Nursing Students' Self-Motivation, Attitude Toward Communicative Language Teaching, and Learning Style Preferences Concerning Medical English Language Skills

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Abstract—The nursing profession requires medical English for communication in their working environment. Hence, this study intends to reveal self-motivation, attitude toward communicative language teaching (CLT), and learning style preferences concerning medical English language skills among Saudi nursing students. This study encompassed all nursing students enrolled in the first year of the undergraduate nursing program in Abha (n=80) and Muhayil (n=80) female campuses of King Khalid University (KKU), Saudi Arabia. A self-structured online questionnaire was distributed to those students for data collection. The overall Cronbach's alpha score for the questionnaire used was 0.928. Concerning medical English language skills, 76.2% of nursing students strongly desired to improve their skills. 82.5% liked to develop their skills through communicative activities. More than 70% preferred learning medical terminologies using visual aids, mind maps, and puzzles. 74.2% could easily remember medical terminologies by listening to medical lectures. Around 75% preferred to learn medical texts and terms through group activities and teaching that information to their friends and family. Nursing students' self-motivation showed a moderate positive relationship with their attitude toward CLT and learning style preferences. Nursing students of KKU were highly motivated and showed a positive attitude towards CLT concerning medical English language skills. Those also preferred visual, auditory, and tactile learning styles for learning medical English language skills. Besides, nursing students' self-motivation is positively related to their attitude toward CLT and visual, auditory, and tactile learning style preferences concerning medical English language skills. Saudi nursing schools should continue their strategies to enhance students' medical English language skills, which improve their academic and clinical performance.

Index Terms—language, medical English, nursing, Saudi Arabia, skills, students

I. INTRODUCTION

Adequate English language communication skills are crucial for nurses since they offer patient care and deal with their relatives, physicians, and other healthcare workers (HCWs) (Karuthan, 2015). Learning the English language is most common among university students, especially in nursing education (Santos, 2020). Nursing students also understand the importance of practical communication skills in English within the hospital setting (Badrov & Jurkovic, 2017). Emphasizing English for specific purposes (ESP), active English language teaching and learning is paramount in all professional areas, particularly medical and nursing (Santos, 2020). Nurses need to utilize medical English for communication in their working environment. They should also be competent in recognizing and collecting required patient info before case reporting to the physicians, who commonly speak English (Kunjukunju & Ahmad, 2019). Hence, the nursing students who serve as professional nurses in the future should possess competence in medical English. However, nursing students who speak English as a second language (ESL) face academic challenges such as academic and clinical underperformance and slower course progression (Alqahtani, 2022).

Over the years, there has been more emphasis on ESL at the higher education level globally, including in Saudi Arabia, an Arabic-speaking nation (Rienties et al., 2012). In Saudi Arabia, the English language is a vital mode of communication in healthcare backgrounds, which might be challenging for nursing students even though nursing is being educated in English (Alqahtani, 2022). During undergraduate nursing education, Saudi students receive English language skills courses during the preparatory year since they need more exposure to the English language before college admission (Alqahtani, 2022). Those English courses encompass all features of medical English, such as medical terminologies, speaking, reading, comprehension, and writing (Kaliyadan et al., 2015). Notably, medical English is hard to teach through the same primary English language teaching mode. It is work-specific, highly technical language and must be contextually based. The purpose of learning English for the healthcare profession is not only to acquire grammar and structure primarily but to gain and use the language for practice and social affairs within the profession (Kunjukunju & Ahmad, 2019). Motivation is the primary element in such conditions, especially while learning English

for medical purposes (Pavel, 2020). Nursing faculty members need to identify the most preferred learning style among nursing students, which aids them in knowing more about their students, enhancing their teaching mode, using different learning styles, and framing a functional curriculum design. Delivering knowledge in students' preferred learning styles can enhance their learning motivation (Alharbi et al., 2017). Nasim and Mujeeba (2021) concluded that Saudi ESP students mostly preferred visual, tactile, auditory, kinaesthetic, and group learning styles, and the least preferred was individual learning style. Al-Seghayer (2021) stated that Saudi ESL learners mostly like visual and tactile learning styles and strongly prefer auditory and kinaesthetic learning styles. Regarding teaching, communicative language teaching (CLT) is the essential method shadowed to educate the English language in Saudi Arabia. Students learning ESL in Saudi colleges conform to learning English via CLT (Wajid & Saleem, 2017).

