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Exploring Motivational Factors for Learning General and Medical English Among Early-Career Doctors in Ho Chi Minh City: A Mixed-Methods Study

Nghi, Tran Tin
Faculty of Foreign Languages
Ho Chi Minh City University of Industry and Trade, Ho Chi Minh city, Vietnam
Corresponding Author: nghitt@huit.edu.vn

Anh, Trang Hoang Nguyen
Institute of International Education
Hoa Sen University, Ho Chi Minh city, Vietnam
Email: dr.limederm@gmail.com

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Abstract

English proficiency is critical for early-career medical doctors in Ho Chi Minh City to advance their professional and academic goals. Limited research exists on their motivation to learn General English and English for Medical Purposes. This study investigates the types, differences, and factors influencing motivation for learning general English and English for Medical Purposes among doctors graduating within three years. A mixed-methods approach was employed, involving a questionnaire (n=104) and semi-structured interviews (n=7) with early-career doctors in Ho Chi Minh City. Quantitative data were analyzed using SPSS for descriptive statistics and Wilcoxon Signed-Rank Tests, while qualitative data underwent thematic analysis to identify motivational factors. Instrumental motivation was the primary driver for both General English and English for Medical Purposes learning (mean=4.13, SD=0.60), followed by integrative motivation. Gender differences were significant, with females showing higher instrumental and integrative motivation for General English ($p<0.05$). Key motivational factors included career development, educational purposes, and cultural understanding, while time constraints and costs were barriers. Classroom environment and teachers had moderate influence. The findings highlight the dominance of instrumental motivation and the impact of gender and external factors on English learning. Educators should prioritize career-oriented, communicative teaching methods and authentic materials to enhance motivation. This study informs tailored English programs for medical doctors and suggests future research on time and cost influences.

Keywords: early-career doctors, English for medical purposes, general English, instrumental motivation, language learning motivation, medical education, Viet Nam|
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Introduction

Motivation is essential in learning because it can impact actions and make them happen (Schunk & Usher, 2012). General English (GE) helps medical learners learn more effectively (Khansir & Dehkordi, 2017), while English for Specific Purposes (ESP) and English for Medical Purposes (EMP) give them attention and urge them to achieve their learning goals (Tomak & Šendula-Pavelić, 2017). Several studies have focused on the motivation to learn General English and ESP among medical students (Hosseini & Shokrpour, 2019; Mathis et al., 2021; Tomak & Šendula-Pavelić, 2017). Nonetheless, Martín-González and Chaves-Yuste (2024) claimed that the literature on motivation in English for Specific Purposes is insufficient. In particular, no studies have examined the motivation of medical students and doctors in learning both GE and EMP. Thus, it is important to investigate the type of motivation, levels of motivation, and motivational factors for learning English among doctors graduating three years or less in Ho Chi Minh City.

The study has three aims. The first is to investigate the level of motivation to learn English (GE and ESP) among medical doctors working in Ho Chi Minh City and graduating three years or less. Secondly, the author wants to find how different the kinds of motivation in learning GE and ESP of Ho Chi Minh City medical doctors graduating three years or less are. Finally, the study aims to find factors that impact the GE and ESP learning motivation of Ho Chi Minh City medical doctors graduating three years or less.

To achieve these objectives, this study aims to investigate the following questions:

1. *To what extent are Ho Chi Minh City medical doctors graduating three years or less motivated to learn GE and ESP?*
2. *How different are the kinds of motivations between learning GE and learning ESP among Ho Chi Minh City medical doctors graduating three years or less?*
3. *What factors influence the motivation of Ho Chi Minh City medical doctors who have graduated three years or less to learn GE and ESP?*

This study investigates medical doctors who have graduated from a medical university for three years or less and are now working in Ho Chi Minh City. The findings are expected to reveal the level and types of motivation and form a specific understanding of motivational factors in learning both GE and EMP among doctors in Ho Chi Minh City. Medical students or other medical staff, such as nurses, were not included because of the large differences in their working and learning environments.

Literature Review

English in the Contemporary World and in Vietnam

English is essential not only in public schools but also in private language institutions. There are many types of English, such as GE and ESP (Canese & Spezzini, 2023). GE is the most popular form, and the students who learn it believe that it will be useful for their future. ESP includes English for Medical Purposes, which looks into the academic and professional needs of medical learners and offers relevant terms and language skills (Alqurashi, 2016).

English is important because of its impact on career development in science and technology (H. T. M. Nguyen, 2012). It is the medium of communication, a requirement for a decent job, because English people do not suffer from language barriers (Andayani, 2022; Daif-Allah & Aljumah, 2020). Moreover, English plays a crucial role in education, scholarship, and university graduation (Andayani, 2022; N. Nguyen, 2012). Džuganová (2019) suggested that proficiency in English helped them broaden their horizons and offer opportunities for application. Misdiagnosis

leading to mortality could occur because of doctors' lack of English proficiency (Bharathi & Pushpanathan, 2022). Wahyuni (2021) indicated that all four English skills, especially listening and speaking, are necessary for medical doctors.

There are some problems when students learn both GE and ESP in universities, which are related to instructors, facilities, and learning techniques (Albright, 2018; Nguyen & Pham, 2016). In particular, ESP course books focused only on vocabulary and lacked English skills teaching. Maruyama (1996) noted that having poor vocabulary led to the belief that ESP vocabulary was not common and unnecessary in daily activities and that English teachers in ESP programs were not familiar with scientific terms. Furthermore, a lack of theoretical frameworks to support ESP education has been identified (Chen, 2011; Nguyen & Pham, 2016).

In Vietnam, medical students must learn 12 credits for foreign languages, and most of them choose English. Both the GE and EMP were taught. Students were at different levels, and the classes were mostly organized in the afternoon. The main teaching method is the grammar-translation technique, in which teachers translate everything from English into Vietnamese and pay attention to analyzing sentence structures for students to understand. Classroom activities solely involve learning vocabulary, grammar, reading comprehension, and writing.

Motivation for Learning a Foreign Language

Motivation is a complex aspect that makes it impossible to define it clearly (Gardner, 2006). Motivation is essential in learning English among medical students because it is a psychological factor that determines the learning process of learning and teaching (Khansir & Dehkordi, 2017). In the field of English for specific purposes, motivation, whether intrinsic or extrinsic, could have significant, positive, or moderate correlations with academic achievement (Bekai & Harkouss, 2018).

Motivation can be divided into four types: instrumental, integrative, extrinsic, and intrinsic. According to Brown (2014), there are two types of motivation: instrumental and integrative. In particular, instrumental motivation shows the desire to attain academic or occupational goals, such as passing tests and having good jobs. Meanwhile, integrative motivation reflects learners' liking of foreign cultures and their wishes for integration (Ulfaika & Arsiani, 2023). In addition, self-determination theory (Ryan & Deci, 2017) claims that learners could be influenced by both internal and external factors. Therefore, motivation can be divided into intrinsic and extrinsic motivations. Intrinsic motivation refers to the internal and self-determined stimuli related to human factors. By contrast, extrinsic motivation is linked to reasons other than inner satisfaction.

Previous Studies

Othman et al. (2018) conducted research on postgraduate Afghanistan students, and they concluded that students were extrinsically motivated, and that teachers, pedagogic styles and classroom activities were the main motivation factors in learning English.

Regarding general English for medical groups, Indriani (2020) showed that the factors that influence motivation are learners' personalities, educators, and teaching methods. In addition, Mathis et al. (2021) indicated that medical students' motivation was instrumental, showing that students wanted to use English in their future profession.

In terms of EMP, Tomak and Šendula-Pavelić (2017) indicated that healthcare students are more integratively motivated. Moreover, Hosseini and Shokrpour (2019) concluded that some

factors influence learning motivation in ESP classes, such as instructors' characteristics, learning materials, and personal aspirations.

Taking a closer look at the motivation for learning English in Vietnam, Nguyen (2019) found that non-English majored participants were highly motivated to learn English, and instrumental motivation was the dominant motivation. The author also suggested a link between the school year and parental role in English learning motivation. In Vietnam, Le et al. (2024) research on medical students related to learning both GE and EMP indicated that demotivational factors on students' motivation were linked to lack of instructors' responses, lack of communication in class, outdated ESP textbooks, and teachers' frequent inability to explain complex medical terms.

