EDUCATIONE

Students' Opinions on the Instructional Mode of Attendance at Medical English Classes during COVID-19 Measures
COVID-19 Tedbirleri Sürecinde Öğrencilerin Tıbbi İngilizce Dersine Katılımı ile ilgili Düşünceleri

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Özet

2021-2022 akademik yılında, dünya genelinde bazı üniversiteler yüz yüze eğitime devam etti, bazıları COVID-19 ile başlayan çevrimiçi eğitimine devam edip ve bazıları hibrit eğitime başlamayı seçti. Bu çalışma, hemşirelik bölümü lisans öğrencilerinin 2021-2022 akademik döneminde yeni koronavirüs (COVID-19) önlemleri sırasında Tıbbi İngilizce dersliklerine nasıl katılacaklarına ilişkin görüşlerini araştırmayı amaçlamıştır. Uygun örnekleme yöntemi kullanılarak veriler toplanmıştır. Veriler, üç açık uçlu sorudan oluşan çevrimiçi görüşme ve alan notları eşliğinde yüksek düzeyde yapılandırılmış gözlem (n=49) kullanılarak toplanmıştır ve tematik analiz yöntemi ile analiz edilmiştir. Bulgular, COVID-19 sürecinde hemşirelik öğrencilerinin yüz yüze eğitimi tercih etmelerinin temel nedeninin daha etkili ve verimli olmak olduğunu göstermiştir. Çevrimiçi öğrenmeyle ilgili sorunlar, hemşirelik öğrencilerinin çoğunun koşullarının, sınırlı internet erişimi, internet bağlantısıyla ilgili sorunlar ve ayrıca çevrimiçi derslerden sonra yüz yüze dersleri içeren bölüm programı gibi çevrimiçi derslere katılmaya izin vermemesi olduğu ortaya çıkmıştır. Görüşme bulguları, bu çalışmada gözlem kullanılarak elde edilen bulgularla tutarlıdır. Bu bulgular, resmi kararlar alınırken öğrencilerin görüşlerinin dikkate alınması gerektiğini ve senkron (canlı) ve asenkron (kayıtlı) oturumların bir arada olduğu hibrit eğitimin en iyi seçenek olduğunu göstermektedir. Özellikle COVID-19 gibi beklenmedik süreçlerde, eğitimciler ve yöneticiler gibi her paydaş, ani kararlar alırken öğrencilerin de fikirlerini göz önünde bulundurabilirler.

Anahtar Kelimeler: *COVID-19, Hemşirelik Bölümü Öğrencileri, Hibrit Eğitim*

Abstract

This study aimed to investigate undergraduate nursing students' opinions on the instructional mode of attendance at Medical English classes during novel coronavirus (COVID-19) measures in the 2021-2022 academic term. Convenience sampling was utilized to obtain data. The data were collected using an online interview with three open-ended questions and highly structured observation accompanied by field notes (n=49). Thematic analysis was used to analyse the data. The findings showed that during COVID-19, the main reasons undergraduate nursing students preferred face-to-face education included being more effective and productive. During online learning, most of the nursing students' conditions did not allow joining online classes, such as limited internet access, problems with the internet connection, and also their departmental programme that included face-to-face classes after online Medical English classes. The interview findings were consistent with the data obtained using observation in this study. The findings suggest that students' opinions should be considered while making formal decisions. Hybrid education, synchronous (live) and asynchronous (recorded) sessions together, seems to be the best option. Each stakeholder, like teachers and managers, should be hand in hand with students when making decisions, especially in unexpected processes like COVID-19.

Keywords: *COVID-19, Nursing Students, Hybrid Education*

INTRODUCTION

COVID-19 was considered one of the most devastating issues of worldwide concern (De, 2020), unprecedented in history (Chiolero, 2020), so 'lockdown' and 'stay-at-home' were among the common words used to describe this crisis (Mishra et al., 2020). Almost everything has revolved around COVID-19, including higher education that implemented different policies while moving conventional classrooms to online classrooms, synchronous (live) and/or asynchronous (recorded) sessions because of the initial cases of novel coronavirus (Li et al., 2020).