Various studies in the Saudi Arabian context analyzed self-directed learning readiness, motivation, and learning styles among nursing students (Alharbi et al., 2017; Aljohani & Fadila, 2018; Elgzar et al., 2019; Bahari et al., 2022). However, those studies were unrelated to learning medical English. A previous study discovered the requirements of Saudi medical and health professions for learning English for medical purposes (Alqurashi, 2016). Another study explored the need for ESP courses for medical and science students at a Saudi university (Khan, 2020). Few researchers have also studied the CLT for the English language from university students' perspectives in Saudi Arabia (Wajid & Saleem, 2017; Hameed, 2020). Nevertheless, no research has yet been conducted to study self-motivation, attitude over CLT, and learner style preferences concerning medical English language skills, specifically among nursing students finishing their preparatory year and enrolling in the first year of the nursing program. Therefore, this study intends to reveal the self-motivation, attitude over CLT, and learning style preferences concerning medical English language skills among undergraduate nursing students finishing their preparatory year and enrolled in the program's first year.

II. MATERIALS AND METHODS

A. Study Design

This study adopted an exploratory study design to reveal first-year undergraduate nursing students' self-motivation, attitude toward CLT, and learning style preferences toward medical English language skills. It was conducted during the academic year 2021-2022. The target population encompasses all nursing students (N=160) enrolled in the first year of the undergraduate nursing program in Abha (n=80) and Muhayil (n=80) campuses of King Khalid University (KKU), Saudi Arabia. All those students are female and Saudi nationals. Those students had already received English language courses during their preparatory year.

B. Questionnaire

A self-structured online questionnaire was distributed to the study population (N=160). It consists of five sections with 24 items. Section 1 deals with the nursing student's self-motivation toward medical English language skills (5 items). Section 2 deals with their attitude toward communicative language teaching of medical English language skills (5 items), Sections 3, 4, and 5 deal with the nursing students' preference toward visual learning style (5 items), auditory learning style (5 items), and tactile learning style (4 items) for acquiring medical English language skills. Each item's responses are measured on a five-point Likert scale, i.e., Strongly Agree-5, Agree-4, Neutral-3, Disagree-2, Strongly Disagree-1. The participants were advised to fulfill out the questionnaire after giving informed consent. Ethical considerations were followed, and obscurity and privacy were guaranteed before obtaining the responses from the participants. A pre-specified timeline was given to the participants to fulfill the questionnaire.

C. Statistical Analysis

All statistical analysis was performed using Statistical Package for Social Science (SPSS) version 20 (Chicago, II, USA) at 5% of the significance level. Cronbach alpha reliability test was applied to measure the reliability of the questionnaire. Confirmatory factor analysis (CFA) was used to reveal the validity of the questionnaire. The descriptive statistics determined the mean score and cumulative percentage (i.e., Agree-4 and Strongly agree-5) of the nursing students' responses toward items. A Pearson's correlation was carried out to assess the relationship between self-motivation and learning style preferences toward medical English language skills.

III. RESULTS

Among the total students (N=160), 143 answered the questionnaire, indicating a response rate of 89.3%. The overall Cronbach's alpha score for the questionnaire was 0.928, describing the questionnaire as "Excellent" and a reliable tool (George & Mallery, 2003; Jain & Angural, 2017). Further, the Cronbach's alpha value of individual variables of the questionnaire was displayed in Table 1. Besides, the Kaiser-Meyer-Olkin value for the overall matrix was 0.879, which indicates that the sample size was significant for factor analysis. Bartlett's test of sphericity was found to be significant ($p<0.05$). Hence, the sample size was sufficient. Also, the total variance found through factor analysis via the varimax rotation demonstrated the sum of squared loadings of 73.788 percent.

TABLE 1
RELIABILITY STATISTICS

Variables	Cronbach's alpha	No. of items
Self-motivation	0.785	05
Attitude towards CLT	0.792	05
Visual learning style	0.806	05
Auditory learning style	0.800	05
Tactile learning style	0.774	04
Overall	0.928	24