Although a wide range of studies have been conducted in the field of motivation in learning English, most have focused mainly general English Martín-González and Chaves-Yuste (2024) indicated that studies related to learning motivation mainly focused on GE but lacked literature in ESP. In Vietnam, no studies have investigated the motivation of medical doctors to learn English, including General English, and especially English for Specific Purposes.

Methodology

Research Design

This study used a mixed-methods approach. The quantitative phase used questionnaires, whereas the qualitative component of the study included in-depth interviews with doctors to explore their motivational factors.

Participants

The participants of this study were medical doctors currently working in Ho Chi Minh City who had graduated from university within three years. The participants had graduated from high school before 2018, so most of them learned in exam-oriented classes that lacked communication. They have to attend postgraduate studies or training programs to obtain medical licences. During this period, GE and EMP are needed for them to acquire knowledge, and they want to enhance their language skills so that they are eligible for their future jobs.

Data Collection

Quantitative phase

A Vietnamese version of the questionnaire was administered to 104 medical doctors. It took approximately 20 min to complete the survey.

Qualitative Phase

Individual, semi-structured interviews were conducted to verify the quantitative results. This phase included seven participants via Facebook Messenger. The information was then stored on the researcher's laptop and transcribed in English. Each interview lasted from to 15-25 minutes.

Data Analysis

Quantitative Analysis

Quantitative data were analyzed using SPSS version 20 (Statistical, Armonk, NY, USA). The participants' answers were examined for abnormalities and missing data. The results showed that all 104 questionnaires met the standards, with sufficient and complete answers.

The Cronbach's alpha test was performed to assess reliability. Then, a descriptive statistics test was conducted, including the calculation of the mean scores. Illustrations of descriptive

information are presented in tables and charts. The researcher divided the statements of the questionnaire into eight smaller themes to investigate the motivational factors.

Qualitative Analysis

Qualitative data were analyzed using thematic analysis. In particular, information from the interviews was transcribed and read to familiarize them with the content. The data were then grouped into themes and reviewed.

Results

Quantitative Data Analysis

Level of Motivation

Table 1. *Levels of motivation for learning general English (GE) and English for medical purposes (EMP) among early-career doctors in Ho Chi Minh City*

n=104	Maximum	Minimum	Mean	SD	Level of motivation
GE-INT	5,00	1,57	3,88	0,62	High
GE-INS	5,00	1,75	4,13	0,60	High
GE-EXT	5,00	1,57	3,25	0,67	Moderate
GE-INR	5,00	1,60	3,38	0,78	Moderate
EMP-INT	5,00	1,83	3,58	0,67	High
EMP-INS	5,00	2,25	4,13	0,60	High
EMP-EXT	5,00	1,43	3,31	0,67	Moderate
EMP-INR	5,00	1,60	3,37	0,74	Moderate

We first report descriptive statistics for all motivational subscales. Table 1 summarizes participant characteristics and the descriptive results for general English (GE) and English for medical purposes (EMP), indicating stronger instrumental motives relative to intrinsic and integrative motives, alongside time and workload as the most cited barriers.

The differences between kinds of motivation

Table 2. *Pairwise comparisons of motivation types for learning general English (GE) and English for medical purposes (EMP)*

	GE-INT	**GE-EXT**	**GE-INR**
GE-INS	$p^{(1)} < 0,0083$	$p^{(1)} < 0,0083$	$p^{(1)} < 0,0083$
GE-INT	-	$p^{(1)} < 0,0083$	$p^{(1)} < 0,0083$
GE-EXT	-	-	$p^{(1)} = 0,15$
	EMP-INT	EMP-EXT	EMP-INR
EMP-INS	$p^{(1)} < 0,0083$	$p^{(1)} < 0,0083$	$p^{(1)} < 0,0083$
EMP-INT	-	$p^{(1)} < 0,0083$	$p^{(1)} < 0,0083$
EMP-EXT		-	$p^{(1)} = 0,51$

As shown in Table 2, statistically significant differences were observed between GE-INS and GE-INT ($p< 0,0083$), GE-INS and GE-EXT ($p< 0,0083$), GE-INS and GE-INR ($p< 0,0083$), GE-INT and GE-EXT ($p< 0,0083$), GE-INT and GE-INR ($p< 0,0083$), EMP-INS and EMP-INT ($p< 0,0083$), EMP-INS and EMP-EXT ($p< 0,0083$), EMP-INS and EMP-INR ($p< 0,0083$), EMP-INT and EMP-INR ($p< 0,0083$), and EMP-INT and EMP-INR ($p< 0,0083$). However, no statistically significant difference was found between GE-EXT and GE-INR ($p=0,15$), and between EMP-EXT and EMP-INR ($p = 0,51$) according to the Wilcoxon Signed-Rank Test.

Table 3. *Differences in motivation types between general English (GE) and English purposes (EMP)*

GE	EMP	p value
GE-INS	EMP-INS	p[(1)] = 0,86
GE-INT	EMP-INT	p[(1)] < 0,05
GE-EXT	EMP-EXT	p[(1)] = 0,14
GE-INR	EMP-INR	p[(1)] = 0,96

Regarding the comparison between GE and EMP, the Wilcoxon Signed-Rank Test did not show statistically significant differences between GE-INS and EMP-INS (p = 0,86), GE-EXT and EMP-EXT (p= 0,14), or GE-INR and EMP-INR (p = 0,96) (Table 3). However, there was a significant difference between the GE-INT and EMP-INT groups (p < 0,05).

Factors that Influence Learning Motivation

Demographic Factors

Table 4a. *Influence of demographic factors on motivation for learning general English (GE)*

		GE-INS p		**GE-INT p**		**GE-EXT p**		**GE-INR p**	
		Mean ± SD	p-value	Mean ± SD	p-value	Mean ± SD	p-value	Mean ± SD	p-value
Gender	Male	3,98 ± 0,1	0,04 (a)	3,67 ± 0,1	0,002 (a)	3,21± 0,1	0,35 (a)	3,3 ± 0,12	0,38 (c)
	Female	4,24 ± 0,06		4,04 ± 0,07		3,29 ± 0,09		3,44 ±0,1	
Years after graduation	1	4,22 ± 0,1	0,65 (b)	3,85 ± 0,11	0,07 (b)	3,3 ± 0,14	0,41 (b)	3,33 ± 0,17	0,19 (b)
	2	4,22 ± 0,12		4,13 ± 0,11		3,38 ± 0,13		3,65 ± 0,17	
	3	4,06 ± 0,08		3,79 ± 0,09		3,18 ± 0,09		3,3 ± 0,1	
Postgradu-ate study	Yes	4,11 ± 0,07	0,51 (a)	3,85 ± 0,67	0,37 (a)	3,27 ± 0,08	0,96 (a)	3,47 ± 0,1	0,04 **(a)**
	No	4,16 ± 0,12		3,94± 0,13		3,21 ± 0,13		3,17 ± 0,11	
Years of studying English	<5	3,98 ± 0,11	0,32 (b)	3,75± 0,15	0,45 (b)	3,29 ± 0,14	0,74 (b)	3,18 ± 0,15	0,46 (b)
	5- <10	4,1 ± 0,11		3,81 ± 0,09		3,11 ± 0,11		3,38 ± 0,14	
	10-<15	4,05 ± 0,16		3,85± 0,17		3,24 ± 0,14		3,32 ± 0,15	
	>15	4,27 ± 0,09		4,00 ± 0,09		3,33 ± 0,13		3,51 ± 0,14	

Table 4b. *Influence of demographic factors on motivation for learning English for medical purposes (EMP)*

		EMP-INS		**EMP-INT**		**EMP-EXT**		**EMP-INR**	
		Mean ± SD	p-value	Mean ± SD	p-value	Mean ± SD	p-value	Mean ± SD	p-value
Gender	Male	4,00 ± 0,1	0,049 (a)	3,51 ± 0,1	0,31 (c)	3,24 ± 0,1	0,39 (a)	3,33 ± 0,11	0,56(a)
	Fem-ale	4,24 ± 0,07		3,64 ± 0,08		3,37± 0,09		3,4 ± 0,09	