We are aware that COVID-19 necessitated a swift and harsh transition of most face-to-face classes to online education at an unexpected time. The impacts of COVID-19 on global education have been mirrored and reviewed by De (2020) with a sincere tone of voice, including academic campus closures and home-schooling plans. After reviewing notable published reports of the key effects of COVID-19 on multiple levels and disciplines of education observed across various countries and regions of the world, one of his highlights was the socioeconomic status of students:

"Lack of network capacity or educational opportunities would discourage socioeconomically challenged, struggling, disabled, or remotely/rurally located students. COVID-19-led isolation impeded numerous students' attendance, learning and cognition and caused psychological stress or anxiety among students" (De, 2020, p. 86).

UNESCO (2020) reported that the education sector worldwide encountered unexpected disruptions, with educational institution closures affecting approximately 90% of the world's student population. More than 1.5 billion students and youth with the most vulnerable learners were hit hardest. During the novel coronavirus, teachers and academic teaching staff were required to adjust their learning and teaching environment and pedagogical approaches. Thus, there have been many discussions in the literature on how education can be delivered during the COVID-19 crisis across countries. For example, drawing on data from observation, questionnaires, interviews, and documentation in a qualitative study conducted by Wargadinata et al. (2020), online learning using the WhatsApp group was found to be the most effective in the early COVID-19. In another study, Kunaviktikul et al.'s (2022) research in five countries and one city in Southeast Asia (Indonesia, Malaysia, the Philippines, Thailand, Vietnam, and Hong Kong) with the participation of 52 nursing students and 28 nursing faculty members on experience of online education during COVID-19 revealed three salient themes: (i) psychological roadblocks to online education,

including motivation and concentration (e.g., "bored," "depressed," "lonely," "sad," "sleepy" and "social isolation") and fear in time of pandemic (e.g., "anxiety," "stress" and "worry") (ii) developing resilience despite adversities, including courage and a sense of duty tied to profession (e.g., "amazed" and "proud" at the efforts and sacrifices of healthcare professionals) and camaraderie and strong positive relationships (iii) things that worked (e.g., work-study-life balance) and things that did not work for nursing education (e.g., discontinuation of clinical attachments, and unpreparedness to continue their nursing duties).

There are also studies conducted to investigate Turkish nursing students' challenges in Turkey during COVID-19. For example, Karaaslan et al.'s (2022) study on the factors affecting nursing students' success in distance education and evaluation of nursing students' experiences showed that provision of preliminary information, proficiency level of technological software use, economic status, proficiency level of use of technological devices, and asynchronous learning are the main factors. In another study, in light of qualitative data collected from 344 nursing students, Cengiz et al. (2022) reported that the psychological difficulties experienced by students (e.g., stress, anxiety, and uncertainty, becoming an introvert, a hopeless person, obsessive behaviors and sleep disorders), insufficiencies and uncertainties regarding education, restrictions regarding social life, family conflicts, and the possibility of turning crises into opportunities were highlighted. Also, their findings showed that there was a need for essential measures, such as psychosocial support, determination of best practices for online education, and supporting students with telemental applications by university counseling centres. Dissonance toward student engagement during a lockdown because of COVID-19, although later it turned out to be positive, was discussed by Shenoy et al. (2020).

In the literature, most of the studies focused on the experience and problems encountered by students and academic staff across disciplines in higher education during COVID-19 (e.g., Almazova et al. 2020; Mishra et al., 2020). In light of data collected from 31 students using a 5-point Likert-type survey, Serhan (2020) reported that students had a negative attitude toward using Zoom and perceived it as having a negative effect on their learning experience and their motivation to learn. However, students listed flexibility as a main advantage of using Zoom for classes. In line with the research aim of this study, Bdair (2021) conducted a study to investigate nursing students' and faculty members' perspectives on online learning during COVID-19. In his study, ten nursing students and ten faculty members participated. The data were

collected data using a convenience sampling method and telephone semi-structured interviews. After data analysis, the themes in the interview were advantages, challenges, and recommendations. When we examine the previous studies, the focus tends to be on students' online learning experiences during COVID-19, such as online teaching methods during the lockdown period in Malaysia (Selvanathan et al., 2023), the effects of the new virtual learning environment on students' academic learning, perceptions of online learning tools, employment prospects after graduation and their career (Hwang et al., 2023), and pharmacy students' experiences of technology-enhanced learning (Duran et al., 2023). Surprisingly, research into students' opinions on the instructional mode of attendance during COVID-19 remained under-researched. To contribute to the literature and fill this gap, the main aim of the present study was to find out Turkish nursing students' opinions on the instructional mode of attendance at Medical English courses during COVID-19 measures when they were learning Medical English. To our knowledge, this is the first study in the literature.

