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## **THE ROLE OF MOTIVATION IN LEARNING EMP: PRACTICAL IMPLICATIONS**

**Abstract:** Motivation is a critical individual factor in language learning, with significant implications for the language classroom. This paper examines student motivation in English for Medical Purposes (EMP) and explores methods teachers can employ to enhance motivation levels. A survey was conducted among 285 first- and second-year students at the Faculty of Medicine, University of Belgrade, to assess their instrumental (extrinsic) and integrative (intrinsic) motivation. Students were also asked to evaluate the motivational impact of classroom activities and their effectiveness in improving the four language skills and preparing for the final exam. The results, which confirmed the expected dominance of instrumental motivation over integrative motivation, were analyzed and discussed in the context of previous studies on motivational components in learning English as a second/foreign language and EMP.

**Keywords:** motivation, English for Medical Purposes (EMP), survey, classroom activities, language learning

### **1. INTRODUCTION**

Motivation, commonly regarded as a key individual factor in language learning, has been defined in various ways: as an inner drive or impulse that inspires action (Brown 1987, 114), “the extent to which the individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity” (Gardner 1985, 10); and, most notably, as “a complex,

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composite construct” comprising multiple components (Csizér and Dörnyei 2005, 19). As it has been concluded that even individuals with exceptional abilities cannot achieve long-term goals without motivation (Dörnyei 1998, 117), this factor has been extensively researched, beginning with Gardner and Lambert (1972), followed by Tremblay and Gardner (1995), Spolsky (2000), and later by Dörnyei (2001, 2005, 2009), among many others in more recent years. For this reason, this paper will first present the theoretical framework and discuss key research findings in this field.

Most previous research has focused on motivation in second language (L2) or foreign language (FL) learning, while studies exploring the impact of motivation on learning English (and other languages) for Specific Purposes (ESP), including English for Medical Purposes (EMP), have only recently gained increased attention worldwide. This research aimed to examine the presence of two types of motivation—instrumental (extrinsic) and integrative (intrinsic)—among first- and second-year students at the Faculty of Medicine, University of Belgrade, studying English for Medical Purposes as a compulsory subject. Additionally, it sought to evaluate the students’ perceptions of the effectiveness and motivational impact of the classroom activities they experienced.

## **2. THEORETICAL FRAMEWORK**

### **2.1. Motivation research: Key phases and insights**

The first two names that come to mind when discussing language learning motivation are Robert Gardner and Paul Tremblay, who, as early as 1959, concluded that language aptitude alone was insufficient for achieving strong results in L2 learning. In his socio-educational model, Gardner emphasized the so-called integrative orientation, which reflects a genuine desire to identify with the target culture or even integrate into the target language community (Gardner 1985, 11), aspiring to become similar to the speakers of the target language (Csizér and Dörnyei 2005, 20). The definition of motivation in this model includes three components: the effort invested, the desire to learn the target language, and satisfaction with the task of learning the language (Tremblay and Gardner 1995, 506). Within this model, attitudes are also considered important, as they may influence specific types of behavior. For example, attitudes toward learning a language might be more relevant to achieving a good grade in that language than attitudes toward specific speakers of that language or toward learning another language (Gardner 1985, 9). Since Gardner and his colleagues primarily conducted their research in Canada, focusing on learners acquiring French as their L2, integrative motivation naturally emerged as the dominant factor. Consequently, they regarded it as more significant for research and more closely associated with positive learning outcomes (Ellis 1997, 514–15).

The other component of Gardner’s socio-educational model, instrumental motivation, which Gardner and his associates considered less effective as “it was

not rooted in the personality of the learner” (Seven 2020, 64), includes pragmatic benefits of L2 learning (Csizér and Dörnyei 2005, 21), such as the ability to travel abroad, pass an exam, or be promoted (Marošán and Marković 2019, 100). Dörnyei and Kormos (2000, as cited in Csizér and Dörnyei 2005, 21) were not completely satisfied with the original concept of the instrumental motivation, as they found more to it than pragmatic goals of getting a job, e.g., understanding the lyrics of songs, making friends abroad, etc. This aligns with Clément and Kruidenier’s (1983, 285, as cited in Csizér and Dörnyei, 2005, 21) “social-cultural” aspect of L2 motivation, which includes an interest in the artistic products of target language speakers. Accordingly, Dörnyei and his associates introduced the term *incentive values* to describe an instrumental type of motivation/orientation.