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Years after graduation	1	4,2 ± 0,1	0,98 (b)	3,61 ± 0,15	0,45 (d)	3,33 ± 0,14	0,90 (d)	3,52 ± 0,15	0,25(b)
	2	4,11 ± 0,14		3,73 ± 0,14		3,36 ± 0,14		3,52 ± 0,15	
	3	4,12 ± 0,08		3,52 ± 0,83		3,29 ± 0,09		3,25 ± 0,1	
Postgraudate study	Yes	4,17 ± 0,06	0,57 (a)	3,59± 0,08	0,83 (c)	3,36 ± 0,07	0,24 (c)	3,4 ± 0,08	0,59(a)
	No	4,05 ± 0,13		3,56 ± 0,13		3,19 ± 0,14		3,29 ± 0,15	
Years of studying English	<5	4,06 ± 0,14	0,68 (b)	3,42 ± 0,13	0,61 (d)	3,34 ± 0,15	0,73 (b)	3,21 ± 0,16	0,47(b)
	5- <10	4,15 ± 0,13		3,54 ± 0,14		3,21 ± 0,14		3,51 ± 0,14	
	10- <15	4,02 ± 0,15		3,6 ± 0,17		3,27 ± 0,13		3,23 ± 0,15	
	>15	4,23 ± 0,08		3,67 ± 0,1		3,39 ± 0,11		3,43 ± 0,13	

Table 5. *Influence of demographic factors on motivation for learning general English (GE) and English for medical purposes (EMP) (data sepeated b/w mean + SD)*

Group	GE-INS Mean	GE-INS SD	GE-INS p	GE-INT Mean	GE-INT SD	GE-INT p	GE-EXT Mean	GE-EXT SD	GE-EXT p	GE-INR Mean	GE-INR SD	GE-INR p	EMP-INS Mean	EMP-INS SD	EMP-INS p	EMP-INT Mean	EMP-INT SD	EMP-INT p	EMP-EXT Mean	EMP-EXT SD	EMP-EXT p
Gender Male	3.98	0.1	0.04	3.67	0.1	2	3.21	0.1	0.35	3.3	0.12	0.38	4.0	0.1	49	3.51	0.1	0.31	3.24	0.1	0.39
Gender Female	4.24	0.06		4.04	0.07		3.29	0.09		3.44	0.1		4.24	0.07		3.64	0.08		3.37	0.09	
Years after graduation 1	4.22	0.1	0.65	3.85	0.11	0.07	3.3	0.14	0.41	3.33	0.17	0.19	4.2	0.1	0.98	3.61	0.15	0.45	3.33	0.14	0.9
Years after graduation 2	4.22	0.12		4.13	0.11		3.38	0.13		3.65	0.17		4.11	0.14		3.73	0.14		3.36	0.14	
Years after graduation 3	4.06	0.08		3.79	0.09		3.18	0.09		3.3	0.1		4.12	0.08		3.52	0.83		3.29	0.09	
Postgraduate study Yes	4.11	0.07	0.51	3.85	0.67	0.37	3.27	0.08	0.96	3.47	0.1	0.04	4.17	0.06	0.57	3.59	0.08	0.83	3.36	0.07	0.24
Postgraduate study No	4.16	0.12		3.94	0.13		3.21	0.13		3.17	0.11		4.05	0.13		3.56	0.13		3.19	0.14	
Years of studying English <5	3.98	0.11	0.32	3.75	0.15	0.45	3.29	0.14	0.74	3.18	0.15	0.46	4.06	0.14	0.68	3.42	0.13	0.61	3.34	0.15	0.73
Years of studying English 5-<10	4.1	0.11		3.81	0.09		3.11	0.11		3.38	0.14		4.15	0.13		3.54	0.14		3.21	0.14	
Years of studying English 10-<15	4.05	0.16		3.85	0.17		3.24	0.14		3.32	0.15		4.02	0.15		3.6	0.17		3.27	0.13	
Years of studying English >15	4.27	0.09		4.0	0.09		3.33	0.13		3.51	0.14		4.23	0.08		3.67	0.1		3.39	0.11	

Tables 4 and 5 summarize the influence of demographic factors on GE and EMP motivation. Overall, no statistically significant differences were observed when the study compared the four motivation types of EMP or GE with demographic factors, such as gender, years after graduation, postgraduate study, and years of studying English. Nonetheless, the study found statistically significant differences between male and female in EMP-INS (p= 0,049), GE-INS (p= 0,04) and GE-INT (p=0,002) with female having higher mean values. In addition, the study reported a statistically significant difference in GE-INR between the two groups based on postgraduate studies (p=0,04), with the former having a higher mean value.

Thematic Factors

Table 6. *Thematic factors influencing motivation for learning general English (GE) and English for medical purposes (EMP)*

Sub-themes	Mean ± SD (level)	GE	Mean	SD	Level
Career and Professional Development	3,93 ± 0,54 (High)	INS1: Learning GE helps me to progress in my future career.	4,27	0,67	High
		INS2: Learning GE facilitates my work (such as talking to patients, diagnosing and giving treatment).	4,3	0,68	High
		INS3: Learning GE allows me to get a higher salary.	3,88	0,90	High
		INS8: Learning GE helps me conduct medical research and write medical papers.	4,27	0,84	High
		EXT3: I learn GE because my job requires GE.	3,69	0,89	High
		EXT5: I learn GE because my patients and clients use English.	3,18	0,95	Moderate
Social recognition and pressure	3,22 ± 0,82 (Moderate)	EXT4: Being able to use GE proficiently allows me to earn respect from other people.	3,69	0,89	High
		EXT7: I learn GE because my friends and coworkers learn English	2,79	1,00	Moderate
		EXT2: My parents want me to learn GE	3,23	1,20	Moderate
Educational purposes	3,88 ± 0,61 (High)	INS4: Learning GE is essential for my higher education.	4,13	0,88	High
		INS5: Learning GE helps me participate in medical conferences.	4,04	0,88	High
		INS6: Learning GE helps me pass exams.	3,80	0,87	High
		INS7: Learning GE helps me to grasp up-to-date knowledge.	4,35	0,66	High
		EXT1: I learn GE because it is a compulsory subject in university	3,12	1,1	Moderate
Classroom Environment and teachers	3,12 ± 1,03 (Moderate)	EXT6: The effort I put into GE learning largely depends on the quality of English classes.	3,12	1,03	Moderate
Cultural Understanding and Social Interaction	3,76 ± 0,63 (High)	INT1: Learning GE helps me understand foreign movies, music, books, etc.	4,30	0,72	High
		INT2: Learning GE helps me understand foreign cultures and ways of living.	3,74	0,90	High
		INT3: Learning GE gives me chances to make friends and stay connected with foreigners.	4,14	0,85	High
		INT5: Learning GE helps me get married to English-speaking people.	2,88	0,96	Moderate

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Immigration and Living	4,02 ± 0,71 (High)	INT4: Learning GE allows me to travel to different places around the world.	4,14	0,85	High
		INT6: Learning GE helps me live in foreign countries	3,70	1,02	High
		INT7: Learning GE helps me integrate more easily into English-speaking communities.	4,23	0,70	High
Personal Interest and Enjoyment	3,23 ± 0,88 (Moderate)	INR1: I learn GE because I like it without any reasons.	3,34	0,98	Moderate
		INR2: Learning GE is a hobby for me.	3,17	1,00	Moderate
		INR4: I learn GE because I enjoy speaking English to other people.	3,19	1,04	Moderate
Self-challenge and Self-fulfillment	3,6 ± 0,81 (High)	INR3: I challenge myself by learning GE.	3,16	1,04	Moderate
		INR5: I learn GE because I feel satisfied when I can communicate in English without translation.	4,04	0,84	High
Sub-themes	Mean ± SD (Level)	EMP	Mean	SD	Level
Career and Professional Development	3,96 ± 0,61 (High)	INS9: Learning EMP helps me to progress in my future career.	4,13	0,75	High
		INS10: Learning EMP facilitates my work in hospitals (such as diagnosing and giving treatment).	4,12	0,79	High
		INS11: Learning EMP allows me to get a higher salary.	3,88	0,89	High
		INS16: Learning EMP helps me conduct medical research and write medical papers.	4,4	0,68	High
		EXT10: I learn EMP because my requires EMP.	3,84	1,02	High
		EXT12: I learn EMP because my patients and clients use English.	3,41	1,00	High
Social recognition and pressure	3,36 ± 0,86 (Moderate)	EXT11: Being able to use EMP proficiently allows me to earn respect from other people.	3,59	1,03	High
		EXT9: My parents want me to learn EMP	2,85	1,18	Moderate
		EXT14: I learn EMP because my friends and coworkers learn English.	2,95	0,94	Moderate
Educational purposes	3,98 ± 0,63 (High)	INS12: Learning EMP is essential for my higher education.	4,13	0,80	High
		INS13: Learning EMP helps me to get more opportunities to participate in medical conferences.	4,15	0,82	High
		INS14: Learning EMP helps me pass exams.	3,86	0,88	High