METHOD

Research Setting, Participants and Design

This study was conducted in the Faculty of Health Sciences with the participation of 49 volunteer undergraduate nursing students who were taking Medical English courses at a state university in Turkiye, where the university senate chose face-to-face education for most of the compulsory courses and online education for electives. Most of the compulsory courses were face-to-face, and elective courses were online across departments. Students' attendance was not mandatory in most of the faculties, although there were some exceptions, like the Faculty of Medicine and Faculty of Health Sciences in the fall semester during the 2021-2022 academic term. The Medical English course coordinator conducted this study and informed both the managers in the Faculty of Health Sciences and the university Rectorate with data from nursing students. The course coordinator's recommendation was welcomed, and the Medical English classes were delivered both online and face-to-face to meet all the student's learning needs for Medical English. Thus, there were nursing students in the class attending face-to-face and also online.

Nursing students taking Medical English courses were invited to participate in this study and they were provided with information about research aims and privacy/confidentiality. Using convenience sampling, 49 undergraduate nursing students participated. All the nursing students were learning English as a foreign language and they were second-grade students.

In this study, as for the research design approach, grounded theory was used as a qualitative design approach because it generates a descriptive and explanatory picture (see Glaser & Strauss, 1967; Strauss &Corbin, 1990). A major premise of grounded theory is that "to produce accurate and useful results, the complexities of the organizational context must be incorporated into an understanding of the phenomenon, rather than be simplified or ignored" (Orlikowski, 1993, p. 4). The data were collected using interviews and observation, which are elucidated below, for reliable and valid findings (Denzin, 1970). Medical English classes were delivered online with the decision of the university senate for COVID-19 measures in the first month of the 2021-2022 academic term.

Interviews

Interviews are considered valuable to researchers because they can "provide insights into people's experiences, beliefs, perceptions, and motivations at a depth that is not possible with questionnaires" (Richards, 2009, p. 187). Thus, in Google Meet, the data were collected using an online interview as a one-to-one conference with second-year undergraduate nursing students who were taking the mandatory course that was Medical English (n=49) in the Faculty of Health Sciences at a state university in Turkiye. The interview time ranged from eight minutes to 12 minutes.

As Hammersley and Gomm (2008) state, one of the caveats of interviews is that interviewees are likely to try to answer the questions according to the expectations of the interviewer, which was not valid in the present study because interview data were accompanied by data obtained using observation. In this study, following Silverman (1993), for reliability, each nursing student in this study was asked the same three questions in the same order with the same format and sequence of words. Out of 49 nursing students, ten were male, and 39 were female. The interview questions were asked in Turkish because all the students' native language was Turkish. Then, the responses in the interview were translated into English by the researcher in this study. The underlying reason for having three questions in the interview was to be familiar with students' backgrounds in detail, which may affect the main research aim, which was to reveal nursing students' opinions on the instructional mode of attendance to Medical English education in the 2021-2022 academic term.

The online interview questions were prepared when Medical English was started to be delivered online in the fall semester of the 2021-2022 academic term. There was one main research question in line with the research aim of this study, which was prepared after the observation of students' reactions and low attendance in the first week of

online learning. The second and third research questions were asked to gather information on nursing students' background in English language learning and expectations from the Medical English course to contextualize this study with their own lenses and obtain background information on them.

Research Question 1. What are undergraduate nursing students' opinions on the instructional mode of attendance at Medical English courses during novel coronavirus (COVID-19) measures?

Research Question 2. What is undergraduate nursing students' English language learning background?

Research Question 3. What are undergraduate nursing students' expectations from Medical English classes?

Observation Accompanied by Field Notes

Observation methods are considered powerful data collection tools for gaining valuable research insights. Highly structured observation data collected in this study are critical and attractive given that they offer us to collect "live" data from "live" situations. In highly structured observation, the researcher knows what to look for and will have its observation categories worked out in advance. In structured observation, the following steps were considered (see Cohen et al., 2002, pp. 305-307):

- The foci of the observation: 2nd-grade nursing students and their conditions in Medical English classes when delivered online.

- The frequency and length of the observation period: once a week, 90 minutes (almost two-course hours) of Medical English course for almost a month.

- The nature of the entry (the coding system).

