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English Reading Motivation of Clinical Medicine Students in Chinese Medical College

Wei Hu[1*], Thanaporn Pantawee[2]

[1] *Faculty of Liberal Arts and Science, Roi Et Rajabhat University, Roi Et, Thailand*
[2] *Roi Et Rajabhat University, Roi Et, Thailand*

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Abstract

This study provided a comprehensive exploration of the complex motivational factors influencing English reading among clinical medicine students in China. Utilizing a quantitative research approach, the Motivation for Reading Questionnaire (MRQ) was employed to systematically collect data. Subsequently, descriptive analysis was performed using the advanced statistical software SPSS 27.0 to analyze the collected data. The findings revealed that reading motivation among clinical medicine students was medium level (mean = 3.1944), with extrinsic motivation (mean = 3.3218) emerging as the most dominant, followed by intrinsic motivation (mean = 3.2313), social motivation (mean = 3.0632), and self-efficacy (mean = 3.0603). The relatively narrow gap between extrinsic and intrinsic motivation indicated that, although external factors significantly drove clinical medicine students' reading behavior, they also derived personal satisfaction and interest from engaging with English reading materials. The findings indicated that social motivation and self-efficacy among clinical medicine students were similar and both lower than extrinsic and intrinsic motivation. This indicated that clinical medicine students had relatively lower confidence in their reading abilities and were less motivated to read English for social interaction. Based on these insights, this study offered practical recommendations for enhancing college English reading instruction and provided valuable guidance for future research in this domain.

Keywords: clinical medicine students, college English reading teaching, English reading motivation

* Corresponding author.
E-mail address: 389503536@qq.com

Introduction

It is well known that most medical literature is published in English, and the top medical journals, including Nature, Science, and The Lancet, are predominantly authored by experts from Western countries. Therefore, strong English reading ability is indispensable for clinical medicine students who aim to access the latest and most advanced knowledge in Western medicine (Chen et al., 2024; Hekmati et al., 2020). By reading professional journals, academic books, and research reports, clinical medicine students can gain insights into the latest diagnostic criteria, treatment options, and hot issues in medical research (Batta, 2019), while also broadening their horizons and cultivating critical thinking. However, accessing this vital knowledge presents significant challenges. Clinical medicine students often struggle with complex terminology and intricate sentence structures when reading in English (Zhou et al., 2022). Their limited English reading proficiency compounds these difficulties, frequently leading to a lack of motivation and ultimately causing them to rarely read English literature (Yang & Gong, 2019). This avoidance further hinders the development of essential academic and professional communication skills.

This challenge is particularly acute in specific regional contexts, such as Guizhou Province, China, where students generally exhibit weaker English proficiency (Zhang & Yang, 2024). Clinical medicine students in these regions often demonstrate both weak English reading abilities and low reading motivation. Crucially, this motivational deficit is frequently linked to a perception that English has limited utility in their future careers, fostering a negative attitude towards learning (Yang & Gong, 2019). Consequently, the reality for medical EFL learners in developing regional colleges is characterized by weak reading abilities, an unwillingness to read, and perceived insufficient teaching support (Zhou & Zhong, 2024). This discrepancy between the global necessity of English proficiency and the regional reality underscores the critical need to understand the specific reading motivation profiles of clinical medicine students. Identifying dominant motivational types is essential for designing effective interventions to stimulate engagement and improve reading instruction outcomes.

Reforming reading instruction is paramount, especially given reading comprehension's centrality in college English curricula (Zhang, 2023). Unfortunately, traditional approaches often overemphasize vocabulary memorization and grammatical analysis (Miao & Vibulphol, 2021), leading to teacher-dominated, translation-focused classes with minimal interaction. This approach creates a dull atmosphere and diminishes student motivation and engagement, ultimately resulting in poor reading outcomes (Chen et al., 2024). This pedagogical shortfall is especially problematic given the current aim of Chinese medical colleges to cultivate well-rounded international talents proficient in applying English in practical medical settings (Fang, 2024). Therefore, fostering reading motivation emerges as a key driver for shaping learners' reading proficiency and broader language competencies (Ma & Zhao, 2025), significantly impacting their interaction with materials, performance, overall competence, and ultimate success in language acquisition (Teng & Yang, 2023; Vaknin-Nusbaum & Tuckwiller, 2023; Hamedi et al., 2020; Toste et al., 2020).

