Utilizing videoclips and content-based practice sheets to address hypertension in nursing and dental English courses

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ABSTRACT

The launching of an EMP course presupposes thorough needs analysis: who are the students, what is their motivation, their level of proficiency in General English, as well as their future use of professional English. In addition to answering those fundamental questions, the course design should also cater to the opportunities and tools for the preparation of the students for lifelong learning and continuous professional education, in that way setting the foundations for dealing with resources (both written and spoken) in English. When teaching Medical English to students of nursing and dental medicine, one should consider the fact that certain aspects of terminology are common to both of those student groups (e.g. general info on hypertension: definition, types, treatment, etc.), therefore, there is an opportunity to use common types of practice sheets and handouts. On the other hand, given the specific aspects of those two healthcare disciplines, it is essential to incorporate their specificities into syllabi: the nursing students will discuss nursing diagnoses, interventions and expected outcomes related to hypertensive patients, whereas dental students will focus on their dental management. The authors suggest employing videoclips of native speakers, experts in their field (DDMs, RNs, etc) as an effective tool for addressing attention shortcomings resulting from the comprehensive use of digital screen multimedia devices. In such a manner, the teachers are provided with means to help students accomplish more of a focus as well as direct their attention towards key pieces of information.

Introduction

With the 21st century already having made itself at home in our mutual sphere of interest (umbrella term: planet Earth), the fact that the English language has conquered the world of communication is old news. All of those warnings about seizing the opportunities to master English as a Foreign language (EFL) at schools and other forms of educational settings are nowadays superfluous: being surrounded by various types of digital screen messages and the plethora of various pieces of information on a daily basis, with digital networking being a necessity in a globalized professional world of today and tomorrow, the majority of students nowadays are well aware of the fact that if they want to be respected professionals in their branché in the future, they must possess well-developed communication skills, and they must

be able to use them for the purpose of exchanging ideas and research results, to network in the professional surrounding both nationally and internationally, as well as to be able to function in everyday activities in case of a long-term research project abroad.

One of the tools to achieve the previously mentioned student goals in learning the language of a profession is Content-Based Instruction (CBI). In this process-oriented, practical approach to teaching, the added value remains the fact that without the allocation of extra time within the core curriculum, the students are provided with a platform for learning both language and content, as well as upgrading their academic skills within a professional context.

At the same time, it is important for educators in general to envision that the students, the so-called Digital Natives (Prensky, 2001), have technologically evolved, have become well-acquainted with screen (digital) content during their formative years, which, beyond doubt, affected their way of thinking and information processing. For that reason, much of the methodology and content in our educational system appears outdated, therefore the modalities that have the potential to generate success must be embraced. In view of that, Computer Assisted Language Learning (CALL) definitely helps with rethinking and reshaping the language teaching curricula, moreover, in designing the curriculum for Medical English (English for Healthcare Professions), it brings a flare of real-world professional situations into the educational setting. In addition to computer as tutor where the computer is defined as the "knower-of-the-right-answer" (Taylor & Perez, 1989, p.3), another important aspect covered by CALL is computer as stimulus (Taylor & Perez, 1989, p.63), stimulating above all discussion, interaction and critical thinking. Video clips as multimedia tools of integrative CALL, due to their both auditory and visual stimulation effect, positively influence memory and comprehension, and, not less importantly, create a familiar surrounding for Digital Natives to efficiently learn.

Theoretical background: Content-based instruction (CBI)

Three decades ago a sort of blueprint for CBI was published by researchers from the Universities of Ottawa and Michigan. Brinton, Snow and Wesche (1989, p.23) in their published volume described a rationale for university-level CBI, labelling it a "prototype" model, in that way providing opportunities for later evolution and adaptation in research orchestrated by other researchers.
The three "prototype" models of CBI were:
1. Theme-based instruction (TBI): focusing on specific topics that are both interesting and relevant for the students and using them as warp and woof into which both skill- and language-based instruction is sprinkled. TBI is most appropriate for intermediate and upper-intermediate students, although with careful grading it could be adapted for beginners as well.
2. Sheltered instruction: is intended for students, non-native speakers, who are enrolled in the study program in L2. For them, the course is held by a native-speaking content specialist, assisted by a language instructor and upon finishing the course, students receive credits for both content in the course and for fulfilled language requirements.
3. Adjunct instruction: refers to the coordinated aspect of two parallel courses: content and language course, whereby both instructors work together to agree upon teaching objectives. L2 students are taking the language course separately, whereas the content course is attended by both L2 students and their native-speaking colleagues.

