

# A Qualitative Study on Examining the Features of Optimal Nurse-Patient Role-Playing Video

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## Abstract

*This project analyzed six videos from the "National Nursing English Music Videos (MVs) Competition in Taiwan" to identify key characteristics of optimal nurse-patient role-play videos. Nursing English teachers emphasized factors like vividness, linguistic fluency, humor, teaching tools, N-P interaction, dramatic effect, gender balance, and empathy. Nursing experts identified additional factors including physical assessment, nursing diagnosis, nursing procedures, nursing plan, and nursing evaluation as crucial. The study aimed to serve as a reference for nursing students creating professional nursing English videos, provide guidance for nursing English teachers supporting video production, and offer insights for nursing English for General Purposes (EGP) teachers enhancing teaching materials, particularly in terms of authenticity.*

**Keywords:** *Music Videos, Optimal Features, Role-Playing, ESP, EGP.*

## I. Introduction

Study indicates that the nursing students in our school are required to adapt and make a professional nursing English video based on the textbook called —Nursing English for Pre-Professionals (Su., 2007) for the reasons to train students' speaking and writing abilities because of their future career concern, since they have to write nursing notes in English in their working place or sometimes have to communicate with foreign patients, so improving nursing English speaking and writing is a must for pre-professionals. Thus, the English instructors in our school use active and interesting role-playing as a way to improve learners' nursing English writing and speaking. However, the learners in our school have often had problems with how to devise the plot, or write a complete flowchart from admission to hospitalization, and to discharge. Therefore, the English instructors would run a nurse-patient role-playing activity every year to arouse students' learning motivation and interest to increase their nurse English proficiency. The main purpose of the study is to examine the features of optimal nurse-patient role-playing in order to help the learners devise a complete plot with professional nursing strategy, nursing procedure, and nursing discharging plan. The English instructors hope that by way of role-playing, learners can not only increase both their ability in nursing English writing and professional nursing knowledge but also improve their ability in nursing English speaking.

As shown, role-playing can be a highly effective method for improving English learning, as it provides learners with opportunities to actively engage in language use and practice real-life scenarios. Here are some key points that highlight the advantages of role-playing in English learning:

### Authentic Language Use

From the viewpoints of Richards & Rodgers (2014), role-playing provided learners with opportunities to actively engage in authentic language use and practice real-life scenarios. It allows learners to practice communication skills in a meaningful context, using language that is relevant to their everyday lives. This authentic use of language helps learners develop fluency, accuracy, and confidence in their English-speaking abilities.

### Contextual Learning

Based on Kasper (2000), role-playing enabled learners to understand and use language in specific contexts. It helps learners grasp vocabulary, grammar, and pragmatic language functions in a practical and experiential manner. By actively participating in role-plays, learners develop a deeper understanding of how language is used in different situations and become more proficient in using language appropriately.

### **Communication and Interaction**

Celce-Murcia (2001) asserted that role-playing promoted interactive and meaningful communication. Learners engage in dialogues, negotiate meaning, and respond to each other's cues and prompts. This active interaction facilitates the development of listening and speaking skills, as learners need to understand and respond to the messages conveyed by their role-play partners.

### **Error Correction and Feedback**

Role-playing provides an opportunity for learners to receive immediate feedback and error correction. Peers or instructors could provide guidance, correct mistakes, and suggest improvements during or after the role-play (Kucer, 2010). This feedback helps learners identify areas for improvement, learn from their mistakes, and refine their language skills.

### **Cultural Awareness and Empathy**

Role-playing allows learners to explore different cultural perspectives, develop empathy, and improve intercultural communication skills. By assuming roles from different cultural backgrounds, learners gain insights into cultural norms, values, and communication styles (Byram, 1997). This promotes cultural awareness and helps learners navigate diverse linguistic and cultural contexts.

Overall, role-playing activities provide a dynamic and interactive way for students to develop their English language skills. By creating a simulated real-world environment, learners can practice and apply language in a meaningful and enjoyable manner, leading to improved proficiency and confidence in using English.

## **II. Literature Review**

Many studies carried out both in Taiwan and abroad had a positive impact on the development of learning outcomes of teaching courses with different methods and techniques in foreign language teaching. One of these methods, the drama method, was regarded to be useful for achieving learning outcomes effectively.