The 1990s marked a shift in language learning motivation research, which began drawing inspiration from psychology and cognitive theories (Marošán and Marković, 2019, 100). Skehan (1991, 281) emphasized the fact that much of the earlier research in this field had predominantly focused on goals, with limited attention given to materials and teaching techniques. Dörnyei and his colleagues identified seven key components of motivation in their research: integrativeness, instrumentality, vitality of the L2 community (i.e., perceiving the L2 as a dominant language), attitudes toward L2 speakers and their community, cultural interest (i.e., appreciation of cultural products associated with the target L2), linguistic self-confidence (i.e., a combination of low anxiety and high confidence in learning the L2), and milieu (i.e., a microcontext shaped by influences from parents, friends, family, and others) (Csizér and Dörnyei, 2005, 20–22). Csizér and Dörnyei’s (2005) study integrated motivational components with factors such as attitudes, milieu, and linguistic self-confidence, yielding valuable results. Their findings showed that behavior acted as a mediator between motivation and learning outcomes. Furthermore, integrative and instrumental motivation were not entirely opposed but rather complemented each other. The authors offered a broader perspective on integrativeness, framing it as the *ideal L2 self* (Csizér and Dörnyei 2005, 28–30).

Research in the new millennium brought fresh insights into the concept of language learning motivation, highlighting the need to reinterpret existing constructs. Lamb (2004, as cited in Marošán and Marković 2019, 102) argued that the distinction between integrative and instrumental motivation had nearly disappeared, as the boundaries between the two had become increasingly blurred. Moreover, research that previously focused solely on L2 or FL learning motivation has increasingly shifted toward examining motivation for learning languages for specific purposes (LSP), particularly English for Specific Purposes (ESP).

## 2.2. Exploring ESP and EMP learning motivation

With globalization and an abundance of opportunities, ESP has become essential in today's world. Professionals across various fields need English proficiency to present papers at conferences, advance their careers internationally, and interact with foreign clients. Consequently, ESP has become a mandatory component of university curricula worldwide (Marošán and Marković 2019, 98). In the case of English for Medical Purposes (EMP), proficiency offers medical students and professionals the ability to access medical literature, write scientific articles, stay updated on advancements in the field, exchange emails with international colleagues, present their work at international conferences and symposia, and collaborate with professionals and scientists worldwide (Tomak and Šendula-Pavelić 2017, 152).

Learning ESP differs significantly from learning English as an L2 or as an FL. ESP learners focus on mastering the professional and technical vocabulary of a specific field and developing the ability to communicate effectively in their professional contexts. To address these unique needs, ESP courses are designed with tailored content and objectives (Yelahina and Fedchyshyn 2019, 108). From an EMP perspective, learners are expected to quickly acquire the technical vocabulary specific to their field, develop the ability to navigate common communicative scenarios in medical interactions, and master advanced communication skills to manage challenging and high-pressure situations effectively (Lu and Corbett 2012, 4).

How can medical and healthcare students be motivated to learn EMP, given that it is often introduced in their first and second years of study, when they may not yet fully recognize its importance? According to Hutchinson and Waters (1987, 8), designing an English course that directly aligns with learners' specific needs can enhance their motivation, leading to more effective and faster learning. In the context of EMP, this may involve incorporating authentic medical texts to enhance reading comprehension, using case reports to develop writing and speaking skills, engaging in doctor-patient role plays to simulate real-life scenarios and apply new vocabulary, practicing the pronunciation of complex technical terms, and comparing them with their everyday English equivalents, among other strategies. Ferguson (2013, as cited in Tomak and Šendula-Pavelić 2017, 155), also recommends incorporating simulated case conferences, listen/read-and-report tasks, the use of euphemisms and metaphors, preparing short talks and case-based papers, and engaging in pair-speaking activities. He emphasizes the teacher's role as a planner and facilitator of student activities rather than a traditional language instructor. Sinadinović and Mičić Kandijaš (2014, 466) recommend utilizing abstracts to inspire activities such as creating reading puzzles or composing original abstracts. Spalević (2018, 43) emphasizes the value of discussions and teamwork in the classroom, as these activities foster a sense of progress and achievement among students.

### 2.3. Relevant research in EFL and EMP learning motivation

When examining motivation in FL learning compared to L2 learning, findings showed notable differences. Sinadinović (2012) investigated the motivational components that significantly influenced learning outcomes among adult learners of English as a foreign language in Serbia. The study revealed the expected dominance of instrumental motivation over integrative motivation, alongside relatively positive attitudes toward the English language. Furthermore, it found that individuals with a strong desire to learn and higher self-esteem tended to achieve somewhat better results. Studies conducted by Mihaljević-Djigunović (2007, as cited in Marošan and Marković 2019, 102-3) and Mihaljević-Djigunović and Bagarić (2007, as cited in Marošan and Marković 2019, 102-3) among Croatian elementary and high school learners of English as a foreign language (EFL) revealed more positive attitudes among high school students. Furthermore, another study in Croatia, focusing on students from vocational and grammar schools, identified affective motivation as the most significant factor influencing learning outcomes (Pavičić Takač and Berka 2014).

When it comes to exploring motivation in learning EMP, there are several studies that can be compared to our research and that have yielded interesting findings.

