教育部教學實踐研究計畫成果報告

Project Report for MOE Teaching Practice Research Program

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(探討情境式學習結合多模態學習活動設計於專業護理職場英文課程之應用 /Multimodal Learning in a college nursing ESP course)

(實務情境英文/Situation English Learning)

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1. 研究動機與目的 Research Motive and Purpose

My research motives and purposes evolve from my own teaching experience and constant search for better classroom practice. Over the past four years, I have taught nursing ESP courses to groups up to 53 sophomore or junior students and have had some success and failures in terms of content design and learner engagement. In terms of course design, most Taiwanese college learners are comfortable with teacher-led classes and most textbooks in English for nursing professional are designed based on departments and treatment timeline. For instance, a typical textbook unit usually features a department, such as cardiology, and specific tasks, such as a conversation between a patient and a health care professional before and after an operation. Such design, although not without its merits, tends to have a very rigid format. It's critical that students understand language skills should be transferable into various contexts. For example, nurses should be able to use appropriate questions to conduct pain assessment regardless the departments/clinical settings.

Another issue I encounter is that most typical ESP class activities, such as a role-play activity does not necessarily effectively engage students. Role-play activities are useful and interactive, but students also tend to lose interests fairly quickly due to the predictability of typical role-play activities. From time to time, students may appear engaged behaviorally but a closer observation reveals that students merely do the minimum during pair or group work. For example, students may only read through a role-play script or hastily complete a jigsaw activity without paying much attention to the language used or even their peers' responses. Lastly, although group work or project is a critical part of ESP courses as students also learn the importance of teamwork in workplace, it's difficult to assess how much effort each learner put in the process. Just because learners look busy, it does not mean they are necessarily cooperating or collaborating effectively. In fact, learners should "have e genuine need to work together in order to successfully complete the task"(Mercer, 2019, p.655). In other words, I believe an effective learning task should foster the sense of a shared responsibility for achieving it.

2. 文獻探討 Literature Review

English has solidified its role as an international language, and the nursing professional is highly shaped by international standard. As the number of international patients and foreign nationals residing in Taiwan seeking health care increases, many in the nursing profession have argued for the need for more health care professionals competent in English (Lu, 2016; 2018). Over the past two decades, a small number of studies investigate nursing students' English vocabulary size (Heish et al, 2018; Hung, 2001; Wu, 2014, 2021; Yang& Su, 2003; Yang, 2015), medical professionals' perceived needs for English (Bosher & Sotcker, 2015; Chieh, 2019; Douglas, 2010; Lai, 2016, Lu,2018). While others look at how nursing students' English progress using class activities such as interactive scenario and role play (Bosher, 2010; Heish et al., 2018; Robinson, Harvey & Tseng, 2016) and language learners' strategy preferences and uses (Yang, 2005;2015). Despite these efforts in identifying current trends and learner needs, very little is done regarding creating an environment or instructional model more ideal for motivating nursing students and improving language proficiency. I argue that while role-play activity or scenario-enacting do play an important part in any ESP courses (role-play interviews in the workplace, giving a business presentation, etc.); the learning/acquisition part of target language seems often become overlooked and thought as the less interesting part of instruction process.

Learner engagement

Every language teacher wants to see their students focused on the tasks at hand, think deeply about their work and invest emotionally in the learning process. In other words, we all wish to see our students being engaged in class. However, what engagement looks like in a classroom is still unclear. Over the past two decades, researchers have offered a number of definitions of engagement. (Fedricks et al. 2012; Reschly & Christen, 2012; Russel et al.2005, Skinner et al, 2009). With its relatively short history, the notion of engagement has a growing popularity in second language learning. (Philp & Duchesne, 2016; Dörnyei, 2019; Hiver et al., 2021)

In this study, I choose to take on Fedricks and his colleagues' notion (2012) that the three

major components of engagement lie in the behavioral(action), affective (feeling) and cognitive (thinking) dimensions. I, coming from a situated view that all learning and engagement are inherently social, argue that all learning and engagement are socially situated. Over the past few years, there's an increase of studies and articles that take the term engagement, but few have explicitly define the term and explain how it plays out in language classrooms. Studies that are of particular interest and relevance to mine discuss the notion of task engagement. For example, Phlip and Duchesne (2016) discuss the nature of learner engagement in aL2 context. They stress the importance of social settings and the complexity of such construct. In short, engagement is a multifaced and fluid, the same factors that foster learner engagement in some situations can in fact hinder or disrupt engagement. Other studies that also looks at peer interaction (Baralt et al.,2016; Egbert, 2020). In this study, I aim to focus on learners' task engagement in order to determine whether the proposed instructional design is effective or not.

Literature Circle

It is critical to explain what a literature circle is before I move on to explain how and why it is beneficial to have an adaptation of a literacy circle activity in a nursing course. Literature circle was first developed in 1980 for L1 children's literacy program. Itis part of a balanced literacy program and much more structured than a regular book club. In a literacy circle, participants take on various roles such as vocabulary finder, plot tracer, graphic organizer, etc. (Daniels & Bizar1998; Daniels, & Steineke, 2002). Since its development, it's been widely used inL1 literacy programs and rarely so in ESP courses. In this study, I take an adaptation of a literature circle as a literature circle uses a literary work, mostly m fictions as the learning material. However, in this study, I use educational animated short videos from TED-ED as learning materials. Learners are in groups and assigned various roles. In the following section, due to the material being multimedia short videos, I generally refer the final stage of the course as the video circle activity.

3. 研究問題 Research Question

1. What are the benefits and challenges of incorporating multimodal learning activities such as video

circle is in a college nursing ESP course in terms of improving learning engagement and communicative competence?