It is a well-known fact that the previously mentioned CBI researchers built upon communicative language teaching (CLT) and advocated for the importance of communicative competence. In that sense, it is possible to assume that CLT which emerged in 1970s provided a foundation for CBI and other approaches to curriculum design such as English for Specific Purposes (ESP), English for Academic Purposes (EAP), and Task-Based Language Teaching (TBLT) (Brinton & Snow, 2017). The time and place of the first CBI was Canada in the 1960s, but generally speaking, the whole continent of North America was the setting for the emergence of CBI programs, with Bernard Mohan laying the foundations for CBI pedagogy. From Northern America, the CBI concept has spread globally and evolved from the three prototype models of Brinton et al. (1989) to newer hybrid models, which were created in response to changed circumstances related to students and their learning needs, teachers and their capacities, and overall teaching context.

In addition to the previously mentioned three prototype models, the newly designed accommodations were Sustained Content Language Teaching (SCLT), Content and Language Integrated Learning (CLIL), English-Medium Instruction (EMI), and Modified and Simulated Adjunct Models (MAM and SAM). Sustained Content Language Teaching (SCLT), described by Murphy and Stoller (2001), is a model of theme-based instruction, whereby a topic of choice is used as a means to an end for second language learning and teaching. On the other hand, Marsh (2003) describes Content and Language Integrated Learning (CLIL) as an educational setting aimed to fulfil the task of creating global citizens within global economies by creating multilingual individuals. In the so-called hard CLIL, the emphasis is on the content, and language acquisition is a by-product, whereas in the so-called soft CLIL the emphasis is equally distributed.

Additionally, the focus of English-Medium Instruction (EMI) is the provision of country- and institution-specific content teaching to L2 students, enrolled in graduate or post-graduate courses, within the scope of internationalization processes. According to Duenas (2003), the weak EMI presupposes content teaching with scarce consideration reflected toward language. On the other hand, within the strong EMI model, both language and content are in balance and equally focused upon.

Regarding the overall application, the Adjunct models display adaptability to various types of courses. For example, Iancu (2002) describes the Introductory Content course complemented by four intensive skill-based courses, intended for the development of academic skills (listening combined with note-taking, reading, writing for academic purposes, and speech preparation and delivery). Within the scope of MAM (Modified Adjunct Model), there may be also variations in the size and number of the groups, whereas in the Simulated adjunct model (SAM), reported on by Brinton and Jensen (2002), the focus is placed on video clips of content lectures and course readings together with language and academic skills practice materials.

Issues in CBI implementation

There is a number of potential issues that can be traced back when thinking about the reasons that might negatively affect the implementation of CBI. Brinton, Snow and Wesche (2003) list a couple of them (Figure 1): administrative issues referring to the responsibility for implementation; program design issues in relation to teaching objectives: language or content; student issues having their foundation in students' needs, interests, language proficiency, former education; then staffing issues pinpointing towards instructors (un)willingness to assume new teaching roles, and finally, program evaluation issues which comprise evaluation and assessment of students, materials, and curriculum factors influencing the effectiveness of

telecollaborative learning factors influencing the effectiveness of telecollaborative learning factors influencing the effectiveness of telecollaborative learning.

Figure 1. Issues in CBI implementation (adapted from Brinton, Snow & Wesche, 2003)
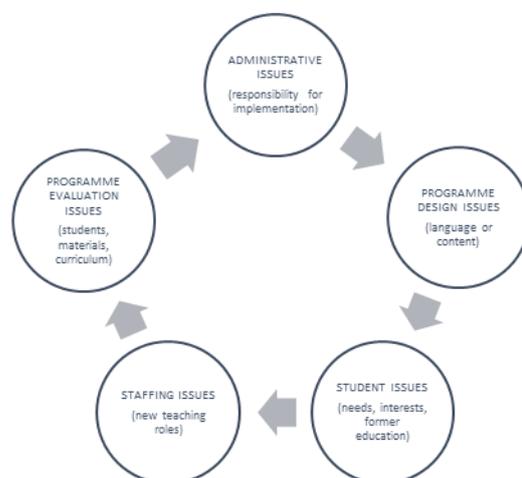
In addition to the previously mentioned potential issues regarding CBI implementation, Brinton and Holten (2001) report on the research finding that language instructors in the CBI model focus more on content recapitulation during classes than on language itself and the expression depicting the following situation is content envy. Furthermore, the flight attendant syndrome coined by Goldstein, Campbell and Clark Cummings (1997), relates to unequal partnership and lack of collaboration between content and language instructor, the latter assuming a sense of inferiority.

