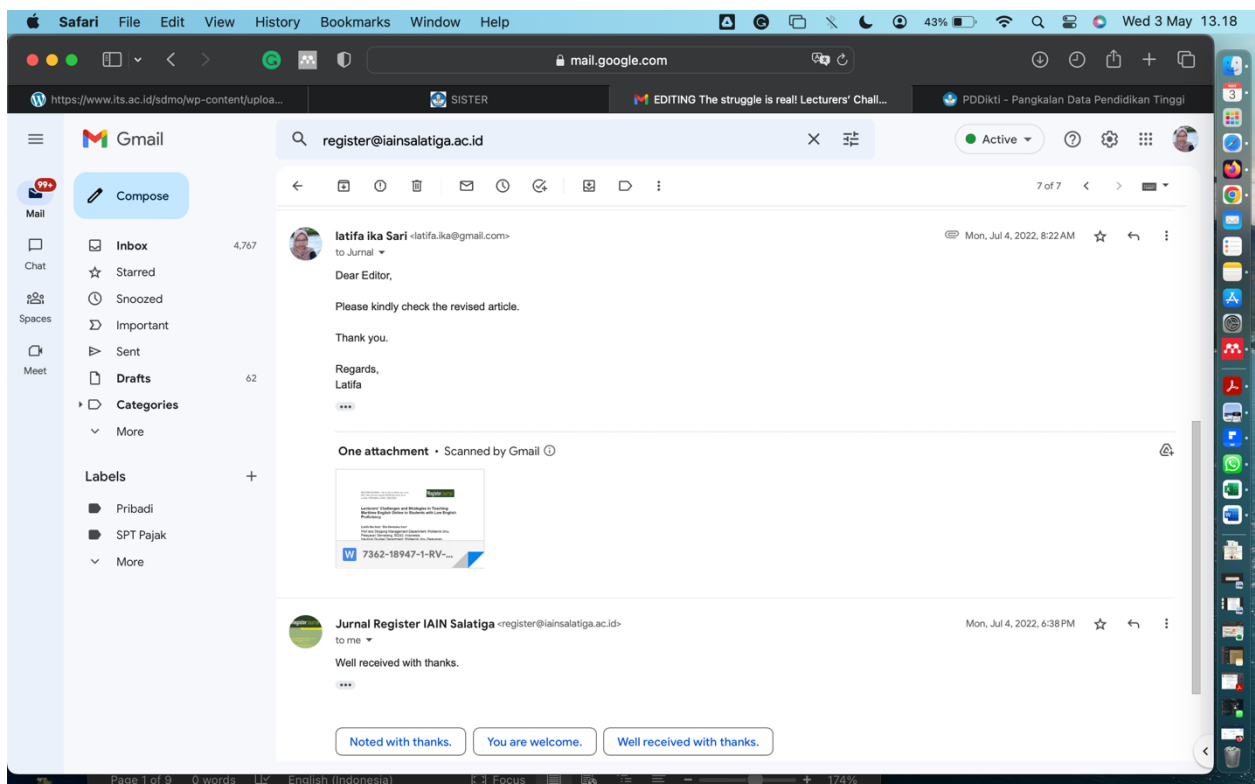
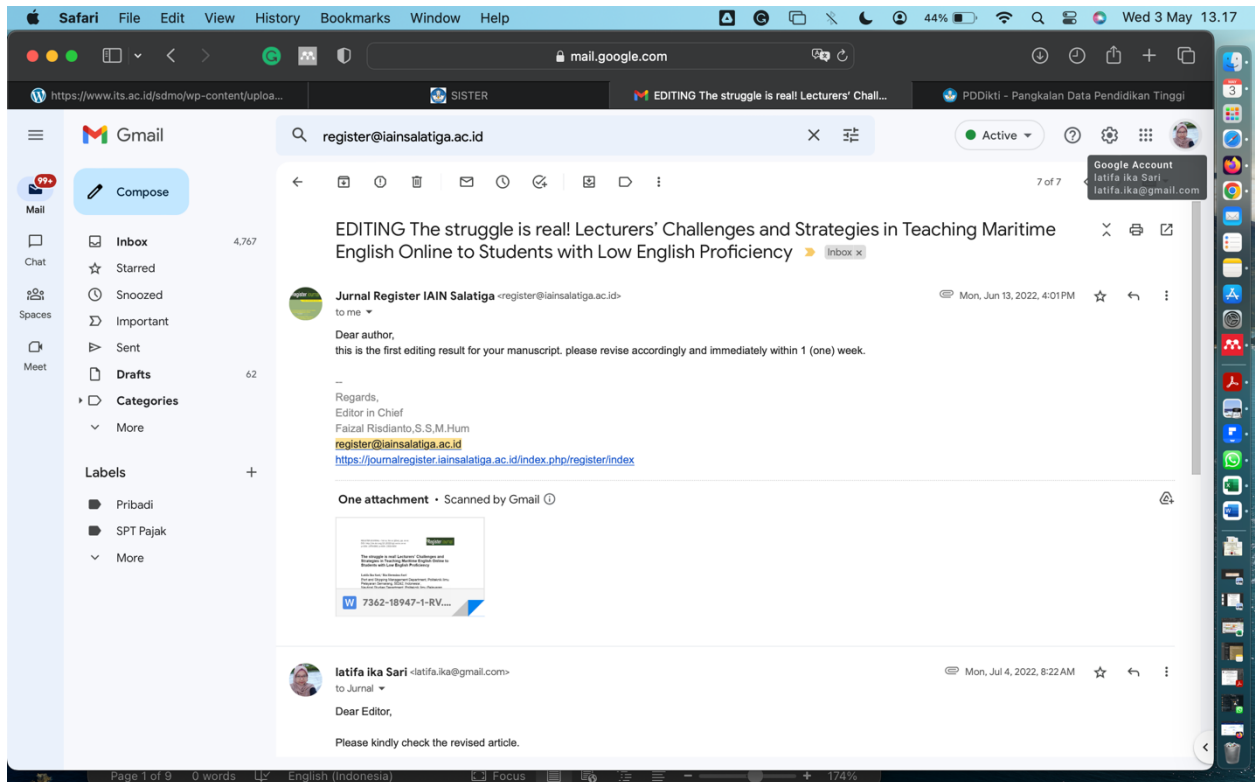


