and emotional depth, have been identified as effective tools for language learning, especially when accompanied by subtitles (Alejado et al., 2023; Linadi & Haryati, 2025). These media forms provide authentic linguistic input and culturally rich contexts, enabling learners to internalize vocabulary in meaningful ways.

Mental health communication presents unique challenges due to the stigma associated with psychiatric conditions and the complexity of related terminology. Research indicates that cultural perceptions and societal attitudes significantly influence the understanding and use of mental health language (Ahad et al., 2023; Hartini et al., 2018). Therefore, innovative instructional strategies are required to address both linguistic and socio-cultural dimensions of mental health education.

This study aims to explore the effectiveness of integrating EMP instruction with subtitled entertainment media to enhance psychiatric vocabulary among nursing students. By adopting a retrospective analytical approach, the research synthesizes existing studies and theoretical frameworks to evaluate the impact of such integration.

The objectives of this study are threefold: first, to examine the role of audiovisual media in facilitating vocabulary acquisition; second, to analyze the effectiveness of edutainment-based learning in healthcare contexts; and third, to identify challenges and implications for curriculum development in nursing education.

The significance of this research lies in its contribution to interdisciplinary pedagogy, bridging language education, healthcare training, and media studies. It provides insights into innovative teaching methodologies that can enhance both linguistic competence and professional readiness among nursing students.

2. LITERATURE REVIEW

The intersection of language acquisition, healthcare education, and multimedia learning has been extensively explored in recent scholarship. Vocabulary acquisition, particularly in specialized domains, is a complex cognitive process influenced by input quality, contextual exposure, and

learner engagement (Nation, 2001).

Audiovisual input has been identified as a critical factor in second language acquisition. Cai (2024) emphasizes that multimodal input enhances cognitive processing by combining visual and auditory stimuli, thereby facilitating deeper learning. Similarly, Puimège et al. (2021) demonstrate that textually enhanced audiovisual materials improve the acquisition of multiword expressions through increased attention and retention.

Subtitled media plays a significant role in language learning by providing simultaneous exposure to spoken and written forms. Khadawardi (2022) highlights that subtitles aid in vocabulary recognition and pronunciation, while Amal et al. (2019) show that delayed subtitles can further enhance listening comprehension. These findings underscore the importance of integrating subtitled content into language instruction.

In the context of edutainment, Korean dramas have gained prominence as effective learning tools. Alejado et al. (2023) and Rinekso et al. (2021) report that exposure to such content improves language competence and vocabulary acquisition among students. Linadi and Haryati (2025) further argue that these media forms contribute to mental health literacy by presenting realistic portrayals of psychological conditions.

The field of English for Specific Purposes (ESP) emphasizes the need for context-specific language instruction tailored to learners' professional requirements. Hidayati and Meisani (2023) identify the importance of needs analysis in designing effective ESP curricula, while Kusiak et al. (2024) advocate for content-based instruction to integrate language learning with professional training.

Mental health communication is deeply influenced by cultural and social factors. Ahad et al. (2023) and Papadopoulos et al. (2002) highlight the role of stigma in shaping attitudes toward mental illness, which in turn affects language use. Hartini et al. (2018) and Rajagopal et al. (2023) further emphasize the need for culturally sensitive approaches in mental health education.

Despite these advancements, gaps remain in the integration of multimedia learning with EMP instruction. While studies have explored audiovisual learning and ESP separately, limited research has examined their combined application in nursing education. Additionally, there is a lack of retrospective analyses that synthesize findings across multiple studies to evaluate long-term effectiveness.

This study addresses these gaps by providing a comprehensive analysis of the integration of edutainment and EMP instruction, focusing on psychiatric vocabulary acquisition among nursing students.

3. THEORETICAL FRAMEWORK AND CONCEPTUAL MODEL

The integration of audiovisual media into language instruction is grounded in several theoretical perspectives, including cognitive theory of multimedia learning, input hypothesis, and sociocultural theory.

The cognitive theory of multimedia learning posits that learners process information through dual channels—visual and auditory—leading to enhanced understanding when both channels are effectively utilized. Subtitled media aligns with this theory by presenting synchronized visual and textual input, facilitating deeper cognitive processing (Beseghi, 2023).

Krashen's input hypothesis suggests that language acquisition occurs when learners are exposed to comprehensible input slightly above their current proficiency level. Subtitled audiovisual content provides such input by combining contextual cues with linguistic information, enabling learners to infer meaning and acquire new vocabulary (Cai, 2024).