		INS15: Learning EMP helps me to grasp up-to-date medical knowledge and information.	4,41	0,71	High
		EXT8: I learn EMP because it is a compulsory subject in university.	3,33	1,07	Moderate
Classroom Environment and teachers	3,23 ± 0,98 (Moderate)	EXT13: The effort I put into English learning largely depends on the quality of English classes.	3,23	0,98	Moderate
Cultural Understanding and Social Interaction	3,67 ± 0,62 (High)	INT8: Learning EMP allows me to become a part of an international doctors' communities.	3,93	0,83	High
		INT9: Learning EMP helps me make friends with international doctors.	4,02	0,80	High
		INT10: Learning EMP helps me talk with English-speaking people.	4,06	0,81	High
		INT11: Learning EMP helps me get married to English-speaking people.	2,65	0,93	Moderate
Immigration and Living	3,42 ± 0,95 (High)	INT12: Learning EMP helps me live in foreign countries.	3,25	1,05	Moderate
		INT13: Learning EMP helps me integrate more easily into English-speaking communities.	3,59	1,03	High
Personal Interest and Enjoyment	3,21 ± 0,84 (Moderate)	INR6: I learn EMP because I like it without any reasons.	3,30	0,92	Moderate
		INR7: Learning EMP is a hobby for me.	3,15	0,94	Moderate
		INR9: I learn EMP because I enjoy speaking English to other people.	3,16	1,03	Moderate
Self-challenge and Self-fulfillment	3,61 ± 0,75 (High)	INR8: I challenge myself by learning EMP.	3,26	0,90	Moderate
		INR10: I learn EMP because I feel satisfied when I can communicate in English without translation.	3,95	0,93	High

As shown in Table 6, the highest mean for GE was for Immigration and Living (4,024 ± 0,71), followed closely by Career and Professional Development (3,93 ± 0,54), underscoring the aims, and educational purposes demonstrated strong motivational influence (3,88 ± 0,614).,a and Cultural Understanding and Social Interaction also played a significant role in learning motivation (3,764 ± 0,627). Moreover, Self-challenge and Self-fulfillment were effective factors in GE learning (3,6 ± 0,805). Social Recognition and Pressure and Personal Interest and Enjoyment had moderate motivational impact (3,22 ± 0,816 and 3,23 ± 0,88 respectively). Finally, the classroom environment and teachers affected motivation at the lowest level (3,12 ± 1,027).

In terms of EMP, Educational Purposes (3,98 ± 0,63) was the highest, followed by Career and Professional Development (3,96 ± 0,61). Cultural Understanding and Social Interaction and Self-challenge and Self-fulfillment were strong motivators (3,67 ± 0,62 and 3,61 ± 0,75 respectively). Immigration and living could motivate EMP learning, and social recognition and pressure aspects were reported to have a moderate influence on EMP learning motivation (3,36 ±

0,86). The classroom Environment and Teachers had only moderate motivational influence (3,23 ± 0,978), while Personal Interest and Enjoyment had the lowest motivational mean (3,21 ± 0,84),

Qualitative Data Analysis

General English

Career and Professional Development

Some participants (n=3) were aware that GE could facilitate their job and career.

"*I think English is a tool that will help everyone in the future, help me graduate and have a better job."* (Male 2)

Social Recognition and Pressure

The doctors in our study (n=2) indicated the influence of pressure. While one participant (female 3) considered pressure a deterrent to motivation, the other showed his love for a competitive class.

"I don't feel like learning English because I feel shy and ashamed if I don't read correctly, don't read well, and don't speak well especially, when I have to do [speak] so in such a crowded class." (Female 3).

"The classmates' level of English should be equal to yours so that you can feel a bit **z**

Educational Purposes

More than half of the participants (n=4) claimed that they had learned because of their education. The main reasons were to gain easier access to international information, IELTS knowledge, and overseas study.

"*The first reason is that I have easier access to more information from abroad. Because America or Europe will always have more updated sources of information, articles or scientific research, learning English will help you access those sources of information faster*." (Male 2)

"I studied for English exams, at that time I was studying for IELTS." (Male 2)

English will be a great opportunity, especially for those who want to study abroad." (Male 1)

Classroom Environment and Teachers

All participants (n=7) in our study indicated that the classroom environment and teachers could influence GE learning motivation. Both positive and negative factors were related to this aspect, as reported in our study. On the one hand, positive factors related to this aspect were comfortable learning environments, applicable teaching content, suitable materials, interaction during class, competitive games, positive teachers' attitudes, and teachers who were able to tailor to students'levels. On the other hand, based on their GE learning experience, dotors in the qualitative phase claimed that factors such as large class size, borining topics, traditional teaching styles, lack of communication, and negative teachers' attitudes negatively influence their motivation.

Cultural Understanding and Social Interaction

All the participants in the interview (n=7) indicated that cultural understanding and social interaction could influence their GE learning motivation. This is because GE allows them to communicate with other people, understand foreign ways of living, and express their feelings.

"It helps me discover many new cultures. I also love to communicate with people from many countries. The core of learning English is really a tool for me to exchange information." (Male 1)

"It helps me convey my information not only in Vietnamese but also in English. It helps me convey ideas that I feel are not suitable to say in Vietnamese. "When I am too angry or I want to express my feelings but find it a bit cheesy, I use English to make it more suitable for my personality." (Female 1)

Immigration and Living

Some participants (n=2) claimed that living abroad urged them to learn about GE. GE allowed doctors to travel freely and to settle in other countries.

"I see that wherever I travel, there is English. In general, it's easier for me to read anything. Then when I travel abroad, I feel a little more confident." (Female 3)

"The most important thing about learning English is my relationship with my intimate friends. It means a lot to my life because one day I have to stay in America." (Female 3)

Personal Interest and Enjoyment

Two participants (n=2) experienced factors related to personal interest and enjoyment. Being able to speak or listen to English directly gave them a sense of happiness.

"When I started to speak English, I felt... very satisfied." (Male 2)

"English can also help me entertain myself. I think everyone wants to watch movies or listen to music without reading subtitles. Hearing the character's voice makes me happy. I do not really like watching voiceover films. (Male 1)

Time and Cost

Time and cost are newly explored factors that influence GE learning motivation. Lack of time to study could prevent doctors from studying English, while tuition could have both positive and negative effects.

"The most important issue for everyone, I think, is usually time. Doctors like us do not have enough time. We have to work far away from home and study other subjects related to our profession, so we cannot allocate time to study English. Second, the cost issue can be a problem because many people are also afraid of the high cost of English classes." (Male 3).

"I like the fact that if I pay a big lump sum of money for an English course, I will have the motivation to get out of the house and go to school." (Male 1)

English for Medical Purposes

Career and Professional Development

Five participants showed that career and professional development influenced their motivation to learn about EMP. This is because they were able to treat foreign patients, increase their income, and apply for work. The need for EMP learning is essential when working in private medical settings.

"I think Medical English can be applied in my future work such as discussing medical issues with foreign doctors". (Male 3)

"*It can affect your income because working and knowing English will help you have more opportunities to examine and treat foreigners, which will also increase your income in your future work*." (Male 2)

"*Medical English can be used in my work such as examining patients and other related tasks, especially in private medical companies*." (Female 4)

Educational Purposes

Almost all the doctors (n=5) agreed that learning the EMP was for education. Their motivation to learn EMP stems from updating knowledge from books and articles, accessing new information, and obtaining scholarships.