With the observation, data on physical setting/environment, human setting (i.e., the characteristics of the nursing students being observed), interactional setting (e.g., the interactions that are taking place, formal, informal, verbal, non-verbal communication during online Medical English courses) and the programme setting (see Morrison, 1993, p. 80) that enabled the researcher to enter and understand the situation that was being described in this study (Patton, 1990) were gathered successfully. The intention was to obtain precise data (see Appendix A. Observation Sheet and Checklist for Observation used for this study during the online Medical English course). The researcher was a complete participant in this observation and observation field notes were kept in English during this study. Thus, in the present study, observation data

were the first-hand data that moved away from perception-based data (see Cohen et al., 2002; Patton, 1990), combined with interview data collected from undergraduate nursing students. The observation was recorded by taking ongoing field notes *in situ* following Spradley (1980) and Bogdan and Biklen (1992, p. 122) for reflection. Firstly, quick, fragmentary jottings of keywords were noted. For example, *'A student dropped from Google Meet. A student wrote that she should leave because of another course. A student noted that he could not hear.'*

A more detailed observation field note samples are presented below. For example, a nursing student apologized while explaining the underlying reason for the drop in online education:

A nursing student dropped from Google Meet during the online Medical English course and rejoined. When rejoining, the student said, "Sorry, teacher. My internet connection is weak, so I sometimes drop."

Other observation field note samples showed the challenges students experienced, including internet connection and their departmental course schedule, as shown below.

A nursing student wrote in the chat box that he is joining online with the internet in the dormitory where she is staying and that there are problems with the internet.

A nursing student wrote in the chat box that after online Medical English, they have compulsory face-to-face classes they must attend, so she is leaving the Medical English classes early and asking for permission.

Data Analysis

Thematic analysis is a systematic way of making sense of qualitative data and interpreting their meaning (Wæraas, 2022). Thus, the data obtained from the online interviews and observation were analysed and coded using thematic analysis to identify relationships between the main coding categories in the qualitative data to develop a theoretical explanation of the phenomenon (Braun & Clarke, 2006; Riazi, 2016).

Drawing on Braun and Clarke (2006), the following steps were followed in the thematic analysis of this study. Keeping in mind the main research question and considering the research context in this study and the primary function of the content, the researcher read and re-read interview data repeatedly to be familiar with the dataset and find out what was interesting or relevant to the research questions, and

codes were derived accordingly. Recurrent themes were defined and grouped. Then, the report was produced in this study, as presented in the results section below.

Measures to Increase the Trustworthiness of Qualitative Findings

In qualitative research, detailing the steps of the procedures followed is significant for the consistency and reliability of the findings (Gibbs, 2007). Drawing on Creswell (2009) on the validity of the findings obtained in the interview, in this study, member checking was used to find out if each participant for responses nursing students gave felt that the descriptions and salient themes in the interview analysis were accurate to assess the accuracy of the qualitative findings; returned to the participants with the summary and themes for the experimental validity check, collected different data sources through combining interview and observation to add a coherent justification for the themes.

FINDINGS

When the interview and observation data in this study were analysed, there were three salient themes in line with the research questions, which are elucidated below.

Nursing Students' English Language Learning Background

All the nursing students stated that they learned English as a foreign language and most of them highlighted that their English background was limited by the English courses they took in primary, secondary and high school curricula, as shown in Table 1 and data extracts:

Table 1. *Nursing Students' English Language Learning Background*

	n	Percentages
Limited to the English courses they took in primary, secondary and high school curricula	45	90%
Using extracurricular activities, such as listening to songs in English, in addition to their formal English language classes	4	10%

Participant 20: *I did not receive any English education apart from my education in high school. I think my English level is at A2-B1 level.*

Participant 40: *I have not had any English lessons or courses apart from secondary and high school English lessons.*

Participant 46: *I received my English language education from the 4th grade of primary school to the 1st grade of my university education.*

Participant 46 also added the positive effects of Medical English courses while describing his/her background and shared his expectation and impression: "*I hope we will study in the best way with you."*

In the Medical English classes [in the Faculty of Health Sciences], sometimes, I was very good, and sometimes, I was at an average level [while using English]. I hope we will study in the best way with you.

And the nursing student shared his impression:

My impression after the morning Medical English class today, I think we will have a nice, educational and fun lesson.