In spite of previously mentioned issues and potential threats, CBI remains a language teaching modality that has a strong shield of adaptability and flexibility and will act as an important medium in the continuously evolving language teaching, being adapted according to the need.

Needs analysis

Some of the questions that need to be raised prior to starting with the curriculum design are aimed at the students who will be attending the course. Their purpose is to collect the pieces of information about students' educational background, their core English language skills (LS RW), their motivation, as well as their future practical application of the language skills in both current and future contexts. The answers obtained present an inevitable prerequisite for educators to be able to design a curriculum that will help students gain and sustain intrinsic motivation while assuming responsibility for their professional development as de-passivized learners. For example, dental medicine students' needs are projected towards two major platforms for language use: the dental office (dental tourism) on one hand and conferences and symposia on the other. For the first setting, they need communicative competencies enriched by general English terminology related to dental procedures, as well as the development of interpersonal conduit and building of rapport. For the second setting, which involves participation at international conferences and professional gatherings, as well as all other forms of CPD (Continuing Professional Development), the most important aspects are,

as mentioned by Žmegač Horvat (2011), the publication of scientific and professional papers, as well as the presentation of research advances.

In view of that, Žmegač Horvat (2011) emphasises that learning/teaching outcomes of the EMP course should be focused on developing students' ability to use professional literature in English adequately (books, case reports, research papers, internet resources), as well as on improving their skills of presenting the research advances and clinical cases. Additionally, referring to dental medicine students, particular attention should be drawn to the development of communication skills and patterns of verbal conduit when addressing a particular group of people.

Compared to exclusively full-time dental students, among nursing students there are also those already employed in a nursing setting. Those part-time nursing students, in most cases, are already aware of the skills that need to be mastered or just polished for their career purposes. Since it is self-evident that student motivation is one of the important accelerating factors in learning ESP/EMP, it is quite essential to invest time and effort in detecting and meeting students' current/future needs, i.e. the EMP students should be able to recognize the potential for application of the course contents to their professional setting.

Nowadays, it is generally accepted that with health sciences being as dynamic and propulsive, the health professional must be a true lifelong learner. Therefore, as a logical sequel to participation in international student exchange programmes, presenting at the congresses and conferences that include networking with their peers from Europe and around the world, the mastery of medical English is equally valuable upon launching a career in medicine and healthcare: for publishing in international professional journals, presenting at international scientific or professional conferences, and participating in CPD courses abroad.

EMP course development

The development of four language skills, namely listening, speaking, reading and writing, is frequently observed as the cornerstone of an EMP course (Dubac Nemet & Benčina, 2019b). Consequently, reading is practiced through tasks with skimming, scanning, and reading for gist and it prepares the students for effective searching through references by attributing to their increased flexibility as readers. Writing a short summary based on the selected key pieces of information helps practice the structural organisation of the text, as well as fosters basic practice in summarizing for future professional papers. In addition to reading and writing, speaking is practiced in peer discussions (group or class discussions) and presentations of medical /nursing / dental topics, and listening - as a part of taking turns in a discussion, as well as listening to video recordings on professional topics.

In such a student-centred environment Van den Branden (2016, p.166) defines the role of the teacher as that of a "mediator of language learning, motivator and organizer". Since the 2010s, with the broader use of smartphones which became affordable and accessible to the majority, consequently reaching the school population in the last decade, profound changes have affected the teaching arena – equally within the primary, secondary, and tertiary education. What many teachers notice is the alarming decrease in the ability to focus over a required period of time, making it almost impossible to sustain attention for the duration of a single activity within a 45-minute class. The research conducted by Microsoft Corp in 2015 (Microsoft, Spring 2015), even though posing as potentially biased (Microsoft being one of the market leaders when it comes to producing and purchasing technological equipment and gadgets), concluded that in the first fifteen years of the 21st century, the attention span dropped from 12 to 8 seconds, making it obvious that teaching modalities used a decade ago need a re-thinking and re-shaping.