Drama was defined as the process of activities aimed at extemporarily restructuring a concept, behavior, sentence, idea, experience, or event with the help of old cognitive patterns by developing plays in group work, using theater techniques such as improvisation and role-playing. Drama included different techniques such as role- playing, simulation, sketch, parody, and pantomime. Role-playing was the dramatization of a thought, situation, problem, or event by an entire group or by a few people selected on a stage. In the role-playing technique, students assumed the roles of the people and objects in the scenario and acted out (Kesici, 2014).

The purpose of playing a role was to teach a concept or develop a skill or ability (empathy, communication, etc.). If the student was afraid to speak in front of the group as himself, he could speak in another person's role more easily. Reviving the personality of others and thinking like someone else helped the student develop more positive behavior patterns (Gözütok, 2007).

Budden (2004) defined role-playing as a speaking activity in which one either put himself in someone else's shoes or entered an imaginary state as himself. Contemporary theories about second language acquisition supported approaches advocating that drama activities improved speaking skills in foreign language learning and thus accelerated language learning in general. Research showed that using drama techniques such as playing a role in foreign language teaching was effective in gaining various language skills, creating a positive classroom atmosphere, and reducing language anxiety. The results of the study conducted by Demircioğlu (2010) revealed the positive effect of drama activities on vocabulary learning. The results of the study conducted by Atas (2015) supported that drama techniques reduced students' speaking anxiety in learning English. Pointing out that traditional foreign language lesson hours are limited in school programs, Schenker (2020) studied the effects of extracurricular drama activities on the language skills of students of different age groups.

And Smith (1984) argued that applying techniques used in theatrical art to language learning would be beneficial for language students in linguistic and social-linguistic terms. The role-playing technique was reported to improve problem-solving and communication skills and to support the development of students and their self- confidence. Çelen and Akar-Vural (2009) emphasized that language skills teaching programs, including theatrical art, allowed students to create an imaginary

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world. This, according to Savignon (1983), gave students the opportunity to really use the foreign language by discovering situations that they would never encounter in class settings.

Furthermore, it was believed that role-playing improved the speaking fluency of students. In role plays, language functions, such as apologizing, greeting, etc. were used more compared to other traditional language activities. The focus of the students should be drawn to the transmission of meaning rather than the proper use of language. Therefore, teachers could improve students' speaking skills in any social situation through role play. It meant that students were provided with conditions that required more speaking than what was required by their curriculum. Through role-playing, students had the opportunity to develop the language required in social contexts. In addition, role-playing activities could indirectly improve students' writing skills by fostering the development of critical thinking, creativity, and language proficiency. Role-playing often involved creating characters, settings, and scenarios. Students could utilize their experiences from role-playing to write engaging narratives, incorporating descriptive language, dialogue, and character development. Moreover, Role-playing activities often required students to take on specific roles and argue their viewpoints or convince others of their ideas. This practice could help students develop persuasive writing skills, including constructing logical arguments, supporting claims with evidence, and effectively communicating their ideas. Role-playing often involved gathering information and conducting research to better understand the characters, contexts, or scenarios being portrayed.

Students could transfer these research skills to writing tasks that required them to conduct research, analyze information, and present their findings in an organized and coherent manner.

In conclusion, the use of drama techniques, particularly role-playing, in foreign language teaching had been found to have a positive impact on learning outcomes. Role-playing provided students with the opportunity to practice communication in various social contexts and roles, helping them cope with real-life situations and commonly used expressions. It fostered teamwork, collaboration, and responsibility, as well as stimulating interaction and providing a chance for self-assessment. Through role-playing, students could develop the language skills required in social contexts, enhancing their speaking fluency and language proficiency. Furthermore, role-playing activities indirectly contributed to the development of critical thinking, creativity, and writing skills. Students could utilize their experiences from role-playing to write engaging narratives, develop persuasive writing abilities, and enhance their research and analytical skills. By incorporating drama techniques into language learning, students could experience real-world language use and expand their linguistic and social-linguistic competencies. Overall, the integration of role-playing activities in foreign language teaching held great potential for creating a positive classroom atmosphere, reducing language anxiety, and improving students' language skills and overall learning experience.