This study is to investigate the English reading motivation profiles of clinical medicine students in Guizhou Province, China, aiming to identify the dominant types of reading motivation that influence their English reading engagement and proficiency. Specifically, the study seeks to prove the existence and prevalence of different reading motivation types, such as intrinsic motivation (stemming from personal interest and enjoyment in reading) and extrinsic motivation (driven by external rewards like academic achievement or career advancement). By analyzing these reading motivation types, the study will explore their relevance to the challenges and needs outlined in the literature review. This study will bridge the gap between theoretical understanding of reading motivation and practical teaching strategies by providing empirical evidence on the specific motivational profiles of students in this context. The findings will not only contribute to the academic discourse on English reading motivation but also offer actionable insights for educators to design more engaging and effective reading instruction programs tailored to the needs and motivations of clinical medicine students in developing regional colleges.

Literature Review

1. Reading Motivation

Reading motivation is considered a multidimensional construct that encompasses both intrinsic and extrinsic factors. It is influenced by self-efficacy, attitudes, and goals and acts as the internal driving force that guides, stimulates, and sustains individual reading activities (Bakkaloğlu & Pilten, 2023; Liu et al., 2024; Pei et al., 2024). This dynamic system mediates text selection and comprehension depth through continuous interactions between personal beliefs and contextual affordances (Wang, 2019; Zhang, 2023). As a key component of foreign language learning motivation, reading motivation is driven by personal needs that stimulate and support reading activities (Wigfield & Guthrie, 1997; Zhang & Kim, 2024). It encompasses factors such as personal interest, curiosity, the desire for entertainment, academic or professional goals, and the need to acquire information (Cremin, 2023). These motivations can include pursuing academic achievement, interest in specific topics, and the enjoyment of reading itself (Liu, 2024). Three dominant theories provide complementary frameworks: Self-Determination Theory (SDT) emphasizes autonomy (text choice), competence (mastery), and relatedness (peer communities) (Deci & Ryan, 1985); Expectancy-Value Theory (EVT) highlights expectancy of success and task value (Wigfield & Eccles, 2002); while Social Cognitive Theory (SCT) centers on self-efficacy and observational learning (Bandura, 2001). Crucially, these converge on self-efficacy as the motivational keystone—SDT's competence aligns with EVT's expectancy and SCT's core construct. Wigfield and Guthrie's (1997) quadripartite model empirically integrates these by categorizing motivation into Table 1. Wigfield and Guthrie (1997) proposed four main categories of reading motivation: self-efficacy, intrinsic motivation, extrinsic motivation, and social motivation. The Motivation for Reading Questionnaire (MRQ) operationalizes these constructs through theoretically grounded items, designed to measure various factors related to reading motivation and has been widely recognized and adapted by scholars in the field (Troyer et al., 2019; Wang & Gan, 2021; Wang & Jin, 2021; Wang, Jin & Jia, 2022).

Table 1

Wigfield & Guthrie's (1997) Categories with Three Theories

Dimension	Sub-factors	Theoretical Basis
Self-Efficacy	• Reading efficacy • Reading challenge	SCT EVT expectancy
Intrinsic Motivation	• Curiosity • Involvement • Importance • Work avoidance	SDT autonomy
Extrinsic Motivation	• Recognition • Grades • Competition	EVT value
Social Motivation	• Compliance • Social reasons	SDT relatedness

1.1 Reading Self-Efficacy

Reading self-efficacy refers to an individual's belief in their ability to successfully complete reading tasks. It includes factors such as reading efficacy and reading challenge. Self-efficacy is a key determinant of reading comprehension and influences reading performance and achievement through its impact on strategy use and learner engagement (Liu et al., 2024).

1.2 Intrinsic Motivation

Intrinsic motivation refers to the desire to read due to the inherent interest and enjoyment derived from the reading process itself. It includes factors such as reading work avoidance, reading curiosity, reading involvement, and the importance of reading. Intrinsic motivation plays a crucial role in reading behavior, significantly influencing reading volume and strategy use (Ives et al., 2023; Wang et al., 2020). However, the inclusion of "reading work avoidance" under intrinsic motivation is theoretically controversial and may need further argumentation or reclassification.