2. How do participants perceive such course design?

4. 研究設計與方法 Research Methodology

The name of the course was "Situation English Learning" and designed to develop learners' communicative competence in nursing-related workplace/contexts, and course content focused on a health care/nursing context. Learners studied nursing related vocabulary and practiced in pair/group role play activities. A number of nursing-related themes, such as pain, symptoms and vital signs were introduced in class. In addition, the course focused on language functions in specific contexts. For examples, learners practiced using appropriate questions to inquire patients' medical history and effectively communicated information on medical charts with colleagues.

This action research study was conducted in a 2 credit-hour course as one of the elective courses in the general education curriculum. A total of 46 students enrolled and their proficiency levels ranged from CEFRA2 to B1, a mixed-level class. The class met for 2 hours every week, once a week for 18 weeks. The study was carried out in one class and did not have an experimental group as this was the only course offered in that academic year.

Teaching methods and class activities

Class activities included: teacher-led discussion/instruction, pair/group discussion/practice, and video circle activity. This course aimed to develop learners' multiple literacies and boost their confidence by incorporating multimodal instructional activities. Students demonstrated their understanding of course material not only via written words but also through speech, and graphics. One innovative and unique feature of the course is an adaptation of the Literacy Circle activity in a nursing ESP course. Grounded in theories of multimodality, engagement and collaborative learning, this study aimed to explore the use of a pedagogical design that utilizes a multimodal approach in a Taiwanese nursing ESP course. The research project used an adaption of literature circle (LC) activity as a pedagogical frame that includes multimodal assignments centering multimedia

material. Participants were invited to take on various tasks that require 1) effort in researching important vocabulary, 2) ability to provide a succinct verbal summary, 3) developing group discussion questions, leading and facilitating effective small group discussion, and 4) ability to demonstrate comprehension using visual images, such as illustration or graphs. The final activity was for students to produce a video in which students provided health information to patients.

The purpose of such a pedagogical design is two-fold. First, a multimodal approach encourages learners' development in various learning strategies (visual. auditory and kinesthetic) in the making-making/ learning process and improves language proficiency. Moreover, such multimodal approach also boosts learner engagement and collaboration as students not only work hard to complete individual tasks but also must work closely in small groups to gain a more thorough understanding in content and language materials. Lastly, diverse assessment methods were incorporated in class. Both traditional and alternative assessment methods are included to better allow learners to demonstrate their proficiency and use of target language. As a result, assessment methods included quizzes, midterm test, students' pair practice audio recordings, group portfolios, and final project videos.

5. 教學暨研究成果 Teaching and Research Outcomes

In this section, I describe the teaching process, including the general course objectives, the semester schedule, assessment methods, and examples of student work; all of which are meant to showcase my effort in executing the research proposal.

(1) 教學過程與成果(Class procedure and results)

It's critical to lay out the course objectives set up as they guided me through the entire course of research, which was sometimes chaotic and confusing as I explored a new course design. The course objectives are as follows:

Students will be able to :

- name various hospital departments, staff, and personnel
- inquire patients' information in English.

- complete pain assessment
- give instructions and provide comprehensible information while performing various tasks (greetings, introducing ward environments, taking blood pressure, pain assessment) in English.
- understand symptom-related vocabulary
- comprehend main ideas and details correctly after watching educational videos such as TED-ED.
- demonstrate comprehension in a variety of multimodal activities.
- plan, develop, and perform nursing-related role play activity.
- make a group video in which students will provide health-related information in an exchange with patients

To achieve the above-mentioned objectives, the entire semester was carefully planned and set up into two main phases. Phases 1 focused on building students' basic linguistic competence and phase 2 aimed to utilize video circle activity as the application phase, namely, a chance for learners to recycle and try out the newly acquired target language. Therefore, in phase 1 (week 1 to 13), class time was devoted to discussion of one main theme every two to three weeks and we explored useful and essential vocabulary and language functions in each lesson. In phase 2, about 5 weeks of class time plus extra teacher-learner conferences were used to complete the video circle activity.

Class schedule

Week	Topic	Objectives/activities
1	Hospital Team	1.1 Understanding vocabulary: Hospital departments 1.2 Understanding vocabulary: Jobs & personnel Class activities: teacher-led discussion, pair conversation practice(conversations with peers/fellow health professionals)
2	Hospital Team	1.3 Understanding vocabulary: Facilities 1.4 Giving directions at the hospital 1.5 Describing job responsibilities

		Class activities: teacher-led discussion, pair conversation practice(conversations with patients)
3	Admitting patients	2.1 Admission information 2.2 Understanding medical history chart 2.3 Introducing hospital environment Class activities: teacher-led discussion, pair conversation practice(conversations with patients)
4	Admitting patients	2.4 Inquiring patient history 2.5 Language focus: Using appropriate questions and answers to complete medical history chart Class activities: teacher-led discussion, pair conversation practice(conversations with patients)
5	Admitting patients	2.6 explaining information on medical history chart 2.7 role-play activity (exchange between nurses and patient)
6	Pain	3.1 Describing locations of pain 3.2 Vocabulary: body parts, limbs & internal organs 3.2 Assessing pain-levels of pain 3.3 Explaining pain level chart Class activities: teacher-led discussion, pair conversation practice(conversations with patients)
7	Pain	3.4 Assessing pain-levels of pain 3.3 Assessing pain-description of pain 3.4 Understanding numbers and descriptive adjectives 3.5 Assessing pain-types of pain 3.6 Pain relief-types of pain relief Class activities: teacher-led discussion, pair conversation practice(conversations with colleagues and patients)
8	Pain	3.7 Alternative pain relief 3.8 Language focus: Giving advice Class activities: teacher-led discussion, pair conversation practice(conversations with patients)
9	Midterm week	4.1 Numbers and statistics 4.2 Understanding vital sign readings

