

## MOTIVATING ESP LEARNERS (ON THE EXAMPLES OF TEACHING ENGLISH TO MEDICAL STUDENTS)

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**Abstract.** A subfield of English language instruction known as English for Specific Purposes (ESP) concentrates on the unique requirements of students in particular occupations or fields. English for Medical Purposes (EMP) is one of the most important subfields of ESP, where learners are usually medical professionals or students who must master the language in order to work efficiently in medical settings. Because medical education and specialized language acquisition are both extremely demanding, there are distinct opportunities and obstacles in motivating ESP learners, especially medical students.

**Key words:** target language, integrative, specific, commitments, rigorous, assign, require, crucial, identifications, summaries, interact.

Effective methods for inspiring medical students in ESP courses are examined in this article, which addresses both intrinsic and extrinsic elements. The discussion is supported by theoretical underpinnings and real-world classroom examples. According to Gardner and Lambert (1972), there are two main categories of motivation in language learning: instrumental and integrative. [2] Learning a language for pragmatic purposes, including passing tests, landing a job, or reading scientific literature, is known as instrumental motivation. Conversely, the desire to become part of the target language's culture is associated with integrative motivation. Because medical students have specific career objectives like reading research, interacting with colleagues from other countries, or continuing their education overseas, instrumental motivation is usually higher in this setting. Furthermore, the L2 Motivational Self System by Dörnyei (2005) highlights the importance of the learner's future self as expressed in English, which is especially pertinent for medical students who want to integrate into a worldwide professional society. [1] Due to their rigorous academic commitments, medical students frequently have little free time. This may lead to a decreased emphasis on learning English unless its value is evident. The link between ESP classes and their future careers in medicine might not be immediately apparent to some students, particularly if the terminology used seems overly generic or disconnected from clinical contexts. Anxiety is common among language learners in scientific domains,

particularly when they must write or talk in a foreign language. This may result in less involvement and interest in the course content.

Understanding what medical students need from an ESP course requires a detailed needs analysis. According to Hutchinson and Waters (1987), ESP courses need to be founded on an examination of the demands of students in professional settings. [3] Following the identification of needs, the curriculum can be modified to incorporate pertinent resources such as case report writing, research article summaries, and patient-doctor conversations. The secret to raising motivation is authenticity. Students can better understand the practical relevance of what they are learning when they are exposed to real-world resources like case studies, medical publications, and doctor video interviews. Examples of activities that can improve vocabulary learning and motivation include evaluating a World Health Organization (WHO) article or viewing a clinical skills video and then participating in a discussion activity. In ESP situations, task-based language teaching, or TBLT, works well. In worthwhile activities like creating a patient case presentation or doing a simulated medical interview, it promotes the active use of the language. Through these exercises, students gain self-assurance and see how English will be useful in their future careers right away. Including digital tools and platforms can boost motivation, particularly for pupils who are tech-savvy. Interactive and adaptable learning opportunities are offered via language learning applications that incorporate medical terminology, online discussion boards, and virtual clinical scenario simulations. Maintaining learner motivation is facilitated by establishing clear, attainable language objectives and giving frequent feedback. By assigning them a medical writing assignment or requiring them to acquire a certain number of new terms each week, teachers can motivate students to monitor their progress. Checklists for self-evaluation can help improve metacognitive awareness. Collaborative learning increases motivation and lowers anxiety. Working in groups to diagnose a hypothetical patient based on symptoms or to propose a research idea fosters communication and teamwork, two qualities that are crucial in the medical industry. Enhancing language skills and preparing students for the diversity of global medical practice are two benefits of introducing intercultural communication elements pertinent to medical practice, such as communicating a diagnosis to a non-native English speaker from a foreign culture.

When clinical practice-related problem-solving exercises are incorporated into lessons, ESP teachers at numerous medical universities have reported feeling more motivated. For instance, simulating a doctor-patient exchange in English helps students prepare for the challenges they would encounter in clinical rotations or overseas internships. Including English-medium medical publications in reading assignments and then having group discussions or writing summaries is another effective tactic. This improves professional reading abilities as well as linguistic proficiency.

Additionally, bringing in outside speakers—like international medical experts—can motivate students and emphasize how crucial fluency in English is for jobs in medicine. [4]

### **Conclusion**

It takes a combination of learner-centered methods, pertinent materials, well-designed curriculum, and an awareness of medical students' career goals to motivate them in ESP settings. Teachers may encourage both intrinsic and extrinsic motivation in their students by matching course material to their objectives and employing engaging, real-world, and useful teaching strategies. The importance of well-structured ESP programs increases as worldwide communication in medicine becomes more and more crucial. In the end, a driven medical student has a higher chance of developing into a skilled communicator and an improved healthcare practitioner.

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