
Retrospective Study: Integrating English for Medical Purposes and Edutainment through English-Subtitled K-Drama “Daily Dose of Sunshine” to Enhance Nursing Students’ Psychiatric Vocabulary

*Rahmadila Eka Putri*¹

¹ Corresponding author, English and Tourism Department, State Polytechnic of Sriwijaya, Indonesia; rahmadilaekaputri@polsri.ac.id

Received: 15 October 2024

Accepted: 7 July 2025

Published: 26 July 2025

Abstract

English for Medical Purposes (EMP) focuses on teaching domain-specific vocabulary in clinical settings, including psychiatry. However, psychiatric terminology poses particular challenges for novice nursing students due to linguistic complexity and mental health stigma. To address these issues, this study incorporated the English-subtitled K-Drama “Daily Dose of Sunshine” as an edutainment tool to support vocabulary acquisition and foster more constructive perceptions of psychiatric content. A retrospective descriptive design was employed to analyse existing data from researcher’s previous EMP instructional period at a health-focused higher education institution. This approach aimed to evaluate the pedagogical impact of audiovisual integration in psychiatric English instruction and to generate evidence-based insights for English for Specific Purposes (ESP) practice in researcher’s current vocational context. Data were collected through proportionate stratified sampling of 30 nursing students. The study utilized Likert-scale questionnaire to investigate students’ perceptions of using audiovisual media, Vocabulary Recognition Task (VRT) to measure psychiatric English vocabulary acquisition, and documentation to explore potential patterns between the two datasets. The findings indicated notable vocabulary gains, particularly among students with lower initial proficiency, and improved contextual understanding. These outcomes underscore the potential of edutainment in facilitating domain-specific language learning and reducing stigma. Furthermore, it offers valuable implications for the advancement of ESP instruction in specialized educational contexts.

Keywords: Edutainment, English for medical purposes (EMP), psychiatric, retrospective study, vocabulary acquisition



To cite this article: Putri, R. E. (2025). Retrospective study: Integrating English for medical purposes and edutainment through English-subtitled K-Drama “Daily Dose of Sunshine” to enhance nursing students’ psychiatric vocabulary. *SALEE: Study of Applied Linguistics and English Education*, 6(2), 338-357. <https://doi.org/10.35961/salee.v6i2.1655>

DOI:10.35961/salee.v6i2.1655

1. Introduction

English for Specific Purposes (ESP) encompasses a wide range of fields, from vocational English to medical English. English for Medical Purposes (EMP), as one of the branches of ESP specifically designed for health professionals, is both intriguing and challenging to master. Wei (2021) emphasized that incorporating medical literacy into English teaching serves as a means to cultivate the cross-cultural communication abilities of medical staff, thereby helping them improve the overall quality of medical care. Additionally, the use of English as a Medium of Instruction (EMI) for academic subjects like physical science and medicine has become more prevalent, yet students often face significant challenges, particularly in comprehending medical texts (Alanazi & Curle, 2024). In line with this notion, EMP is commonly included as a compulsory course in health education institutions, including nursing programs. Therefore, EMP is indispensable for every health student, not only for professional purposes but also for developing their humanistic literacy. However, Elgindi and Hoque (2022) disclosed that teachers of EMP in Saudi Arabia faced challenges such as inadequate materials, limited support, and low student motivation, which remain under-researched despite their critical impact on teaching and learning outcomes. To overcome these instructional challenges and optimize learning outcomes, it is essential to focus on specific linguistic element that form the foundation of EMP competence which is vocabulary acquisition.

Vocabulary acquisition is crucial for developing meaningful understanding and effective interaction in professional settings. It serves as an essential foundation in language education, enabling students to develop proficiency in other areas of English language skills (Prima et al., 2022). Vocabulary acquisition refers to the process of acquiring, understanding, and internalizing words in a particular language, which in turn strengthens language comprehension, promotes fluency, and facilitates effective communication (Fahmi & Purnawan, 2025). Without a solid vocabulary base, it is difficult for students to fully grasp medical concepts or engage effectively in professional interactions. For psychiatric nurses, in particular, effective communication requires not only mastery of medical English but also the ability to use appropriate colloquialisms, intonation, and gestures with deep empathy. To support this, nursing students especially those specializing in psychiatric care should be equipped with learning materials that enhance both their medical vocabulary and empathetic communication through case-based and authentic content. However, traditional language learning methods are often insufficient to meet the complex communicative demands of

professional contexts, particularly in psychiatric nursing, where empathy and nuanced language use are paramount. Therefore, it becomes necessary to adopt more dynamic and contextualized learning strategies that not only build vocabulary but also foster cultural and emotional literacy. One such promising approach is the use of authentic, audiovisual materials that simulate real-life interactions and expose students to both linguistic features and pragmatic aspects of communication.

Employing authentic materials through edutainment, such as movies, provides students with examples of meaningful communication in real-life situations and focuses on developing specific language skills relevant to targeted learning outcomes. In recent decades, the use of cinema in English as a Foreign Language (EFL) classroom has been steadily growing in prominence (Sánchez-Auñón, Férrez-Mora, & Monroy-Hernández, 2023). It can strengthen communicative competence and professional adaptability by linking linguistic theory with real-world contexts (Putri, 2025). Specifically, several previous studies have concluded that exposure to audiovisual media creates innovative opportunities for developing vocabulary acquisition. Puimège, Perez, and Peters (2021) discovered that visual attention positively contributes to students' attention and acquisition of multiword units encountered in captioned television. Additionally, Cai (2024) suggested incorporating TV series into the curriculum to foster student engagement with authentic language input, promoting incidental vocabulary acquisition and enriching the overall learning experience for EFL students. Furthermore, Laoli et al (2025) delivered that engaging with English-language films facilitated the development of vocabulary, improved contextual understanding, and strengthened speaking confidence.