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Sun, Aug 7, 2022, 9:32 AM

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Mon, Aug 8, 2022, 8:36 PM

Dear Editor,

I have checked all the files and revised the manuscript according to the reviewers' comments. Please find the revised manuscript attached. Thank you very much.

Best regards,
Latifa

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Editor in Chief <ojs@iainsalatiga.ac.id> to me

Tue, Aug 9, 2022, 2:14 AM

Latifa Ika Sari:

We have reached a decision regarding your submission to Register Journal, "Lecturers' Challenges and Strategies in Teaching Maritime English Online to Students with Low English Proficiency".

Our decision is to: accept the submission and proceed to proofreading process.

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Tue, Aug 9, 2022, 2:11AM

Dear Ibu Latifa Ika Sari,

On Behalf of the Editorial Board, I'd like to inform the acceptance of your manuscript for December 2022 issue, but still, there will be proofreading by a Foreign proofreader and lay-outing the manuscript into PDF format (it will take four until five weeks), and at present, the next step will be:

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Dear Author,

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I found that my article entitled **Lecturers' Challenges and Strategies in Teaching Maritime English Online to Students with Low English Proficiency** has been listed on the Register website for Vol.15 No 2 (2022). However, it's only my name listed there. As mentioned in the manuscript, I wrote the article with my co-author **Ria Hermina Sari**. Would you please add her name to the list?

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Lecturers' Challenges and Strategies in Teaching Maritime English Online to Students with Low English Proficiency
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Latifa Ika Sari, Ria Hermina Sari

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Dear
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ACCEPTANCE LETTER

Salatiga, August 11, 2022

Name : Latifa Ika Sari
Institution, country : Politeknik Ilmu Pelayaran Semarang , Indonesia

Dear author,

On behalf of the Boards of Editorial Team, I am glad to confirm that your manuscript entitled "**Lecturers' Challenges and Strategies in Teaching Maritime English Online to Students with Low English Proficiency**" has been selected to be published for **REGISTER JOURNAL** Vol 15, No.2 December 2022.



Faizal Risdianto, S.S., M.Hum.