Sociocultural theory emphasizes the role of social interaction and cultural context in learning. Korean dramas, as culturally rich media, provide authentic contexts that enhance learners' understanding of language use in real-life situations (Sánchez-Auñón et al., 2023).

The conceptual model of this study integrates these theories, proposing that the combination of EMP instruction and subtitled media enhances vocabulary acquisition through three key mechanisms: contextualization, multimodal reinforcement, and emotional engagement.

4. INTEGRATION OF EDUTAINMENT IN HEALTHCARE LANGUAGE INSTRUCTION

The integration of entertainment media into educational settings represents a paradigm shift in pedagogical practices. In the context of healthcare language instruction, edutainment offers a unique approach to bridging theoretical knowledge and practical application.

Subtitled television content provides authentic linguistic input that reflects real-world communication. This authenticity is particularly important in mental health contexts, where language is often nuanced and context-dependent. Exposure to such content enables learners to develop a more nuanced understanding of psychiatric terminology.

Furthermore, edutainment enhances learner motivation and engagement. Emotional narratives in television series create a connection between learners and content, facilitating deeper learning. This emotional engagement is particularly relevant in mental health education, where empathy and understanding are critical components of professional competence.

However, the integration of edutainment also presents challenges. Without proper instructional design, learners may focus more on entertainment than educational content. Therefore, structured guidance and pedagogical scaffolding are essential to maximize learning outcomes.

5. METHOD

This study employs a retrospective analytical approach, examining existing literature and case studies to evaluate the effectiveness of integrating EMP instruction with subtitled media. The analysis focuses on identifying patterns, outcomes, and best practices across multiple studies.

The retrospective method allows for a comprehensive

evaluation of long-term trends and outcomes, providing insights into the sustainability and scalability of edutainment-based learning models. It also enables the identification of common challenges and limitations, informing future research and practice.

6. RESULTS

The retrospective analysis reveals several significant findings regarding the integration of healthcare-oriented language instruction with subtitled entertainment media. First, the use of audiovisual content consistently enhances vocabulary acquisition, particularly in specialized domains such as mental health. Learners exposed to subtitled media demonstrate improved recognition, comprehension, and retention of psychiatric terminology compared to those relying solely on traditional instructional methods (Cai, 2024; Khadawardi, 2022).

Second, contextual learning emerges as a critical factor in vocabulary development. Subtitled television content provides situational contexts in which psychiatric terms are used, enabling learners to understand not only definitions but also pragmatic applications. This contextualization facilitates deeper semantic processing and reduces cognitive load associated with abstract terminology (Puimège et al., 2021).

Third, emotional engagement significantly influences learning outcomes. The narrative structure of television series fosters empathy and emotional involvement, which in turn enhances memory retention. This is particularly relevant in mental health education, where understanding patient experiences is essential (Linadi & Haryati, 2025).

Fourth, the integration of edutainment supports the development of cultural competence. Exposure to diverse cultural representations of mental health issues helps learners understand variations in attitudes and practices, thereby improving their ability to communicate effectively in multicultural settings (Ahad et al., 2023).

However, the analysis also identifies several challenges. Variability in learners' language proficiency affects the effectiveness of subtitled media, with lower-proficiency learners requiring additional support. Additionally, the lack of structured instructional frameworks can lead to inconsistent learning outcomes.

Overall, the findings indicate that while edutainment-based approaches are highly effective, their success depends on careful implementation and alignment with pedagogical objectives.

7. DISCUSSION

The findings of this study underscore the transformative potential of integrating audiovisual media into healthcare language instruction. The enhanced vocabulary acquisition observed in learners aligns with existing theories of multimedia learning and input-based language acquisition. The combination of visual, auditory, and textual input creates a rich learning environment that facilitates deeper cognitive processing and retention.

The role of contextual learning is particularly significant.

Unlike traditional methods that rely on isolated vocabulary lists, subtitled media presents language in authentic contexts, enabling learners to understand usage patterns and nuances. This aligns with the principles of ESP, which emphasize the importance of context-specific language instruction (Hidayati & Meisani, 2023).

Emotional engagement emerges as a key factor in learning effectiveness. The ability of narratives to evoke empathy and emotional responses enhances memory retention and facilitates deeper understanding. This finding has important implications for mental health education, where empathy and communication skills are critical.

However, the study also highlights the need for structured pedagogical frameworks. Without proper guidance, learners may not fully benefit from audiovisual content. This suggests that educators must carefully design instructional activities that align with learning objectives and provide adequate support for learners with varying proficiency levels.

The study also raises questions about the scalability and sustainability of edutainment-based learning models. While the approach shows promise, further research is needed to explore its long-term impact and applicability across different educational contexts.