		4.3 Completing a chart & using abbreviations Class activities: teacher-led discussion, pair conversation practice(conversations with colleagues)
10	Vital signs	4.4Completing a chart & using abbreviations 4.5Giving instructions while taking vital signs Class activities: teacher-led discussion, pair conversation practice(conversations with patients)
11	Vital signs	5.1 Understanding vocabulary: symptoms & injuries 5.2 Describing symptoms & injuries Class activities: teacher-led discussion, pair conversation practice(conversations with colleagues)
12	Symptoms	5.3Describing symptoms & injuries: causes and effects 5.3 Language focus: Asking questions about symptoms Class activities: teacher-led discussion, pair conversation practice (conversations with patients)
13	Symptoms + Video circle activity preparation	5.5 Role-play: what happened to you? 5.6 Describing injuries and asking questions about symptoms in an emergency room Class activities: teacher-led discussion, pair conversation practice(conversations with patients) 6.Video circle activity: 6.1 Introduction of TED-ED videos, website & video circle activity (role-assignment) Homework: completing individual worksheet
14	TED-ED video circle activity	6.3 Whole class activity- Listening strategies: using visual cues, understanding gist and details 6.4 Language focus: using appropriate sentences and questions to perform various video circle tasks 6.5 Video circle activity (group discussion-same topic+ role)
15	TED-ED video circle activity	6.6 Video circle activity (small group discussion-different role) 6.6 Language focus: fluency and speaking with confidence in small groups
16	TED-ED video	6.7 Video circle activity (small group presentation-different

	circle activity	roles) 6.8 Health information video planning and filming * Out-of-class teacher-learner conference
17	TED-ED video circle activity	6.9 Video circle activity (group presentation-whole class) 6.10 Health information video planning and filming
18	TED-ED video circle activity	Group project presentation: Heath information video viewing

Video circle activity and all it's glory:

As the class schedule suggests, the class time was packed with activities and action, and class time really was quite tight. In the following section, I detail the video circle activity's procedure, timeline and the various activities that took place.

Stage 1: Preparation: In week 13, I introduced the class the video circle activity.

- Students formed small groups of four, no more than five members in each group.
- Class watched 2 pre-selected videos from TED-ED website.

YouTube channel. The first one is "What causes constipation?" (https://www.youtube.com/watch?v=0IVO50DuMCs) and the second video is title "What causes insomnia? (https://www.youtube.com/watch?time_continue=110&v=j5Sl8LyI7k8).

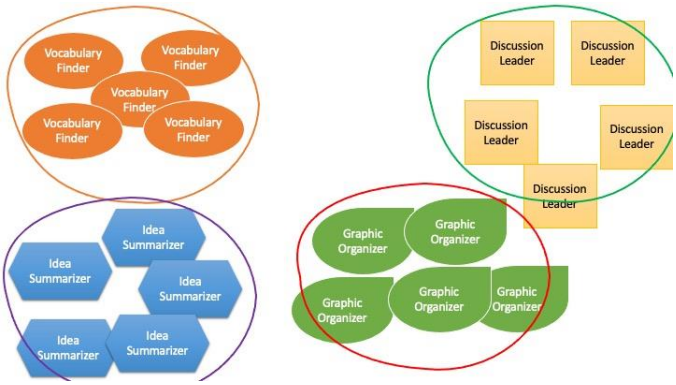
- Teacher presented and explained the rationale and learning tasks which they must complete both individually and as a group. Students must choose one of the four different roles: vocabulary finder, graphic organizer, discussion leader, and idea summarizer.
  Vocabulary finder: select 20 useful words from the video and complete the worksheet.
  Graphic organizer: produce a drawing or a graph to show the main ideas from the video.
  Discussion leader: come up with 5 questions about the group's video to check their group members' understanding of the video content and lead discussion.
  Idea summarizer: give a one-minute verbal summary of the video.
- All the worksheets and activity guidelines came in electronic files and were posted via class bulletin board so students were able to download them at their own convenience. (See sample worksheets in appendix)

Stage 2: Individual work: Each group decide on the video they wished to work on. Students had one week to view the video at home and complete the worksheet as homework.

Stage 3: Big group sharing time (same video, same role).

- Students brought their completed worksheet (first draft) to class, and meet with other students who also had the same assignment. Class time was spent for students to

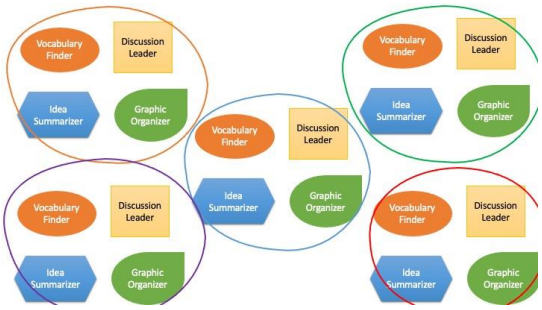
practice/listen to others. See picture 1 for classroom activity time setting.



Pic. 1 Big group sharing time setting

This was the week that students had the opportunity to view other student's work and received feedback from me and their peers. This allowed learners to work on their listening skills and viewed more successful student's work. Learners were also informed they would have another week to make changes and improve their work. Students also upload the first draft of their work on to class eCampus system as homework. They were then advised to bring back a second draft and revised work for next week's discussion.

Stage 3: Small group discussion: Students got together with their own group member, that is, four to five members with their individual task; each shared their own assignment. During small group discussion time, the vocabulary finder was to teach 6 useful words to the group; the graphic organizer explained their drawing; the discussion leader led a comprehension check and the idea summarizer wrapped up the discussion with a brief summary of the video.