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#7362 Summary

SUMMARY
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Authors	Latifa Ika Sari, Ria Hermina Sari
Title	Lecturers' Challenges and Strategies in Teaching Maritime English Online to Students with Low English Proficiency
Original file	7362-18846-1-SM.DOCX 2022-06-01
Supp. files	None
Submitter	Latifa Ika Sari
Date submitted	June 1, 2022 - 08:48 AM
Section	Articles
Editor	Faizal Risdianto
Abstract Views	422

Status

Status	Published Vol 15, No 2 (2022): REGISTER JOURNAL
Initiated	2022-08-10
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Affiliation	Politeknik Ilmu Pelayaran Semarang
Country	Indonesia
Bio Statement	—

Principal contact for editorial correspondence.

Name	Ria Hermina Sari
Affiliation	Politeknik Ilmu Pelayaran Semarang
Country	Indonesia
Bio Statement	—

Title and Abstract

Title

Lecturers' Challenges and Strategies in Teaching Maritime English Online to Students with Low English Proficiency

Abstract

This study aimed to investigate the problems faced by ESP lecturers when teaching low English proficiency students during online Maritime English lessons and their strategies in dealing with the problems. A questionnaire with six open-ended questions was distributed to 9 Maritime English lecturers from 6 different Maritime Polytechnics in Indonesia. A follow-up interview was conducted with four lecturers to obtain more detailed information regarding their online teaching practices, especially the difficulties and the strategies to mitigate them. The findings of this study revealed 3 (three) main problems faced by the lecturers. Firstly, students were reluctant to interact and participate in class activities. Secondly, students showed low motivation and interest in learning English. Thirdly, the lecturers needed extra time to explain the teaching materials. To overcome the problems, the lecturers used various texts, pictures, videos, or online platforms to expose students to maritime vocabulary. They also grouped the lower proficiency students with the higher proficiency students in a collaborative activity, designed class activities based on

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References

Alhourani, A. Q. (2021). Investigating the Match and Mismatch between Students' Learning Styles and Teacher's Teaching Styles in a Saudi School: A Case Study. *Journal of World Englishes and Educational Practices*, 3(2), 10–20. <https://doi.org/10.32996/jweep>

Aziz, A. A. A., Shaidin, S., Zaini, N., Nordin, N. A., Wahid, N. A., Azhar, S. B. H. J., & Aziz, A. A. (2021). Learning about English language lecturers' resilience: Identification of stress and coping strategies of open and distance learning (ODL). *AIP Conference Proceedings*, 2347, 1–8. <https://doi.org/10.1063/5.0053224>

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TAMPILAN DARI WEB JURNAL

The screenshot shows the journal's homepage with a list of articles. The browser address bar shows the URL: <https://journalregister.iainsalatiga.ac.id/index.php/register/issue/view/337>. The page features a sidebar on the right with navigation links such as R-W-C Policy, Advertising Policy, Plagiarism Policy, Hardcopy Order, Author Fees, Download Page, Accreditation Status, WoS Citedness, Scopus Citedness, Statistics, and Contact. The main content area lists several articles, each with a title, authors, DOI, and page numbers. The first article is "Stance Expressions in Introduction of English Research Articles written by Cambodian Authors" by Soeurn Chenda, Safnil Safnil, Syafriyadin Syafriyadin, with DOI 10.18326/rgt.v15i2.183-200 and 183-200 pages. It has been read 954 times. The second article is "Developing Thinking Reading Classrooms: Insight from Pre-Service EFL Teachers' Lesson Plans and Classroom Instructions" by Dwi Puji Hastuti, Diah Kristina, Endang Setyaningsih, with DOI 10.18326/rgt.v15i2.201-221 and 201-221 pages, read 518 times. The third article is "Lecturers' Challenges and Strategies in Teaching Maritime English Online to Students with Low English Proficiency" by Latifa Ika Sari, Ria Hermina Sari, with DOI 10.18326/rgt.v15i2.222-244 and 222-244 pages, read 422 times. The fourth article is "An Investigation of the Integration of Inter-semiotic Complementarity in Iraqi EFL Textbook" by Riyadh Sarhan Jabour, Wafaa Mokhlos Faisal, with DOI 10.18326/rgt.v15i2.245-263 and 245-263 pages, read 352 times. The fifth article is "Exploring Lecturers' Standpoints in Composing Digital Fiction and Students' Multimodal Literacy Level" by Fjtinova Fjtinova, Nandang Heryana, Ida Rosmalina, with DOI 10.18326/rgt.v15i2.264-283 and 264-283 pages, read 248 times. The sidebar also includes a "SUPERVISED BY" section with the logo for JI RELAWAN JURNAL INDONESIA and a "CERTIFICATE FILE" section with a certificate image.