There were some exceptions, like a student who was a student in an English preparatory class in high school who had an English language background with one year of studying only English before studying nursing in the Faculty of Health Sciences:

Participant 25: *I had an English preparatory class in high school, but after that, I have not improved my English, so I think now my English level is not good.*

Three students shared how they benefitted from extracurricular activities, such as films and songs in English and using resources on the internet, which echoes learner autonomy (Little, 2022):

Participant 15: *I went to an English course while I was a student in secondary school, but I did not find it effective. The films and songs in English helped me improve my English, but I have difficulty building sentences [in English].*

Participant 4: *I think my English is A1-A2 level. I have not received any education other than the English lesson we took at school.*

In addition to the English language background information above, Participant 4 expressed how she was willing to learn English and what she was doing to improve herself. She also self-assessed herself with specific information:

I want to learn English very much, I also study on my own on the Internet, but I have difficulties. I don't think my English is good. I'm better at understanding, but I have a lot of trouble speaking.

As an extracurricular activity, one nursing student mentioned about AIESEC programme:

Participant 24: *I started to learn English in the fourth grade in primary school, and I have not attended any English courses outside the school, but I attended AIESEC programmes while I was a high school student.*

3.2. Nursing students' preference for instructional mode of attendance at Medical English classes in the 2021-2022 academic term

Most of the nursing students suggested face-to-face education (81.6%), while the rest (18%) preferred online (Table 2).

Table 2. *Nursing Students' Preferences*

Preferences	n	Percentages
✓ Face-to-face Education	40	81.6%
✓ Online Education	9	18,4%

The main reason for nursing students' preference for face-to-face education for Medical English was its effectiveness compared to online education, as the data extracts below show:

Participant 20: *I want face-to-face classes for Medical English because I think the lesson will be more productive.*

Participant 28: *Face-to-face is a more effective method for me to increase my knowledge and for professional development.*

Participant 39: *I prefer face-to-face education because I do not think that online education is very useful regarding effective learning.*

Another highlight was their face-to-face education preference that was just after the Medical English course in their course schedule; there was a class that was face-to-face, which seemed to negatively affect the nursing students:

Participant 40: *I prefer face-to-face education because I have a face-to-face course right after the Medical English course. I'll have to get on the bus before this class ends to catch that class. I will have to attend half of the class at home and half on the bus, which will reduce the efficiency of the class for me.*

Undergraduate nursing students used negative words while sharing their experiences, such as "a hard time," not to describe the days with COVID-19 but to describe how the

programme affected them with a sincere home of voice and experiences on listening to the lectures on the bus:

Participant 43: *Let the education be face-to-face because our course following Medical English is face-to-face; otherwise, we will have a hard time. It is not very efficient to listen to the lesson on the buses, on campus, and the roads and we have a lot of trouble because we have a GB limit on our mobile phones.*

Nursing students stated that the Medical English classes should be face-to-face because they were listening to Medical English courses on the road was affecting them considerably and they even highlighted the exact times of Medical English classes and face-to-face courses. They had face-to-face courses at 11.15 after the Medical English course ended around 10.25 on Wednesdays:

Participant 14: *It is very challenging to get out of the house and reach the school. If we listen on the road, we cannot get enough efficiency. The most logical thing to do is face-to-face to make it more understandable for us.*

One of the nursing students said that in addition to the effectiveness of face-to-face education, the internet problems in the dormitory where she was staying were the reasons for her choice of face-to-face education:

Participant 17: *I want the Medical English course to be face-to-face because I stay in the dormitory, and we have internet problems, and also because the face-to-face lesson is more efficient. These are my opinions.*

Two nursing students highlighted the effectiveness of face-to-face education and also the limited internet access they had:

Participant 22: *I want Medical English lessons to be face-to-face because there is internet disconnection and I have limited internet access. I also believe that face-to-face education is more effective.*

Although few (18%), some students chose online learning. Their reasons included being cautious because they had a classmate with COVID-19 positive. They detailed their opinions with concrete examples, such as their friends, classmates with COVID-19, and the announcement in WhatsApp:

Participant 4: *I think [the class] should be online because we have already had friends with COVID-19 positive in the class, so I think this class should be online to minimize the risk of catching COVID-19.*

Participant 21: *Online education because of the increasing number of my classmates who were diagnosed with COVID-19.*

Participant 33: *I choose online education. Why? Although conditions in Turkey are now normal, COVID-19 is still around us. Therefore, we must take care of our health and apply the regulations for COVID-19.*

The participant detailed why online education through providing a real-life experience:

For example, a few days ago, we went to class as usual, but after coming home and seeing the message in the WhatsApp group, one of our classmates' COVID-19 test results was positive. This is very worrying.