A number of researchers have discussed different theories and opinions regarding the attention of both student populations and clinical models. Among these theories, the "clinical model of attention" elaborated on by Sohlberg and Mateer (1987) discusses attention within five dimensions: *Focused attention*, applying to one's ability to generate a response to specific stimuli; *Sustained attention*, which addresses the ability to maintain focus during repetitive activities lasting over a certain time period, *Selective attention*, which refers to the ability to hold one's attention to a particular stimulus, at the same time ignoring the ones that are not the target at the moment in question (external or internal) and *Alternating attention* referring to the ability to shift focus between two or more stimuli during different cognitive tasks. Having well-developed Alternating attention accounts for being able to fulfil different requirements, which is of great significance for students in everyday educational settings (switching between listening to the audio, watching the video clip, writing notes, searching through references, preparing an oral presentation, debate, etc.).

Owing to the fact that brain flexibility plays a crucial role in that type of attention, multi-screener generation members are, generally speaking, provided with developed multitasking skills, as a result of the mobile age. Well-developed capability to successfully respond to multiple tasks at the same time is the definition of *Divided attention*, for which the individuals must be able to engage in alternating attention processes in a very short span of time as well as use the procedures that they have mastered to the level of automatization.

In order to take advantage of the fact that the present-day students are for the most part digital natives, and to adapt to the changed circumstances in which the educational system of yesterday generates to a certain degree unsatisfactory results, Prensky (2001) suggests taking advantage of their well-developed parallel processing skills, bridging the gap between teaching the so-called legacy content (traditional curriculum) and the future content, which includes digital and technological assets. In that way, by rethinking both the content and methodology, we may address their potential shortcomings in the form of attention deficits, lack of focus, and underdeveloped critical literacy skills.

Starting from the generally accepted fact that technology has transformed teaching and learning, the same can be inevitably applied to teaching and learning of English for specific purposes (ESP) (Miščin & Miščin, 2018). Being aware of how important it is for ESP students to grasp the potential usefulness of the time spent learning, which furthermore adds up to their motivation, it is of utmost importance to place particular stress on authentic materials and situations, in that way catering to the particular needs of the learners (Grosse & Voght, 1991). The endless well of resources of varied levels of specialisation can be found online, using the options provided by the Internet open access, which can then be tailored to students' needs, helping them see the practical application of it in preparing them for future professional communication and interaction in a present globalized workplace. Class activities and tasks organized around such authentic Internet multimedia resources provide an opportunity for scaffolded practice of meaningful communication, and the challenge of designing them remains a necessity in accomplishing true integrative CALL (Garrett, 2009).

Bearing in mind the propulsive nature of technology, and the futility of racing against it, Kennedy and Levy (2009), suggest the concept of CALL sustainability: rational integration of technology advances and pedagogical approaches, underlined by the three-phase cyclical process composed of experiment, evaluation and improvement. In that way, the curriculum design as a theoretical blueprint and the teaching as a practical application remain a process, a never-ending spiral, in which there is time and space for re-evaluation of both teaching materials and methods, as well as their impact on students in an attempt to achieve a desired outcome.

Nursing EMP curriculum vs dental English curriculum

English for Nursing (ENP) curriculum at Osijek Faculty of dental medicine and health comprises three courses, one in each study year of the university undergraduate nursing programme (Dubac Nemet & Benčina, 2019a). The learning objectives are based on revised Bloom's Taxonomy, specifically, the 1st year ENP course focuses on *remembering* and *understanding*. It is predominantly an Introductory course dealing with the basic morphology of medical terms as well as introducing English equivalents of nursing terminology. For this reason, a teacher-centred approach is used for the purpose of obtaining factual knowledge (terminology, elements, etc.) and partially conceptual knowledge (concept of nursing health care correlated to English terminology).