Moreover, with its increasing popularity, using English subtitles as a language learning tool has become a valuable option for self-study, helping students enhance their language competence (Maulidiyah, 2019). Subtitles provide access to various linguistic features, particularly vocabulary, while allowing students to understand how words are used in context. This approach has also been applied in teaching psychiatry to nursing students. By integrating educational media such as subtitled videos, educators can simultaneously address language learning goals and promote mental health awareness. This dual benefit not only enhances students' linguistic competence but also plays a role in shaping more informed and empathetic perspectives toward mental health issues. Such integration not only supports academic development but also contributes to fostering a more supportive social environment for individuals struggling with mental health challenges. In relation to young adults, research by Ismail, Kusumaningtyas, and Firngadi (2023) found that improving mental health literacy helps reduce stigma and fosters more positive attitudes toward individuals with mental illness. Furthermore, higher educational attainment has been found to correlate with more positive perceptions of mental illness (Papadopoulos, Leavey, & Vincent, 2002; Song et al., 2005 in Hartini et al., 2018). As commonly reflected in public perception, individuals with

mental health conditions often face negative stigma. Providing adequate knowledge and understanding is one of the key strategies to challenge and change these stigmatic perceptive.

Therefore, this study explores the use of the medical-based Netflix series “Daily Dose of Sunshine” (Park & Kim, 2023) which focuses on a psychiatric ward and features a psychiatric nurse as the main character, as an edutainment medium to enhance nursing students’ psychiatric vocabulary in English. The series portrays not only patients’ struggles but also the emotional challenges faced by mental health professionals. In regard, the society should develop more tolerant attitude toward people with mental illness as Hartini et al. (2018) suggested a psychosocial approach at emphasizing efforts to improve mental health literacy and contact with mental health patients. Given the challenges novice nursing students face in learning psychiatric terminology and the persistent negative perceptions of psychiatry, this study employed a retrospective descriptive design to evaluate the pedagogical impact of using audiovisual edutainment in EMP. It specifically investigates: (1) students’ perceptions of using the English-subtitled K-Drama “Daily Dose of Sunshine” as an edutainment tool in understanding psychiatric content, (2) their ability to acquire psychiatric English vocabulary through subtitle-assisted audiovisual input, and (3) the patterns between content comprehension and vocabulary development. By employing a retrospective descriptive design and analysing data from a prior instructional period, the study aims to generate evidence-based insights for enhancing ESP pedagogy, particularly through the integration of edutainment in vocational nursing education.

1.1. Theoretical framework

1.1.1. Vocabulary development in English for medical purposes (EMP)

Providing students with realistic goals in medical classes helps them prepare for clinical assessment and treatment including using EMP. Guan and Asavisanu (2023) argued that due to the complexity and specialized nature of these courses, there is an urgent need to enhance the quality of medical English instruction, especially considering recent global health crises that highlight the critical role of effective communication among healthcare professionals internationally. In line with workplace demands, proficiency in medical English is now a key requirement for healthcare institutions, particularly for those aiming to work abroad, with nurses being in high demand globally. Evaluating students’ entry-level vocabulary is essential to support their academic development. For novice nursing students, sufficient vocabulary is key to understanding complex medical texts. This vocabulary mastery also forms the foundation for building their overall language skills, including reading, writing, listening, and speaking.

While mastery of medical terminology is essential, it is insufficient for addressing the broader communicative needs of students in professional contexts. Exposure to authentic materials is equally important in fostering linguistic competence. In this regard, the integration of audiovisual media such as films and television series into EMP presents a

valuable pedagogical strategy. Purushotma (2005) introduced the concept of edutainment, emphasizing the pedagogical potential of combining entertainment with educational content. Authentic videos not only provide students with rich and contextually grounded language input, but are also widely recognized for their effectiveness in presenting real-world communication. Furthermore, repeated exposure to written language through on-screen text enhances vocabulary acquisition by reinforcing lexical recognition in meaningful contexts. Collectively, these considerations point to a necessary shift in EMP instruction from a narrow emphasis on specialized medical discourse toward a more comprehensive integration of vocational English skills, better preparing students for the diverse communicative demands of their professional environments. Moreover, learning through watching movies is also an alternative strategy for students who are less interested in reading books, as it provides a more enjoyable learning experience. However, they may struggle to understand the words due to limited vocabulary, prompting them to rely on subtitles, which allow them to pause or rewind the movie to grasp new words and phrases.

In terms of vocabulary acquisition, one of the established methods for assessing students' receptive vocabulary knowledge is Vocabulary Recognition Task (VRT) by Stahl (2003). The VRT aims to evaluate students' ability to distinguish between target vocabulary and distractors within a particular topic or field. It requires students to identify familiar words from a list containing both relevant (target) and irrelevant (foil) items. A correct identification of a target word is categorized as a "hit" (H), while the incorrect selection of a non-target word is classified as a "false alarm" (FA). Additionally, Stahl and Bravo (2010) explained that in implementing the VRT during classroom activities, the scoring was calculated using a simple formula, $H - FA$, or by determining the percentage of correct responses to evaluate vocabulary recognition accuracy. Beyond simple recognition, this categorization component ensures that students demonstrate both the "breadth" and "depth" of their vocabulary knowledge (Stahl & Bravo, 2010). They added administering the VRT as a pre-test enables educators to identify students' existing vocabulary knowledge, thereby allowing instructional time to be allocated more efficiently by minimizing focus on already familiar words and emphasizing those that are less well-known. Furthermore, the VRT post-test not only provides insights into students' vocabulary development but also serves as a tool for evaluating the effectiveness of the instructional approach.