Given the significant role of role-playing in English instruction, the main purposes of this study are to present the characteristics of an optimal MV and offer a reference for nursing students who plan to make a professional nursing English video for future competition, serve as a guide for nursing English teachers who are directing students to make videos and offer nursing ESP teachers to improve or develop their teaching materials. Therefore, our research questions are:

*In the views of EGP & ESP teachers, what characteristics are important for an optimal MV?*

*How can nursing EGP teachers improve their teaching materials based on the characteristics of an optimal MV?*

### **III. Methodology**

The criteria were developed via a discussion with both the English teachers and the nursing experts. The scoring category included eight points from the view of the nursing English teacher (Nursing English Track): (1) vividness (2) linguistic fluency (3) humor (4) teaching tools (5) N-P interaction (6) dramatic effect (7) gender balance (8) empathy; and five points from the nursing expert' (Nursing Experts Track): (9) physical assessment (10) nursing diagnosis (11) nursing procedures (12) nursing plan (13) nursing evaluation.

### **Instrumentation and Procedure**

In this research project, we made use of a questionnaire (Appendix I), nursing students' videos, and a list of criteria for evaluation (Appendix II) as references. We chose the best six videos

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from a total of thirteen ones submitted to the "National Nursing English Music Videos Competition in Taiwan." Additionally, we received evaluations and feedback from two English teachers and two Nursing teachers. The scoring was based on the following ratio: physical assessment, nursing diagnosis, nursing procedure, nursing plan, and nursing evaluation 50%; creativity, rich content, language, and dramatic effect, 50%.

## Results

Nursing English Tracks				Nursing Track		
Subcategory	Gout	U-T Stone	ER	Hemorrhoids	Duodenum	U-T Stone
(1) vividness	X			X		
(2)linguistic fluency	X	X				
(3)humor	X	X				
(4)discharging tools	X					
(5) N-P interaction	X	X				
(6)dramatic effect				X		
(7)gender balance		X		X		
(8)empathy	X	X	X			
(9)physical assessment			X		X	X
(10)nursing diagnosis			X		X	X
(11)nursing procedure			X		X	X
(12)nursing plan			X		X	X
(13)nursing evaluation					X	

### Vividness

**Vividness** According to the EGP teachers, the top three videos in the "National Nursing English Music Videos Competition in Taiwan" were the Gout play, Urinary Tract Stone, and Emergency Room. The actors and actresses in both the "Gout" play and "Emergency Room" performed vividly, immersing the audience in the authentic hospital environment with nursing stations, manometers, stethoscopes, hospital beds, and clinics featured in the film "Gout." In the case of the "Emergency Room," the intense background music created a tense atmosphere, making it difficult to breathe as our hearts raced while the patient neared death. We also sensed the male nurse's feelings of despair, confusion, and helplessness as he faced the loss of his patient, unable to save their life. However, the gratitude expressed by another patient's family restored his confidence and determination to continue his nursing career.

## Humor and Linguistic Fluency

Regarding humor and linguistic fluency, both the "Gout" play and "Urinary Tract Stone" exhibited several similarities. Firstly, the actors and actresses in both plays demonstrated excellent pronunciation and spoke English fluently. Secondly, the plots of both plays were comical and humorous, particularly in the "Gout" play, where the patient's wife criticized her husband to the doctor, while he adamantly denied drinking six bottles of rice wine the previous day. The audience burst into laughter when they saw the patient's hands swollen with gout, resembling them size of a ping-pong ball. Thirdly, the interaction between the nurse and patient in both plays was effective and communicative.

## N-P Interaction

In the case of the "Urinary Tract Stone," EGP teachers appreciated the interaction between the patient's family and the doctor. The family members expressed concerns about the potential pain caused by the operation, the possible complications, and the duration of the patient's hospital stay.

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These questions resonated with EGP teachers as they reflected the genuine concerns that family members typically had for their loved ones undergoing medical procedures.

### **Dramatic Effect**

The element of "dramatic effect" was prominent in the "Emergency Room" play, where the male nurse's despair and sense of failure in saving a life were palpable. Previously, he had taken saving lives for granted but found no solace in his losses. The unpredictability of life led him to contemplate quitting his job. However, the gratitude expressed by another patient's family renewed his faith and determination to continue as a nurse. Since the entire play was narrated in the first person, following a day in the life of the male nurse in an ER room, it allowed the audience to easily connect with him, sharing in his moments of happiness and sadness.

