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INVESTIGATING MEDICAL STUDENTS' ENGLISH LEARNING MOTIVATIONAL ORIENTATIONS THROUGH SELF DETERMINATION

Naima Meraihi[*]
Languages & Texts Research Laboratory (LanText- University of Annaba) - University of Soukahras, Algeria
ORCID ID: https://orcid.org/0009-0009-5125-9067
Haron Bouras[**]
Languages & Texts Research Laboratory (LanText- University of Annaba) - University of Soukahras, Algeria
ORCID ID: https://orcid.org/0000-0002-8313-0016
Wafa Zekri[***]
University of Tlemcen, Algeria
ORCID ID: https://orcid.org/0000-0002-2305-2538

Driven by the recent paradigm shift in Algerian higher education towards English as a Medium of Instruction (EMI), this study investigates the motivational orientations of first-year medical students towards learning medical English. Drawing on self-determination theory as its theoretical framework, the research examines the interplay between amotivation, extrinsic motivation, and intrinsic motivation within an English for Medical Purposes (EMP) context. Data were collected through a quantitative research design using a self-administered questionnaire adapted from Noels et al.'s (1999) language learning orientations scale and administered to 91 students at the University of Oum El Bouaghi. The results, analysed via descriptive statistics, indicate that participants exhibit remarkably low levels of amotivation, suggesting a clear recognition of the purpose and utility of the course. Furthermore, findings reveal a robust, balanced motivational profile characterised by a high degree of intrinsic motivation, particularly stimulation, alongside self-endorsed extrinsic motives, most notably identified regulation. These results suggest that while external academic requirements influence engagement, the primary drivers for language acquisition are personal interest and the internalised relevance of English to the students' future professional identities. The study concludes that fostering autonomy-supportive learning environments is essential to sustaining this autonomous drive and ensuring meaningful engagement within evolving EMI medical faculties.

Keywords: *motivation, medical students, English for medical purposes, self-determination theory, Algeria, English as a medium of instruction.*

[*] n.mrayhy@univ-soukahras.dz
[**] haron.bouras@univ-soukahras.dz
[***] zek.wafaa@hotmail.com

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Introduction

As globalisation has permeated nearly every sector of human activity, English has emerged as the definitive global language for technology, science, economic integration, and international networking (Jiajing, 2007). The healthcare sector represents a primary example of this trend, as English is now the language of choice for the most influential medical journals and international symposia (Connor, 2004). Consequently, the acquisition of English proficiency by medical students is no longer an elective skill but a professional necessity. Poor English proficiency can significantly hinder a medical student's future career. Conversely, a strong command of academic and career-specific language, including medical jargon, workplace culture, and the ability to comprehend complex research, enables students to engage in cross-border collaboration and effectively communicate diagnoses to patients. Furthermore, English plays a pivotal role in mastering specialised modules such as anatomy, pathology, and embryology, as a vast array of high-quality pedagogical resources and tutorials are primarily available in English.

Higher education in Algeria is currently witnessing a significant linguistic paradigm shift, transitioning from French to English as the Medium of Instruction (EMI) within medical studies. In response to the need for internationalised academic standards, the Ministry of Higher Education reaffirmed state support for the adoption of English across Algerian medical faculties. This policy marks a transformative milestone in the nation's educational reform, necessitating the rapid implementation of English for Specific Purposes (ESP) courses to meet urgent student needs. A central premise in the field of ESP is that students often exhibit higher levels of motivation than those in English programmes. Numerous applied linguists (e.g., Basturkmen, 2010; Dudley-Evans & St John, 1998; Hutchinson & Waters, 1987) have concluded that because ESP courses align with the specific professional needs and interests of the learners, they foster greater engagement. This motivation is a fundamental determinant of success, directly impacting a student's ultimate language attainment (Dörnyei, 1998; Gardner, 2010; Oxford & Shearin, 1994).