VRT primarily addresses the first two dimensions, making it a suitable preliminary assessment before students advance to more productive language tasks. This recognition-based approach provides an effective means of diagnosing students' vocabulary knowledge in specialized contexts. Therefore, VRT is particularly well-suited for assessing vocabulary acquisition in ESP, especially in EMP. In specialized fields like psychiatric nursing, students are required not only to recognize technical terms but also to understand their contextual meanings within clinical settings. This dual emphasis aligns with Nation's (2001)

multidimensional view of vocabulary knowledge, addressing both form and meaning as foundational to language competence in professional domains. To enhance the relevance and engagement of vocabulary learning, this study integrates VRT with audiovisual learning through English-subtitled medical-based series, specifically the K-Drama “Daily Dose of Sunshine” (2023). This integration provides students with exposure to authentic language use in realistic, domain-relevant contexts. Students are not only introduced to specialized vocabulary but also immersed in empirical, real-world representations of psychiatric practice. In other words, they acquire both lexical competence in psychiatric English and contextual understanding of its application in actual professional scenarios. By combining diagnostic assessment with authentic, contextualized input, this approach reflects a progressive pedagogical strategy in ESP instruction. It fosters students’ ability to recognize, contextualize, and ultimately use specialized vocabulary appropriately, preparing them for effective communication in their future roles as medical professionals.

1.1.2. Audiovisual media and subtitled medical drama

Stigma, manifested through negative stereotypes, prejudice, and discrimination, remains a major barrier to psychiatric care, delaying treatment and compromising health outcomes and quality of life for individuals with mental health conditions (Ahad, Sanchez-Gonzalez, & Junquera, 2023). Additionally, Rajagopal, Stephenson, and Ousey (2023) delivered that stigmatisation, shaped by cultural beliefs, insufficient mental health literacy, and a lack of educational resources, has been found to profoundly impair the wellbeing and daily functioning of individuals with mental illnesses. People with mental health problems struggle to seek help, yet they must be stigmatized. Moreover, stigma surrounding mental illness is rarely discussed openly, resulting in misunderstanding, prejudice, confusion, and fear. All of which can have deleterious effects on individuals living with mental disorders. Meanwhile, in Indonesia, stigma associated with mental illness is commonly perceived negative and mental health patients continue to suffer and face barriers to access mental health services. This phenomenon is portrayed in popular audiovisual media, such as the Korean medical-based series “Daily Dose of Sunshine” (2023). Comprising 12 episodes, “Daily Dose of Sunshine” (2023) emphasizes that mental illness is a legitimate medical condition rather than a moral failing. The series portrays the unpredictable nature of psychiatric disorders alongside the professional and personal journey of Jung Da-eun, a novice psychiatric nurse, while also showcasing various psychiatric case studies.

Moreover, the series employs its narrative voice to shed light on various mental health disorders, including Bipolar Disorder, Acute Delusional Disorder, Pseudodementia, Dissociative Amnesia, Borderline Personality Disorder, Schizophrenia, Social Anxiety Disorder, Post-Traumatic Stress Disorder (PTSD), and tendencies of Obsessive-Compulsive Disorder (OCD). Rather than portraying individuals with mental illnesses as mere victims, “Daily Dose of Sunshine” adopts an empathetic lens over a sympathetic one. The script of

this medically oriented drama adopts a comprehensive approach, aiming to balance educational objectives with emotional engagement. The series aspires to reduce prejudice against individuals with mental health conditions, foster greater awareness of psychiatric disorders, and counteract stigmatizing labels. These educational messages are particularly relevant for health students, such as those studying nursing, who may serve as effective agents in disseminating such perspectives. Stangl et al. (2019) and Enos (2020) emphasized that these young adults are vulnerable to early-onset psychosis, partly due to heightened engagement with technology at the expense of real-world social interactions, making them prone to experiencing mental health stigma. Accordingly, engaging with “Daily Dose of Sunshine” can foster more positive attitudes toward psychiatric care among these future healthcare professionals, benefitting both personal development and professional practice.

Audiovisual media, such as films and series, immerse students in authentic linguistic contexts, providing exposure to natural speech, industry-specific discourse, and real-life service interactions that enhance both comprehension and production skills (Putri, 2025). In relation to this, incorporating English-subtitled medical-based series can be advantageous. Although “Daily Dose of Sunshine” (2023) is originally in Korean, the availability of English subtitles makes it a valuable resource for EMP. The medical terms, dialogues, and contexts presented in the subtitles expose students to English medical vocabulary and discourse in authentic, situational contexts. This allows students to develop both their linguistic competence and pragmatic understanding of medical interactions in English, even when the spoken language is different. Additionally, Amal et al. (2019) discovered a positive trend in using delayed subtitles to improve students’ language skills. Moreover, the presence of multilingualism in audiovisual productions has notably expanded in recent years, mirroring the dynamics of an increasingly globalised society (Beseghi, 2023) and resulting in a growing number of audiovisual texts that feature multiple languages in their original versions (Corrius, Espasa, & Zabalbeascoa, 2019). Through this pattern, simultaneously, nursing students can acquire English psychiatric vocabulary while broadening their perspective on mental health. Therefore, engaging with audiovisual content in this way enhances students’ ability to process and apply medical terminology in real-life professional scenarios.