### **Gender Balance and Discharging Tools**

Regarding gender balance, both the "Urinary Tract Stone" and "Emergency Room" stood out as the best examples. These plays focused on achieving gender balance by featuring a lesbian couple and a male nurse. As for discharging tools, it was quite creative that the students in the "Gout" play employed flashcards and cartoon drawings to provide dietary and discharge instructions. They effectively utilized the flashcards and cartoon drawings to communicate the message to the patient, advice against consuming purine-rich foods and encourage the consumption of milk, potatoes, and tangerines instead.

### **Empathy**

The theme of "empathy" was evident across the three plays. In the "Gout" play, the nurse expressed concern for her patient's well-being and worried that he would be hospitalized again. She provided important instructions, such as avoiding seafood, steak, and pork, and reducing alcohol consumption. In the "Urinary Tract Stone," the nurse carefully explained the operation procedures to alleviate the patient's worries. She reassured the patient that the operation would be conducted under general anesthesia and mentioned that a small tube would be left in the catheter for a few days post-surgery. In the case of the "Emergency Room," we could also sense the nurse's despair and helplessness when confronted with the death of his patient.

However, according to the ESP teachers, the top three videos that stood out in the "National Nursing English Music Videos Competition in Taiwan" were Hemorrhoids, Duodenum, and Urinary Tract Stone. These videos received recognition for incorporating essential elements such as proper physical assessment, accurate nursing diagnosis, appropriate nursing procedures, comprehensive nursing plans, and the implementation of the nursing evaluation.

These three plays employed four common strategies in their scripts: physical assessment, nursing diagnosis, nursing procedures, and nursing plans. They all utilized Gordon's eleven Functional Health Patterns, which included aspects such as the patient's health perception to his health management pattern, his nutritional- metabolic pattern, his elimination pattern, his activity-exercise pattern, his sleep-rest pattern, his cognitive- perceptual pattern, his self-perception and self-concept pattern, his role-relationship pattern, his sexuality- reproductive pattern, his coping -stress-tolerance pattern, and finally his value-belief pattern(Gordon, 1994).

### **Physical Assessment**

In the "Hemorrhoids" play, three of Gordon's Functional Health Patterns were applied: activity-exercise pattern, elimination pattern, and self-perception and self-concept pattern. In the "Duodenum" play, the focus was on the nutritional-metabolic pattern, while the "Urinary Tract Stone" play also emphasized the nutritional-metabolic pattern. In the "Hemorrhoids" play, the nurse assessed the patient's elimination pattern by observing her urination, identifying a persistent bloating of the bladder that caused difficulty in urinating.

Furthermore, the nurse evaluated the patient's self-perception in the "Hemorrhoids" play and recognized her pain following the operation. The nurse encouraged the patient to utilize pursed-lips breathing to alleviate pain and promote lung expansion. In the "Duodenum" play, the nurse identified the possibility of the patient having a gastrointestinal disease by inquiring about their dietary habits

and lifestyle. Similarly, in the "Urinary Tract Stone" play, the nurse detected potential urinary tract issues by assessing the patient's urination patterns, water intake, and urination habits.

### **Nursing Diagnosis**

The element of "nursing diagnosis" was evident in the aforementioned three plays. In the "Hemorrhoids" play, the nurse identified the patient's pain issues resulting from the operation. Consequently, she recommended the use of Patient-Controlled Analgesia (PCA), Demerol, or ketorolac, along with implementing pursed-lip breathing techniques. Additionally, recognizing the patient's inability to urinate due to bladder distension, the nurse decided to assist the patient in stimulating urine flow.

Following the operation, the nurse anticipated that the patient's anus would experience significant bleeding. To address this, she informed the patient that the doctor would place a gauging strip to prevent the wound from bleeding further. The nurse reassured the patient not to worry if the gauze became wet or detached. Furthermore, understanding the patient's limited post-operative diet, the nurse provided essential instructions. These included consuming liquid food initially, gradually introducing high-fiber foods, and avoiding the consumption of stimulating or gas-producing foods.