The screenshot shows the article page for "Lecturers' Challenges and Strategies in Teaching Maritime English Online to Students with Low English Proficiency" by Latifa Ika Sari, Ria Hermina Sari. The browser address bar shows the URL: <https://journalregister.iainsalatiga.ac.id/index.php/register/article/view/7362>. The page features a header with the journal title "REGISTER JOURNAL" and the text "WE HAVE MOVED TO NEW WEB JOURNAL ADDRESS: <https://ejournal.uinsalatiga.ac.id/index.php/register>". The header also includes logos for Clarivate Analytics Web of Science and SINTA 2. The main content area displays the article title, authors, and an abstract. The abstract states: "This study aimed to investigate the problems faced by ESP lecturers when teaching low English proficiency students during online Maritime English lessons and their strategies in dealing with the problems. A questionnaire with six open-ended questions was distributed to 9 Maritime English lecturers from 6 different Maritime Polytechnics in Indonesia. A follow-up interview was conducted with four lecturers to obtain more detailed information regarding their online teaching practices, especially the difficulties and the strategies to mitigate them. The findings of this study revealed 3 (three) main problems faced by the lecturers. Firstly, students were reluctant to interact and participate in class activities. Secondly, students showed low motivation and interest in learning English. Thirdly, the lecturers needed extra time to explain the teaching materials. To overcome the problems, the lecturers used various texts, pictures, videos, or online platforms to expose students to maritime vocabulary. They also grouped the lower proficiency students with the higher proficiency students in a collaborative activity, designed class activities based on students' learning styles, and employed various scaffolding techniques." The keywords are: "English for Specific Purposes (ESP) teaching, low English proficiency, Maritime English, online learning." The sidebar on the right contains navigation links such as Focus and Scope, Publication Ethics, Ethical Clearance, Peer Review Process, Editorial Team, Peer Reviewers, Author Guidelines, Indexing Page, Copyright Notice, Open Access Policy, Archiving Policy, R-W-C Policy, Advertising Policy, Plagiarism Policy, and Hardcopy Order.

HASIL REVIEW DARI REVIEWER 1



REGISTER JOURNAL REVIEW FORM

Journal Name: REGISTER JOURNAL

Paper Title:

"Lecturers' Challenges and Strategies in Teaching Maritime English Online to Students with Low English Proficiency"

Date sent: 24/07/2022

Due Date: : 07/08/2022

PLEASE EVALUATE THE MANUSCRIPT BASED ON THE FOLLOWING SCALE:

1 = Poor

2 = Below average

3 = Average

4 = Good

5 = Excellent

x = N/a = Not applicable

(Please assign the score for each item below.)

Poor Excellent N/a

	1	2	3	4	5	x
A. This paper is based on rigorous academic standards.				4		
B. This paper is presented in a format, which is accessible by practitioners. It focuses on justification, results and implementation; has readable style; technical material is in appendix.	1	2	3	4	5	x
C. The paper has clarity of presentation. It is well organized, clearly written.	1	2	3	4	5	x
D. The paper makes a significant contribution to the body of knowledge related to this Journal. It is highly significant, breaks new ground, and provides a foundation for future research.	1	2	3	4	5	x
E. The topic of this paper is relevant, timely, and of interest to the audience of this journal.	1	2	3	4	5	x

F. The rationale for the paper is well grounded. It is based on a known theory or on an interesting issue.	1	2	3	4	5	x
G. The research methodology for the study is appropriate and applied properly.	1	2	3	4	5	x
H. The content of this paper is technically accurate and sound.	1	2	3	4	5	x
I. The supporting evidence in this paper is strongly reliable and properly validated.	1	2	3	4	5	x
J. Discussion of the results is based on analysis of data; results are not overstated or overgeneralized	1	2	3	4	5	x
K. Implications and recommendations for management are relevant and useful.	1	2	3	4	5	x
L. The paper is easy to read and free from grammatical or spelling errors.	1	2	3	4	5	x

M. What is your recommendation?

NO	Your recommendation	Please give color or a Sign of <input checked="" type="checkbox"/> to one of these options
1	Clear reject	
2	Reconsider after major revisions	
3	Accept with minor revisions	<input checked="" type="checkbox"/>
4	Accept as it is.	