2. Method

The data for this study were collected retrospectively from the learning activities during the period when the researcher was actively teaching at a health-focused higher education institution. The descriptive retrospective design was chosen because it allowed the researcher to objectively analyse existing data from past learning activities without manipulating variables or introducing new interventions for improving ESP instruction. Notoatmodjo (2005) and Prima et al (2022) delivered that a retrospective descriptive approach aims to construct an objective account of a particular phenomenon by reflecting on past events or backward looking. Additionally, this retrospective case study provided an evidence-based

framework to assist educators in evaluating the connection between environmental changes and student behaviour, facilitating self-reflection and informed adjustments (Pilotti et al., 2023), as well as examined how educators evaluate and adjust their teaching strategies to improve learning outcomes, thereby contributing to the advancement of evidence-based language teaching practices and offering practical insights for instructors aiming to enhance their vocabulary instruction (Fahmi & Purnawan, 2025). Since the data had already been gathered during the natural course of teaching, this design provided a practical and efficient way to reflect on students' learning experiences, perceptives, and vocabulary acquisition related to the integration of "Daily Dose of Sunshine".

The original data were gathered in January 2024 during instructional sessions integrating EMP with audiovisual edutainment. Nursing students participated in guided activities in watching selected episodes English-subtitled K-Drama "Daily Dose of Sunshine" and followed by discussions of its psychiatric cases. Moreover, the VRT was conducted in two phases which were a pre-test on January 18 and a post-test on January 25, 2024. Additionally, to evaluate the effectiveness of this integration, a questionnaire was administered on January 26, 2024, to explore nursing students' perspectives in manifesting "Daily Dose of Sunshine" as a learning medium to enhance their understanding of psychiatric case studies alongside psychiatric vocabulary development. No new data collection was conducted specifically for this study, as it solely analysed data naturally produced during the teaching process, in line with the descriptive retrospective framework. This approach allowed for an objective reflection on students' vocabulary development and learning experiences using authentic classroom data.

To ensure ethical research practices, students had already been informed during the course that their participation in learning activities and responses might be used for academic purposes. All data used in this study were fully anonymized to maintain confidentiality and protect participants' privacy, and no personally identifiable information was included in the analysis or reporting. Validity and reliability were ensured by using an instrument adapted from established research in language learning and literacy assessment for the VRT. The VRT adapted from Stahl's (2003) influential dissertation on literacy development followed by Stahl and Bravo (2010) for its scoring method, given its strong foundation in literacy research and its proven effectiveness in assessing vocabulary knowledge. The VRT was administered before and after "Daily Dose of Sunshine" exposure to systematically capture potential changes in students' vocabulary acquisition. Furthermore, the questionnaire also underwent expert validation by two English language lecturers with expertise in applied linguistics to strengthen the validity and reduce potential bias. Additionally, methodological rigor was reinforced through data triangulation, integrating questionnaire responses, VRT results, and documentation to provide a more comprehensive and credible analysis of the findings. This combination of theoretically grounded instruments and methodological

triangulation reflects a deliberate effort to ensure that the study's conclusions are both valid and reliable within the context of language learning research.

3. Finding and Discussion

3.1. Nursing students' perceptions of using the English-subtitled K-Drama "Daily Dose of Sunshine" as an edutainment tool for understanding psychiatric content

To analyse nursing students' perceptions of using the English-subtitled K-Drama "Daily Dose of Sunshine" as an edutainment tool for understanding psychiatric content, an online Likert-scale questionnaire was employed using Google Form. The questionnaire consisted of 25 statements, each rated by participants on a five-point Likert scale: Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), and Strongly Disagree (SD).

Table 1. Likert-scale questionnaire

No	Statement	Frequency of Response				
		SA	A	N	D	SD
1	I like watching medical-based series.	13	10	6	1	0
2	I prefer the activities in this course to using a regular textbook.	1	3	9	9	8
3	I prefer the activities in this course to using audiovisual media.	11	9	7	3	0
4	I enjoyed watching the medical-based series "Daily Dose of Sunshine" for this course.	18	8	3	1	0
5	I found it efficient to learn psychiatry through the medical-based series "Daily Dose of Sunshine".	10	12	6	1	1
6	I found it effective to learn psychiatry through the medical-based series "Daily Dose of Sunshine".	12	10	6	1	1
7	I found it enjoyable to learn psychiatry through the medical-based series "Daily Dose of Sunshine".	13	9	7	1	0
8	I improved my understanding of psychiatry through the medical-based series "Daily Dose of Sunshine".	13	8	6	2	1
9	I enjoyed doing the course activities based on the medical-based series "Daily Dose of Sunshine".	9	10	7	3	1
10	Psychiatry is my preferred nursing specialty.	9	7	5	6	3
11	The psychiatric cases presented in "Daily Dose of Sunshine" are intriguing.	14	10	4	2	0
12	The struggles of psychiatric nurses portrayed in "Daily Dose of Sunshine" help me imagine real situations in psychiatric units.	18	9	3	0	0
13	Watching "Daily Dose of Sunshine" has influenced my preference in choosing a nursing specialty.	6	11	8	3	2
14	Watching "Daily Dose of Sunshine" has influenced my perception of psychiatry.	10	12	3	4	1
15	I usually watch foreign movies or series with English subtitles.	2	4	6	10	8