"If your reading ability is perfect, you will shorten the time you spend on reading documents, which means faster and more effective knowledge absorbption." (Female 1)

"For medicine, updating the latest medical news is important. Therefore, accessing those sources of information through English is what I think is the core and necessary for those who are studying medicine." (Male 2)

"Learning English helps me find scholarships." (Female 2)

Classroom Environment and Teachers

All interviewees indicated the influence of classroom environment and teachers on EMP learning motivation.On the one hand, positive factors were young and friendly educators, adaptive teaching methods, applicable content and practical activities. However, based on their past learning experience, EMP learning motivation decreases when there are inapplicable and non-communicative teaching methods, large class size, lack of thorough explanation, poor English pronunciation, inauthentic materials, poor understanding of content knowledge, and mixed English accents.

Cultural Understanding and Social Interaction

Two doctors indicated that cultural understanding and social interaction could impact their learning motivation because they helped them communicate with colleagues and widen their social circle.

"Medical English helps me to broaden my social circle." (Female 4)

"Learning English helps me talk to my colleagues such as doctors and professors." (Female 2)

Immigration and Living

According to one participant, immigration and living helped her travel around the world.

Medical English helps me to travel around the world." (Female 4)

Personal Interest and Enjoyment

One participant in the study found an interest in learning the EMP. He felt a sense of contentment when being able to read and learn his major without Vietnamese translation.

Learning Medical English allows me to read content knowledge and learn my major directly from the source material without relying on translations. I am so happy for that. (Male 3)

Self-challenge and Self-fulfillment

One participant in our study expressed a sense of fulfillment when he realized his progress in learning English.

"*When I saw the progress in learning English I made over 30 days, I felt motivated to keep going*." (male 3)

Time and Cost

Similar to GE, EMP learning motivation was driven by time and cost.

"We do not have enough time to learn, although we really want to learn. We are too tired because of pressure at work. Finance is also an issue. English courses are quite expensive…" (Male 3)

Discussion

Types of Motivation

Doctors in Ho Chi Minh City were mainly instrumentally motivated for both GE and EMP learning. This result is in line with that of Y. Wang (2023), indicating that most medical students were instrumentally motivated. As for explanations, English was compulsory for medical postgraduates to participate in medical research activities and conduct high-quality studies (C. Wang, 2023).

Integrative motivation received a high mean score, which means that doctors wished to integrate into other nations and get to know the styles of international colleagues at work to facilitate collaboration. This was aligned with Yelahina and Fedchyshyn (2019) results, which stated that medical participants were more integratively motivated because of their aspiration to blend in with the target language community.

In terms of intrinsic and extrinsic motivation for learning GE and EMP, both types of motivation showed a moderate degree, with intrinsic motivation being higher than extrinsic. The results indicated that learning assisted their careers and education rather than interest and joy. Moreover, the level of extrinsic motivation for learning GE and EMP was also the lowest among the four, which means that medical doctors were minimally influenced by external factors, such as tests and teachers. This result is similar to that reported by Pavel (2020). According to Pavel (2020), general medicine students are intrinsically motivated rather than extrinsically motivated, and they are more inclined to learn English. One possible explanation is that medical students and doctors are aware of the importance of GE and EMP learning in allowing them to participate effectively in medical lectures and work efficiently with international patients and colleagues.

The similarity between the ranks of the four types of English learning motivation suggested that medical doctors were influenced by all four kinds of motivation, regardless of the English type. Medical doctors placed a high priority on learning both GE and EMP to achieve career progress and academic success or converse with foreigners. They had pragmatic motivation rather than being purely affected by interests or external factors such as exams and social expectations. Therefore, identical patterns between GE and EMP motivations suggest that both GE and EMP programs should focus on incorporating communication and career-oriented approaches.

The Differences between Kinds of Motivation

Statistically significant differences between the four types of motivation in both GE and EMP learning showed that they had different influences on doctors' GE and EMP learning processes. The result was similar to that of Nguyen (2019), who stated that non-Engish-majored university students had higher instrumental motivation than integrative motivation. The major distinctions between integrative and instrumental motivations compared to intrinsic and extrinsic motivations showed that doctors paid attention to the pragmatic purposes of GE and EMP, including career prospects and fluent communication with international colleagues and foreigners, rather than learning English because of love or external factors. However, the study reported no statistically significant difference between the extrinsic and intrinsic motivation of GE, and the

same pattern was reported for EMP learning. This result indicates that the two kinds of motivation affected GE and EMP equally to a moderate degree.

When comparing GE and EMP, our study witnessed that between GE and EMP learning, instrumental, extrinsic and intrinsic motivations were not no statistic and significant difference between GE and EMP 's instrumental, extrinsic and intrinsic motivatić. This indicates the same pattern of motivation between the two types of English. This means that regardless of the content of English learning, doctors focused on their careers and were minimally influenced by personal interests and external pressures. However, there was a statistically significant difference in integrative motivation between GE and EMP. The results indicate that doctors in the study were inclined to learn GE because of its help in learning about English culture and communicating with people through a wide range of topics. This is because GE covers a wide range of topics (Canese & Spezzini, 2023), whereas EMP deals with medical terminology and language (Alqurashi, 2016). Consequently, GE allows young medical doctors to integrate more easily into English-speaking communities.

Factors that Influence Motivation

Demographic Factors

Based on our study, gender, years after graduation, postgraduate study, and years of graduation did not fully or significantly impact both GE and EMP learning motivation. These similarities between the different demographic factors showed that doctors learned English because of factors other than demographic characteristics.

Regarding the role of gender in learning motivation, our results were in line with those of Alghamdi et al. (2023) and Tomak and Šendula-Pavelić (2017), indicating that no significant differences between the two sexes related to EMP learning motivation were present. However, that females had significantly higher GE-INS, GE-INT, and EMP-INS. These results were similar to the conclusion of Daif-Allah and Aljumah (2020), who showed that females were statistically and significantly motivated to a higher degree than their male counterparts. As for the explanation, according to Saidi and Al-Mahrooqi (2012), it was reasonable to see that males were less motivated to learn English than their female counterparts because females were more enthusiastic and had higher self-efficacy.

In terms of years after graduation, no statistically significant differences were reported between years after graduation and learning motivation. This suggests that leaving school and being exposed to the working environment did not decrease or increase doctors' English learning motivation. This also means that medical participants can maintain a high level of learning motivation for use in their jobs, education, and integration.

The results were similar to those of Tomak and Šendula-Pavelić (2017), who claimed that there were no significant differences in intrinsic motivation between groups below 27 and those aged 27 or over. However, there were major differences in integrative and instrumental motivation between the two groups, with younger participants being more motivated. Thus, future studies should include a larger range of years after graduation, and explore contexts that maintain or diminish the drive to learn English**.**

Looking at postgraduate study and its effect on motivation, there were no significant differences between postgraduate study and GE or EMP learning motivations. This showed that doctors were motivated to study English, regardless of their academic level. Esanova and Buriyev

(2023) reported that medical articles and conferences in English will change rapidly; therefore, the demand for learning GE and EMP will influence doctors at any stage of their profession.

Regarding the influence of years studying English, there were no statistically significant differences between years of studying English and GE or EMP learning motivation. The results were consistent with the conclusion of Nguyen (2019) study, which indicated that non-English major students were not motivated regardless of exposure time to English. One explanation is that non-English major students, including medical doctors, experienced uninteresting language learning, which did not positively influence GE and EMP learning motivation.

Thematic Factors

Career and Professional Development

In our study, doctors were highly motivated to study GE and EMP for career purposes. In particular, GE not only allowed medical doctors to use it at work for treatment, but it also helped them to progress in their careers and receive pay raise. Mathis et al. (2021) supported this finding because the author concluded that being able to work with medical staff urged medical participants to study GE. This is because the medical environment requires a high level of accuracy, based on teamwork and updated knowledge. Another reason is that, according to Nazarieh et al. (2023), proficiency in English allows medical doctors to choose suitable medical techniques and increases treatment success. The study further suggested that English is a requirement to work in the medical field, which was also presented in(Y. Wang, 2023)'s study, indicating that medical students with high English proficiency can find jobs easily.