TABLE 2
RESPONSES CONCERNING NURSING STUDENTS' SELF-MOTIVATION TOWARD MEDICAL ENGLISH LANGUAGE SKILLS

Self-motivation	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
I have a strong desire to improve my medical English language skills, which will help me in my academic life	-	9 (6.3)	25 (17.5)	36 (25.2)	73 (51)
I am willing to accept challenging tasks in the medical field	3 (2.1)	9 (6.3)	17 (11.9)	33 (23.1)	81 (56.6)
I have a strong desire to study hard	1 (0.7)	8 (5.6)	22 (15.4)	28 (19.6)	84 (58.7)
I feel good when I practice medical English language outside of the classroom	4 (2.8)	8 (5.6)	35 (24.5)	25 (17.5)	71 (49.6)
I learn from criticism and am willing to improve my medical English language	7 (4.9)	2 (1.4)	5 (3.5)	33 (23.1)	96 (67.1)

TABLE 3
MEAN SCORE AND CUMULATIVE PERCENTAGE FOR NURSING STUDENTS' SELF-MOTIVATION CONCERNING MEDICAL ENGLISH LANGUAGE SKILLS

Self-motivation	Mean ± Standard deviation	Cumulative percentage (%)
I have a strong desire to improve my medical English language skills, which will help me in my academic life	4.06±1.106	76.2%
I am willing to accept challenging tasks in the medical field	4.21±0.948	79.7%
I have a strong desire to study hard	4.26±1.033	78.3%
I feel good when I practice medical English language outside of the classroom	4.30±0.972	67.2%
I learn from criticism and am willing to improve my medical English language	4.46±0.988	90.2%

Table 2 describes the responses on the items concerning nursing students' self-motivation toward medical English language skills. More than 75% of nursing students strongly desired to improve their medical language skills to help their academic life (mean score = 4.06) and study hard (mean score = 4.26). 67.2% felt good when they practice the medical English language outside of the classroom (mean score = 4.30). 90.2% agreed to learn from criticism and were willing to improve their medical English language (mean score = 4.46) (Table 3).

TABLE 4
RESPONSES CONCERNING NURSING STUDENTS' ATTITUDE TOWARDS CLT OF MEDICAL ENGLISH LANGUAGE SKILLS

Attitude towards CLT	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
I like to develop my speaking, listening, reading, and writing skills in the medical English language through communicative activities	4 (2.8)	4 (2.8)	17 (11.9)	31 (21.7)	87 (60.8)
I feel confident in expressing my ideas with teachers and classmates in the classroom	6 (4.2)	9 (6.3)	10 (7)	31 (21.7)	87 (60.8)
Language authentic materials such as (Medical journals-medical related television programs, and books) motivate me to develop my medical English language skills	2 (1.4)	12 (8.4)	13 (9.1)	30 (21)	86 (60.1)
I feel comfortable with my classmates in groups and pair tasks	5 (3.5)	5 (3.5)	23 (16.1)	32 (22.4)	78 (54.5)
I am responsible for improving my medical English language skills	4 (2.8)	-	18 (12.6)	51 (35.6)	70 (49)

TABLE 5
MEAN SCORE AND CUMULATIVE PERCENTAGE FOR NURSING STUDENTS' ATTITUDE TOWARDS CLT OF MEDICAL ENGLISH LANGUAGE SKILLS

Attitude towards CLT	Mean ± Standard deviation	Cumulative percentage (%)
I like to develop my speaking, listening, reading, and writing skills in the medical English language through communicative activities	4.35±0.988	82.5%
I feel confident in expressing my ideas with teachers and classmates in the classroom	4.27±1.111	82.5%
Language authentic materials such as (Medical journals- medical related television programs, and books) motivate me to develop my medical English language skills	4.30±1.035	81.1%
I feel comfortable with my classmates in groups and pair tasks	4.21±1.061	76.9%
I am responsible for improving my medical English language skills	4.28±0.891	84.7%

Table 4 represents the responses on the items regarding nursing students' attitudes toward CLT of medical English language skills. Around 82% of the nursing students liked to develop their skills in the medical English language through communicative activities (mean score = 4.35) and felt confident in expressing their ideas with the instructors and classmates in the classroom (mean score = 4.27). 76.9% felt comfortable with their classmates in groups and pair

tasks (mean score = 4.21). 84.7% agreed they are responsible for improving their medical English language skills (mean score = 4.28) (Table 5).