No	Statement	Frequency of Response				
		SA	A	N	D	SD
16	I found it efficient to improve my vocabulary through English subtitles.	6	7	9	5	3
17	I found it effective to improve my vocabulary through English subtitles.	8	10	7	3	2
18	I found it enjoyable to improve my vocabulary through English subtitles.	5	11	6	5	3
19	Improving vocabulary through audiovisual media is more engaging than through a regular textbook.	16	8	5	1	0
20	Improving vocabulary through a regular textbook is more engaging than through audiovisual media.	1	3	7	8	11
21	I felt uncomfortable watching “Daily Dose of Sunshine” with English subtitles.	7	8	8	5	2
22	I found many unfamiliar words while watching “Daily Dose of Sunshine” with English subtitles.	11	11	5	2	1
23	I noted down new vocabulary that I discovered while watching “Daily Dose of Sunshine” with English subtitles.	3	4	6	8	9
24	I used a dictionary (either online or offline) to look up the meanings of words while watching “Daily Dose of Sunshine” with English subtitles.	13	10	5	1	1
25	I tried to memorize and use new vocabulary in my own sentences while watching “Daily Dose of Sunshine” with English subtitles.	9	8	7	5	1

The findings of this study indicate that the integration of “Daily Dose of Sunshine” into EMP instruction was generally perceived positively by participants. A strong majority (77%) of participants reported enjoyment in watching medical-based series, with “Daily Dose of Sunshine” being particularly favoured (87% strongly agreed). These results highlight the relevance of edutainment as a strategy to improve student engagement in specialized language instruction, particularly in medical contexts where content familiarity enhances cognitive processing. In terms of instructional effectiveness, learning psychiatry through audiovisual materials was largely (73%) perceived as efficient, effective, and enjoyable. More than 73% of students also agreed that the series improved their understanding of psychiatric concepts. These figures provide empirical support for the application of edutainment in domain-specific English instruction, particularly when the media content directly reflects the students’ professional disciplines. Film-based instructional approach immerses students in meaningful contexts where language is organically applied in genuine service scenarios, promoting improved understanding and communicative competence (Putri, 2025).

Interestingly, the influence of the series extended beyond language learning into students’ career perspectives. Approximately 53% of students expressed a preference for psychiatry as a nursing specialty, while 57% reported that watching “Daily Dose of Sunshine” influenced

this preference. Additionally, 80% of students agreed that psychiatric cases presented in the series were intriguing, with 90% stating that the struggles of psychiatric nurses depicted in the storyline helped them imagine realistic clinical scenarios in psychiatric units. Furthermore, 73% reported that the series positively shaped their perception of psychiatry. These results underscore the broader educational potential of media-based learning not only for linguistic outcomes but also for professional identity formation. Despite these encouraging findings, challenges were also evident. Participants (60%) did not usually watch foreign films or series with English subtitles, therefore 50% encountered discomfort when engaging with “Daily Dose of Sunshine” specifically in the format of using English subtitle instead of Indonesian. Moreover, 73% encountered many unfamiliar vocabulary items while watching, suggesting that subtitle-based learning alone may not fully address the demands of specialized vocabulary acquisition. While 77% of students regularly used dictionaries during the activity, only 27% consistently noted new vocabulary, revealing limited use of active vocabulary learning strategies. However, 57% of students preferred to memorize and apply new vocabulary through contextual practice in personal sentences.

Overall, these findings emphasize the positive contribution of edutainment-based instruction, particularly through the integration of “Daily Dose of Sunshine”, in enhancing nursing students’ engagement and deepening their understanding of psychiatric case studies. The students perceived the series as an effective medium for bridging theoretical knowledge with real-world clinical scenarios, providing meaningful exposure to psychiatric vocabulary within authentic narrative contexts. This approach not only fostered greater empathy toward mental health issues but also enriched their conceptual grasp of psychiatric care. Moreover, the study highlights that the potential of subtitle-enhanced audiovisual materials to support sustained vocabulary acquisition can be further optimized when complemented by structured instructional strategies. Guided tasks and explicit scaffolding enable students to move beyond passive consumption toward active language engagement, maximizing the linguistic and professional benefits of such media. It is in line with Khadawardi (2022) and Priska, Wardhani, and Sulistyawati (2022), who advocate for the deliberate integration of pedagogical frameworks to strengthen the impact of media-assisted vocabulary learning. Thus, the incorporation of English-subtitled K-dramas within EMP instruction represents not just an engaging supplement, but a promising pedagogical tool for fostering both linguistic proficiency and professional competence in nursing education.

3.2. Nursing students’ acquisition of psychiatric vocabulary through subtitle-assisted viewing of “Daily Dose of Sunshine”

To examine nursing students’ acquisition of psychiatric vocabulary through subtitle-assisted viewing of “Daily Dose of Sunshine”, this study employed a Vocabulary Recognition Task (VRT). A total of 30 nursing students participated. The VRT was designed to assess their recognition of specialized English vocabulary in psychiatric nursing.