Recent research has extensively investigated ESP motivation, highlighting that students are particularly driven when language learning is tied to career prospects, communicative opportunities, and supportive classroom environments (Lapele et al., 2025; Pazoki & Alemi, 2019; Er et al., 2024). Lapele (2023) noted that ESP students are motivated by peer collaboration, clarity of instruction, and equitable assessment. Similarly, studies in engineering and dental hygiene have shown that vocational relevance and the use of technical vocabulary increase student self-confidence and satisfaction (Bekteshi &Xhaferi, 2020).

Moreover, motivation is further enhanced by innovative pedagogical methods such as flipped classrooms, technology integration, and corpus-based learning (Al Baekani, 2023; Minh, 2024). While these studies emphasise the positive drivers of motivation, the phenomenon of *demotivation* remains under-researched. Initial findings suggest that demotivation arises when ESP programmes fail to meet students' specific needs or lack institutional support and modern tools (Hotak et al., 2024; Giang et al., 2023). However, demotivation within the specific context of Algerian medical students has not yet been adequately addressed.

There is a growing interest in mapping the motivational profiles of ESP learners using established frameworks such as Gardner's (1985) socio-educational model and Ryan and Deci's (2008) Self-Determination Theory (SDT). Previous studies have indicated that medical students are often instrumentally and vocationally motivated due to the utility of English in their future careers (Mathis et al., 2021). While some research has integrated intrinsic and extrinsic motives to understand student persistence (Demir & Hamarat, 2021), there is a lack of empirical data regarding the motivational profiles of Algerian medical students following the recent shift in the medium of instruction.

This study seeks to contribute to the ongoing discourse by exploring the degree of motivation among first-year Algerian medical students and identifying their specific motivational orientations. To achieve this, the study addresses the following research questions:

1. To what extent are first-year medical students motivated or demotivated to learn English within the new EMI framework?
2. What are the primary motivational orientations (intrinsic, extrinsic, or instrumental) characterising this student population?

Theoretical background

The relationship between learner motivation and the discipline of ESP has long been a subject of theoretical interest. While some scholars initially proposed the motivational benefits of ESP without the support of extensive empirical data (Dudley-Evans& St John, 1998; Schunk et al., 2010), it is widely postulated that the vocational relevance of course content significantly influences student engagement. In this regard, Hutchinson and Waters (1987) argue that "the clear relevance of the English course to learners' needs would improve the learners' motivation and thereby make learning better and faster" (p. 8). Conversely, Strevens (1988) suggests that ESP courses affect learners in multifaceted ways, implying that ESP motivation is inherently multidimensional. Because ESP training aligns with the specific professional interests and goals of the students, it is often viewed as a more efficient

use of their time and effort. Dudley-Evans and St John (1998) further suggest that ESP instruction is inherently more motivating than General English courses. Basturkmen (2010) supports this, noting that ESP is more likely to engender high motivation because it caters to immediate needs, concluding that students naturally exhibit greater interest in texts and topics directly related to their specialised fields of study or work.

Gardner's Socio-Educational Model. For several decades, Gardner's motivational framework has held a prominent position in second language acquisition research. Gardner (2001) posits that motivation comprises three core components: the effort expended to learn the language, the desire to achieve a specific goal, and a positive "affect", referring to the learner's enjoyment of the process. These orientations serve to catalyse the effort necessary to achieve linguistic proficiency (Gardner, 1985). Within this framework, two primary categories are introduced: integrative and instrumental orientations. Gardner (1985) defines integrative motivation as a positive attitude towards the L2 community and a genuine desire to integrate into the target-language social environment. In contrast, instrumental motivation involves pragmatic reasons for language acquisition, such as career advancement, higher salary prospects, or academic requirements.