1.3 Extrinsic Motivation

Extrinsic motivation involves reading to obtain external rewards or avoid punishment. It includes factors such as competition in reading, reading recognition, and reading for grades. Extrinsic motivation has been found to significantly contribute to reading engagement, especially in contexts where external rewards are prevalent (Indrayadi, 2021; Apoko et al., 2024; Huang & Reynolds, 2022).

1.4 Social Motivation

Social motivation is closely tied to interactions with friends, peers, parents, and teachers. It includes factors such as social reasons for reading and reading compliance. Social motivation emphasizes reading as a social practice rather than merely an individual activity (Cremin,

2023). Peer reading discussions or encouragement from teachers can significantly enhance students' reading motivation (McGeown et al., 2020).

While the existing literature provides valuable insights into the various dimensions of reading motivation, there are several areas that require further critical assessment and refinement. Firstly, the integration of different theoretical frameworks such as SDT, Expectancy-Value Theory, and Social Cognitive Theory is often weak. The relationships between these theories and their implications for reading motivation are not clearly delineated. For instance, while self-efficacy is a key component of both SDT and Social Cognitive Theory, its specific role in reading motivation is not fully explored. Secondly, the categorization of reading motivation factors, particularly in the MRQ, requires further validation. The inclusion of "reading work avoidance" under intrinsic motivation is theoretically inconsistent and may need to be reclassified. Additionally, the dynamic nature of reading motivation, influenced by both internal factors and external environments, is not fully captured in current research designs.

2. Reading Motivation in Reading Instruction

In college education, reading instruction is a core component for cultivating students' critical thinking, analytical abilities, and cultural understanding. There is a significant positive correlation between reading motivation and reading ability, and reading motivation can predict scores in reading comprehension (Ma & Zhao, 2025). Therefore, reading teaching involves not only teaching decoding skills and comprehension strategies; it also requires teachers to create an environment that fosters curiosity, engagement, and a love of reading. This can be seen that motivation is one of the essential factors affecting reading achievement. It is supported by Zhang (2020), stating that students who are intrinsically motivated to read are more likely to develop strong reading habits and achieve higher levels of comprehension. The studies of Chen et al. (2024) and Bakkaloğlu and Pilten (2023) also emphasized that reading instruction should focus on students' reading motivation and proposed various teaching strategies to stimulate this motivation. This means reading motivation has a significant impact on the improvement of reading comprehension, especially in reading activities driven by autonomous motivation and interest. Transforming interest into the driving force for active learning can help students apply what they have learned and achieve real learning outcomes, accordingly.

Research Objectives

1. To optimize reading pedagogy by designing motivationally aligned curricula and discipline-specific materials for clinical medicine students
2. To cultivate autonomous learning capabilities through evidence-based strategies that foster self-sustained medical literature engagement

Research Questions

1. What is the overall level of English reading motivation among clinical medicine students, as measured by the MRQ?
2. Which category of reading motivation is most prevalent among clinical medicine students?

Methodology

1. Population

The study recruited a purposive sample comprising the entire sophomore students (N=58) of clinical medicine students at Shenqi Ethnic Medicine College of Guizhou Medical University. Participants were selected during mandatory English courses and ranged in age from 19 to 20.

2. Instruments

The questionnaire served as a fundamental quantitative research instrument in this research. Wigfield and Guthrie's (1997) Motivation for Reading Questionnaire (MRQ) was widely recognized and applied by most researchers in both first language (L1) and second language (L2) in the domain of reading motivation. There were 53 items in the original version questionnaire. According to the actual research situation, the original version of MQR (1997) was designed for English-speaking children, the researcher deleted and modified some items based on the research participants, who were Chinese clinical medicine students. To guarantee the reliability and validity of the adapted questionnaire, statistical analyses were conducted using SPSS 27.0 and Index of Item-Objective Congruence (IOC).