In the "Duodenum" play, the nurse made a diagnosis regarding the patient's impaired swallowing function, as he had just completed a gastrointestinal tract examination. To assess the patient's swallowing ability, the nurse asked him to drink a small amount of water before attempting to consume solid food. In the "Urinary Tract Stone" play, the nurse diagnosed the patient's difficulties in urination, experiencing stabbing pain during urination, and habitually delaying urination. Based on these observations, the nurse concluded that the patient might require a KUB (Kidney, Ureter, and Bladder) exam.

### **Nursing Procedure**

Regarding appropriate nursing procedures, we could observe several instances in the aforementioned three plays. In the "Hemorrhoids" play, the nurse provided instructions on the correct method of pursed-lip breathing to the patient. This involved breathing through the nose and exhaling slowly through the mouth, as the patient might have experienced pain after the hemorrhoid operation. Additionally, the nurse advised the patient to apply ice to her abdomen to stimulate urination, as her bladder had been consistently distended. Before the patient's discharge from the hospital, the nurse outlined a suitable discharge plan, emphasizing the consumption of high-fiber foods and avoiding foods that might cause irritation.

In the "Duodenum" play, prior to conducting the gastrointestinal tract examination, the nurse offered a detailed explanation to the patient. This included informing the patient about the application of an anesthetic spray to the throat and the insertion of a tube into the esophagus, aiming to alleviate his fear and concerns. Following the completion of the examination, the nurse instructed the patient to drink a small amount of water before consuming solid food to assess the restoration of his swallowing function. As the patient had a duodenum, the nurse provided appropriate dietary teachings, such as avoiding foods rich in coarse fiber, quitting smoking, and maintaining a regular lifestyle.

In the —Urinary Tract Stone play, the nurse provided clear explanations to alleviate the patient's doubts and worries about the upcoming examinations and operations. After the explanation, the patient became aware that he would undergo a KUB exam, which was an X-ray examination to assess the size and position of the stone, and he would also undergo an operation to remove the stone. Following the operation, a small tube would be placed in the ureter for a few days. The nurse also informed the patient that the operation would take approximately one hour to complete.

### **Nursing Plan**

Regarding the nursing plan, substantial evidence was evident in the aforementioned three plays. In the "Hemorrhoids" play, the initial objectives for the hemorrhoid operation were clearly defined, aiming to increase awareness of the procedure, alleviate patient anxiety, and enhance the patient's understanding of self-care post- surgery. The nurse effectively accomplished these nursing goals through the following actions: encouraging the patient to openly communicate worries and anxiety at any time, acknowledging the common occurrence of preoperative anxiety and nervousness; explaining the rationale behind the necessity of the hemorrhoid operation, and emphasizing the

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removal of prolapsed hemorrhoids to prevent bleeding during bowel movements. Recognizing the patient's limited knowledge concerning post-discharge care, the nurse provided a comprehensive discharge plan and demonstrated its proper implementation.

In the "Duodenum" play, the nurse demonstrated an understanding of the potential pain that Peter would experience during the gastrointestinal tract examination. To address this, she informed him that an anesthetic would be sprayed on his throat and requested his cooperation with her instructions. The patient followed the nurse's guidance, leading to the successful completion of the examination. Furthermore, the nurse recognized the patient's uncertainty regarding self-care for his duodenal ulcer. Consequently, she provided him with a comprehensive discharge lesson, including recommendations to avoid consuming foods rich in coarse fiber, and to refrain from smoking while maintaining a regular lifestyle. The patient adhered to the nurse's instructions, resulting in a gradual stabilization of his condition and eventual discharge from the hospital.

Similarly, in the case of the "Urinary Tract Stone," the patient had no prior knowledge of the necessary discharge instructions. Thus, the nurse provided him with a complete set of instructions. The patient finally learned that he should increase his water intake, avoid consuming milk, kelp, and beef, and strive to keep his wound dry. The nurse also emphasized the importance of monitoring the wound for any discharge or signs of inflammation.

### **Nursing Evaluation**

Speaking of nursing evaluation, Duodenum worked out the best example. The nurse evaluated the condition of the patient after he returned home; consequently, we observed that the patient followed the nurse's instructions honestly, such as avoiding eating food rich in coarse fiber, quitting smoking, and keeping a regular lifestyle.