However, this socio-educational model has faced criticism. Dörnyei (1994) noted that the terms 'integrative motivation', 'motive,' and 'orientation' are often used interchangeably, leading to conceptual ambiguity. Furthermore, the definition of 'integrativeness' has shifted across different studies. For instance, Gardner and MacIntyre (1993) described it as an individual's willingness to engage in social interaction with members of the L2 group, while Gardner (2001) later defined it as a "genuine interest in learning the second language in order to come closer to the other community" (p. 5). Gardner (2001) also distinguished between two levels of integrativeness: a surface level involving general openness towards cultural groups, and a profound level involving complete identification with the community. To address these complexities, Gardner (2005) proposed a simplified version of the model, which posits that motivation and ability (intelligence and aptitude) are the primary variables directly associated with language achievement.

*The L2 Motivational Self-System***.** As the global role of English evolved, the traditional integrative concept was critiqued for its reliance on a specific target-language community, which is less applicable in a world where English serves as a *lingua franca*. To address these limitations, Dörnyei (2005) developed the L2 Motivational Self-System. This framework seeks to explain individual differences in language learning by focusing on the learner's internal self-concept. According to Dörnyei and Ushioda (2009; 2011), the system consists of three distinct layers. The first layer, the Ideal L2 Self, represents the mental image of the person the learner

aspires to become. This serves as a powerful motivator as the learner strives to reduce the discrepancy between their actual self and their desired future self. This projected image of a fluent L2 speaker is central to boosting academic and professional success (Csizér & Kormos, 2009). The second layer is the Ought-to L2 Self, which involves the attributes the learner believes they *should* possess to meet social expectations or avoid negative outcomes, such as pressure from parents or teachers. Finally, the L2 Learning Experience focuses on situation-specific motives related to the immediate learning environment, including the influence of the teacher, the curriculum, and the learner's history of success or failure in the classroom.

*Self-Determination Theory***.** A final foundational model for understanding motivation is Self-Determination Theory (SDT). Ryan and Deci (2008) identify two overarching types of motivation: intrinsic and extrinsic. This distinction has been recognised as a vital construct for understanding L2 achievement (Dörnyei, 1994; Noels et al., 2023). Intrinsic motivation refers to the drive to engage in an activity because it is inherently enjoyable or satisfying. Deci and Ryan (2012) argue that intrinsic motivation stems from the innate human needs for competence and autonomy; when learners feel in control of their own progress, their intrinsic desire to perform is heightened.

Scholars have further categorised intrinsic motivation into a three-part taxonomy: knowledge (the pleasure of exploring new ideas), accomplishment (the satisfaction of mastering a task), and stimulation (the excitement derived from the activity itself) (Vallerand, 2000). Conversely, extrinsic motivation involves performing an action to achieve an external reward or avoid punishment. Vallerand (2000) asserts that extrinsic motivation exists on a continuum of internalisation. This ranges from external regulation (purely external pressure), to introjected regulation (internalised pressure, such as learning to avoid guilt or shame), and finally to identified regulation, which is the most self-determined form of extrinsic motivation. The latter engages students in learning because they recognise the personal importance of the activity for their own development as the case for an Algerian medical student recognising English as essential for their future career.

Lastly, amotivation represents a state in which the individual perceives no connection between their actions and the outcomes. Amotivated learners often cease participation because they lack both intrinsic and extrinsic reasons to continue (Deci & Ryan, 2012). Understanding these nuances is critical for evaluating the motivational profiles of medical students in the current Algerian educational context.

Methods

The study was conducted at the Annex of Faculty of Medical Sciences University of Oum El Bouaghi in Algeria. The participant pool comprised 91 first-year medical students who were selected using a random sampling technique. In terms of gender distribution, the sample was predominantly female, consisting of 83 females (91.2%) and 8 males (8.8%). This demographic composition reflects the current gender trends within Algerian medical faculties. All participants were enrolled in the newly implemented EMI framework, making them a representative cohort for investigating the impact of the linguistic shift on learner motivation.