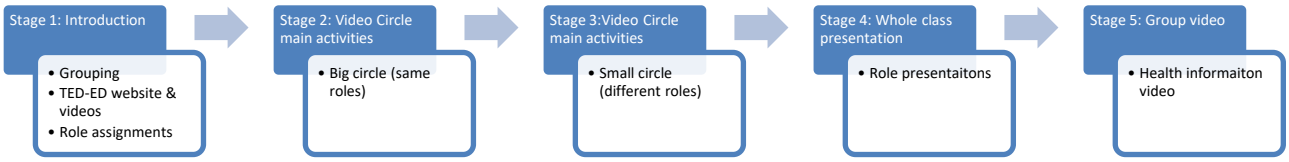
Pic 2: Small group discussion setting

Stage 4: Whole class presentation: As only half of the class worked on one selected video and the other half worked on the other one, I included a whole class presentation activity. For example, each the vocabulary finder working on the video titled "What causes constipation?" chose one useful word and present to the class. This was meant to help the other students as they tended only paid close attention to their own assignments. In addition, with plenty of practice during small group discussion, learners were able to become more confident and engaged in the newly acquired target language.

Stage 5: Health information video: Students were invited to create a short video, in which

they played the roles of patients and health care professional providing health information. Students wrote script, acted out conversations featuring the same topic as the TED-ED video they had worked closely on. This was to encourage learners to recycle and apply the new words, sentences, and information, and to present them in a digital format. The class watched the videos together and provided peer feedback on last day of class.

Figure 1: Video circle activity timeline.



(2) 教師教學反思(Teacher reflection)

As part of the action research, I regularly took notes of my observation of each weeks' class. The benefits of using the video circle as course design are as follows.

Student engagement: As mentioned in the rationale section, I realized that a busy classroom with buzzing sounds from students talking did not guarantee learners' active engagement. However, since students each play a different role during group discussion, they each must complete their own work and contribute meaningfully so the group discussion could go on smoothly. This also leads to the second observed benefit, accountability in group activity.

Accountability: students were able to track their own progress and less likely to only rely on their partners to do all the work. Even though there were still 2 reported cases of students not completing their assignments in time (which caused tension in groups), overall speaking, students reported that such activity design helped hold group members accountable.

Higher cognitive requirement: Instead of watching a video and complete a worksheet, the video circle activity required all participants to use different skills. For example, some students must be able to decide on their own what vocabulary was critical while some must translate written words into images by drawing or illustration. These activities certainly have much higher cognitive

requirements than passively sitting and listening to teachers presenting information to them.

Tons of practice: As this was still a language class, practice was a must. Learners must use active listening skills as they watched others complete various tasks. Regardless the roles they chose, during group discussion time, everyone must report the results of their own assignments. Therefore, even the vocabulary finders, on the surface, they were only responsibly for looking up new words, they in fact still had plenty of opportunities to try out new target language in all four skills.

More thorough understanding of material: Quite a few participants specifically pointed out that the video activity helped them tremendously in terms of better understanding of assigned material, the TED-ED videos. Unlike traditional use of the videos, which normally consists of (teacher-led) pre-, during, and post-viewing activities, the video circle activity truly hand the responsibility of learning and working with language to participants. In other words, learners have time and opportunities to explore ways to complete their role assignments. They can also observe other students who have the same role during the big group circle time. This actually allows less competent and confident students to be a peripheral participant first and watch and see how other more competent students complete tasks in English. As a result, instead of being told the correct answers in video-viewing activities, students work to gain deeper comprehension of the language and content.

Flexibility: As both the instructor and action research practitioner, I was genuinely pleasantly surprised by how flexible and applicable the video circle activity was. I've used similar activities with written texts before. My own classroom experience, students' feedback and class evaluation were all testimony of the effectiveness of this course design.

Despite the benefits discussed in the previous section, it is equally important for me to reflect on the challenges and difficulties I had not foreseen and must overcome over the course of the project. First, the planning stage was quite time-consuming as I needed to not only decide what roles and learning tasks to take lace, but also design worksheets that would help achieve learning

goals. As mentioned, this was a mixed level group and students had little experience with more open-ended discussions. Therefore, another major challenge was for me to predict learners' linguistic needs – language needed to successfully complete their assignments and participate in discussions. I needed to teach both the course content and linguistic tools students needed. In short, proper scaffolding and the teachers'' ability to do so is detrimental in deciding the success of the class. As a result, I believe teachers must view themselves as facilitators, who coach and guide, and not just the instructors, who impart wisdom, to fundamentally alter the relationship between teacher and students in class. My students, without a doubt, still needs a lot of instruction and guidance; however, time and space to explore and try to use the newly acquired language was critical to the class' success.

(3) 學生學習回饋(Learner Feedback)

Final course evaluation reveals that students were positive about their experience as the overall score was 4.68 on a 0-5 scale for teachers' performance and course satisfaction. It was higher (4.23) than from the same class in the previous academic year.

Written feedback from students:

1. 以前上課也會有影片活動，看完影片討論一下幾個問題，或看一下單字，活動就結束了，有時候就算不大懂的也就過去了，這次這個活動，能有時間好好討論，，
2. 因為要跟同學一起討論，所以要真的花時間認真準備（笑）
3. 本來沒信心說英文，但是可以在小組練習時，先聽一下其他人講的就也有幫助
4. 可以這樣分組的活動還不錯，上課比較不會單調，老師也有提醒我們在準備時候的重點
5. 活動整個做完之後，感覺很有成就感，因為是之前沒有嘗試過的
6. 真的超花時間準備，因為還要能講自己準備的部分，有點後悔選了畫圖的，本來以為會比較簡單
7. 感覺老師很用心的準備了活動，跟以前上英文可不一樣的體驗，能真的有練習到
8. 最後的拍攝衛教影片活動時間真的太短了，很趕
9. 希望有更多時間準備拍片
10. 很有趣但是時間希望能更多一點
11. 雖然有各自應該完成的工作，組員還是有不認真的，希望老師可以有讓同學互評的機會

Feedback from focus group interview:

1. 覺得活動很有幫助。就能真的了解看的影片的內容。以前上英文課也是會看影片，看影片

都是看個兩三次，就算沒看懂也就過去了，就活動反正結束了(笑)。沒看懂的部分還是就沒看懂。 但是這個活動，就自己真的要去看懂，老師給的學習單才能寫出來，還要來講給其他人聽。對，就是要有消化過嗎? 可以這樣說。自己要有準備。