Building upon the foundations of the 1st year introductory course, the key concepts of the 2nd year course are *Application* and *Analysis* and it is a step up towards more independence and responsibility for learning. The nursing healthcare provision to a patient suffering from a particular disease is the foundation for the task of preparing and executing a Microsoft PowerPoint-aided presentation, followed by a short Q&A session in which the audience of peers answers the three questions raised by the presenter. Consequently, the second-year ENP course promotes a predominantly learner-centred approach, whereby the responsibility for learning is shifted to students, in that way attributing to their overall preparation for the final year of their undergraduate nursing study programme - the 3rd year course.

The compilation of a case-study-based seminar paper with an additional short Microsoft PowerPoint presentation is a comprehensive challenge and at the same time, the best way to evaluate the proficiency the nursing students acquired when it comes to skills of both searching through references and writing. In view of that, the 3rd year written assignment encourages the students to both undertake and develop evidence-based practices, which furthermore results in healthcare that is patient-focused, tailored to patients' needs, financially manageable and expedient.

This final ENP course incorporates the highest orders of thinking applied to the learning path: *Evaluating* and *Creating*. The *Evaluating* part (strategic knowledge: reading for purpose) is employed in exploring journal databases and different scientific and professional online resources, seeking appropriate references (evidence) to support their hypotheses (nursing diagnoses, interventions created for a patient undergoing a particular surgical procedure, etc.). The *Creation* of the Case Report upon *Evaluation* of collected pieces of research (references), using nursing terminology together with adequate professional expressions related to patient-focused nursing healthcare, presents a tangible outcome of the three-year nursing English curriculum.

The purpose of Bloom's taxonomy application in this case is not to limit students in their development. On the contrary, having for the most part heterogeneous groups of students, the only logical solution is to carefully plan the interventions and approaches based on the distribution of students and to adapt tasks according to their level of proficiency. In that way, modifications can be arranged to cater to the needs of lower- or higher-proficiency students. In general, the role of the ESP teacher in this domain targets the development of students' language skills necessary for managing the pieces of evidence and applying them to nursing practice.

The dental English curriculum is made of two courses, one being held during the 2nd year of study and the other – in the 3rd. Similar to other EMP courses held at Osijek Faculties of medicine, and dental medicine and health, the first part of the curriculum at the Integrated University Undergraduate and Graduate Study of Dental Medicine (the 2nd year: Dental English), deals with the Introduction to the morphology of medical terms and word formation,

together with the Introduction to dental anatomy vocabulary and basic terminology of body systems important for that year of study, whereby the accent is put predominately on practical application. In the second part of the Dental English curriculum (3rd year: Dental English), the main emphasis is placed on the use of English dental terminology in practice, more precisely on case studies: periodontitis, gingivitis, hypertension, diabetes mellitus, etc. All EMP courses at our two Faculties (study programmes: medicine, nursing, medical laboratory diagnostics, physiotherapy, dental medicine) share a mutual hallmark – the development of skills related to dealing with professional literature in English. By practicing and consequently mastering the skills of searching, summarizing, paraphrasing, and presenting professional data, the students become equipped with the foundation skills that will be a strong impetus for continuing self-education during their professional career.

Common aspects of dealing with the medical topic Hypertension

In support of the creation of professional English syllabi for students of nursing and dental medicine, one must not overlook the opportunity to use common types of practice sheets and handouts. Hypertension as a topic equally represented in nursing and dental context brings about a potentially shared platform for discussing general info/basic terminology like definition, types, causes, modifiable vs. non-modifiable risk factors, treatment, etc. In that way, students are able to master or usually just revise the English terminology necessary to build upon, once they start dealing with specific, profession-related concepts and expressions.

Figure 2. Practice sheet *Hypertension*

WARM-UP: WHAT IS THE ENGLISH EQUIVALENT?

dijastolički krvni tlak
sistolički krvni tlak
idiopatski
hipertenzija
hipotenzija
tlakomjer

Read the abbreviations:
mmHg –
120/80 mmHg -

HYPERTENSION – FILL IN THE GAPS

Blood pressure is required to force the blood to circulate throughout the body. As the heart contracts, the pressure within the blood vessels rises to a maximum or top blood pressure, which is called the _____ blood pressure. When the heart relaxes, the blood pressure falls to a minimum or bottom blood pressure called the _____ blood pressure.