Table 2. Vocabulary recognition task (VRT)

Participant	Vocabulary Recognition Task (VRT)						Improvement Percentage
	Pre-Test			Post-Test			
	H	FA	Percentage	H	FA	Percentage	
1	12	6	67%	14	4	77%	10%
2	15	3	83%	17	1	94%	11%
3	13	5	72%	15	3	83%	11%
4	10	8	55%	14	4	77%	22%
5	16	2	88%	17	1	94%	6%
6	9	9	50%	15	3	83%	33%
7	11	7	61%	15	3	83%	22%
8	15	3	83%	18	0	100%	17%
9	12	6	66%	15	3	83%	17%
10	9	9	50%	14	4	77%	27%
11	10	8	55%	15	3	83%	28%
12	14	4	77%	18	0	100%	23%
13	11	7	61%	16	2	88%	27%
14	11	7	61%	13	5	72%	11%
15	12	6	66%	15	3	83%	17%
16	13	5	72%	17	1	94%	22%
17	10	8	55%	16	2	88%	33%
18	14	4	77%	17	1	94%	17%
19	9	9	50%	15	3	83%	33%
20	12	6	66%	17	1	94%	28%
21	15	3	83%	18	0	100%	17%
22	15	3	83%	17	1	94%	11%
23	13	5	72%	15	3	83%	11%
24	10	8	55%	16	2	88%	33%
25	9	9	50%	14	4	77%	27%
26	16	2	88%	18	0	100%	12%
27	14	4	77%	17	1	94%	17%
28	15	3	83%	16	2	88%	5%
29	12	6	66%	15	3	83%	17%
30	14	4	77%	17	1	94%	17%

This retrospective descriptive study investigated the impact of integrating English-subtitled audiovisual media specifically the K-drama “Daily Dose of Sunshine” into EMP instruction, with a focus on enhancing nursing students’ acquisition of psychiatric vocabulary. The VRT was administered in two stages (pre-test and post-test) to 30 nursing students to assess their lexical gains. Both stages used the same list of 25 English medical terminologies, consisting of 18 psychiatric terms and 7 terms from other medical fields. In line with the implementation of the VRT as described by Stahl (2003) and further clarified

by Stahl and Bravo (2010), this study adopted two complementary scoring approaches. The first method employed a simple subtraction formula ($H - FA$) to evaluate the accuracy of vocabulary recognition by factoring in false positives. The second method calculated a percentage score by dividing the number of correctly identified target words (H) by the total number of target words (18). This approach was chosen to reflect the proportion of relevant vocabulary recognized, rather than using the total number of items (25), since the aim of this study was specifically to assess recognition of target vocabulary. The distractor words functioned solely to detect false alarms and were not included in the final percentage calculation. This dual scoring system allows for a more nuanced evaluation. While the percentage score focuses on the extent of vocabulary acquisition, the raw score ($H - FA$) offers insight into the student's precision in distinguishing between target and non-target vocabulary. Both pre-test and post-test followed the same scoring rubric to ensure comparability between the two stages.

The pre-test was conducted before students were exposed to the selected audiovisual material from "Daily Dose of Sunshine", aiming to assess their baseline familiarity with psychiatric English vocabulary. In this phase, participants were instructed to carefully read the provided list of medical terms and tick (✓) the words they recognized and associated with psychiatric nursing. To maintain consistency and limit guessing, participants were instructed to select a maximum of 18 words, equal to the number of actual target items in each task. This ensured that their selections reflected genuine recognition rather than random identification. Based on the data, Pre-test scores ranged from 50% to 88%, with a mean score of 68.3%, suggesting a wide variation in students' initial familiarity with psychiatric terminology. These results highlight the inherent difficulty of specialized vocabulary in psychiatry, especially for novice students who may lack both linguistic exposure and clinical context. The relatively modest average also reflects potential apprehension or cognitive distance from mental health topics, which are often stigmatized or marginalized in both public discourse and healthcare education. Bobkina, Baluyan, and Dominguez Romero (2025) argued that the acquisition of foreign language vocabulary, including both every day and discipline-specific terms, poses a major challenge for many undergraduate students enrolled in EFL courses. Building on these insights, integrating engaging media such as Korean dramas into language learning not only supports vocabulary acquisition but also provides culturally relevant contexts that can foster greater awareness and understanding of mental health issues. Therefore, given the high prevalence of psychological disorders and persistent stigma in Indonesia, Korean dramas emerging as part of the Korean Wave serve as a promising form of edutainment to disseminate key mental health messages and enhance mental health literacy among the broader public (Linda & Haryati, 2025).

After the intervention, which was watching the selected episodes of "Daily Dose of Sunshine" with English subtitles, the post-test was administered. The participants were

required to categorize each recognized terminology into four categories related to (P) psychiatry terminology. There were Affective Dysregulation (bipolar, depression, mood disorder, manic, ambivalent, resilience), Anxiety and Obsession Spectrum (OCD (Obsessive-Compulsive Disorder), panic disorder, PTSD (Post-Traumatic Stress Disorder), anxiety disorder), Psychotic and Dissociative Phenomena (schizophrenia, delusion, psychosis, pseudodementia, dissociative amnesia, catatonic), Personality Pathology and Therapeutic Systems (borderline personality disorder, wraparound), and one category for (O) other medical fields as Non-Psychiatric Medical Terms (neonatal mastitis, equivocal death, homebound, craniotomy, plantar fascia, eclampsia and ablatio retina). This task was intended to evaluate students' ability to contextualize vocabulary within the appropriate specific medical domain, thereby providing insight into the depth of their understanding. Following the intervention, post-test scores improved substantially, ranging from 72% to 100%, with a mean score of 87.7%. This corresponds to a mean improvement of 19.4% points, with individual gains ranging from 5% to 33%. The most frequent improvement was 17%, occurring in nearly a quarter of the participants. Importantly, all students demonstrated progress, underscoring the overall effectiveness of using narrative-based, emotionally engaging audiovisual media as a pedagogical tool. It is actually consistent with previous research by Alejado et al. (2023) and Masduqi and Khairunnisa (2024), which found that exposure to audiovisual materials with English subtitles, such as Korean dramas, enhances vocabulary acquisition. Additionally, the results align with vocabulary learning theories (Nation, 2001; Stahl & Bravo, 2010) that emphasize the importance of meaningful context and repeated exposure for effective language learning.