TABLE 6
RESPONSES CONCERNING NURSING STUDENTS' LEARNING STYLE PREFERENCES TOWARD MEDICAL ENGLISH LANGUAGE SKILLS

Learning style preferences	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Visual Learning Style					
I prefer to see medical terminologies written on the board with visual aids	-	5 (3.5)	14 (9.7)	53 (37.1)	71 (49.7)
I like to write down medical terminologies	7 (4.9)	7 (4.9)	18 (12.5)	50 (35)	61 (42.7)
I can easily remember medical terminologies by drawing mind maps	3 (2.1)	7 (4.9)	29 (20.2)	50 (35)	54 (37.8)
I enjoy learning about medical terminologies by solving puzzles	1 (0.7)	4 (2.8)	28 (19.5)	46 (32.2)	64 (44.8)
I prefer obtaining information about medical case notes by reading about them	-	7 (4.9)	25 (17.5)	46 (32.2)	65 (45.4)
Auditory Learning Style					
I can easily remember medical terminologies by listening to medical lectures and explanations	2 (1.4)	6 (4.2)	29 (20.3)	45 (31.5)	61 (42.6)
I prefer learning medical conversation by playing roles	9 (6.3)	6 (4.2)	25 (17.5)	49 (34.2)	54 (37.8)
I prefer obtaining information about medical cases by listening to audio files or recorded lectures	2 (1.4)	5 (3.5)	32 (22.4)	46 (32.1)	58 (40.6)
I can easily learn medical terminologies by repeating words out loud	5 (3.5)	7 (4.9)	19 (13.2)	53 (37.1)	59 (41.3)
I prefer to listen to medical lectures or speeches more than read medical notes	-	16 (11.2)	26 (18.2)	43 (30)	58 (40.6)
Tactile Learning Style					
I like group activities in learning medical texts	4 (2.8)	12 (8.4)	19 (13.3)	59 (41.3)	49 (34.2)
I can easily remember medical terminologies by writing them down several times	5 (3.5)	8 (5.6)	24 (16.7)	46 (32.2)	60 (42)
I enjoy acting out medical conversations and texts	4 (2.8)	5 (3.5)	23 (16.1)	51 (35.6)	60 (42)
I learn better medical terms and content by teaching medical information to my friends or family members	-	6 (4.2)	29 (20.3)	47 (32.8)	61 (42.7)

TABLE 7
MEAN SCORE AND CUMULATIVE PERCENTAGE FOR NURSING STUDENTS' LEARNING STYLE PREFERENCES TOWARD MEDICAL ENGLISH LANGUAGE SKILLS

Learning style preferences	Mean ±Standard deviation	Cumulative percentage (%)
Visual Learning Style		
I prefer to see medical terminologies written on the board with visual aids	4.33±0.794	86.8%
I like to write down medical terminologies	4.06±1.093	77.7%
I can easily remember medical terminologies by drawing mind maps	4.01±0.986	72.8%
I enjoy learning about medical terminologies by solving puzzles	4.17±0.891	77%
I prefer obtaining information about medical case notes by reading about them	4.18±0.893	77.7%
Auditory Learning Style		
I can easily remember medical terminologies by listening to medical lectures and explanations	4.10±0.959	74.2%
I prefer learning medical conversation by playing roles	3.93±1.136	72.1%
I prefer obtaining information about medical cases by listening to audio files or recorded lectures	4.07±0.947	72.8%
I can easily learn medical terminologies by repeating words out loud	4.08±1.028	78.4%
I prefer to listen to medical lectures or speeches more than read medical notes	4.00±1.021	70.7%
Tactile Learning Style		
I like group activities in learning medical texts	3.96±1.034	75.6%
I can easily remember medical terminologies by writing them down several times	4.03±1.064	74.2%
I enjoy acting out medical conversations and texts	4.10±0.984	77.7%
I learn better medical terms and content by teaching medical information to my friends or family members	4.14±0.885	75.6%

Table 6 shows the responses on the items regarding nursing students' learning style preferences toward medical English language skills. Concerning the visual learning style, most of the nursing students preferred to see medical terminologies written on the board with visual aids (86.8%; mean score = 4.33), write them down (77.7%; mean score = 4.06), and enjoyed learning about them by solving puzzles (77%; mean score = 4.17). 72.8% could easily remember medical terminologies by drawing mind maps (mean score = 4.01) (Table 7).

TABLE 8
PEARSON'S CORRELATION BETWEEN NURSING STUDENTS' SELF-MOTIVATION, ATTITUDE TOWARD CLT, AND LEARNING STYLE PREFERENCES TOWARD MEDICAL ENGLISH LANGUAGE SKILLS

Variables	Attitude towards CLT	Visual learning style	Auditory learning style	Tactile learning style
Self-motivation	0.523*	0.573*	0.555*	0.565*

*Significant at 0.05 level

Regarding learning medical English language skills, nursing students' self-motivation positively correlates with their attitude towards CLT (p<0.05). Further, it demonstrated a moderate positive relationship with visual, auditory, and tactile learning styles (p<0.05) (Table 8).