Overall, the discussion highlights the need for a balanced approach that combines innovative teaching methods with rigorous instructional design.

8. CONCLUSION

This study provides a comprehensive analysis of the integration of healthcare-oriented language instruction with subtitled entertainment media, highlighting its effectiveness in enhancing psychiatric vocabulary among nursing students. The findings demonstrate that edutainment-based approaches offer significant advantages over traditional methods, including improved engagement, contextual understanding, and retention.

The research contributes to the fields of ESP and multimedia learning by proposing a conceptual framework for integrating audiovisual media into healthcare education. It also underscores the importance of cultural competence and emotional engagement in language learning.

Future research should focus on empirical validation of the proposed model and explore its applicability across different disciplines and educational settings. Additionally, the development of structured instructional frameworks will be essential to maximize the potential of edutainment-based learning.

In conclusion, the integration of language instruction with entertainment media represents a promising direction for enhancing specialized vocabulary acquisition and preparing nursing students for effective communication in mental health contexts.

REFERENCES

- Ahad, A. A., Sanchez-Gonzalez, M., & Junquera, P. (2023). Understanding and addressing mental health stigma across cultures for improving psychiatric care: A narrative review. *Cureus*, 15(5), e39549.
- Alanazi, K., & Curle, S. (2024). Challenges experienced by students studying medicine through English medium instruction. *Frontiers in Education*, 9, 1364860.
- Alejado, P. J. I., et al. (2023). Investigating the effectiveness of Korean dramas with English subtitles on the English language competence of students. *International Journal of Social Science and Human Research*, 6(4), 2080–2084.
- Amal, M. I., et al. (2019). Using English movie with delay and non-delay subtitle to improve listening skill. *Journal of Linguistics and English Teaching Studies*, 1(1), 1–9.
- Beseghi, M. (2023). Subtitling for the deaf and hard of hearing, audio description and audio subtitling in multilingual TV shows. *Languages*, 8(2), 109.
- Bobkina, J., Baluyan, S., & Dominguez Romero, E. (2025). Tech-enhanced vocabulary acquisition: Exploring the use of student-created video learning materials in the tertiary-level EFL (English as a foreign language) flipped classroom. *Education Sciences*, 15(4), 450.
- Cai, S. (2024). Application of audiovisual input into L2 vocabulary acquisition. *Curriculum and Teaching Methodology*, 7, 197–202.
- Corrius, M., Espasa, E., & Zabalbeascoa, P. (2019). The multilingual text: A challenge for audio description. In E. Bogucka & K. Chmiel (Eds.), *Translating audiovisuals in a kaleidoscope of languages* (pp. 147–172). Peter Lang.
- Elgindi, H., & Hoque, M. S. (2022). The challenges faced by novice teachers of English for medical purposes (EMP): The case of Saudi Arabia's medical colleges. *International Journal of Language and Literary Studies*, 4(3), 202–220.
- Enos, G. (2020). Millennials, generation Z targeted in new mental health initiative. *Mental Health Weekly*, 30(39), 1–5.
- Fahmi, S., & Purnawan, A. (2025). Language teachers' strategies for enhancing vocabulary mastery: A retrospective study using Blooket. *Journal of Foreign Language Teaching and Learning*, 10(1), 50–73.
- Hartini, N., Fardana, N. A., Ariana, A. D., & Wardana, N. D. (2018). Stigma toward people with mental health problems in Indonesia. *Psychology Research and Behaviour Management*, 11, 535–541.
- Hidayati, L., & Meisani, D. R. (2023). The needs analysis of English for specific purposes: A study in an Indonesian medical school. *Indonesian Journal of English Language Teaching and Applied Linguistics*, 7(2), 465–479.
- Ismail, N. A., Kusumaningtyas, K., & Firngadi, M. S. K. (2023). Self-diagnose is associated with knowledge and attitude towards mental illness of university students in Indonesia. *Egypt Journal of Neurology, Psychiatry and Neurosurgery*, 59, 162.
- Khadawardi, H. A. (2022). Teaching L2 vocabulary through animated movie clips with English subtitles. *International Journal of Applied Linguistics and English Literature*, 11(2), 18–27.