Based on Improvement Percentage, it revealed that students with lower initial scores (e.g., 50–61%) experienced the greatest relative improvements, with gains of up to 33%. In contrast, those who began with higher scores (above 77%) generally showed more modest increases. This pattern suggests that the edutainment intervention was particularly beneficial for students with limited prior knowledge, functioning not only as a reinforcement tool but also as a form of linguistic scaffolding that made specialized terminology more accessible through contextual and multimodal cues. Beyond quantitative gains, the reduction in false alarms and consistent increase in correct recognitions (hits) indicate improved lexical accuracy and semantic precision. This suggests that students were not merely memorizing terms but were better able to distinguish between psychiatric and non-psychiatric vocabulary likely due to contextual exposure provided by the subtitled drama. Thus, the intervention supported not just surface-level recognition, but also deeper lexical encoding and contextual comprehension. In sum, the findings provide empirical support for the integration of edutainment-based audiovisual media into EMP instruction. By presenting psychiatric content through emotionally resonant and linguistically rich narratives, the intervention helped demystify mental health topics while simultaneously enhancing domain-specific vocabulary acquisition. These outcomes not only reinforce the pedagogical value of

multimodal materials in ESP contexts but also contribute to broader efforts to reduce stigma and foster more empathetic engagement with psychiatric discourse in healthcare education.

3.3. Patterns between psychiatric content comprehension and vocabulary development through the use of “Daily Dose of Sunshine”

Based on the results of the questionnaire and VRT, it was concluded that implementing audiovisual learning materials specifically the medical-based series “Daily Dose of Sunshine” with English subtitles proved effective in enhancing students’ English vocabulary acquisition in psychiatry and enriching their comprehension of psychiatric content in a meaningful way. This finding aligns with the notion that watching Korean dramas is not merely for entertainment or to follow the storyline but can serve as a medium for incidental vocabulary learning (Rinekso, Lesagia, & Setiawati, 2021). When students successfully comprehend and internalize the meanings of new terms, stronger memory associations are formed, contributing to long-term vocabulary enrichment (Masduqi & Khairunnisa, 2024). To optimize this learning process, active student engagement and genuine enjoyment are essential. This was evident in their questionnaire responses, where many expressed stronger interests in learning psychiatric vocabulary through audiovisual media compared to traditional textbook-based methods. Students reported acquiring new English terms by watching episodes, looking up definitions, taking notes, and applying the vocabulary in their own sentences.

Their active participation in these meaningful and enjoyable learning activities supported more effective vocabulary development, as reflected in the positive trend observed between content comprehension and vocabulary acquisition. In terms of implications for EMP practices especially within the Indonesian context, the study emphasizes the need to move beyond textbook-centred instruction toward more authentic, contextualized learning. Integrating audiovisual media like medical dramas with English subtitles into EMP courses exposes students to real-life medical conversations, domain-specific terminology, and sociocultural nuances often missing in conventional materials. This is particularly relevant for Indonesian medical and nursing students, who require sufficient English proficiency to engage with international medical knowledge and communicate in global healthcare environments. Currently, EMP instruction in Indonesia tends to focus on rote memorization of medical vocabulary, often lacking communicative application. Audiovisual materials can help bridge this gap by encouraging incidental learning and fostering better contextual understanding and engagement. In line with this, Kusiak et al. (2024) delivered that the implementation of the Content-Based Instruction (CBI) strategy in ESP courses has demonstrated effectiveness in fostering contextually relevant language skills, enhancing student motivation and engagement, and promoting improved retention and long-term academic achievement. This dual-focus approach better prepares students to interact with international healthcare professionals and navigate multicultural clinical settings. For

curriculum development, the study advocates for greater flexibility in EMP syllabi by incorporating multimodal resources relevant to students' fields.

Assignments such as vocabulary journals, episode-based reflections, and case presentations can reinforce language acquisition and critical thinking. As Putri (2025) noted, establishing a shared understanding through effective communication is vital in reducing miscommunication especially in clinical contexts where clarity is critical. Hidayati and Meisani (2023) believed that developing a course aimed at improving students' English proficiency in a foreign language context is essential for the health sector, as it enables healthcare professionals to communicate effectively with a wider range of patients, colleagues, and medical personnel. In conclusion, this research contributes to the advancement of EMP practices in Indonesia by demonstrating that authentic audiovisual materials are not only feasible but also necessary for improving both content comprehension and vocabulary development in specialized medical fields such as psychiatry. Although the focus was on medical content, the pedagogical principles using authentic, field-relevant materials and promoting contextualized language use can be extended to other vocational disciplines. As Putri (2025) argued, vocational English taught in institutions like polytechnics focuses on developing language proficiency tailored to the needs of specific professions, reinforcing the relevance of this approach across diverse educational contexts.