To achieve the research objectives, a quantitative approach was employed using a self-report questionnaire. The instrument was adapted from Noels et al.'s (1999) Language Learning Orientations Scale to specifically suit the medical English context. The questionnaire utilised a five-point Likert scale and was structured into four distinct sections. The first section collected demographic data (gender), while the subsequent sections measured motivational orientations according to SDT. The second section assessed 'Amotivation' through three items. The third section, 'Extrinsic Motivation,' comprised nine items categorised into three sub-scales: external regulation, introjected regulation, and identified regulation. The fourth section evaluated 'Intrinsic Motivation' via nine items focusing on knowledge, accomplishment, and stimulation. The instrument was administered in English, reflecting the participants' status as EMI students. To ensure comprehension, a simplified linguistic register was used, and the researcher provided a detailed explanation of the study's objectives and ethical considerations prior to the administration.

This study adopted a quantitative research design, with data processed and analysed using IBM SPSS Statistics (Version 27). To ensure the rigor of the findings, the study first addressed the validity and reliability of the instrument. Content validity was established through a panel of three experienced English for Medical Purposes (EMP) practitioners, who reviewed the items for relevance and clarity. Subsequently, a pilot study was conducted with a representative sample to evaluate the instrument's internal consistency. Reliability was assessed using Cronbach's alpha coefficient. As shown in Table 1 below, the overall Cronbach's alpha for the 21-item scale was .923, indicating an excellent level of internal consistency and confirming the instrument's suitability for further statistical analysis.

N of Items	Cronbach's Alpha
21	.923

Table 1. Reliability Statistics for the Language Learning Motivational Orientations

Questionnaire

Results

The first dimension of the study examined amotivation, which represents a state where students perceive no contingency between their actions and the outcomes of language learning. The statistical results (M=1.88) indicate a notably low level of amotivation among first-year medical students. Within the framework of SDT, these results suggest that students possess a clear sense of purpose and do not view the study of Medical English as a futile or redundant endeavour. This low score is particularly significant given the recent national shift towards EMI in Algeria; it indicates that the student has not reacted with apathy or resistance to this linguistic transition, but rather recognises the inherent value of the language within their specialised field.

At the item level, the findings further emphasise a rejection of apathy. The item *I do not know; I cannot come to understand why I am studying Medical English* recorded the lowest mean (M=1.80), suggesting that students have a high degree of clarity regarding the utility of the course. As illustrated in Table 3, even the most strongly worded item (*I do not give a damn*) yielded a low mean of 1.90, demonstrating that the students are emotionally and cognitively invested in their language training. This absence of amotivation provides a vital foundation for the curriculum, as it suggests that the pedagogical challenge in Algerian medical faculties is not one of creating interest from scratch, but rather channelling existing engagement into specific academic and professional competencies.

Amotivation Items	**Mean**	**Std. Dev.**
I cannot come to see why I study Medical English, and frankly, I do not give a damn.	1.90	0.92
Honestly, I do not know; I truly have the impression of wasting my time studying Medical English.	1.93	1.25
I do not know; I cannot come to understand why I am studying Medical English.	1.80	0.97
Overall Amotivation Mean	1.88	-----

Table 2. Participants' Amotivation towards Learning Medical English

Extrinsic motivation was found to be a powerful driver for the participants, with an overall mean of 3.81. According to SDT, extrinsic motivation is not a monolithic construct but exists on a continuum of autonomy. As shown in Table 3, the results disclose that while students are influenced by external pressures, such as the need to

pass exams and secure high-paying careers (external regulation, M=3.70), they also experience significant internal pressure (introjected regulation, M=3.51). The moderate-to-high score for introjected regulation suggests that many Algerian students link English proficiency to their professional self-esteem; for these learners, mastering English is tied to avoiding the "shame" of being unable to communicate with the global medical community or the "guilt" of not meeting the high standards expected of a modern doctor.