2. 很好，我還蠻喜歡。不是只有練一下對話，感覺比較有事做。 但是同組同學很重要，一起做很有趣。喜歡的還有就是，可以看別人的部分，因為(負責的)不一樣就會很想知道他們做的內容，討論也就比較認真聽。
3. 缺點就真的是後面，拍影片的部分時間很趕。 但是因為是之前就練習過的，跟病人講話那些的對話，就之前上課有練過，所以那邊不會很難。只是學期末很忙就很趕。

6. 建議與省思 Recommendations and Reflections

Although this ESP course was designed for a very specific group of learners, an overwhelmingly number of students showed positive attitude toward the course and their own class performance and learning outcome. In addition, such course design is replicable and the video circle activity is highly adaptable. The activity can be used easily with regular texts and multimodal materials with low-intermediate to advanced English learners. As a result, I would highly recommend such course design to my fellow language teachers.

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附件 Appendix

Worksheets for the video circle activity.

VOCABULARY WIZARD

Choose 20 useful words from video and complete the vocabulary worksheet

Group____ Name _____ Video _____

WORD	詞性	定義	Related words	Example #1 in the video (time) #2 in a sentence
負責的影片段落中的重要單字	名詞?動詞?形容詞?	中、英文定義	相關字	兩個將此字用在句子中的例子 Example #1：找出影片中此字出現的句子(標出句子出現時間) Example #2: 將此字用字一個句子裡(非影片中的句子)
cardiovascular disease	N.	心血管疾病	cardio- heart vascular - vessel	#1 Cardiovascular disease which causes heart attacks and other problems like strokes is the world's leading killer (0:13) #2 Cardiovascular disease symptoms may be different for men and women. For instance, men are more likely to have chest pain; women are more likely to have other symptoms along with chest discomfort, such as shortness of breath, nausea and extreme fatigue.
throw off	V.片語	to cause an amount to be wrong or a person to be confused	throw/ threw/ thrown throw up	#1 its rhythm might be thrown off (1:16) #2 A busy morning really threw off my schedule.

Worksheet: Vocabulary finder

Graphic organizer:

Draw a picture or make a mind map to organize the important ideas

Group____ Name _____ Video _____

Worksheet: Graphic organizer

Discussion Leader

Group____ Name _____ Video _____

Write 5 questions about that video that can help your group understands the video better

	Question	Answer
Q1		
Q2		
Q3		
Q4		
Q5		

The Discussion Leader's job is to:

- ✓ Prepare 5 general questions
- ✓ Don't worry about the small details; your task is to help people talk over the big ideas.
- ✓ Usually the best discussion questions come from your own thoughts, feelings, and concerns as you read/watch.
- ✓ Make sure everyone has a chance to talk and present their role
- ✓ Guide the discussion and keep it going

**For examples, a question that encourages your group to talk about the video might be:*
Have you experienced constipation / difficult sleeping before? What did you do to relieve the symptoms?

Worksheet: Discussion leader

Examples of students' work

VOCABULARY WIZARD

Choose 20 useful words from video and complete the vocabulary worksheet

- Group____ Name _____ Video ___What causes insomnia? _____

WORD	詞性	定義	Related words	Example #1 in the video (time) #2 in a sentence
負責的影片段落中的重要單字	名詞?動詞?形容詞?	中、英文定義	相關字	兩個將此字用在句子中的例子 Example #1：找出影片中此字出現的句子(標出句子出現時間) Example #2: 將此字用字一個句子裡(非影片中的句子)
temporary	adj.	暫時的	temp – time period	#1 For many people, this stress is temporary, as its cause is quickly resolved. (0:18) #2 The ceasefire will only provide a temporary solution to the crisis.
insomnia	N.	失眠症	in – (無法) somnia –(睡眠)	#1 This seemingly unsolvable loop is at the heart of insomnia,the world's most common sleep disorder. (00:28) #2 Holly suffered from insomnia caused by stress at work.
restless	adj.	不安的(缺乏平靜、休息或睡眠的)	quiescence n.靜止	#1 Almost anything can cause the occasional restless night -a snoring partner, physical pain, or emotional distress. (00:37) #2 She spent a restless night, tossing and turning.
jetlag	N.	時差	jet-lagged adj. 可拆解為 jet lag	#1 And extreme sleep deprivation like jetlag can throw off your biological clock, wreaking havoc on your sleep schedule. (00:43) #2 This jet lag is killing me and ruining my vacation.
havoc	N.	破壞，毀壞；混亂	chaos	#1 And extreme sleep deprivation like jetlag can throw off your biological clock, wreaking havoc on your sleep schedule. (00:43) #2 The storm wreaked havoc in the garden, uprooting trees and blowing a fence down.
short-term.	adj.	短期的	long-term	#1 But in most cases, sleep deprivation is short-term. (00:52) #2 We want long-term solutions, not short-term palliatives.
exhaustion	N.	精疲力竭	be pooped	#1 Eventually, exhaustion catches up with all of us. (00:56) #2 She felt ill with/from exhaustion.
catches up	V.片語	追上，趕上	catch/ caught/ caught	#1 Eventually, exhaustion catches up with all of us. (00:56)