IV. DISCUSSION

Motivation is the catalyst and psychological component that would regulate the students' contribution to learning EMP (Pavel, 2020). This study observed that most nursing students strongly desired to improve their medical English language skills (76.2%) and study hard (78.3%). In line with this finding, Faidah (2022) found that 60% of nursing students were highly motivated to learn ESP. Besides, a learned-centered curriculum permits nursing students to practice the English language for themselves in a job-related environment (Karuthan, 2015). Accordingly, this study found that 67.2% felt good while practicing the medical English language outside the classroom, and 79.7% were eager to face the language's challenging tasks in the medical field. These findings reflect that those students realized the necessity of the medical English language for their profession since nurses must utilize it for communication in their working environment (Kunjukunju & Ahmad, 2019). Further, 90.2% agreed that they learned from criticism and were eager to improve their medical English language. In line with this finding, a study by Wulandari and Anugerahwati (2021) in Indonesia concluded that all English as a foreign language (EFL) students positively perceived using oral constructive criticism, which was a significant role in enhancing their motivation to learn English. Such criticism aids the students in identifying their faults and learning from them, and stopping repeating them in the future. Also, those students were highly motivated to study hard and score well. Those did not sense such criticism as a risk that inhibited them from learning English (Wulandari & Anugerahwati, 2021). Hence, criticism should be constructive and provide solutions for faults that might help nursing students progress in learning English. From the results, this study demonstrated that nursing students were highly motivated to learn medical English language skills and rated the items of self-motivation with a mean score of more than 4 out of 5.

Besides, Saudi EFL learners described high conformity to CLT activities in English classes. Those demonstrated a positive belief in the CLT, which is positively accepted in the language teaching process in the Saudi context (Wajid & Saleem, 2017; Hameed, 2020). Likewise, the current study observed that more than 80% of nursing students were responsible for improving their medical English language skills and liked to develop their medical English language skills through communicative activities. Further, 82.5% felt confident expressing their ideas with teachers and classmates in the classroom atmosphere. This finding is consistent with the outcomes of Losi and Nasution (2022), who concluded that CLT improved the EFL students' confidence and aided them in enhancing their English language skills through CLT activities. Nguyen (2017) stated that students wish to be comfortable listening to their classmates in groups/pairs and independent of their instructor. Accordingly, this study found that 76.9% of nursing students felt comfortable with their classmates in groups and pair tasks. Furthermore, 81.1% agreed that authentic language materials such as (medical journals-medical related television programs, and books) motivated them to develop their medical English language skills. This outcome might be because the health professions education was predominantly influenced by the globalization of the healthcare sector and the supremacy of English in medical sciences via medical journals, study materials, and international conferences (Alfakhry et al., 2020). Gesia (2022) recently stated that the utility of authentic materials develops more interest and motivation among learners, and they do not experience bored and tiredness. Besides, the present study reported that the nursing students had a positive attitude toward CLT of medical English language skills, with a mean score of more than 4 out of 5 for all items. Similar to this finding, Losi and Nasution (2022) reported that students had a positive attitude toward CLT in English speaking intensive program. Enhanced motivation and positive attitude are critical factors in augmenting the students' language skills.

Concerning visual learning style preferences, this study observed that 86.8% of nursing students preferred to see medical terminologies written on the board with visual aids. 70-80% liked to write down medical terminologies, could easily remember them by drawing mind maps, and enjoyed learning about them by solving puzzles. 77.7% preferred obtaining information about medical case notes by reading about them. These findings align with the previous studies stating that visual learning style was the most common learning style used with visual aids at the early stages of the program, which might enhance the students' learning (Koohestani & Baghcheghi, 2020). Crossword puzzles play a significant role in learning a foreign language (Amiri & Salehi, 2017). EFL students agreed that the mind map aided them in understanding English texts (Puspitasari, 2020). Furthermore, this study revealed that all items related to the visual learning style were observed with a mean score of more than 4 (out of 5), indicating nursing students preferred the visual learning style for learning medical English language skills. This finding is supported by Alharbi et al. (2017), who stated that the visual learning style is the most familiar learning preference among Saudi nursing students. Rasouli

et al. (2015) also observed that the visual learning style was the most common style preferred among 2nd year nursing students.