Extrinsic Motivation Continuum	**Items**	**Mean**	**Std. Dev.**
External Regulation	It is expected for my future career as a doctor. To pass entrance tests and medical exams abroad. To have the opportunity to gain a better salary later on.	4.25 3.45 3.40	1.09 1.14 1.16
Composite Mean		3.70	1.13
Introjected Regulation	To show myself that I am a good future doctor. I would feel ashamed if I could not speak to colleagues from English-speaking communities. I would feel guilty if I did not master Medical English.	3.69 3.62 3.22	1.27 1.17 1.11
Composite Mean		3.51	3.18
Identified Regulation	I choose to be the kind of doctor who can interact with English-speaking patients. It is good for improving my future career prospects. It helps me engage with global medical and conferences.	3.88 4.31 4.45	1.16 1.05 0.99
Composite Mean		4.21	1.07
Overall Extrinsic Motivation Mean		3.81	1.13

Table 3. Participants' extrinsic motivation continuum

The most critical finding within this section, however, is the dominance of 'identified regulation', which recorded the highest composite mean (M=4.21). This indicates that students have successfully internalised the value of English, viewing it as a personally important tool for their identity as future physicians. Specifically, the items related to *engaging with global medical conferences* (M=4.45) and *improving future career prospects* (M=4.31) unveil that students see English as an integral part of their professional "self." This transition from external pressure to identified importance is a positive indicator for long-term learning, as identified regulation is a form of autonomous motivation that supports persistence even when the curriculum becomes challenging.

The results for intrinsic motivation yielded an overall mean of 3.85 as demonstrated in Table 4. This suggests that first-year medical students are not merely driven by the *utility* of English, but also by a genuine, inherent interest in the language itself. The analysis of intrinsic motivation-knowledge (M=3.79) and accomplishment (M=3.82) reveals that students find the process of exploring the *culture of the international medical community* and *mastering difficult constructs* to be intellectually rewarding. This intrinsic drive is vital in a demanding field like medicine, where the sheer volume of technical vocabulary could otherwise become overwhelming if the student were only motivated by external rewards.

A more granular look at the data uncovers that 'intrinsic motivation-stimulation' is the strongest component of the students' motivational profile (M=3.95). In particular, the item *For the pleasure I get from understanding medical English articles* reached a remarkably high mean of 4.30. This suggests that the *Aha!* moment, the feeling of successfully decoding complex scientific text, provides a high degree of cognitive and emotional stimulation. Furthermore, the interest in participating in debates (M=3.84) and hearing international peers speak (M=3.70) indicates a desire for active, communicative engagement. This highlights that for Algerian medical students, English is not just a subject to be studied but a stimulating medium through which they can experience and participate in the global scientific world.

Intrinsic Motivation Continuum	**Items**	**Mean**	**Std. Dev.**
Intrinsic Motivation – Knowledge	For the pleasure that I experience in knowing more about the literature of English communities of doctors and patients.	3.75	1.06
	For the satisfied feeling I get in discovering the culture of my international patients.	3.70	1.11
	Because I enjoy the feeling of acquiring knowledge about the second-language doctors' community and their way of life.	3.95	1.06
Composite Mean		3.79	1.07
Intrinsic Motivation-Accomplishment	For the pleasure I experience when surpassing myself in English medical studies.	3.93	1.07
	For the enjoyment I experience when I grasp a difficult construct in medical English.	3.75	0.97
	For the satisfaction, I feel when I am in the process of accomplishing difficult medical exercises using English.	3.78	1.03

Composite Mean		3.82	1.02
Intrinsic Motivation-Stimulation	For 'the high' I feel when hearing foreign medical students speak. For the 'high' feeling that I experience when participating in medical English debates. For the pleasure I get from understanding medical English articles.	3.70 3.84 4.30	1.11 1.12 1.08
Composite Mean		3.95	1.10
Overall Extrinsic Motivation Mean		3.85	1.06

Table 4. Participants' intrinsic motivation continuum

When comparing these dimensions, a clear motivational hierarchy emerges. While amotivation is nearly non-existent, both extrinsic and intrinsic motivations are highly developed, with intrinsic motivation (M=3.85) slightly exceeding extrinsic motivation (M=3.81). This balanced profile suggests that the participants are 'optimally motivated' according to SDT principles. They are driven by a combination of the highest form of extrinsic motivation (identified regulation) and the most potent form of intrinsic motivation (stimulation). This synergy creates a resilient motivational profile where the student is both professionally focused and personally engaged, providing a strong empirical justification for the continued expansion of ESP and EMI programmes in the Algerian medical context.