Al-Qahtani's (2013) cross-sectional descriptive study examined the motivation of 120 first-year female students in the Applied Medical Sciences program at the University of Dammam, Saudi Arabia, to learn English. The study found that the students exhibited a positive attitude toward studying English, driven by both integrative and instrumental motivation. Beyond aiming to complete their undergraduate studies, they regarded English proficiency as an essential aspect of their lifelong learning and professional development.

Tomak and Šendula-Pavelić (2017) conducted a study involving 242 final-year students from the Faculty of Medicine and the Faculty of Health Studies at the University of Rijeka, Croatia. Using an anonymous questionnaire, they analyzed the students' integrative, instrumental, and personal (developmental) motivation. Interestingly, the findings revealed a predominance of integrative motivation. Based on these results, the authors recommended incorporating cultural content into the curriculum and maintaining students' motivation by consistently using up-to-date materials.

Marošan and Marković (2019) investigated various aspects of integrative and instrumental motivation among 61 first-year students at the Faculty of Medicine, University of Novi Sad, Serbia. The findings demonstrated an exceptionally high level of instrumental motivation, supporting the initial hypothesis. However, the study also revealed a significant degree of integrative motivation, indicating that the distinction between these two types of motivation has become increasingly blurred and often intertwined. The authors emphasized that these insights should be considered when designing teaching materials and programs.

It can be concluded that the concept of motivation has evolved significantly over time, incorporating new variables into the original distinction between instrumental and integrative motivation. These changes primarily reflect the need to adapt the motivational construct to diverse contexts and purposes for language learning. In our EMP-oriented study, we focused exclusively on instrumental (extrinsic) and integrative (intrinsic) motivation, deliberately excluding other possible variables. The aim was to determine whether instrumental or integrative orientation prevailed among students—or if both were equally significant—so that we could adjust our teaching methods and materials accordingly, and potentially introduce new elements to enhance the learning experience.

### **3. METHODOLOGY**

The data collection process for this study took place at the Faculty of Medicine, University of Belgrade from May 20 to May 23, 2024. The primary research instrument, a questionnaire, was distributed to the participants in class, using a QR code linking to a Google Forms page. A total of 285 students took part in the survey, including 135 first-year and 150 second-year students. English for Medical Purposes (EMP) is a mandatory subject during the first two years at the Faculty of Medicine, which is why this group was chosen to participate in the study.

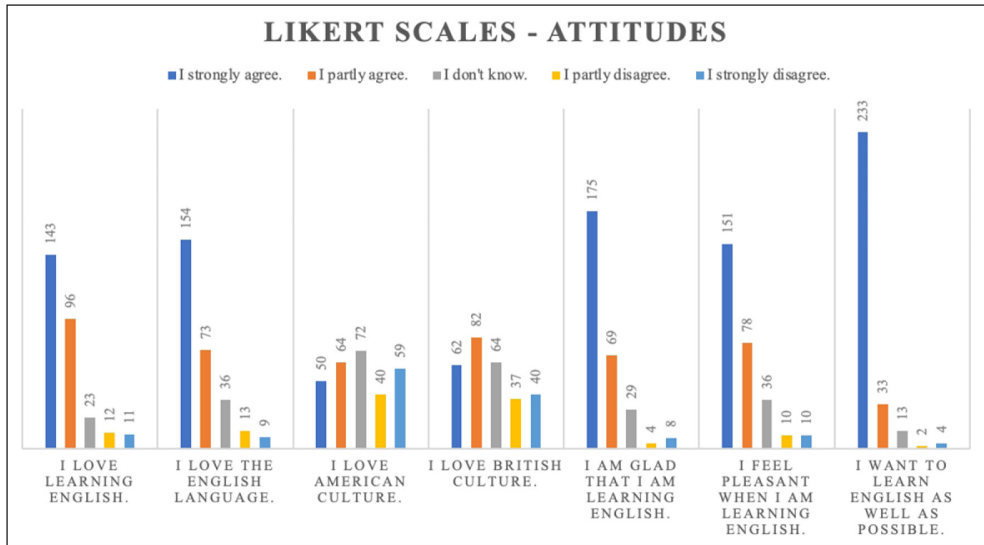
The questionnaire consists of 8 questions. The first 3 questions are demographic, asking participants about the year of studies they are enrolled in and their previous marks in English exams. These are followed by an item featuring 14 statements rated on five-point Likert scales, designed to gauge the students' attitudes towards English, the cultures of English-speaking countries, and learning English. The next question asks the students to choose one main reason for learning English, while the following two elicit which activities they found most enjoyable and useful. The questionnaire concludes with an optional open-ended question inviting the participants to offer suggestions for improving medical students' levels of motivation. The results of this question will not be included in the analysis due to a lack of responses.

Having gathered the data, the analysis was conducted using Google Forms and Google Sheets. In the following section, the results obtained in the survey will be presented and examined in the order the questions appear in the questionnaire. When possible, responses to certain questions were correlated with the demographic data collected in the first three questions.