The average normal systolic blood pressure is about _____mm Hg and the average normal diastolic blood pressure is about _____mm Hg.
This is reported as _____ or ____ over ___ mm Hg and is measured by an instrument called _____.
Elevation of blood pressure is present when the systolic blood pressure is above 140 mm Hg or the diastolic blood pressure is above 90 mm Hg. The condition of having elevated blood pressure is called _____.

HYPERTENSION – Comprehension Check

In the majority of patients with hypertension the cause cannot be found. This type of hypertension is called idiopathic or essential. Non-modifiable factors such as genetics and heredity may play a role.

Environmental factors such as excess salt intake will raise someone's blood pressure. Other modifiable causes of hypertension include excessive calorie intake, inactivity, excessive alcohol consumption, low potassium intake, and smoking.

Hypertension is common and present in more than 30% of the adult world population. Unfortunately, for the most part, patients with hypertension are underdiagnosed and undertreated. The Canadian Heart Health Survey has shown that only 42% of patients are aware that they have hypertension, 19% are not treated and not controlled, 23% are treated and not controlled and only 16% of hypertensive patients are both treated and controlled.

Excessive elevation of blood pressure can have long-term effects. High blood pressure will thicken the heart muscle. This condition is called hypertrophy. Elevated blood pressure can lead to stroke, vascular damage, and kidney failure. For the most part high blood pressure has no associated symptoms unless complications develop. If blood pressure is quite high patients may experience headaches, fatigue, shortness of breath or dizziness.

There are many medications that can be used to control blood pressure. Often small doses of a diuretic or a beta blocker medication are sufficient. In some patients combination therapy is required and in other patients certain agents are used for special or specific reasons such as angiotensin-converting enzyme (ACE) inhibitors in diabetic patients with protein in their urine (evidence of kidney damage), and calcium channel blocking agents in the elderly. Medical evidence shows that aggressive treatment of blood pressure will reduce the risk of stroke and cardiovascular events considerably but often it will take 2 or 3 blood pressure medications to control hypertension.

1) Explain the term IDIOPATHIC HYPERTENSION

2) Explain the difference between modifiable and non-modifiable factors of hypertension

3) Account for the low percentage of patients diagnosed with hypertension

4) What are the direct consequences of non-regulated hypertension?

5) Which medications are used for controlling hypertension?

In the worksheet on Hypertension (see Figure 2.), the tasks are organized around a warm-up exercise, which represents a form of brainstorming on the topic, where students try to link the medical terminology in Croatian to English equivalents. In rare situations when there is a

missing link between the mother tongue and English, or students are not sure about the correct equivalent, they are prompted to check the terminology using their smartphones. The suggested websites of online dictionaries are those of Collins, Merriam-Webster, Oxford, etc. In the gap-filling exercise, students use the terminology they got familiar with or recapped during the warm-up activity, and in the comprehension check exercise, they get the chance to expand their vocabulary on the topic as well as employ different language tools and structures to discuss the questions following the text.

Specific aspects of dealing with the medical topic Hypertension– dental medicine

Scientific-specific literacy is a skill that is absolutely necessary to improve for our students to be able to understand and communicate scientific concepts published in scientific literature. By scaffolding them to develop those skills, they are being helped in preparing for postgraduate levels of education and lifelong learning processes, particularly those that are part of continuing professional development. Among other significant learning and teaching outcomes, collaborative learning and communication, as well as basics of critical analysis are to be addressed within particular ESP/EAP courses, the EMP course being beyond doubt one of them.

To accomplish those expected outcomes, Burder, Tangalakis and Hryciw (2014) suggest a multi-level activity organised around a scientific paper. In the form of pre-task students are to complete a short one-minute paper on topics of vitamin D deficiency and obesity, where they are supposed to write down all they know and find relevant for the topics. After that, they receive the scientific paper and are instructed to read it, mark paragraphs, unfamiliar words and phrases, as well as the key claims. In the end, students are granted 5 minutes for peer discussion to compare their findings. A structured so-called *Socratic discussion* is moderated by a person who initiates it and during the course of the discussion launches particular issues, and asks open-ended questions in order to motivate students to use arguments from the scientific paper. In the final part of this activity, students complete the *Final Analysis* where they discuss in detail their knowledge and opinion about the potential link between vitamin D deficiency and Obesity.