Regarding the auditory learning style, the learners pick up the information through listening to verbal lectures, discussions, role-play tasks, and reading aloud (Busan, 2014). Those repeat the information out loud, which enhances their understanding (Palmer, 2020). In line with these statements, the current study observed that nursing students agreed that they could easily remember medical terminologies by listening to medical lectures and explanations (74.2%) and learning those terminologies by repeating words aloud (78.4%). Those students also preferred learning medical conversation by playing roles (72.1%).

Moreover, recorded lectures are a vital resource for auditory learners and are essential for effective instruction in medical terminologies. Such lectures improve the students' listening, comprehension, and proper pronunciation (Caduceus International Publishing, 2021). Some students are auditory learners who may benefit more from listening to an instructor thoughtfully than frantically writing notes (Oxford Sholastica Academy, 2019). In this study, around 70% preferred obtaining information about medical cases by listening to audio files or recorded lectures. They also preferred to listen to medical lectures or speeches more than read medical notes. Further, the current study found that nursing students rated all items concerning auditory learning style with a mean score of more than 4 (out of 5) except their preference for learning medical conversation through role play (3.93). This outcome denotes their preference towards auditory learning style for learning medical English language skills. Similarly, previous studies in Saudi Arabia reported that health science students highly preferred the auditory learning style (Shaji, 2018; Rezigalla & Ahmed, 2019). Another study found that Saudi nursing students preferred the auditory learning style following the tactile learning style (Aljohani & Fadila, 2018).

Besides, medical students receive requests for health advice from their family and friends, and aid them in comprehending health information (Tso & Yousuf, 2016). Those students felt that group learning activities in a hybrid medical curriculum would enhance motivation, critical thinking, communication skills, and socialization (AlSheikh & Iqbal, 2019). In alignment with these lines, this study observed that around 75% of nursing students liked group activities in learning medical texts. They learned better medical terms and content by teaching medical information to their friends or family members. Furthermore, students learn and remember medical terminologies by writing them down several times (Ross Education, 2016). Using role-play as a teaching tool improved nursing students' self-efficacy, knowledge, skills, and capability in interprofessional communication (Cortes-Rodriguez et al., 2022). However, some nursing students failed to enjoy role play since they felt the scenarios were artificial and ashamed while being viewed by their classmates (Liebrecht & Montenery, 2016). This study reported that 74.2% agreed, as they could easily remember medical terminologies by writing them down several times. 77.7% enjoyed acting out medical conversations and texts. While reviewing the mean score, nursing students perceived the tactile learning style with a mean score close to or more than 4, which shows their preference for tactile learning style in obtaining medical English language skills. Similarly, Aljohani and Fadila (2018) observed that the tactile learning style was dominant among Saudi nursing students. This preference might be because of the impact of the nursing curriculum, which broadly uses clinical practice, hands-on learning, and lecture-grounded and faculty-centered methods.

Moreover, this study observed that self-motivation among nursing students is positively related to their attitude toward CLT. This finding might be because the students are highly motivated and gain the chance to prove their uniqueness, link themselves with others in their environment, and sense appreciation (Kavanoz et al., 2015). On the other hand, CLT also develops students' language skills and enriches their level of motivation. It delivers students' self-management in learning (Mahmood et al., 2019). Furthermore, nursing students' self-motivation positively correlated with visual, auditory, and tactile learning style preferences. In line with this finding, Ghaedi and Jam (2014) found a significant relationship between higher education motivation and EFL students' learning styles. Moneva et al. (2020) also concluded that students' self-motivation does not affect their learning styles.

This study is restricted to the female nursing students of a single public university with a smaller sample size. Future studies can be conducted across Saudi nursing schools regarding gender, nationality, and academic year. Saudi nursing students' attitudes towards CLT and learning style medical English language skills can be compared with those of nursing colleges in other Arabic-speaking countries in further research.

V. Conclusion

Nursing students of KKU were highly self-motivated in learning medical English language skills and had a positive attitude towards CLT of those skills. Concerning learning style preferences, nursing students preferred visual, auditory, and tactile learning styles for the acquisition of medical English language skills. Hence, nursing instructors must accommodate various learning styles to motivate the students to learn medical English language skills and enhance their academic and clinical performance. This study contributes to the literature on nursing students' self-motivation, attitude toward CLT, and learning style preferences regarding medical English language skills. It aids policymakers in designing the nursing curriculum to make the students more efficient in their careers.

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