## **IV. Discussion**

### **Research Question 1**

In the views of EGP & ESP teachers, what characteristics are important for an optimal MV?

When examining the characteristics important for an optimal Nurse-Patient role play video, the viewpoints of both EGP and ESP teachers converged. It was evident that an optimal video in the nursing context should incorporate specific elements from both EGP (English for General Purposes) and ESP (English for Specific Purposes) fields. These elements included vividness, a plot that is either humorous or dramatic, linguistic fluency, effective nurse-patient interaction, empathy towards the patient and well-executed multimedia skills. Additionally, the video should demonstrate proper nursing assessment, correct nursing diagnosis, appropriate nursing procedures, a well- designed nursing plan, and effective nursing evaluation.

Creating an optimal nursing video necessitated the integration of EGP and ESP elements in order to address the diverse language needs of nursing professionals. This approach ensured that nurses develop a solid foundation in general language skills while also acquiring the specialized language and communication competencies necessary for their profession.

By merging the components of EGP and ESP and incorporating references, an exemplary nursing video provided nursing professionals with a holistic language learning experience. This approach fostered the growth of general language skills while effectively addressing the unique language requirements and obstacles encountered within the nursing profession. Through this comprehensive approach, nurses' overall language proficiency was enhanced, equipping them with the specialized language and communication competencies essential for achieving success in their field.

### **Research Question 2**

How can nursing EGP teachers improve their teaching materials based on the characteristics of an optimal MV?

Concerning the second research question on improving teaching materials for nursing EGP teachers based on the characteristics of an optimal MV, this study served as a valuable reference for nursing students intending to participate in professional nursing English video competitions and for nursing English teachers tasked with guiding their students in video creation. Furthermore, it provided guidance for nursing EGP teachers to enhance their teaching materials.

The study highlighted the significance of incorporating nursing elements such as physical assessment, nursing diagnosis, nursing procedures, nursing plan, and nursing evaluation in nursing English books. The inclusion of these elements in optimal nursing English books contributed to the improvement of students' nursing skills and knowledge, reduced anxiety, and imparted essential information on self-care after surgical procedures. Traditional nursing English books often overlooked essential nursing elements such as physical assessment, nursing diagnosis, nursing procedures, nursing plans, and nursing evaluations. Therefore, it was crucial to incorporate these nursing elements into teaching materials to enhance students' nursing skills and knowledge. By doing so, students' competence and awareness in nursing can be improved significantly.

Overall, this study served as a valuable reference for nursing EGP teachers, assisting them in enhancing their teaching materials to meet the needs of nursing students, foster their skills, and deepen their understanding of nursing concepts.

## **I. Conclusion**

In summary, an optimal Nurse-Patient role play video had better encompass elements from both EGP and ESP domains, effectively catering to the language requirements of nursing professionals. It had better possess key characteristics such as vividness, a humorous or dramatic plot, linguistic fluency, nurse-patient interaction, empathy towards the patient, and proficient use of multimedia skills. Furthermore, the video should incorporate proper nursing assessment, accurate nursing diagnosis, suitable nursing procedures, a well-structured nursing plan, and thorough nursing evaluation.

By merging EGP and ESP elements, the nursing MV provides a comprehensive language learning experience that fosters the development of general language skills while addressing the specific language needs of nursing professionals. This approach ensures that nurses attain the requisite language proficiency and specialized communication abilities required for success in their field.

For nursing EGP teachers, this study serves as a valuable resource for improving teaching materials by incorporating essential nursing elements such as physical assessment, diagnosis, procedures, plans, and evaluations. Integrating these elements allows teachers to enhance students' nursing skills and knowledge, bridging the gap between language learning and practical nursing application.

To apply these findings, nursing EGP teachers are encouraged to integrate nursing elements into their teaching materials and instructional strategies. This can be achieved by selecting appropriate textbooks and resources that encompass both EGP and ESP components. By doing so, teachers can better equip their students with the necessary language skills and knowledge for successful nursing practice.

In conclusion, the incorporation of EGP and ESP elements in an ideal nursing video, as well as the integration of nursing elements into teaching materials, are vital steps towards enhancing the language proficiency and nursing competence of nursing professionals.

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