Similar to the described activity related to the journal article, the students of dental medicine as a part of their practical application within the topic of Cardiovascular system deal with the review article authored by Southerland and associates, titled *Dental management in patients with hypertension: challenges and solutions* (Southerland et al, 2016). This review paper was chosen because it provides professional insight into the topic of *hypertension* in the dental office, which is something students are about to deal with on a regular basis once they start their professional careers. On the other hand, dealing with a professional text written in English helps them to develop the skills of text analysis in a scaffolded setting, practice on-site, and report to their peers about their findings. At the same time, students are given the opportunity to discuss their task within a small group (collaborative learning /peer group discussion), which provides a less stressful atmosphere.

Figure 3 represents a Worksheet, which the students are filling in on while reading the article on Hypertension management in the dental office. In addition to some of the specific terms related to the topic ("white coat" hypertension), students are searching for particular pieces of information on the correct procedure of blood pressure measurement, on antihypertensives, and the side effects they might induce, just like their potential for drug-drug interactions. Additionally, the students are prompted to think about and comment on racial disparity in relation to hypertension, trying to account for the possible reasons. Finally, the desired qualities and professional role of the DDM (doctor of dental medicine) are

discussed and summarized, based on the key terms – knowledge, education, assessment, evidence-based decisions.

Figure 3. Practice sheet *Dental management in patients with hypertension*

A logical sequel to the previous two tasks (common one – general data on hypertension and specific one – research on specificities of management and manners of conduct when dealing with hypertensive patients in dental office) is a video clip created by Stacey L. Gividen, DDS, (Gividen, 2021) in which she shares a personal story and speaks about the sobering statistics on hypertension, stressing the importance of blood pressure screening in dental offices.

The use of audio-visual aids in EFL teaching and learning, sometimes referred to as *Screen, Sound and Message* teaching concept, dates back to times well before our 21st century, nevertheless that instructional tool has not lost its beneficial and motivational aspect. Being easily accessible and adjustable, it provides the foundation for interactive tasks around it, bringing real-life English to the classroom, particularly the possibility of native-speaker experts in their field talking about professional topics. At the same time, those video clips provide opportunities for students to get acquainted and used to different English accents, as well as correct and appropriate use of particular gestures and body language that is characteristic of different cultures. The video clip should not be longer than 10 minutes, otherwise, students might lose focus and motivation to concentrate, especially if the choice of vocabulary or topic is not appropriate for the language proficiency of the student group.

In his paper *Multimedia Teaching with Video Clips*, Berk (2009) accounts for multiple values of using videos for learning promotion: while watching the video clip, students are experiencing strong cognitive and emotional impacts affecting their core intelligence, their left and right brain hemispheres (verbal and non-verbal thinking), the three layers of the brain and wave frequencies, prompting them to relax or engage, according to the need.

The three important criteria when selecting a video clip according to Berk (2009) are: the students (age, level of English proficiency, present and future use of English), content/offensiveness of the video (appropriateness), and the structure of the video (instructional value; expected outcome). Out of the twelve generic techniques mentioned in the paper (Berk, 2009), the video clip about the importance of blood pressure screening used in Dental English class targets the students' attention by relating to previously discussed class readings and activities, exaggerating a particular point (BP measurement), and serves as an introduction to collaborative learning exercises and stimulation for the discussion to follow.

In the particular video clip on the importance of blood pressure screening, Dr. Gividen (2021) is addressing her colleagues, doctors of dental medicine, using distinct language choices to accomplish the desired targeting and to provoke their response. The video clip was selected because of its content (topic: Hypertension in the dental office), appropriateness (native speaker, doctor of dental medicine addressing her colleagues DDMs), and structure (instructional value rests upon Dr. Gividen's motivational involvement and inspiring verbal output).

VIDEO CLIP TEACHING CONCEPT in this case consists of:
1) The pre-viewing introduction, which provides both temporal and spatial "hook" to launch the task by preparing the students and helping them focus on what will be expected from them (students are prompted to predict the context).
2) Playing the video clip
3) Discussion about the Questions raised during the pre-viewing introduction: comparison between predicted context and the video clip context
4) Guidelines for a specific in-class exercise (recognizing the phrases used by Dr. Gividen to achieve interaction and personal touch)
5) Replaying video clip
6) Discussion about the phrases

The purpose of the *attention grabber* questions accompanied by illustrations (Figure 4.) used in this pre-viewing introduction is to direct the students toward particular pieces of information to gather, addressing their innate curiosity to boost the desire to listen carefully for clues. They are also called upon to predict the context around the a*ttention grabber* questions and to write it down.