As reviewed from previous research, the four categories among 11 dimensions proposed by Wigfield and Guthrie (1997) have been widely validated and were considered highly persuasive. To maintain consistency with these dimensions, a minimum of three items were retained for each dimension, resulting in a final MQR comprising 33 items across 11 dimensions (Table 2). This questionnaire was divided into two sections. The first section collected students' basic information, including name, gender, and major. The second section consisted of 33 items measured on a five-point Likert scale (1 = strongly disagree, 2 = disagree, 3 = neither agree nor disagree, 4 = agree, 5 = strongly agree).

Table 2

The Category of Reading Motivation and Number of Items Used in MRQ

Category	Dimension	Item	Total No.
Self - Efficacy	Reading Efficacy	1、2、3	3
	Reading Challenge	4、5、6	3
Intrinsic Motivation	Reading Curiosity	7、8、9	3
	Reading Involvement	10、11、12	3
	Importance of Reading	13、14、15	3
	Reading Work Avoidance	31、32、33	3
Extrinsic Motivation	Reading Recognition	16、17、18	3
	Reading for Grades	19、20、21	3
	Competitional Reading	25、26、27	3
Social Motivation	Social Reasons for Reading	22、23、24	3
	Reading Compliance	28、29、30	3

3. Data Collection

The MRQ was administered twice in this research: the pilot study and the main study. The pilot study was implemented prior to the main study to evaluate the reliability of the questionnaire, optimize the research design, and improve the process of the research. The pilot study involved 50 students randomly selected from other medical majors, ensuring they were not part of the main study participant group. This approach helped test the questionnaire's reliability without influencing the main study's results and the data were analyzed by the SPSS 27.0. The questionnaire was available in both English and Chinese, but the Chinese version was provided to ensure participants could understand the items accurately and clearly. The same Chinese version was used in the main study later. Before filling in the questionnaire with 33 items, the researcher informed the 50 students that their responses would be used solely for research purposes and would not impact their academic grades. These 50 students completed the questionnaire online via the Survey Pluto app, a data collection platform widely used in China. During this process, the researcher provided detailed instructions on the five-point Likert scale and clarified any items that participants found unclear. After the completion of the questionnaire, the data were retrieved from the Survey Pluto platform for analysis and the responses were analyzed using SPSS 27.0 to assess the questionnaire's reliability (see Table 3). To ensure the content validity of the questionnaire, the Index of Item-Objective Congruence (IOC) was employed. The researcher sent the questionnaire to three experts in the field, all holding doctoral degrees, for evaluation. Based on their feedback and suggestions, certain items were revised to improve the questionnaire's validity. The finalized questionnaire was then distributed to the 58 participants in the main study.

After verifying the reliability and validity of the reading motivation questionnaire, it is necessary to start the main study. In the main study, the questionnaire was distributed to the 58 participants on site to ensure the objectivity and authenticity of the empirical data. Participants were given 20 minutes during an English class to complete the questionnaire, and all submissions were collected successfully. The researcher was present throughout the process to address any issues promptly. After data collection, the questionnaires were carefully checked and screened to eliminate any invalid responses. The quantitative data from the MRQ were then input into SPSS 27.0 for further analysis.

4. Data Analysis

To ensure the reliability and validity of this research instrument, the researcher utilized SPSS 27.0 and Item Objective Congruence (IOC).

Table 3
The Reliability and Validity of MRQ

Category	Dimension	Item	IOC	Discrimination	Cronbach α
Self-Efficacy	Reading Efficacy	1	1.00	0.46	.772
		2	1.00	0.50	
		3	1.00	0.41	

Table 3 (Continued)