Discussion

The findings of this study unearth a notably low level of amotivation (*M*=1.88) among first-year Algerian medical students, suggesting acceptance of the transition to EMI. This lack of resistance is significant when compared to previous research on linguistic shifts in post-colonial contexts, where sudden changes in the medium of instruction often result in learner apathy or friction. As slightly contrasted to the findings of Mustika et al. (2022), the low amotivation observed here aligns with the general tenets of ESP theory, which posits that when learners perceive a direct link between language study and their professional goals, they are less likely to experience a sense of futility (Hutchinson & Waters, 1987). This finding also echoes the work of Al-Hoorie (2018), who noted that in high-stakes professional fields like medicine, the perceived global value of English acts as a buffer against amotivation, even when the institutional requirements are demanding.

A central finding of this research is the dominance of autonomous motivational types, specifically intrinsic motivation (*M*=3.85) and identified regulation (*M*=4.21). This pattern strongly corroborates the findings of McEown et al. (2014), who

demonstrated that autonomous regulations, intrinsic and identified, are the most powerful predictors of academic engagement and successful outcomes. Similarly, the high level of identified regulation in this cohort (*M*=4.21) mirrors the results of Dincer and Yesilyurt (2017), who found that Turkish EFL learners who identified with the personal importance of the language were more likely to exhibit proactive classroom engagement. For Algerian medical students, English is clearly not viewed as an 'external imposition' but as a personally relevant tool essential for their identity as future physicians.

The extrinsic motivational profile of the participants, characterised by a mix of external and introjected regulations, reflects the unique socio-professional pressures of medical education. While identified regulation was the highest, the presence of introjected regulation (*M*=3.51) suggests that students also experience internal pressures, such as the desire to avoid shame or to maintain professional status. This aligns with Alamer and Lee's (2019) study in the Middle Eastern context, which identified motivational regulations as the primary predictors of L2 achievement. In the high-prestige environment of an Algerian medical faculty, the introjected desire to appear competent to peers and the global community serves as a significant, albeit more controlled, source of motivational energy.

The high levels of intrinsic stimulation (*M*=3.95) and the pleasure derived from mastering difficult medical articles (*M*=4.30) suggest that these students are experiencing what Csizér and Kormos (2009) describe as the 'Ideal L2 Self' in action. By engaging with authentic medical materials, students reduce the discrepancy between their current linguistic state and their desired persona as globally competent doctors. This finding contrasts with studies of General English learners, who often lack such a clear vocational target. The intense curiosity regarding *international medical culture* observed in this study supports the conclusions of Oga-Baldwin and Fryer (2020), who argued that motivational orientations are often highly stable across contexts when the learner perceives a strong degree of self-relevance in the task.

In short, the 'balanced' motivational profile of the Algerian medical cohort, high in both intrinsic enjoyment and professional identification, provides an optimistic outlook for the success of the EMI reform. The synergy between these orientations creates a resilient framework for language acquisition that is likely to support long-term persistence. This confirms the broader SDT perspective that when social environments (such as a medical faculty) provide clear rationales for learning, students are capable of internalising even external requirements into their self-concept (Noels et al., 2019). As Algeria continues its educational reform, fostering this sense of professional identification will be as crucial as the pedagogical

materials themselves in ensuring that the shift from French to English is both sustainable and effective.