Regarding EMP learning motivation, Career and Professional Development ranked second. The doctors in our study indicated that they learned the EMP to help them with their work. This was supported by the results of Katsara (2008) indicated that the motivation for learning ESP was due to its advantages for future jobs. To be more specific, EMP could facilitate their hospital tasks, offer higher salaries, and allow career advancement. This is in line with the results ofTomak and Šendula-Pavelić (2017). The author indicated that medical students learn EMP because of its benefits in professional progress, better work, and high-paid occupations.

Social Recognition and Pressure

Social Recognition and Pressure in GE learning motivation had a moderate motivational influence. This suggests that doctors could earn respect from other people if their GE is good. English plays a crucial role in acquiring new knowledge and fostering collaboration in the medical field. Thus, English proficiency can also improve personal image in the eyes of others.

In our study, social recognition and pressure aspects moderately influenced EMP learning motivation. More specifically, earning respect from other people could motivate doctors to learn the EMP. This means that doctors knew that their reputation would increase if they could use their EMP proficiently. Tomak and Šendula-Pavelić (2017) also concluded that gaining greater respect from others could affect EMP learning motivation.

Educational Purposes

Educational purposes demonstrated a strong impact on motivation. In particular, medical doctors learned GE because it was highly needed for their higher education, passing exams, and acquiring the latest knowledge. Y. Wang (2023) agreed that improving English skills allowed medical students to participate in international education and comprehend medical articles and textbooks written in English. In fact, the United States Medical Licensing Examination (USMLE)

or Australian Medical Council (AMC) examinations are conducted in English; therefore, proficiency in GE helps them understand the common structures used in the exams.

For EMP learning motivation, the highest mean was for Educational Purposes. Doctors in our study learned EMP because it was important for their education. Katsara (2008) also highlighted that almost all ESP students were motivated to learn because they considered ESP useful for their study. In particular, from our study, EMP helped doctors take part in medical conferences, grasp up-to-date knowledge, and pass exams. There are several reasons for this result. First, medicine requires life-long learning (Hachoumi et al., 2023). Second, English is the most commonly used language to update medical information. Finally, the USMLE and AMC are English tests that require test takers to understand not only basic English but also medical terms to solve clinical problems. Therefore, doctors have no choice but to learn EMP intensively to gain new knowledge and pass standardized medical tests.

Classroom Environment and Teachers

The classroom environment and teachers had the lowest motivational means for GE and EMP learning motivation. The quantitative and qualitative phases indicated some factors related to motivation, such as teachers, teaching methods and styles, materials, activities, and poor understanding of content knowledge.

First, teachers' attitudes can influence motivation and positive attitudes can promote learning motivation. Huang (2022) concluded that among a variety of educators, positive characteristics such as mindfulness and compassion could reduce learners' negative feelings and increase motivation.

Second, teaching methods and styles play a crucial role in determining student motivation. Our study indicated that it was necessary for English teachers to understand their students and realize students' problems on time to prevent demotivation. Several studies have reported results similar to those of our study. Arroyyani et al. (2024) indicated that demotivation occurred when teachers delivered lessons in a disorganized manner when they failed to recognize students' problems. Le et al. (2024) claimed that student motivation could decrease if teachers were unable to respond to students' questions. In addition, our study reported a high demand for classroom communication. Katsara (2008) suggested that the communicative approach increases ESP learners' motivation and interest in broadening their horizons. Le et al. (2024) and Meng (2022) also identified lack of communication in class as a demotivating factor, showing that when teachers focused on introducing medical terminologies too much, they could not let students participate in classroom activities and develop four English skills, especially speaking and listening.

Third, the materials and content of the class are important. It was indicated from our interview that doctors in our study needed practical situations, time to share personal experiences of using medical terms in real life, how to apply them, and medicine-related materials. This is similar to the results of Katsara (2008) highlighted the importance of using authentic materials so that students can become familiar with English culture. Moreover, Le et al. (2024) and Meng (2022) showed that outdated ESP textbooks could adversely affect learning motivation.

In addition, activities in the class and learning environment could influence learning motivation. Our study showed that doctors were involved in a project, discussion with friends, or playing games, rather than doing grammar exercises or repeating words after teachers. Indriani (2020) claimed that, for higher learning motivation in EMP classes, the use of appropriate activities is necessary. Katsara (2008)and Y. Wang (2023) suggested that ESP learners should be exposed to group work and games to foster group cohesion and provide students with interactive and

communication environments. Finally, interviews revealed that a large class would pose a hindrance to learning motivation. This finding was supported by Erlina et al. (2020), who claimed that overcrowding could interfere with attention and concentration.

In addition, for low EMP learning motivation, teachers' poor understanding of content knowledge, which led to a lack of thorough explanation, was the culprit. Le et al. (2024) indicated that demotivation could arise from teachers' frequent inability to explain complex medical terms due to their insufficient understanding of analogus references. Our study also indicated that mixed English accents, including both American and British, could hinder EMP learning motivation among doctors.

Cultural Understanding and Social Interaction

Cultural Understanding and Social Interaction also play a significant role in GE learning motivation. Our study showed that doctors were eager to understand foreign cultures from books, music, and movies, as well as by making international friends. Our results were in contrast to those of Mathis et al. (2021), who showed that medical students did not learn English for sole entertainment or enjoy English-language music better. This is because medical students in Mathis et al. (2021) study had yet to realize the importance of cultural understanding and social interaction as doctors in our study.

Regarding EMP learning motivation, Cultural Understanding and Social Interaction were strong motivators**.** EMP helps participants in our study establish relationships with international doctors and allows them to become a part of the global medical community. Tomak and Šendula-Pavelić (2017) proposed a similar point in that doctors learned EMP because they were interested in interacting with members of international medical communities.

Immigration and Living

Among the eight sub-themes related to learning GE, Immigration and Living had the highest means. Doctors in our study prioritized learning English because it could help them travel, adapt, and integrate into a new country. The same pattern has been reported in other studies. The highest-scoring motivational item for learning English is that which helps medical students enjoy traveling abroad (Mathis et al., 2021).

Immigration and living reasons can also motivate doctors to learn about EMP. Our research showed that learning EMP could largely assist doctors in integrating more easily into English-speaking communities. The results were similar to those of Yelahina and Fedchyshyn (2019) andTomak and Šendula-Pavelić (2017), showing that medical students learn EMP so that they can travel, get to know other nations and cultures, and integrate into the target language society.

Personal Interest and Enjoyment

Personal Interest and Enjoyment had the lowest motivational mean in EMP and nearly the lowest in GE, indicating that doctors are less likely to learn EMP or GE for pleasure or entertainment. This is true because EMP are designed for professional use and education rather than entertainment, and they mainly focus on their careers.

Self-challenge and Self-fulfillment

Self-challenge and Self-fulfillment were high in GE's learning motivation. This indicates that mastering GE is linked to personal achievement. In particular, the lack of translation services poses a hindrance to healthcare access (Gil-Salmerón et al., 2021). Therefore, the ability to communicate without translation allows doctors to provide immediate and timely treatment.

Similar to GE learning, motivation, Self-challenge and Self-fulfillment were rated highly for EMP learning. In our study, doctors felt a great sense of personal satisfaction when they communicated in English without translation. This indicates that misleading translations can lead to adverse medical events (Karwacka, 2014). Misunderstanding of medical terms could decrease patients' trust and negatively impact the treatment plan (Anazawa et al., 2012). Therefore, if doctors could become both practitioners and interpreters, they could reduce fatality and create fluent doctor-doctor and doctor-patient communication.

Time and Cost

Time and cost are newly explored factors that influence doctors' learning motivation. While the time constraint to study was negative for learning motivation for both GE and EMP, high tuition fees could be negative for both types of motivation and exclusively positive for GE. Regarding the time limit to study, there have been no studies investigating the impact of a lack of time to study learning motivation. Wilcox et al. (2016) suggested that businesses can reduce the time spent on finishing tasks. Ahmad et al. (2024) concluded that high tuition fees could lead to low academic performance, motivation, and confidence. However, Beneito et al. (2018) showed that students who pay fees in full could pass one module with a minimal number of registered times, pass courses in the first time more easily, and improve their academic grades compared with those who were exempted from paying fees. Therefore, we suggest that further studies focus on investigating how time constraints and tuition fees influence learning motivation.