### **4. RESULTS AND ANALYSIS**

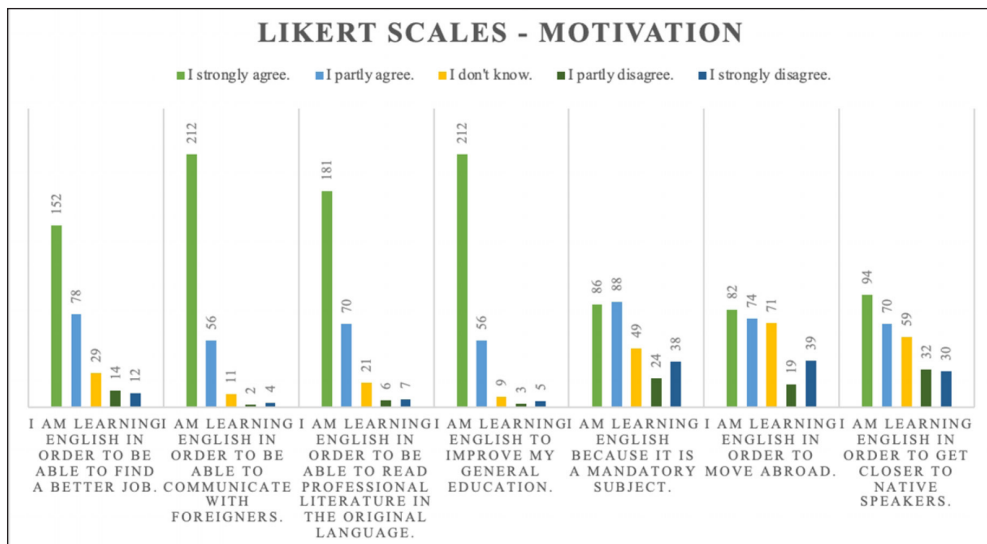
To begin with, we will investigate the question featuring 14 statements rated using a five-point Likert scale. The statements can be divided into two

groups: seven statements focus on the students' attitudes towards the English language, learning English, and the cultures of English-speaking countries, while the remaining seven assess their levels and types of motivation for learning English. Figure 1 presents the responses to attitude-focused claims.



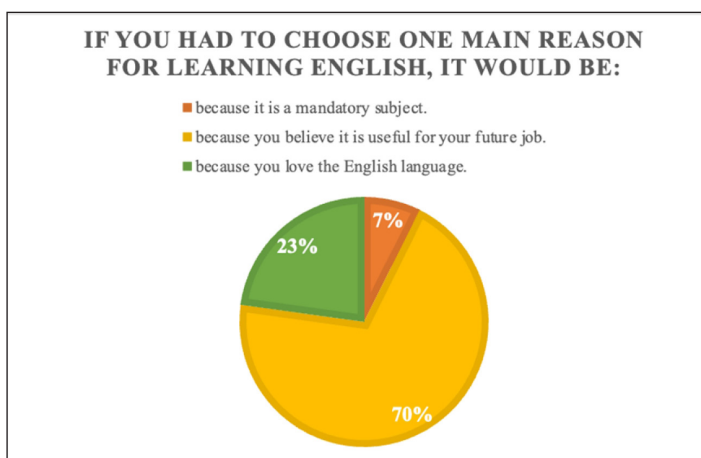
**Figure 1.** Likert scales: attitude-focused statements

The results from five of the statements given in Figure 1 point to the participants' overwhelmingly positive attitude towards the English language. Namely, over 90 percent of the students (i.e. more than 227) agree with the following statements: *I love learning English*; *I love the English language*; *I am glad that I am learning English*; *I feel pleasant when I am learning English*; *I want to learn English as well as possible*. Therefore, it can be concluded that the students generally hold a positive attitude towards English, which is a precondition for high levels of motivation to learn the language, as explained in section 2.1 of this paper. Nonetheless, the remaining two culture-related statements paint a slightly different picture. Since it is apparent that none of the Likert scale options are dominant, it may be inferred that the participants are relatively undecided about their opinions on the cultures of English-speaking countries. This is not surprising, given the complex historical and socio-political context involving these countries and the participants' home country, Serbia. Needless to say, these attitudes may also affect the students' motivation levels.