Two nursing students stated that course recordings could help them watch the course again, so she supported online education:

Participant 38: *I think it should be online because it is beneficial to be able to watch the course recordings as much as we want.*

There was one nursing student who had an interesting suggestion that appears to open the door to both online and face-to-face education:

Participant 1: *If the time interval between the end of the Medical English class and the start of our other face-to-face class is extended a little, it should be online, but if the time between these two different courses remains the same, Medical English should be face-to-face.*

When this study was conducted, Medical English was delivered as an online course due to COVID-19, with the senate's decision at the university at the begging of the 2021-2022 academic term. The data collected with observation were consistent with the data collected from nursing students using interviews during online learning. The observation findings showed that during online education while delivering Medical English, some students dropped out because of problems with their internet connection, and some students left early the online class because of the limited GB limit. There were also students who were online, but when they were asked questions, there were no responses.

Nursing Students' Expectations from the Medical English Course

There was one question in the interview for undergraduate nursing students' expectations to identify their needs for Medical English classes. The responses received from nursing students in this study were consistent: learning medical words, reading

in medicine and communicating with their future colleagues and patients in English (Table 3).

Table 3. *Nursing Students' Expectations from the Medical English*

	n	Percentages
Learning Medical Words	32	65%
Reading in Medicine	13	26%
Communicating in English	4	9%

They focused on discipline-specific characteristics of Medical English given that Medical English is related to English in health sciences and medicine, which makes it different from general English:

Participant 4: *I was very interested and happy to have a course where we will learn medical words in English in the field of health sciences. I think it is a lesson that will help me improve myself professionally.*

Participant 12: *To understand articles and news related to medicine and health sciences in English.*

Participant 29: *To contribute to my profession.*

Some nursing students focused on international aspects while they were working as a nurse:

Participant 14: *My expectations from this course are to distinguish English used in daily life from Medical English professionally; have gain skills to use Medical English in other countries effectively.*

Participant 15: *To communicate with the nurses in other countries.*

Participant 46: *To gain the skills to communicate with international patients using Medical English when I become a nurse.*

DISCUSSION AND CONCLUSION

Given that universities encountered a global health crisis with the onset of COVID-19, research in light of data is needed to discuss different instructional approaches, such as online, hybrid, and blended learning methods. This study explored undergraduate nursing students' opinions on the instructional mode of attendance at Medical English courses during COVID-19 measures in the 2021-2022 academic term at a state university in Turkey.

The first theme highlighted nursing students' preferences to attend Medical English courses in the 2021-2022 academic term. In this study, the findings showed that most of the nursing students suggested face-to-face learning for Medical English courses. This finding is consistent with the results obtained in Cengiz et al. (2022) study, in which the data were collected using online surveys from Turkish nursing students. Their findings showed that, to nursing students, distance education was not efficient and they had difficulties attending classes during COVID-19. An explanation for this finding can be that nursing students in this study were not used to online classes or their living conditions may not be proper for online learning.

The findings obtained in this study were inconsistent with those of Bdair's (2021) and Lovrić et al.'s (2020) studies. Bdair (2021) reported that nursing students and faculty members were generally satisfied with online learning during COVID-19, although conventional learning was preferred compared to online learning. An explanation for the inconsistency between the findings obtained in the present study and Bdair's (2021) findings could be that in Bdair's (2021) study, many students had already had prior experience with partial online learning while all faculty members were familiar with online learning and had been using this strategy partially in parallel with the conventional methods. However, in the current study, the Turkish students and academic staff were not used to online education. Lovrić et al.'s (2020) findings demonstrated that undergraduate nursing students (n=33) fully support the plans for long-distance teaching, maybe because of the effective teacher support and faculty work in the COVID-19 crisis.

The effectiveness of online learning is associated with the designed learning material, the lecturer's engagement in the online environment, and lecturer–student or student–student interactions (Wu&Liu, 2013). Thus, to prepare students and lecturers for an unexpected crisis like COVID-19, some courses can be delivered online or blended in education or training can be embedded in the curriculum to make students and lecturers familiar with online and blended classes through highlighted benefits, such as listening to recorded courses and how to use online learning effectively. However, firstly, students' living conditions should be investigated. It is notable that, as the data showed above, the nursing student apologized while explaining the underlying reason for the drop in online education, which surprised and made the researcher sad because she observed the drops and rejoining moments, which occurred frequently. The observation data helped the researcher in this study get in touch with a petition to inform the faculty that online learning should be accompanied by face-to-face

education. All in all, we should be prepared for future crises when we are deciding how to deliver education.