Discussion Leader

Group____ Name _____ 謝枋燁_____ Video ____constipation_____

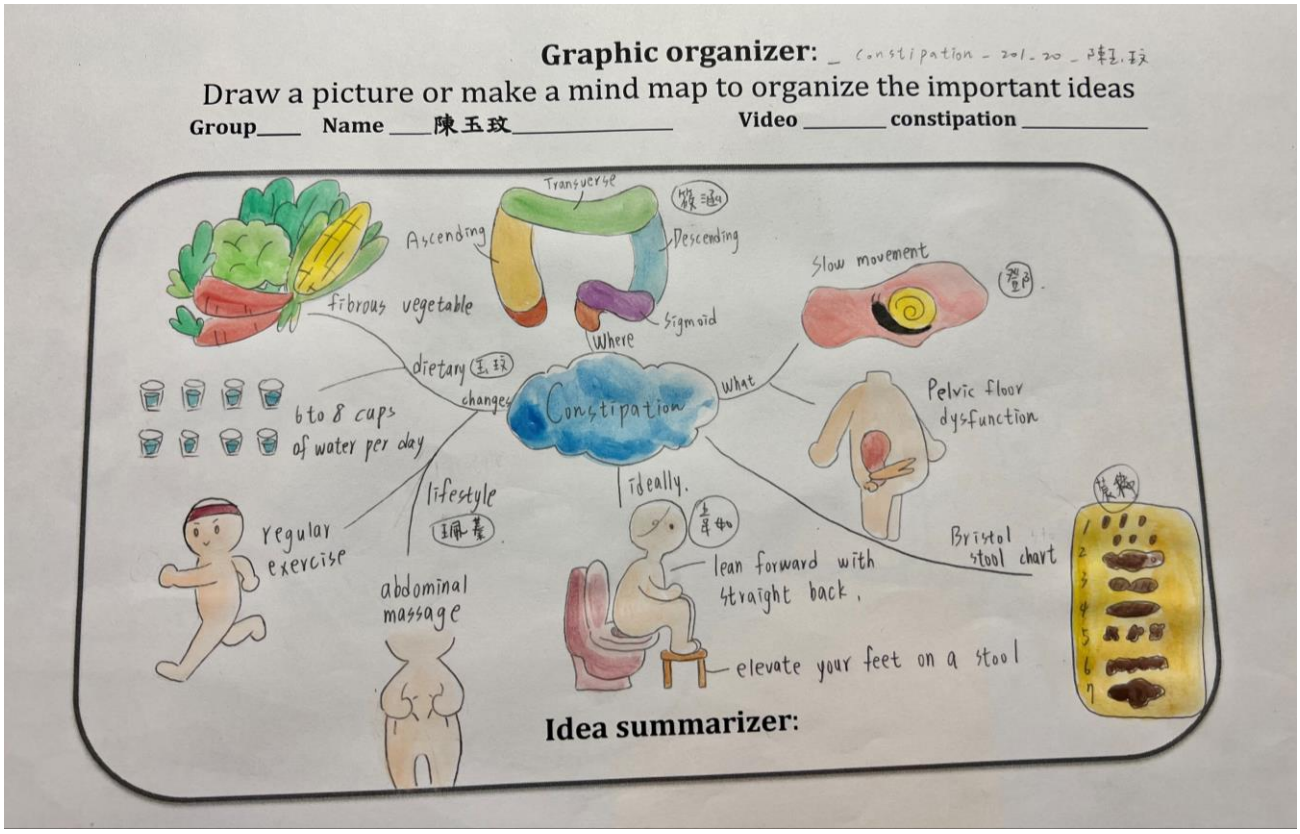
Write 5 questions about that video that can help your group understands the video better

	Question	Answer
Q1	What are the four sections of the large intestine?	The ascending、transverse、descending、sigmoid colon
Q2	Which two factors cause you decrease the desire to visit the bathroom?	1. The stool's slow movement through the colon. 2.Pelvic floor dysfunction
Q3	What is the best position for you to make a bowel movement?	It's squatting position.(your buttocks firmly on the toilet seat ,elevate your feet on a stool ,lean forwards with a straight back)
Q4	How can you improve the situation if you have chronic constipation?	Fibrous vegetables ,regular exercise ,abdominal massage,6 to 8 cups of water per day
Q5	Why do you think it is important to understand how and why constipation occurs?	It is because most people experience constipation and want to stay healthy. Why :the reason is water deficiency、sedentary、environmental alteration(open)

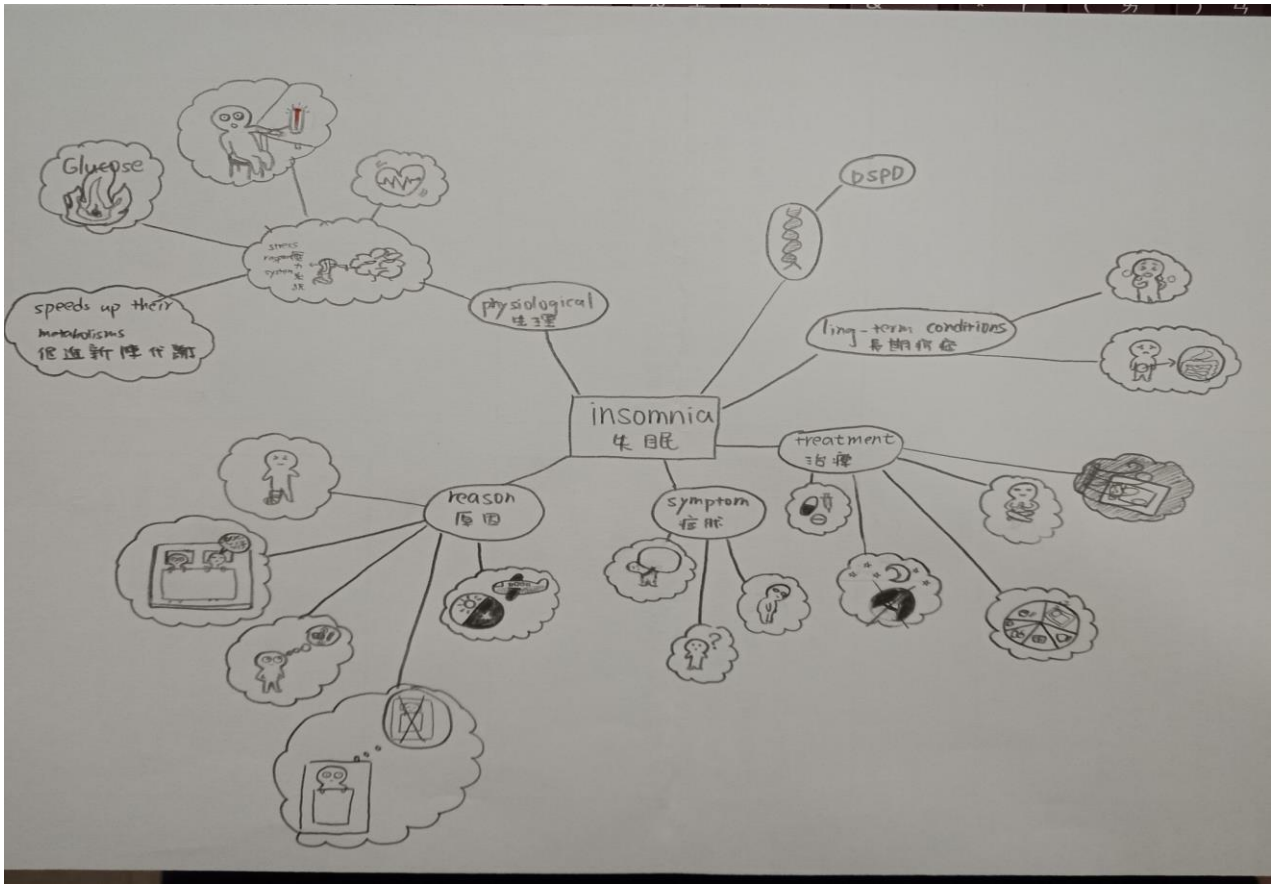
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- ✓ Don't worry about the small details; your task is to help people talk over the big ideas.
- ✓ Usually the best discussion questions come from your own thoughts, feelings, and concerns as you read/watch.
- ✓ Make sure everyone has a chance to talk and present their role
- ✓ Guide the discussion and keep it going