**Figure 2.** Likert scales: motivation-focused statements

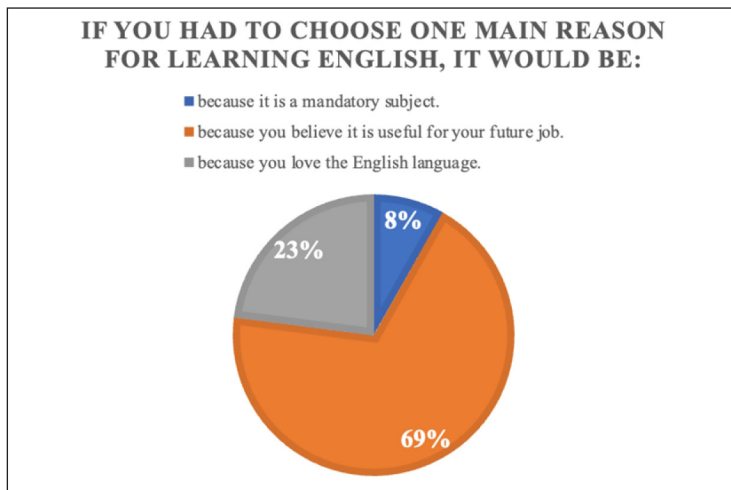
The statements featured in Figure 2 above offer a preliminary insight into the participants’ type and level of motivation. The first four items clearly indicate that the majority of the students exhibit instrumental motivation, while the last item shows that a significant portion of them desire to become part of the native speaker community, suggesting integrative motivation. These results provide a segue into the next survey question, which requires the students to choose the primary source of their motivation for learning English. The participants’ answers can be seen in Figure 3 below.



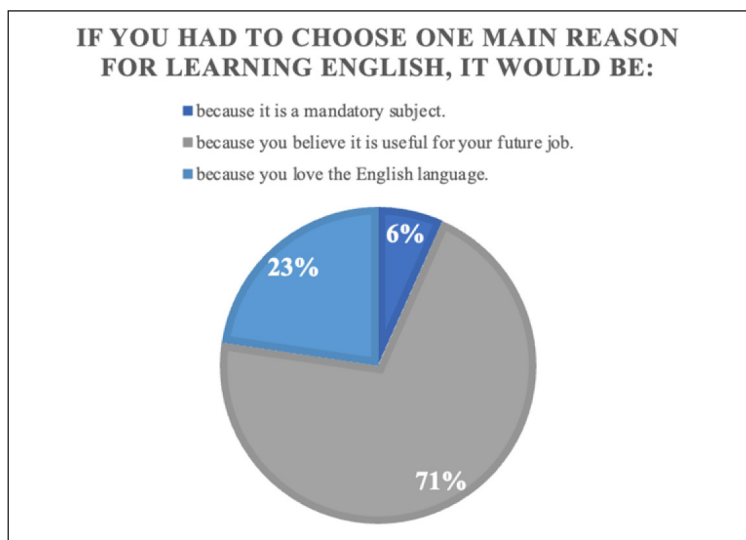
**Figure 3.** Question 5 – motivation type

The answers to the fifth question confirm that instrumental motivation is the most prevalent type among first- and second-year medical students. On the other hand, nearly one-quarter of the participants display integrative motivation and learn English due to their appreciation for the language itself. A small group of students, precisely 21 of them, state that their sole reason for learning English is the fact that it is an obligatory part of the curriculum. This source of motivation can technically also be classified as instrumental since it stems from external factors. Nonetheless, for the purposes of this study, it is provided as a separate choice in the questionnaire, given that it has been identified as a common source of motivation among students. Moreover, this type of motivation could be considered slightly less favorable than learning English for professional purposes due to the element of coercion present in the rationale – the students are forced to learn English by the curriculum. Thus, it is a positive finding that this motivation type is the least pervasive among students.

The fifth question lends itself to correlation with the demographic data collected in the first three questions of the survey. Therefore, the following section of the paper will investigate how the year of study and previous English grades influence the type of motivation exhibited by the students.



**Figure 4.** Question 5 – motivation type; first-year students



**Figure 5.** Question 5 – motivation type; second-year students

Figures 4 and 5 show that there are no major differences between the answers given by first-year students and their second-year colleagues to the question regarding the source of their motivation. However, one slight discrepancy offers an interesting insight. Specifically, 8% of first-year students opt for the ‘mandatory subject’ answer, while fewer second-year students choose the same option (6%). At the same time, 71% of second-year students claim that they are learning English for professional development purposes, while 69% of first-year students select the same statement. This suggests that a certain portion of students (2%) begin to recognize the significance of English for their career opportunities as they progress to the second year of their studies.

Next, the potential relation between the students’ previous English marks and motivation type will be examined. However, the vast majority of first-year participants (i.e. 111 out of 130 first-year students who stated their grade in the survey) obtained the best mark in high school, while only 19 of them represent the 4 remaining marks. Thus, the distribution of participants is inadequate for any kind of extrapolation and the data will not be presented here. Nevertheless, Table 1, focusing on the grade-answer correlations in the second year, sheds more light on the connection between these two variables.