Recommendations

Based on the empirical findings, several recommendations are proposed for curriculum developers, syllabus designers, Medical Faculty, and ESP practitioners. First, it is essential to move beyond traditional, teacher-centred methodologies towards autonomy-supportive teaching practices. Instructors should create learning environments that offer students a degree of agency, such as providing choices in learning materials or allowing students to select research topics that align with their specific medical interests. By fostering a sense of ownership over the learning process, educators can strengthen the self-determined motivation that already exists within this cohort.

Second, the syllabus should be strictly discipline-specific, integrating authentic medical content that mirrors the students' core modules. Utilising case studies, clinical simulations, and international medical journals ensures that language learning is perceived as a professional tool rather than an abstract academic requirement. Furthermore, assessment strategies should undergo a paradigm shift from purely summative, high-stakes testing towards formative evaluation. Providing constructive feedback that emphasises mastery and personal progress, rather than just performance outcomes, can help prevent the development of introjected pressure and sustain long-term engagement. Finally, as the educational landscape continues to evolve, longitudinal research is recommended to monitor how these motivational profiles shift as students transition from pre-clinical years to more demanding hospital-based rotations.

Conclusion

This study aimed to investigate the motivational orientations of first-year medical students towards learning English within the context of Algeria’s shift toward EMI. Through the framework of SDT, the research highlights a significant and positive trend: students are characterised by a notably low level of amotivation and a robust, balanced motivational profile. This profile is defined by a synergy between intrinsic enjoyment and self-endorsed extrinsic goals. The findings suggest that medical students do not view English as an external imposition but have successfully internalised its value as a fundamental component of their professional identity and future success.

The results confirm that while academic and career requirements act as catalysts for engagement, it is the personal interest in the global medical community and the

satisfaction of mastering specialised knowledge that provide the most resilient forms of motivation. This study concludes that the success of the current educational reform depends not only on the availability of resources but also on the ability of the academic environment to support and nurture the autonomous drive of the learners. By maintaining this balance between vocational relevance and personal satisfaction, Algerian medical faculties can ensure that their students are both linguistically prepared and psychologically equipped to participate in the international scientific arena.

Conflict of Interests

The author declares no ethical issues or conflict of interests in this research.

Ethical standards

The author affirms this research did not involve human subjects.

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ԲԺՇԿԱԿԱՆ ԲՈՒՀԻ ՈՒՍԱՆՈՂՆԵՐԻ ԱՆԳԼԵՐԵՆ ՍՈՎՈՐԵԼՈՒ ՄՈՏԻՎԱՑԻՈՆ ԿՈՂՄՆՈՐՈՇՈՒՄՆԵՐԻ ՀԵՏԱԶՈՏՈՒՄԸ ԻՆՔՆՈՐՈՇՄԱՆ ՏԵՍՈՒԹՅԱՆ ԿԻՐԱՌՄԱՄԲ

Նաիմա Մերայիհի
Հարոն Բուրաս
Վաֆա Զեկրի

Սույն հետազոտությունն ուսումնասիրում է բժշկական անգլերեն (EMP) սովորող ուսանողների մոտիվացիան՝ հիմնվելով ինքնորոշման տեսության վրա: 91 ուսանողների շրջանում իրականացված քանակական վերլուծությունը ցույց է տվել, որ մասնակիցներն ունեն մոտիվացիայի բացակայության ցածր մակարդակ և հստակ պատկերացնում են դասընթացի կարևորությունը: Մոտիվացիայի բարձր և հավասարակշռված մակարդակ է բացահայտվել հատկապես այն դեպքերում, երբ գերակայում են ներքին հետաքրքրությունը (խթանումը) և գիտակցված արտաքին դրդապատճառները: Հեղինակը եզրակացնում է, որ ուսանողների ներգրավվածությունը պահպանելու համար անհրաժեշտ է ձևավորել ինքնավարությունը խթանող ուսումնական միջավայր:

Բանալի բառեր՝ *մոտիվացիա, բժշկական բուհի ուսանողներ, անգլերենը բժշկական նպատակների համար, ինքնորոշման տեսություն, Ալժիր, անգլերենը՝ որպես դասավանդման լեզու:*