Category	Dimension	Item	IOC	Discrimination	Cronbach α
Self-Efficacy	Reading Challenge	4	1.00	0.46	.820
		5	1.00	0.37	
		6	1.00	0.42	
	Total	6 items		0.44	.880
Intrinsic Motivation	Reading Curiosity	7	0.67	0.39	.765
		8	0.67	0.34	
		9	1.00	0.44	
	Reading Involvement	10	0.67	0.41	.831
		11	0.67	0.43	
		12	1.00	0.43	
	Importance of Reading	13	0.67	0.39	.651
		14	0.67	0.36	
		15	1	0.37	
	Reading Work Avoidance	31	0.67	0.46	.812
		32	0.67	0.50	
		33	0.67	0.46	
	Total	12 items		0.42	.821
Extrinsic Motivation	Competition in Reading	25	1.00	0.41	.713
		26	0.67	0.40	
		27	0.67	0.51	
	Reading Recognition	16	0.67	0.40	.898
		17	0.67	0.37	
		18	1.00	0.33	
	Reading for Grades	19	1.00	0.37	.752
		20	1.00	0.43	
		21	0.67	0.39	
	Total	9 items		0.40	.888
Social Motivation	Social Reasons for Reading	22	1.00	0.34	.847
		23	1.00	0.36	
		24	0.67	0.37	
	Reading Compliance	28	1.00	0.37	0.689
		29	0.67	0.34	
		30	0.67	0.37	
	Total	6 items		0.36	.762
	Total Scale	33 items		0.40	.930

Not. n=50

As shown in Table 3, the reliability of the questionnaire was measured using Cronbach's alpha, while its content validity was assessed through the Index of Item-Objective Congruence (IOC).

Construct validity was measured by the discrimination index. In detail, Cronbach's Alpha values indicate reliability, with higher values signifying greater consistency. Values above 0.9 are excellent, 0.8–0.9 are good, 0.7–0.8 are acceptable, 0.6–0.7 are questionable, 0.5–0.6 are poor, and below 0.5 are unacceptable. While, the IOC index ranges from -1 to 1. An IOC $\geqslant$ 0.5 indicates good content validity and is acceptable. 0.5 > IOC > 0 means partial consistency and may need revision. IOC $\leqslant$ 0 shows inconsistency and usually requires removal or redesign. The IOC is calculated based on expert reviews, with multiple experts (3-5) evaluating each item's consistency (1 for consistent, 0 for uncertain, -1 for inconsistent) and calculating the average score. Ideally, all items should have an IOC > 0.5, and the average IOC should be high to ensure overall content validity.

The analysis of the Motivation for Reading Questionnaire (MRQ) using SPSS 27.0 revealed promising results regarding its reliability and validity. The overall Cronbach's Alpha value of 0.930 exceeded the acceptable threshold of 0.7, indicating excellent reliability. The content validity, as assessed by the Index of Item-Objective Congruence (IOC) by three domain experts, ranged from 0.67 to 1, surpassing the minimum acceptable value of 0.5. The overall discrimination index of 0.40 suggested good discrimination ability of the questionnaire. These results suggest that the MRQ has strong reliability and validity and can be used to collect data in the main study.

However, a closer examination of the results reveals some areas that warrant critical attention. While the overall reliability and validity are satisfactory, the discrimination index of the social motivation subscale (0.36) is relatively low compared to the other subscales. This may indicate that the items in this subscale are less effective in differentiating between individuals with different levels of reading motivation. Additionally, the Cronbach's Alpha value of social motivation (0.762) is at the lower end of the acceptable range, suggesting that the internal consistency of this subscale may need further improvement.

The MRQ consists of 33 items divided into four categories: self-efficacy, intrinsic motivation, extrinsic motivation, and social motivation. The self-efficacy subscale, with six items, achieved a perfect IOC index of 1.00 and a discrimination index of 0.44, indicating excellent content validity and good discrimination ability. The intrinsic motivation subscale, with 12 items, had most items with an IOC index of 0.67 or 1.00 and a discrimination index of 0.42. The extrinsic motivation subscale, with nine items, also had most items with an IOC index of 0.67 or 1.00 and a discrimination index of 0.40. The social motivation subscale, with six items, had most items with an IOC index of 0.67 or 1.00 but a relatively lower discrimination index of 0.36.

In conclusion, while the MRQ demonstrates strong overall reliability and validity, the relatively lower discrimination and reliability of the social motivation subscale suggest that further refinement may be necessary to enhance its effectiveness. Future research could focus on revising or adding items to the social motivation subscale to improve its discrimination ability and internal consistency.