**Table 1.** Question 5 – motivation type and grade; second-year students

If you had to choose one main reason for learning English, it would be:			
Answer Points	because it is a mandatory subject.	because you believe it is useful for your future job.	because you love the English language.
91-100	1.56% (1)	71.87% (46)	26.56% (17)
81-90	9.68% (6)	69.35% (43)	20.97% (13)
71-80	16.67% (3)	72.22% (13)	11.11% (2)
61-70	0% (0)	100% (3)	0% (0)
51-60	0% (0)	50% (1)	50% (1)

At the Faculty of Medicine in Belgrade, English for Medical Purposes is one of the subjects where the students receive descriptive grades (i.e. *pass* or *fail*) instead of numerical ones. Hence, the points the students obtained in the exam are taken as parameters for this survey. The categorization of points corresponds to the usual numerical grades in the Serbian academic system, which span from 10 to 6, while 5 is a failing mark. The table above offers the percentage of second-year students receiving a certain number of points who opted for the given answer, while the raw figures are given in brackets. For instance, 64 students would have earned a 10 in the first-year exam. Seventeen of those students learn English due to their appreciation for it, which accounts for 26.56% of that group.

As regards the interpretation of the data, the focus will be on the 100 to 80 points range (10, 9 and 8 in the numerical grading system) since the number of students who received the two lowest grades is too small to draw conclusions. Firstly, the percentage of students who opted for the answer which indicates typical instrumental motivation is consistent across all three groups, ranging from approximately 69% to 72%. This corresponds to the overall percentage of survey participants who chose the same answer. Secondly, it can be observed that the number of points and the percentage of participants selecting the 'mandatory subject' option are inversely proportional. On the other hand, direct proportionality can be noted between the grades and the portion of students who exhibit integrative motivation. Therefore, it can be inferred that the students who are intrinsically motivated are more likely to achieve higher grades, while those with purely extrinsic motivation may receive lower grades. Of course, in order to make any generalizations, a broader sample of students would need to be investigated.

**Table 2.** Question 6 – the ranking of most enjoyable activities

<b>Ranking</b>	<b>Name of activity</b>	<b>Number of participants</b>
1.	Specialized vocabulary exercises	263
2.	Focus on doctor-patient communication	255
3.	Exam practice	255
4.	Reading comprehension	252
5.	Pronunciation focus	243
6.	Games	237
7.	Videos	236
8.	Discussions	235
9.	Grammar exercises	209
10.	Research spots	190
11.	Homework	164

**Table 3.** Question 7 – the ranking of the most useful activitiesž

<b>Ranking</b>	<b>Name of activity</b>	<b>Number of participants</b>
1.	Specialized vocabulary exercises	161
2.	Reading comprehension	143
3.	Pronunciation focus	118
4.	Discussions	110
5.	Focus on doctor-patient communication	105
6.	Exam practice	98
7.	Grammar exercises	75
8.	Videos	37
9.	Games	35
10.	Research spots	32
11.	Homework	9

Finally, Tables 2 and 3 present the responses to the two questions eliciting the participants' opinions regarding the activities used in class. Table 2 focuses on the sixth question from the survey, asking the students to rate the activities in terms of how enjoyable they were with five-point Likert scales. The figures in the table represent those students who opted for "I thoroughly enjoyed the

activity” or “I partly enjoyed the activity”. Table 3 shows the number of students who believe the stated activity is useful. These attitudes were prompted by a multiple-choice question where the participants were supposed to use checkboxes to choose up to three activities they deemed the most beneficial. With hindsight, questions 6 and 7 should have used the same technique to elicit the students’ responses in order to make the figures comparable with each other. For this reason, in the following paragraph, we will be contrasting the rankings of the activities only.

There are several differences to be perceived among the ratings specified in the two tables above. While research spots and homework assignments are at the bottom of both lists, specialized vocabulary activities are, in the students’ opinion, both the most pleasant and the most helpful. Furthermore, exercises centered on doctor-patient communication, reading comprehension and pronunciation are in the top five in both tables. The listed activities that appear at the intersection of the two categories – the most pleasant and the most beneficial – are the ones which should be prioritized in the EMP classroom. Their high ratings in both categories indicate that they offer the greatest potential for learning and retention. Thus, in the next section, the said activities, developed by the authors of this paper, will be described.

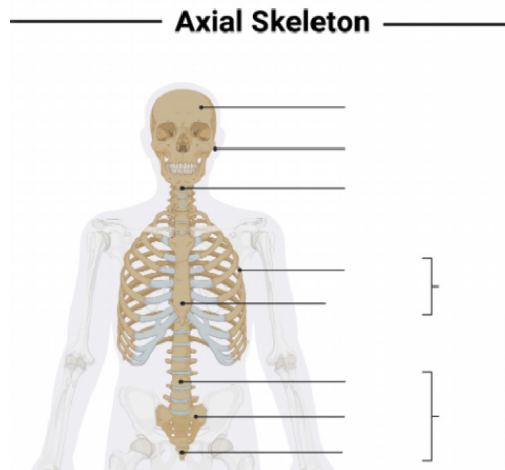
## 5. PEDAGOGICAL IMPLICATIONS

Specialized vocabulary exercises are our regular classroom activities, often addressing easily confused terms that pose challenges in acquiring medical terminology. A common difficulty arises from distinctions between English technical terms and their Serbian equivalents. To tackle these issues, we typically use multiple-choice or fill-in-the-blank exercises where such terms are contextualized (Figure 6). Additionally, interactive PowerPoint-based fill-in-the-blank activities have proven highly effective for teaching and practicing vocabulary related to organ systems. These exercises build on students’ knowledge of medical anatomy, allowing them to visually associate the English terminology with concepts they are already familiar with in their native language (Figure 7).