**For examples, a question that encourages your group to talk about the video might be:*
Have you experienced constipation / difficult sleeping before? What did you do to relieve the symptoms?




DSPD
Cause
Treatment
Lead to
STRESS


Glucose
speeds up their metabolisms
促進新陳代謝
physiological
生理
DSPD
long-term conditions
長期病症
insomnia
失眠
treatment
治療
reason
原因
symptom
症狀

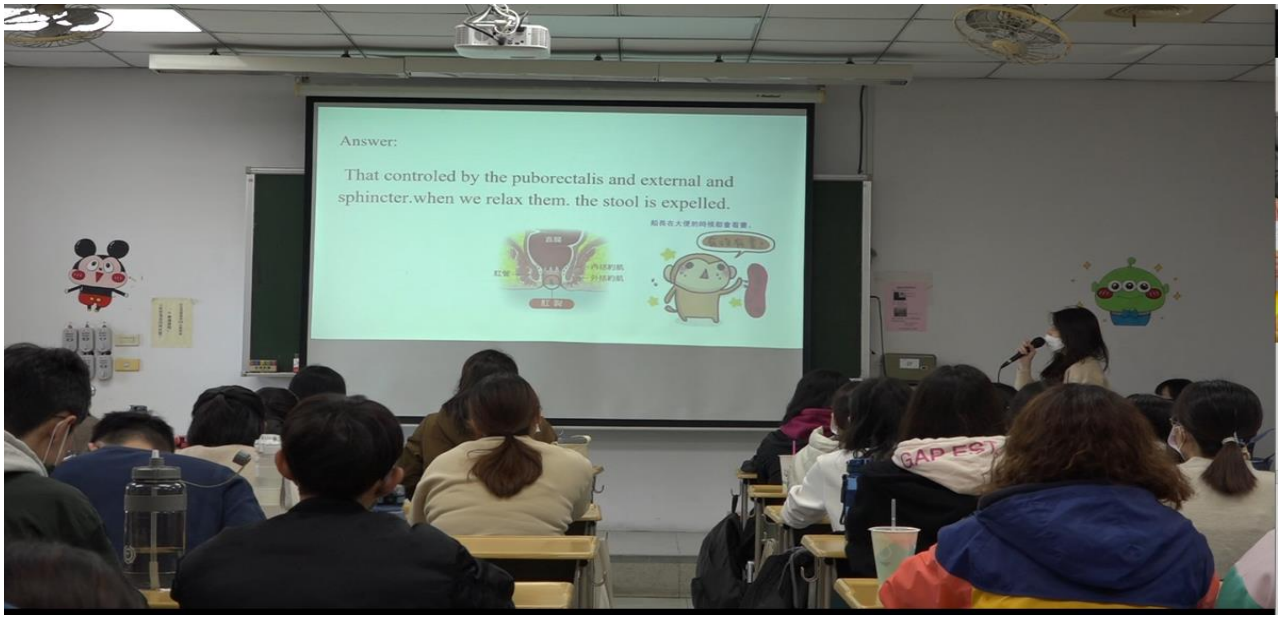
Snapshots of class activities:





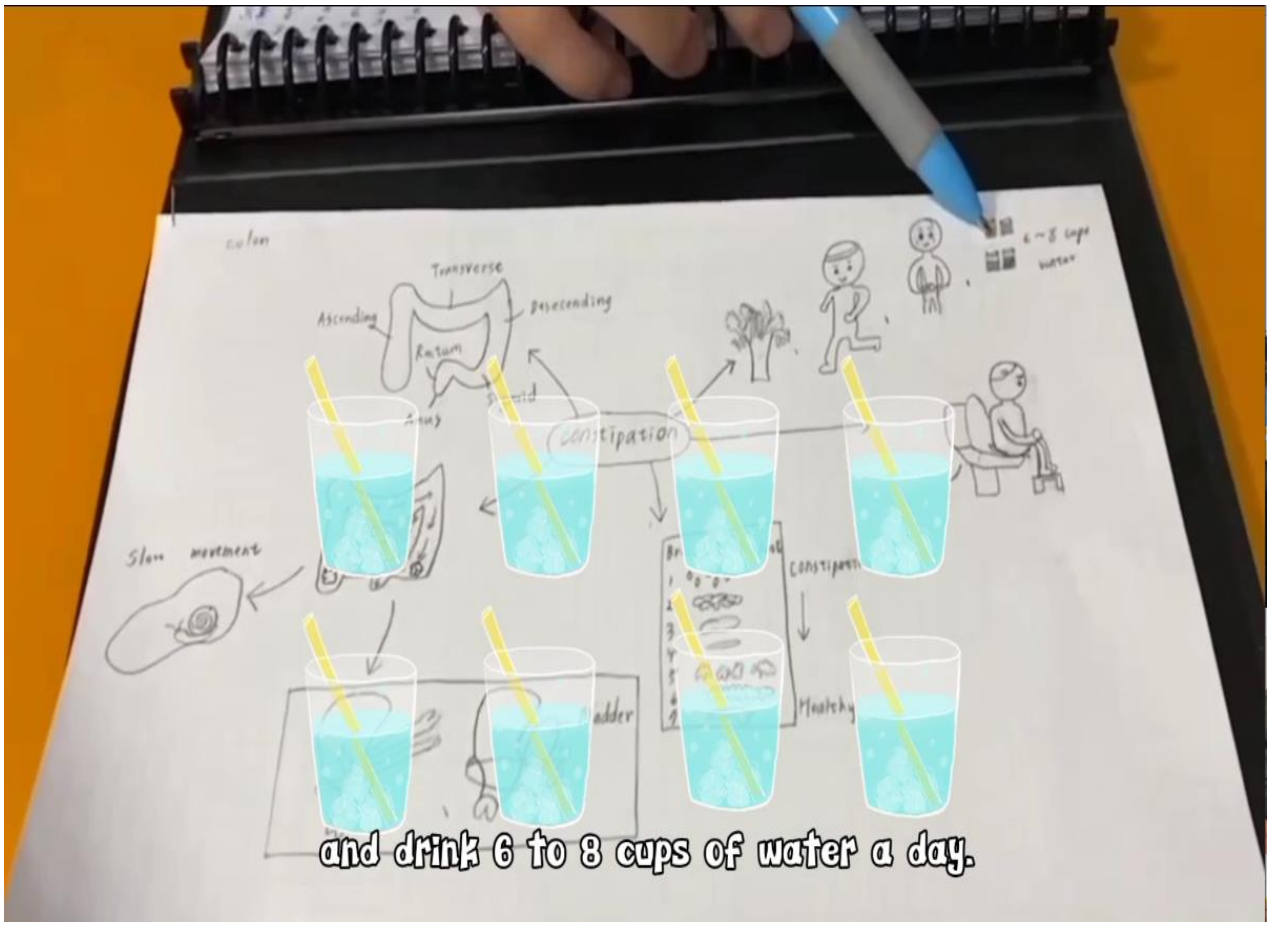






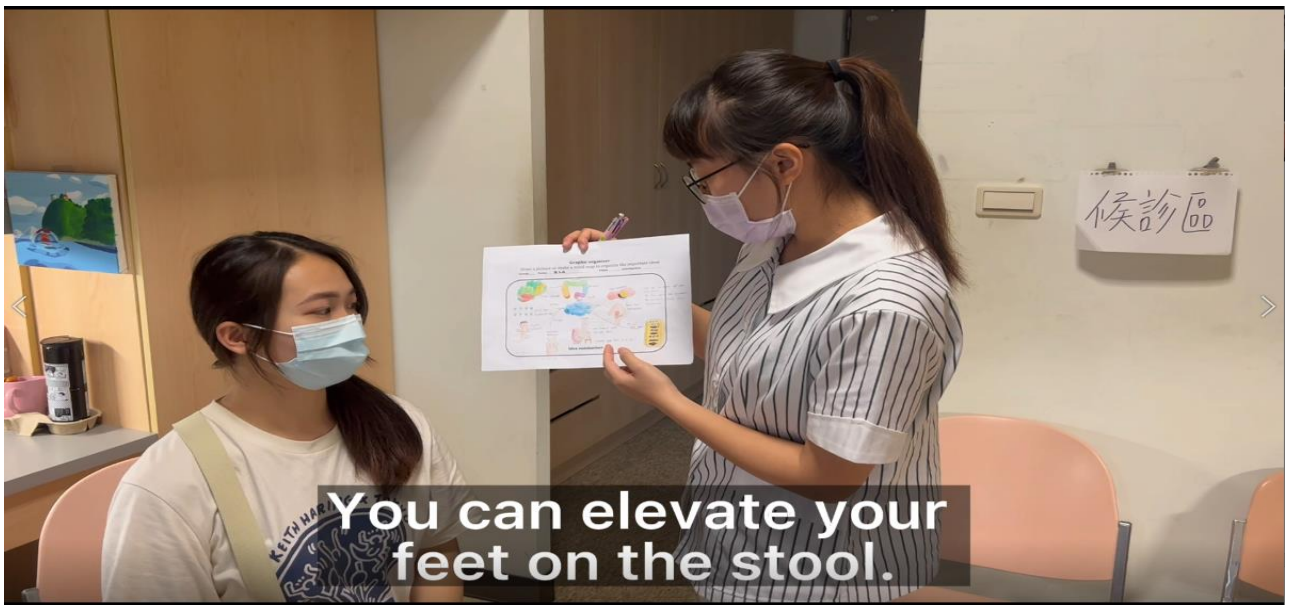


Screenshots of students' final videos




if you're restless, leave the room and tire yourself out with relaxing activities


All of these ways can make your bowel movement quickly


候診區
You can elevate your
feet on the stool.