Results

Oxford and Burry-Stock (1995) have suggested that mean values ranging from 3.5 to 5.0 indicate a high level, those from 2.5 to 3.5 represent a medium level, and values from 1.0 to 2.5 correspond to a lower level

1.The degree of reading motivation among clinical medicine students

By using SPSS 27.0 statistical software to conduct processing of the questionnaire, the following analysis results were obtained:

Table 4

Descriptive Statistics of English Reading Motivation

	N	Min.	Max.	M	S.D.
Reading Motivation	58	1.6970	4.9091	3.1944	.4755
Valid N (listwise)	58				

As shown in Table 4, the research involved 58 participants. The minimum was 1.6970, while the maximum was 4.9091. The mean was 3.1944, with a standard deviation of .4755. Given that the average reading motivation was 3.1944, which fell between 2.5 and 3.5, the findings indicated that the clinical medicine students who participated in the research exhibited a medium level of English reading motivation.

2. Category of Reading Motivation among Clinical Medicine Students

Descriptive statistics were employed to analyze the categories of reading motivation among clinical medicine students. By examining the mean scores, standard deviations, and other relevant data for each category, a comprehensive overview of the clinical medicine students' reading motivation was obtained. The descriptive statistics provided a clear and detailed picture of how reading motivation was distributed across different categories among the clinical medicine students in this research.

Table 5

Descriptive Statistics of the Categories of Reading Motivation

Category	N	Min.	Max.	M	S.D.
Intrinsic Motivation	58	2	5	3.2313	.4421
Extrinsic Motivation	58	1.6667	5	3.3218	.5977
Self - Efficacy	58	1	5	3.0603	.8340
Social Motivation	58	1.8333	4.6667	3.0632	.5324
Valid N (listwise)	58				

As shown in Table 5, the descriptive statistics revealed that the mean of all four categories of English reading motivation among clinical medicine students fell within the range of 2.5 to 3.5. Specifically, the results of mean for each category was as follows: intrinsic reading motivation was 3.2313, extrinsic reading motivation was 3.3218, self-efficacy was 3.0603, and social motivation was 3.0632. These findings indicated that all four categories of reading motivation were a medium to high degree, aligning with the overall middle level of English reading motivation. When ranked from highest to lowest, the average scores across the categories were: extrinsic reading motivation, intrinsic reading motivation, social motivation, and self-efficacy.

Discussion

Based on the Motivation for Reading Questionnaire (MRQ) as one of the quantitative methods, this research investigated the English reading motivation of clinical medicine students. The overall English reading motivation among clinical medicine students was found to be above the medium level (mean = 3.1944). However, previous research has demonstrated a high level of motivation in reading English (Apoko et al., 2024; Bakkaloğlu & Pilten, 2023), indicating that a vast majority of students are actively engaged in English reading. This level of engagement is beneficial for their language acquisition and academic development. The current study's findings suggest that while students recognize the importance of English reading for their major, their reading ability may be a limiting factor, potentially constraining their enthusiasm for English reading despite its acknowledged necessity. In the context of English reading teaching in Guizhou, it is essential to improve medical students' reading motivation to enhance their reading ability. This is particularly important given the challenges faced by students in underdeveloped regions, where educational resources and the learning environment may be limited (Min, 2024).

Through descriptive analysis, extrinsic motivation (mean = 3.3218) was found to be the strongest driver of English reading motivation among clinical medicine students, followed by intrinsic motivation (mean = 3.2313), social motivation (mean = 3.0632), and self-efficacy (mean = 3.0603). These findings are in line with previous research on students' reading motivation (Apoko et al., 2024; Le, 2023; Huang & Reynolds, 2022; Siregar & Narius, 2019). Several researchers have noted that extrinsic motivation is the most significant factor (Apoko et al., 2024; Indrayadi, 2021; Li et al., 2024; Siregar & Narius, 2019). In the current Chinese educational system, English reading proficiency is closely linked to overall academic performance. High scores in English reading tests can significantly enhance students' GPA, allowing them to distinguish themselves among their peers and secure more opportunities for further education. External recognition also plays a significant role in students' reading motivation (Maghsoudi et al., 2021; Siregar & Narius, 2019). Teachers often offer various incentives for students who excel in English reading, such as scholarships, certificates of merit, or public recognition. In today's globalized world, proficiency in English is considered a crucial skill for job seeking and career advancement among clinical medicine students.