Male boginje (morbili)	chickenpox
Rubeola (crvenka)	smallpox
Varičela (ovčije boginje)	measles
Variola vera (velike boginje)	rubella (German measles)

1. German measles is another name for rubella, a milder disease compared to measles, but it can cause severe birth defects if contracted during pregnancy.
2. Smallpox was a deadly disease caused by the variola virus, but it was eradicated worldwide through a successful vaccination campaign.
3. Chickenpox is a common viral infection in children, marked by an itchy rash and red spots all over the body.

**Figure 6.** Specialized vocabulary exercise – easily confusable terms



**Figure 7.** Specialized vocabulary exercise  
– PowerPoint-based fill-in-the-blanks activity<sup>1</sup>

Our focus on doctor-patient communication encompasses several stages of the medical encounter: opening the encounter, history taking, physical examination, and closing the encounter. Students are guided through each of these stages using carefully selected activities that develop all four language skills. For example, the opening stage is introduced through a speaking activity where students discuss who typically initiates a medical encounter and the significance of initial greetings (Figure 8). They are also exposed to real-life examples of doctor-patient communication in both English and Serbian, encouraging them to identify some dos and don'ts. The history-taking stage is supported by YouTube-based video materials accompanied by listening comprehension exercises. These videos often raise thought-provoking questions, which students discuss in small groups. The physical examination stage is presented through a reading comprehension exercise based on an authentic text, followed by a read-and-report activity that promotes critical thinking. Finally, the closing stage is explored using video materials that showcase both positive and negative examples of doctor-patient communication and that are followed by listening comprehension exercises and a wrap-up discussion. Throughout the four-week period in which doctor-patient communication is covered, students are also encouraged to take notes during hospital visits, documenting positive and negative examples of real-life interactions which they then share with the class.

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<sup>1</sup> Taken from: <https://app.biorender.com/biorender-templates/details/t-641dc6c4a88e45783f083027-axial-skeleton>

## OPENING THE CONSULTATION

- ✦ In your opinion, who opens the medical encounter and how is it done?  
naturally patient, but usually doctor!  
initial greetings (+ creating atmosphere, helping the patient to relax)

Example:

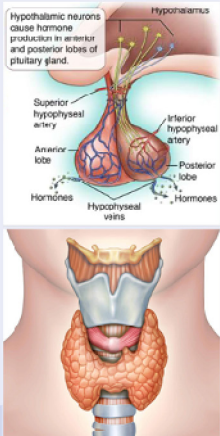
D: Hello Dorothy!  
P: Hello!  
D: Welcome back! ((laughs)) It's been a couple of years.  
P: ((laughs)) Yeah.  
D: OK. Well, how's your husband doing?  
P: He's doing fine.

- ✦ discovering the reason for the patient's attendance (what the patient has come for)  
How should the doctor do this – by asking many precise questions or only one open-ended question?  
Should doctors encourage their patients to speak? Do they?

**Figure 8.** Doctor-patient communication – opening stage

Reading comprehension activities are used in class to supplement the texts available in the official textbook, help students understand the texts and to provide practice for the final exam, which encompasses multiple choice and true or false reading activities. Apart from those two types of reading exercises, we also devised fill-in-the-blank and synonym finding tasks, along with less typical and topic-specific exercises akin to the one shown in Figure 9.

ENDOCRINE GLANDS – ID CARDS



**Name:** the pituitary gland/hypophysis

**Hormone(s):** growth hormone, antidiuretic hormone

**Function:** regulates growth and reabsorption of water

**Name:** the thyroid gland

**Hormone(s):** thyroxine, calcitonin

**Function:** regulates growth, the metabolic rate and calcium metabolism

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**Figure 9.** Reading comprehension activity

Figure 9 features a slide taken from one of the PowerPoint presentations created by the authors of this paper. The activity, accompanying a text on the endocrine system, requires students to complete the “ID cards” with key information on the endocrine glands. This exercise promotes the students’ scanning skills and encourages them to distinguish the crucial points made in the text from the background information. It is essential to vary the types of reading comprehension tasks assigned in class in order to assist the students in developing diverse reading skills and techniques.

Pronunciation exercises are often omitted from English classes in favor of grammar and vocabulary exercises. Nonetheless, the results of the survey indicate that the students recognize the importance of activities focused on pronunciation and show a genuine interest in them.