In the literature, blended learning refers to a learning process that combines face-to-face learning in class with online learning using technologies to make the achievement of the learning process more efficient (Hoic-Bozic et al., 2009). When the responses of undergraduate nursing students' preferences and the reasons for the instructional mode of attendance in Medical English courses were examined in this study, the findings call for blended learning, which is consistent with the study conducted by Wu and Liu (2013). Their findings showed that students were satisfied with blended learning while learning English as a foreign language (see also Aji et al., 2020; Batac et al., 2021). Thus, putting blended learning methods into teaching practice may work. Bardus et al.'s (2021) findings highlight the need to use mobile applications in the process of learning foreign languages in the context of the introduction of quarantine and blended learning as a forceful way to promote effective work with students.

One of the themes in data analysis highlighted undergraduate nursing students' expectations of Medical English classes. A comprehensive Strength–Weakness–Opportunities–Threat (SWOT) analysis of blended/hybrid learning has been proposed by Singh, Steele and Singh (2021) with the highlight that the post-vaccine and the post-pandemic world have been on the agenda recently. Their study reported an evidence-based approach to how instructors can combine the best of both traditional and online instruction to offer engaging learning experiences for students. Their findings highlight that blended and hybrid learning seem to be the future of higher education. Thus, we should put efforts into learning, developing, and managing this form of learning, especially after COVID-19, so we can provide students with engaging learning milieu and experiences across disciplines. The findings obtained in this study are consistent with De's (2020) recommendations. De (2020) highlight that cooperation of all stakeholders is needed, such as with students, managers, individuals, communities, health professionals, media, governments, as well as non-governmental organizations while delivering education, in an unexpected period like COVID-19.

The findings obtained in this study suggest that undergraduate nursing students' English language background was very similar, apart from some students that were detailed above. The nursing students had a consensus that learning discipline-specific English, Medical English, can empower them to reach scientific resources and communicate with international patients, healthcare providers and nurses. They sounded very motivated to learn Medical English with specific aims, such as

professional development and communication. They had similar expectations from Medical English courses (e.g., equipping themselves with medical words, reading in medicine and communicating with their future colleagues and patients in English), which is in line with the needs revealed for medical students (Author). This finding suggests that during online learning or face-to-face education, a needs analysis should be conducted. For example, in this study, nursing students' responses call for integrated skills (Tajzad et al., 2014), which should be embraced in the course objectives and texts tailored to health sciences to meet their needs despite COVID-19. Another reason for the preference for face-to-face classes for Medical English courses in this study can be nursing students' limited English language background, as shown with data in the results section above. When students' general English knowledge background is limited, learning the medical genre (Author et al. in press), with which they were unfamiliar, online may be challenging.

We should consider the opinions and experiences of students and lecturers while we are planning education if we aim for effective and efficient education, especially in crises. Also, as the findings above suggest, collaboration is needed among lecturers and managers to make students' voices heard when unexpected events occur during education. The findings obtained in this study suggest that to meet students' expectations and needs for education during crises like COVID-19, hybrid education seems to be the best choice so that students can adapt by taking their conditions into account. In other words, each course can be delivered both face-to-face and online, so classrooms should be equipped with technical facilities, and students can choose their learning choices as face-to-face or online learning, namely synchronous (live) and asynchronous (recorded) sessions together, can be on the agenda of the education when another unexpected crisis happens. Also, emergency case preparedness can be on the agenda to quickly adapt to changes beyond our control when an unanticipated global problem like COVID-19 occurs. This preparedness may require resource allocation to tackle challenges and required and tailored training in pedagogical methods in light of needs analysis, so teachers, lecturers and students can work effectively. Thus, we should ask whether we are ready after our lesson on the COVID-19 process if another unexpected event occurs.

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Conflict of Interest

The researcher does not have a conflict of interest to declare.

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APPENDIX

Appendix-1. Semi-structured Observation Sheet and Checklist for Observation

Semi-structured Observation Sheet

Time	
Foci of the observation	
Length of the observation	

Descriptive Notes	**Reflective Notes**

Checklist for Observation

Foci of the observation	**Learner's comments/opinions/reactions**	**Tick if observed**
Students' comments/opinions on COVID-19		
Students' reactions to COVID-19		