Future Research Directions

Further research should focus on newly explored themes, such as the influence of time and cost of learning on doctors' English learning motivation. They should look into the changes in motivation over time as doctors progress in their professions and the impacts of different teaching methods, geographical regions, and medical specialties on motivation.

Conclusion

The study was carried out on medical doctors who had graduated within three years in Ho Chi Minh City, and a mixed method approach was applied. The findings revealed that for doctors in the study, regardless of whether they learned GE or EMP, instrumental motivation was the primary driving force, followed by integrative motivation. Doctors were intrinsically and extrinsically on a moderate level. The study also found that gender differences existed in some kinds of motivation for learning GE and EMP, and postgraduation could influence intrinsic motivation when doctors learn GE. Most of the results of the interviews were identical to those of the quantitative phase. However, some issues related to poor understanding of content knowledge, negative attitudes toward teachers, and dull teaching methods that lack communication were identified as negatively influencing English learning motivation. Overall, the study suggests that future English programs should focus on career development, academic learning, and communication when teaching GE and EMP to medical doctors. Moreover, real-world applications, authentic and updated materials, and interactive activities are required to enhance English learning motivation. The findings of our study lay the foundation for not only future research, but also for choosing suitable teaching methods and creating effective English programs for medical doctors.

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About the Authors:
Dr. Tran Tin Nghi is an experienced educator and researcher interested in second language acquisition and pedagogy. His work focuses on developing and implementing effective teaching methodologies, using corpus-based techniques in language teaching, AI in Education, and the role of literacy in second language learning. He has a strong record of scholarly publications in prestigious Scopus-indexed journals. His commitment to ongoing professional development is evident through his active involvement in leading organizations like VietTESOL, STESOL, and VietCALL. Nghi Tran can be contacted at nghitt@huit.edu.vn. https://orcid.org/0000-0001-6549-3895

Trang Hoang Nguyen Anh, Dermatologist, MSc in English Language Teaching. Trang Hoang Nguyen Anh obtained his Master's degree from Hoa Sen University and completed his Dermatology Residency at Pham Ngoc Thach University of Medicine. His research interests include IELTS preparation and English for Medical Purposes. https://orcid.org/0009-0002-4341-2243

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Appendices

Appendix A. Doctors in Ho Chi Minh City were surveyed to assess their level and motivation to learn English.

Questionnaires

BACKGROUND INFORMATION OF PARTICIPANTS
1.Gender 1. Male 2. Female 3. Not want to mention
2.Year of birth
3.Years of graduation from medical university 1 year 2 years 3 years > 3 years
4.Currently studying/ Finish postgraduate programs in medicine Yes No

5.Time of learning English
1. < 5 Years
2. 5 -< 10 years
3. 10 - < 15 years
4. ≥ 15 years

MOTIVATION
1 = strongly disagree
2 = partly disagree
3.= neutral
4 = partly agree
5 = strongly agree
INTEGRATIVE MOTIVATION

Order	Category	CODING	Statement	1	2	3	4	5	Vietnamese translation
1	GE	INT1	Learning GE helps me understand foreign movies, music, books, etc.						Học tiếng Anh tổng quát giúp tôi hiểu phim, nhạc, sách nước ngoài, v.v.
2	GE	INT2	Learning GE helps me understand foreign cultures and ways of living						Học tiếng Anh tổng quát giúp tôi hiểu văn hóa và lối sống nước ngoài
3	GE	INT3	Learning GE gives me chances to make friends and stay connected with foreigners						Học tiếng Anh tổng quát cho tôi cơ hội kết bạn và kết nối với người nước ngoài
4	GE	INT4	Learning GE allows me to travel to different places around the world						Học tiếng Anh tổng quát cho phép tôi đi du lịch đến nhiều nơi khác nhau trên thế giới
5	GE	INT5	Learning GE helps me get married to English-speaking people						Học tiếng Anh tổng quát giúp tôi kết hôn với người nói tiếng Anh
6	GE	INT6	Learning GE helps me live in foreign countries						Học tiếng Anh tổng quát giúp tôi sống ở nước ngoài
7	GE	INT7	Learning GE helps me integrate more easily into English-speaking communities						Học tiếng Anh tổng quát giúp tôi hòa nhập dễ dàng hơn với cộng đồng nói tiếng Anh
8	ESP	INT8	Learning EMP allows me to become a part of an international doctors' communities						Học tiếng Anh Y khoa cho phép tôi trở thành một phần của cộng đồng bác sĩ quốc tế
9	ESP	INT9	Learning EMP helps me make friends with international doctors						Học tiếng Anh Y khoa giúp tôi kết bạn với các bác sĩ quốc tế
10	ESP	INT10	Learning EMP helps me talk with English-speaking people						Học tiếng Anh Y khoa giúp tôi nói chuyện với người nói tiếng Anh
11	ESP	INT11	Learning EMP helps me get married to English-speaking people						Học tiếng Anh Y khoa giúp tôi kết hôn với người nói tiếng Anh
12	ESP	INT12	Learning EMP helps me live in foreign countries						Học tiếng Anh Y khoa giúp tôi sống ở nước ngoài

13	ESP	INT13	Learning EMP helps me integrate more easily into English-speaking communities						Học tiếng Anh Y khoa giúp tôi hòa nhập dễ dàng hơn với cộng đồng nói tiếng Anh
INSTRUMENTAL MOTIVATION									
Number	Category	CODING	Statement	1	2	3	4	5	Vietnamese translation
1	GE	INS1	Learning GE helps me to progress in my future career						Học tiếng Anh tổng quát giúp tôi thăng tiến trong sự nghiệp tương lai
2	GE	INS2	Learning GE facilitates my work (such as talking to patients, diagnosing and giving treatment)						Học tiếng Anh tổng quát tạo điều kiện thuận lợi cho công việc của tôi (chẳng hạn như nói chuyện với bệnh nhân, chẩn đoán và điều trị)
3	GE	INS3	Learning GE allows me to get a higher salary						Học tiếng Anh tổng quát giúp tôi có được mức lương cao hơn
4	GE	INS4	Learning GE is essential for my higher education						Học tiếng Anh tổng quát là điều cần thiết cho giáo dục đại học của tôi
5	GE	INS5	Learning GE helps me participate in medical conferences						Học tiếng Anh tổng quát giúp tôi tham gia các hội thảo y khoa
6	GE	INS6	Learning GE helps me pass exams						Học tiếng Anh tổng quát giúp tôi vượt qua các kỳ thi
7	GE	INS7	Learning GE helps me to grasp up-to-date knowledge						Học tiếng Anh tổng quát giúp tôi nắm bắt được những kiến thức cập nhật
8	GE	INS8	Learning GE helps me conduct medical research and write medical papers.						Học tiếng Anh tổng quát giúp tôi tiến hành nghiên cứu y học và viết các bài báo y khoa.
9	ESP	INS9	Learning EMP helps me to progress in my future career						Học tiếng Anh Y khoa giúp tôi thăng tiến trong sự nghiệp tương lai
10	ESP	INS10	Learning EMP facilitates my work in hospitals (such as talking to patients, diagnosing and giving treatment)						Học tiếng Anh Y khoa tạo điều kiện thuận lợi cho công việc của tôi tại bệnh viện (chẳng hạn như nói chuyện với bệnh nhân, chẩn đoán và điều trị)
11	ESP	INS11	Learning EMP allows me to get a higher salary						Học tiếng Anh Y khoa giúp tôi có được mức lương cao hơn
12	ESP	INS12	Learning EMP is essential for my higher education						Học tiếng Anh Y khoa là điều cần thiết cho giáo dục đại học của tôi
13	ESP	INS13	Learning EMP helps me to get more opportunities to participate in medical conferences						Học tiếng Anh Y khoa giúp tôi có thêm cơ hội tham gia các hội thảo y tế
14	ESP	INS14	Learning EMP helps me pass exams						Học tiếng Anh Y khoa giúp tôi vượt qua kỳ thi
15	ESP	INS15	Learning EMP helps me to grasp up-to-date medical knowledge and information.						Học tiếng Anh Y khoa giúp tôi nắm bắt được những kiến thức, thông tin y tế cập nhật nhất.
16	ESP	INS16	Learning EMP helps me conduct medical research and write medical papers.						Học tiếng Anh Y khoa giúp tôi tiến hành nghiên cứu y học và viết các bài báo y học.