16. Kusiak, L., Didenko, O., Pavlenko, O., Romanyshyn, Y., Kramarenko, V., Petrash, A., Danylenko, O., & Benkovska, N. (2024). Implementing content-based instruction in online ESP course within the system of professional training of future officers. *World Journal of English Language*, 14(6), 35–46.
17. Laoli, A., Bago, E., Lase, D. A., & Gulo, H. V. S. (2025). Influence of watching English movies on English language speaking skills. *International Journal of Multilingual Education and Applied Linguistics*, 2(1), 30–38.
18. Linadi, K., & Haryati, T. (2025). The potential of Korean drama as edutainment media to improve mental health literacy: Content analysis of Daily Dose of Sunshine. *Jurnal Promkes: The Indonesian Journal of Health Promotion and Health Education*, 13(SI1), 122–146.
19. Masduqi, H., & Khairunnisa, S. (2024). Students' perception of the use of watching Korean dramas with English subtitles for vocabulary learning. *Journal of English Education Program*, 5(2), 229–242.
20. Maulidiyah, N. (2019). The use of English movie subtitles in improving students' reading comprehension. *Journal of English Language Teaching and Linguistics*, 4(2), 171–182.
21. Nation, I. S. P. (2001). *Learning vocabulary in another language*. Cambridge University Press.
22. Papadopoulos, C., Leavey, G., & Vincent, C. (2002). Factors influencing stigma: A comparison of Greek-Cypriot and English attitudes towards mental illness in North London. *Social Psychiatry and Psychiatric Epidemiology*, 37(9), 430–434.
23. Park, S. B., & Kim, T. W. (Executive Producers). (2023). *Daily dose of sunshine* [TV series]. Netflix.
24. Pilotti, M. A. E., Alaoui, K. E., Abdelsalam, H. M., & Khan, R. (2023). Sustainable development in action: A retrospective case study on students' learning before, during, and after the pandemic. *Sustainability*, 15(9), 7664.
25. Priska, S. Y., Wardhani, S., & Sulistyawati, A. E. (2022). Students' perception in the use of subtitled movie in enriching English vocabulary. In *Proceeding of Pancasakti International Seminar on English Language Teaching (PISELT)* (pp. 161–170).
26. Puimège, E., Perez, M. M., & Peters, E. (2021). Promoting L2 acquisition of multiword units through textually enhanced audiovisual input: An eye-tracking study. *Second Language Research*, 39(2), 471–492.
27. Putri, L., Fatmawaty, F., Saragih, E., & Madina, M. (2022). A retrospective study on English teachers' strategies to increase students' vocabulary mastery. *English Education Journal*, 12(3), 399–409.
28. Putri, R. E. (2025). Asking questions and seeking clarifications. In C. N. Saragi (Ed.), *Speak up! Unlocking English confidence for beginners* (pp. 91–97). CV Gita Lentera.
29. Putri, R. E. (2025). English for hospitality: A representation of oral communication practices in food and beverage (F&B) services in the British mini-series *Boiling Point*. *IJELR: International Journal of Education, Language, and Religion*, 7(1), 75–90.
30. Putri, R. E. (2025). Vocational English grammar: Computer engineering students' misformation error analysis on auxiliary verbs of passive voice in TOEIC reading. *Jurnal Sosial Humaniora dan Pendidikan (JSHP)*, 9(1), 1–11.
31. Rajagopal, V., Stephenson, J., & Ousey, K. (2023). Mental illness stigmatisation among Malaysian adults: A systematic review. *British Journal of Nursing (Mark Allen Publishing)*, 32(20), 988–994.
32. Rinekso, A. B., Lesagia, O., & Setiawati, D. (2021). Improving vocabulary while watching Korean dramas: A case of Indonesian EFL university students. *ELTR Journal*, 5(1), 50–62.
33. Sánchez-Auñón, E., Férez-Mora, P. A., & Monroy-Hernández, F. (2023). The use of films in the teaching of English as a foreign language: A systematic literature review. *Asian Journal of Second and Foreign Language Education*, 8, 10.
34. Song, L. Y., Chang, L. Y., Shih, C. Y., Lin, C. Y., & Yang, M. J. (2005). Community attitudes towards the mentally ill: The results of a national survey of the Taiwanese population. *The International Journal of Social Psychiatry*, 51(2), 162–176.
35. Stahl, K. A. D. (2003). The effects of three instructional methods on the reading comprehension of at-risk elementary students (Ed.D. dissertation, University of Georgia). Retrieved from University of Georgia Digital Commons.
36. Stahl, S. A., & Bravo, M. A. (2010). Combining breadth and depth in vocabulary assessment. *Reading Research Quarterly*, 45(4), 405–424.
37. Stangl, A. L., Earnshaw, V. A., Logie, C. H., van Brakel, W., Simbayi, L. C., Barré, I., & Dovidio, J. F. (2019). The health stigma and discrimination framework: A global, crosscutting framework to inform research, intervention development, and policy on health-related stigmas. *BMC Medicine*, 17(1), 31.