While extrinsic motivation has been proven to be effective in promoting students' English reading, it is crucial to also cultivate intrinsic motivation (mean = 3.2313) (Wang et al., 2020;

Hebbecker et al., 2019; Troyer et al., 2019). Intrinsic motivation, which comes from within a person and is driven by personal interest and enjoyment, can lead to more sustainable and profound reading (Wang et al., 2020). Teachers should help students discover the joy of reading English literature by exposing them to a diverse range of interesting materials. Transforming boring vocabulary learning into purposeful literature reading can improve medical students' interest in learning medical English vocabulary and enhance their literature reading abilities (Zhou et al., 2022). By making reading a pleasurable experience, students are more likely to develop a lifelong habit of reading and continue to improve their English skills.

The research results show minimal differences between social motivation (mean = 3.0632) and self-efficacy (mean = 3.0603), indicating a high degree of similarity among clinical medicine students in these two categories of reading motivation. This suggests that social motivation and self-efficacy have an almost equal influence on medical students. On one hand, medical students invest significant time and energy in reading to broaden their knowledge and improve their professional skills, driven by a sense of social responsibility (Mohammadi et al., 2021). On the other hand, teachers can enhance students' sense of social responsibility, stimulate their social motivation, and help them understand the importance of reading for future career development and social contribution.

However, clinical medicine students, especially in Guizhou Province, have been found to have low self-efficacy (Min, 2024). Their weak English reading ability may hinder their ability to complete reading activities. In underdeveloped regions, clinical medicine students may face additional challenges due to limitations in educational resources and the learning environment, which can further impact their self-efficacy. Enhancing students' self-efficacy can make them more confident and active in reading (Yang & Gan, 2024). Therefore, improving the self-efficacy of medical students is crucial for their career development and the quality of future medical services.

This study highlights the importance of a balanced approach to fostering reading motivation among clinical medicine students. While extrinsic motivation is a powerful driver, intrinsic motivation, social motivation, and self-efficacy are equally important. Teachers should focus on creating engaging reading experiences and providing supportive environments to enhance students' self-efficacy and intrinsic motivation. This holistic approach can lead to more sustainable and effective reading habits, ultimately benefiting students' academic and professional development. Future research should explore specific strategies to address the challenges faced by students in underdeveloped regions and further investigate the long-term impact of these interventions on students' reading abilities and motivation.

Conclusion

The research findings underscore the pivotal role of reading motivation in English reading instruction for clinical medicine students. Strong reading motivation significantly enhances students’ comprehension and engagement with reading materials, which is vital for their

academic and professional growth. These insights offer crucial guidance for developing strategies to boost EFL clinical medicine students' active participation in English reading.

To elevate English reading motivation, teachers should employ strategies that render reading pertinent and significant. Introducing authentic medical English literature, such as top-tier international medical journal articles, not only underscores the necessity of English reading for future careers but also exemplifies global medical knowledge dissemination. Moreover, designing interactive activities like group discussions and presentations on English medical topics fosters an engaging learning environment that promotes active involvement and builds a collaborative community among students.

Given clinical medicine students' unique professional traits, teachers should supply targeted reading materials that match varying motivation levels and proficiency. These materials should span from fundamental medical terminology to intricate research articles, ensuring accessibility and challenge for all students. This dual approach not only sharpens students' English reading skills but also deepens their medical knowledge, preparing them to be well-versed and capable medical professionals in the global healthcare arena.

Recommendations

1. Implications

It would be highly valuable to conduct further studies involving a larger and more diverse group of medical college students from various regions across multiple provinces in China. A more representative sample size would likely produce more objective and reliable results. Additionally, future research could explore the reading motivation of students in other major medical fields. Given that the reliability and validity of the questionnaire used in this study have been verified, it can be readily adapted for use with students in other medical disciplines.

2. Further Studies

Future research could explore deeper into the 11 sub-dimensions of reading motivation (reading efficacy, reading challenge, reading work avoidance, reading curiosity, reading involvement, importance of reading, competition in reading, reading recognition, reading for grades, social reasons for reading, and social reasons for reading). While the current study has just focused on four general categories of reading motivation, an analysis of the 11 dimensions within these categories would provide a more detailed understanding of medical students' reading motivation. This approach could offer richer insights into the specific factors influencing their motivation to read.

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