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EXTRINSIC MOTIVATION									
Order	Category	CODING	Statement	1	2	3	4	5	Vietnamese translation
1	GE	EXT1	I learn GE because it is a compulsory subject in university						Tôi học tiếng Anh tổng quát vì đây là môn học bắt buộc ở trường đại học
2	GE	EXT2	My parents want me to learn GE						Bố mẹ tôi muốn tôi học tiếng Anh tổng quát
3	GE	EXT3	I learn GE because my job requires GE						Tôi học tiếng Anh tổng quát vì công việc của tôi yêu cầu tiếng Anh tổng quát
4	GE	EXT4	Being able to use GE proficiently allows me to earn respect from other people						Việc có thể sử dụng tiếng Anh tổng quát thành thạo cho phép tôi nhận được sự tôn trọng từ người khác
5	GE	EXT5	I learn GE because my patients and clients use English						Tôi học tiếng Anh tổng quát vì bệnh nhân và khách hàng của tôi sử dụng tiếng Anh
6	GE	EXT6	The effort I put into GE learning largely depends on the quality of English classes.						Công sức tôi bỏ ra cho việc học tiếng Anh tổng quát phần lớn phụ thuộc vào chất lượng các lớp học tiếng Anh.
7	GE	EXT7	I learn GE because my friends and coworkers learn English						Tôi học tiếng Anh tổng quát vì bạn bè và đồng nghiệp của tôi học tiếng Anh
8	ESP	EXT8	I learn EMP because it is a compulsory subject in university						Tôi học tiếng Anh Y khoa vì đây là môn học bắt buộc ở trường đại học
9	ESP	EXT9	My parents want me to learn EMP						Bố mẹ tôi muốn tôi học tiếng Anh Y khoa
10	ESP	EXT10	I learn EMP because my job requires EMP						Tôi học tiếng Anh Y khoa vì công việc của tôi yêu cầu tiếng Anh Y khoa
11	ESP	EXT11	Being able to use EMP proficiently allows me to earn respect from other people						Việc có thể sử dụng tiếng Anh Y khoa thành thạo giúp tôi nhận được sự tôn trọng từ người khác
12	ESP	EXT12	I learn EMP because my patients and clients use English						Tôi học tiếng Anh Y khoa vì bệnh nhân và khách hàng của tôi sử dụng tiếng Anh
13	ESP	EXT13	The effort I put into English learning largely depends on the quality of English classes.						Công sức tôi bỏ ra vào việc học tiếng Anh phần lớn phụ thuộc vào chất lượng các lớp học tiếng Anh.
14	ESP	EXT14	I learn EMP because my friends and coworkers learn English						Tôi học tiếng Anh Y khoa vì bạn bè và đồng nghiệp của tôi học tiếng Anh
INTRINSIC MOTIVATION									
Order	Category	CODING	Statement	1	2	3	4	5	Vietnamese translation
1	GE	INR1	I learn GE because I like it without any reasons						Tôi học tiếng Anh tổng quát vì tôi thích nó mà không cần lý do
2	GE	INR2	Learning GE is a hobby for me						Học tiếng Anh tổng quát là một sở thích của tôi

3	GE	INR3	I challenge myself by learning GE						Tôi thử thách bản thân bằng cách học tiếng Anh tổng quát
4	GE	INR4	I learn GE because I enjoy speaking English to other people						Tôi học tiếng Anh tổng quát vì tôi thích nói tiếng Anh với người khác
5	GE	INR5	I learn GE because I feel satisfied when I can communicate in English without interpretation/ translation .						Tôi học tiếng Anh tổng quát vì tôi cảm thấy hài lòng khi có thể giao tiếp bằng tiếng Anh mà không cần phiên dịch/biên dịch.
6	ESP	INR6	I learn EMP because I like it without any reasons						Tôi học tiếng Anh Y khoa vì tôi thích nó mà không cần lý do
7	ESP	INR7	Learning EMP is a hobby for me						Học tiếng Anh Y khoa là một sở thích của tôi
8	ESP	INR8	I challenge myself by learning EMP						Tôi thử thách bản thân bằng việc học tiếng Anh Y khoa
9	ESP	INR9	I learn EMP because I enjoy speaking English to other people						Tôi học tiếng Anh Y khoa vì tôi thích nói tiếng Anh với người khác
10	ESP	INR10	I learn EMP because I feel satisfied when I can communicate in English without interpretation/ translation .						Tôi học tiếng Anh Y khoa vì tôi cảm thấy hài lòng khi có thể giao tiếp bằng tiếng Anh mà không cần phiên dịch/biên dịch.

INFLUENCING FACTORS

	It influenced me to learn English
Exciting learning materials	
Being able to gain access to materials	
Teacher’s personality	
Teacher’s teachings styles	
Practical lessons	
Working environments that include English	

Appendix B. Interview questions

English	Vietnamese
In the first part we will talk about "GENERAL ENGLISH"	Phần đầu chúng ta sẽ nói về "TIẾNG ANH TỔNG QUÁT"
1. Based on your general English learning experience, what makes you excited about learning English? Can you please tell me about it?	1. Dựa trên trải nghiệm học tiếng Anh tổng quát của bạn, điều gì khiến bạn thấy thích thú với việc học tiếng Anh? Bạn có thể vui lòng kể về nó giúp mình.
2. Based on your general English learning experience, what makes you feel unsatisfied with learning English? Can you please tell me about it?	2. Dựa trên trải nghiệm học tiếng Anh tổng quát của bạn, điều gì khiến bạn thấy chưa hài lòng với việc học tiếng Anh? Bạn có thể vui lòng kể về nó giúp mình.

3. How do you think the dissatisfaction with learning GENERAL English can be changed so that you enjoy learning GENERAL English more?	3. Bạn nghĩ rằng những điều chưa hài lòng với việc học tiếng Anh TỔNG QUÁT có thể được thay đổi như thế nào để bạn thích học tiếng Anh TỔNG QUÁT hơn?
4. What elements do you hope a GENERAL ENGLISH class in the future will have so you can enjoy learning?	4. Bạn mong muốn một lớp TIẾNG ANH TỔNG QUÁT trong tương lai sẽ có yếu tố gì để bạn có thể thích thú học ?
In the following part we will talk about "MEDICAL PROFESSIONAL ENGLISH"	Phần sau chúng ta sẽ nói về "TIẾNG ANH CHUYÊN NGÀNH Y KHOA"
1. Based on your experience learning MEDICAL English, what makes you interested in learning English? Can you please tell me about it?	1. Dựa trên trải nghiệm học tiếng Anh Y KHOA của bạn, điều gì khiến bạn thấy thích thú với việc học tiếng Anh? Bạn có thể vui lòng kể về nó giúp mình.
2. Based on your experience learning MEDICAL English, what makes you feel unsatisfied with learning English? Can you please tell me about it?	2. Dựa trên trải nghiệm học tiếng Anh Y KHOA của bạn, điều gì khiến bạn thấy chưa hài lòng với việc học tiếng Anh? Bạn có thể vui lòng kể về nó giúp mình.
3. How do you think the things you are not satisfied with learning MEDICAL English can be changed so that you enjoy learning MEDICAL English more?	3. Bạn nghĩ rằng những điều chưa hài lòng với việc học tiếng Anh Y KHOA có thể được thay đổi như thế nào để bạn thích học tiếng Anh Y KHOA hơn?
4. What elements do you hope a future MEDICAL ENGLISH class will have that you can enjoy learning?	4. Bạn mong muốn một lớp TIẾNG ANH Y KHOA trong tương lai sẽ có yếu tố gì để bạn có thể thích thú học ?