**PRONUNCIATION FOCUS**

- Carbon dioxide /,kɑ:.bən daɪ'ɒk.saɪd/
- Eupnea /ju:p'niə/
- Nasopharynx /,nei.zəʊ'fær.ɪŋks/
- Pharyngeal /fə'riŋ.dʒi.əl/
- Larynx /'lær.ɪŋks/
- Laryngeal /lə'riŋ.dʒi.əl/
- Laryngopharynx /lə'riŋ.gəʊ'fær.ɪŋks/
- Trachea /trə'ki:.ə/ (BE) /'treɪ.kiə/ (AE)
- Bronchi /'brɒŋ.kai/
- Epiglottis /,ep.i'glɒt.ɪs/
- Bronchiole /'brɒŋ.ki.əʊl/
- Alveoli /,æ.l.vi'əʊ.laɪ/
- Parietal pleura /pə'raɪ.ə.təl 'plʊə.rə/
- Diaphragm /'daɪ.ə.fræm/

**Figure 10.** Pronunciation focus activity

Figure 10 illustrates a typical pronunciation-focus activity used in our EMP classroom. This interactive exercise, created using PowerPoint, contains the terms from the unit which are particularly challenging to pronounce correctly. The teacher and the students go through the list one by one, with the students attempting to say each word before hearing the correct pronunciation from the teacher and seeing the IPA transcription. This type of activity is indispensable in the ESP classroom since the students need to acquire both the pronunciation of specialized vocabulary items and their meanings. In the medical register in particular, there is a substantial number of Latin loanwords. The medical terms are the same in the students’ native language, in this case Serbian, but they are pronounced more similarly to the way they would be in Latin. In English, the anglicized version of the pronunciation is used, which can lead to confusion. This may be the main reason for the students’ appreciation of the tasks that practice pronunciation.

## 6. CONCLUSION

Based on the theoretical framework and various relevant studies, it can be concluded that the concept of motivation has undergone significant changes since Gardner introduced his socio-educational model. These changes stem from several factors, including differences in the purposes of learning a particular language and the impact of globalization. Instrumental and integrative motivation, once viewed as entirely distinct, have now nearly merged. In other words, modern language learners are both extrinsically and intrinsically motivated, combining goals like job promotions or conference attendance with positive attitudes towards the target language and culture.

Our relatively small-scale study revealed that instrumental motivation remains dominant among Serbian EMP students, though a notable proportion also exhibit integrative motivation, reflected in positive attitudes towards the English language and culture. Interestingly, our findings differ from those of a similar study in Croatia (Tomak and Šendula-Pavelić 2017), where integrative motivation was found to dominate over instrumental motivation. However, our results are consistent with another small-scale study (Marošán and Marković 2019) conducted among EMP students at a different university in Serbia.

The insights gained from our research can be used for adjusting our teaching materials and methodology, including the introduction of new elements to enhance the learning experience and support the development of all four language skills more effectively. Future research could include a larger number of participants and incorporate additional variables, exploring their interrelations and potential impact on students' overall learning success and learning satisfaction.

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## **ULOGA MOTIVACIJE U UČENJU ENGLESKOG JEZIKA MEDICINSKE STRUKE: PRAKTIČNE IMPLIKACIJE**

### *Rezime*

Motivacija se smatra jednim od ključnih individualnih faktora u učenju jezika, koji ima i značajne implikacije za nastavu jezika. Oslanjajući se na bogatu literaturu iz ove oblasti, cilj ovog rada bio je da ispita dominantan tip motivacije kod studenata koji uče engleski jezik medicinske struke pritom se fokusirajući i na istraživanje metoda i nastavnog materijala koje nastavnici mogu da koriste kako bi kod svojih studenata povećali nivo motivacije. U istraživanju je učestvovalo 285 studenata prve i druge godine Medicinskog fakulteta Univerziteta u Beogradu i uz pomoć anonimnog upitnika ispitana je njihova instrumentalna i integrativna motivacija. Studenti su takođe ocenili uticaj dostupnih nastavnih aktivnosti na njihovu motivaciju, kao i efikasnost ovih aktivnosti kada je reč o razvoju sve četiri jezičke veštine i pripremi za završni ispit. Rezultati, koji su potvrdili očekivanu dominaciju instrumentalne motivacije nad integrativnom, analizirani su i razmatrani u kontekstu prethodnih istraživanja o motivacionim komponentama u učenju engleskog kao stranog i kao jezika medicinske struke i zaključeno je da se rezultati našeg istraživanja poklapaju sa sličnim istraživanjem u Srbiji, ali su gotovo u potpunosti suprotstavljeni sličnom istraživanju u Hrvatskoj, kao i istraživanjima u nekim drugim zemljama sveta. Predloženi dalji koraci podrazumevaju istraživanje šireg obima koje bi bilo prošireno dodatnim varijablama čiji bi međusobni odnosi mogli da imaju ulogu u sveukupnom uspehu u učenju engleskog jezika medicinske struke.

*Ključne reči:* motivacija, instrumentalnost, integrativnost, engleski jezik medicinske struke, nastavni materijali