Figure 4. The pre-viewing introduction to the video clip: *attention grabber* questions

Why is Doctor Gividen going to **scream**?
Who needs **a dusting brush** and why?
In which context was **red-flag raising** mentioned?
How did Dr. Gividen **make a difference** in her patient's life?

While watching the video clip, the students are called upon to briefly note what they think are the answers to the four *attention grabber* questions.

Specific aspects of dealing with the medical topic hypertension – nursing

Within their English course, after the Introduction to word formation of medical terms, the nursing students are dealing with the terminology of anatomy, physiology, and pathology of body systems. A specific accent is put on the practical application to particular nursing cases, dealing with the nursing process and nursing care plans (NCP).

Based on the patient's needs and health goals, the nurses create a plan of care, which includes five component parts, namely: assessment, diagnosis, expected outcomes, interventions, and evaluation. By being able to efficiently compose such a plan, the nurses are contributing to better communication between all members of the healthcare team. Nursing interventions are basically actions nurses launch with the purpose of implementing the care plan for a particular patient: it comprises treatments, procedures and patient education. (USAHS, 2021)

*Figure 5***:** Practice sheet *Nursing care plan: Hypertension*

An important part of nursing work is the use of the principles of evidence-based practice (EBP). In order to assume a holistic and patient-focused approach, nurses must collect, assess, and implement the most current research that is both clinically relevant and applicable to a particular patient's situation with the purpose of better patient care definitions, better time

management, and improvement of patient outcomes. (USAHS, 2020).   In order to be able to apply EB practice to everyday nursing activities, nursing students must possess developed communication and reading skills, particularly those related to critical reading and thinking, data collection and management, as well as the ability to communicate effectively to all relevant stakeholders (patients, other members of the nursing team, doctors, patient's family members).

Contrary to real-life setting NCPs, student NCPs (see Figure 5) comprise an additional column, namely that of a *Rationale* where students account for the scientific explanation behind the implementations/interventions they chose. This is particularly useful for them because aside from elaborating on the intervention they opted for (explaining the reason why they decided to perform the intervention in question), they also get to use nursing terminology in English, acknowledging particular expressions used in a nursing context.

Conclusion

The evidence emerging behind the shift from teacher-in-focus to student-in-focus approach advocates for much more than just letting the students *grow up*. Assuming responsibility and independence on their behalf leaves the teachers for the most part reassured that in the big world of opportunities and threats the students will be able to find the answers they are looking for, critically analyse them, compare them to their personal experience and use them; furthermore, judge their appropriateness and discuss it later within their group of colleagues and peers.

Bridges that are being built in support of the entire process of learning should by no means be the only *paths* the students know but should definitely provide scaffolded routes where there are safety nets for them to practice.

The added value of integrating language and non-language content within the curriculum employing CBI teaching modality, together with the option of using common practice sheets and handouts within different EMP courses, presents a sustainable asset both for teaching staff and faculty management, due to its cost-effectiveness and time management. Another asset to creating student-tailored classes is taking advantage of the fact that the majority of our students are well-versed in technology and accustomed to the parallel acquisition of verbal and visual cues, making it a springboard for content delivery and the development of both critical thinking and media skills literacy. It is an accepted fact that the use of technology in ESP classrooms provides opportunities for bridging the gap between two worlds, as stated by Prensky (2001) – that of *Digital Natives* (the students) and *Digital Immigrants* (the educators). Provided that *Digital Immigrants* are willing to adapt to changed circumstances and *Digital Natives* are prepared to assume responsibility for their learning and an active role in the educational process, the time and effort invested by both stakeholders will help to achieve a common goal: educating students to be independent, proactive, flexible and efficient lifelong learners.

In other words, new generations bring different challenges and opportunities; therefore, the adaptability and flexibility of teachers and their teaching resources/instruction modalities remain the catalyst for student language development and preparation for the challenges of the future career.

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