4. Conclusion

This retrospective study concludes that integrating audiovisual media specifically the medical-themed Korean drama "Daily Dose of Sunshine" (2023) with English subtitles offers a promising strategy for enhancing psychiatric vocabulary acquisition among nursing students. The series functioned not only as an engaging educational tool for English for EMP but also contributed to fostering empathy and awareness toward mental health which is an essential competency in psychiatric nursing. Data obtained from the questionnaire and the VRT indicated that participants acquired new psychiatric terms, demonstrated improved contextual understanding, and developed more favourable perceptions of psychiatric nursing. Furthermore, the use of edutainment materials appeared to significantly enhance student motivation and engagement in contrast to conventional textbook-based instruction. Although several students reported difficulties related to unfamiliar vocabulary and subtitle comprehension, many adopted compensatory strategies such as dictionary use and contextual guessing to support their learning.

Despite the valuable insights offered, several limitations should be acknowledged to contextualize the findings more cautiously. The study relied on self-reported data and a vocabulary recognition test, which may not fully capture deeper cognitive processes involved in language acquisition or long-term vocabulary retention. The sample was confined to a specific group of nursing students within a single institutional and cultural context, potentially limiting the broader applicability of the results. Moreover, the study did not

account for individual differences such as prior exposure to Korean media, varying English proficiency levels, or learning preferences, all of which could have influenced the outcomes. To build upon these preliminary findings, future research should employ more rigorous methodologies, such as randomized controlled trials or mixed-method approaches, to examine both the effectiveness and the mechanisms underlying edutainment-based learning in ESP. Expanding the participant pool across diverse institutions and cultural contexts would enhance generalizability. Further exploration into how multimodal content shapes learners' professional identity, critical thinking, and empathy beyond vocabulary acquisition would also provide a more holistic understanding of edutainment's role in vocational language education.

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. <https://doi.org/10.7759/cureus.39549>
- Alanazi, K., & Curle, S. (2024). Challenges experienced by students studying medicine through English medium instruction. *Frontiers in Education*, *9*, 1364860. <https://doi.org/10.3389/feduc.2024.1364860>
- 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. <https://doi.org/10.3390/languages8020109>
- 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. <https://doi.org/10.3390/educsci15040450>
- Cai, S. (2024). Application of audiovisual input into L2 vocabulary acquisition. *Curriculum and Teaching Methodology*, *7*, 197–202. <http://dx.doi.org/10.23977/curtm.2024.070629>
- 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. <https://doi.org/10.36892/ijlls.v4i3.953>
- Enos, G. (2020). Millennials, generation Z targeted in new mental health initiative. *Mental Health Weekly*, 30(39), 1–5. <https://doi.org/10.1002/mhw.32536>
- 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. <https://doi.org/10.18196/ftl.v10i1.25455>
- 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. <https://doi.org/10.2147/PRBM.S175251>
- 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. <http://dx.doi.org/10.21093/ijeltal.v7i2.1424>
- 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. <https://doi.org/10.1186/s41983-023-00760-1>
- 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. <https://doi.org/10.7575/aiac.ijalel.v.11n.2p.18>
- 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. <https://doi.org/10.5430/wjel.v14n6p35>
- 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. <https://doi.org/10.61132/ijmeal.v2i1.187>
- 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. <https://doi.org/10.20473/jpk.V13.ISI1.2025.122-146>
- 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. <https://doi.org/10.26418/jeep.v5i2.71665>
- 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.
- Nation, I. S. P. (2001). *Learning vocabulary in another language*. Cambridge University Press.
- 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. <https://doi.org/10.1007/s00127-002-0560-9>
- Park, S. B., & Kim, T. W. (Executive Producers). (2023). *Daily dose of sunshine* [TV series]. Netflix. <https://www.netflix.com/id-en/title/81572595>
- 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. <https://doi.org/10.3390/su15097664>
- 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. <https://doi.org/10.1177/02676583211049741>
- 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).
- 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. <https://doi.org/10.15294/ej.v12i3.61086>
- 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.
- Putri, R. E. (2025). Vocational English grammar: Computer engineering students' misinformation error analysis on auxiliary verbs of passive voice in TOEIC reading. *Jurnal Sosial Humaniora dan Pendidikan (JSHP)*, 9(1), 1–11. <https://doi.org/10.32487/jsHP.v9i1.2324>
- 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. <https://doi.org/10.35308/ijelr.v7i1.11783>
- 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. <https://doi.org/10.12968/bjon.2023.32.20.988>
- 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. <https://doi.org/10.37147/eltr.v5i1.106>

-
- 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. <https://doi.org/10.1177/0020764005056765>
- 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. https://getd.libs.uga.edu/pdfs/stahl_katherine_a_200305_edd.pdf
- Stahl, S. A., & Bravo, M. A. (2010). Combining breadth and depth in vocabulary assessment. *Reading Research Quarterly*, 45(4), 405–424. <https://doi.org/10.1598/RRQ.45.4.1>
- 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. <https://doi.org/10.1186/s12916-019-1271-3>
- 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. <https://doi.org/10.1186/s40862-022-00183-0>
- Wei, W. (2021). Research on the medical English teaching under the condition of medical literacy based on computer-aided technology. *Journal of Physics: Conference Series*, 1744, 042001. <https://doi.org/10.1088/1742-6596/1744/4/042001>