N. What is the publication PRIORITY? (Please check one./)

Publish immediately

Give high priority

Give medium priority

No rush

O. Does this paper need a professional editing assistance? (Please check one./)

YES	
NO	<input checked="" type="checkbox"/>

P. Does this paper contain graphics of which the resolution needs to be improved? (Please check one./)

YES	
NO	<input checked="" type="checkbox"/>

Q. Does this paper cite any related work published in this journal? (Please check one./)

YES	
NO	<input checked="" type="checkbox"/>

R. Comments for the author: (Please present specific details using the following categories.)

SUMMARY:

STRENGTHS:

MINOR WEAKNESSES AND SUGGESTIONS:

MAJOR WEAKNESSES AND SUGGESTIONS:

HASIL REVIEW DARI REVIEWER 2



REGISTER JOURNAL REVIEW FORM

Journal Name: REGISTER JOURNAL

Paper Title:

"Lecturers' Challenges and Strategies in Teaching Maritime English Online to Students with Low English Proficiency"

Date sent: 04/08/2022

Due Date: : 18/08/2022

PLEASE EVALUATE THE MANUSCRIPT BASED ON THE FOLLOWING SCALE:

1 = Poor

2 = Below average

3 = Average

4 = Good

5 = Excellent

x = N/a = Not applicable

(Please assign the score for each item below.)

Poor Excellent N/a

	1	2	3	4	5	x
M. This paper is based on rigorous academic standards.			3			
N. This paper is presented in a format, which is accessible by practitioners. It focuses on justification, results and implementation; has readable style; technical material is in appendix.	1	2	3	4	5	x
O. The paper has clarity of presentation. It is well organized, clearly written.	1	2	3	4	5	x
P. The paper makes a significant contribution to the body of knowledge related to this Journal. It is highly significant, breaks new ground, and provides a foundation for future research.	1	2	3	4	5	x
Q. The topic of this paper is relevant, timely, and of interest to the audience of this journal.	1	2	3	4	5	x
R. The rationale for the paper is well grounded. It is based on a known theory or on an interesting issue.	1	2	3	4	5	x

S. The research methodology for the study is appropriate and applied properly.	1	2	3	4	5	x
T. The content of this paper is technically accurate and sound.	1	2	3	4	5	x
U. The supporting evidence in this paper is strongly reliable and properly validated.	1	2	3	4	5	x
V. Discussion of the results is based on analysis of data; results are not overstated or overgeneralized	1	2	3	4	5	x
W. Implications and recommendations for management are relevant and useful.	1	2	3	4	5	x
X. The paper is easy to read and free from grammatical or spelling errors.	1	2	3	4	5	x

M. What is your recommendation?

NO	Your recommendation	Please give color or a Sign of <input checked="" type="checkbox"/> to one of these options
1	Clear reject	
2	Reconsider after major revisions	<input checked="" type="checkbox"/>
3	Accept with minor revisions	
4	Accept as it is.	

N. What is the publication PRIORITY? (Please check one./)

Publish immediately

Give high priority

Give medium priority

No rush

O. Does this paper need a professional editing assistance? (Please check one./)

YES	<input checked="" type="checkbox"/>
NO	<input type="checkbox"/>

P. Does this paper contain graphics of which the resolution needs to be improved? (Please check one./)

YES	<input type="checkbox"/>
NO	<input checked="" type="checkbox"/>

Q. Does this paper cite any related work published in this journal? (Please check one./)

YES	<input type="checkbox"/>
NO	<input checked="" type="checkbox"/>

R. Comments for the author: (Please present specific details using the following categories.)

SUMMARY:

This article needs a major revision on sentence structure, grammar, spellings, punctuations, and citation & referencing style. It uses old references much (more than 5-10 years of publication).

The result and discussion part needs a clear information of finding data and theoretical foundation supports. The conclusion seems a summary, not an implementation or interpretation results.

STRENGTHS:

This topic is challenging.

MINOR WEAKNESSES AND SUGGESTIONS:

The minor weaknesses are on sentence structure, grammar, spellings, punctuations, and citation & referencing style. They need a deep editing process referring to the standard ones.

MAJOR WEAKNESSES AND SUGGESTIONS:

The Result and Discussion part needs a holistic and integrated evaluation and interpretation with significant and large experts' opinions and arguments.

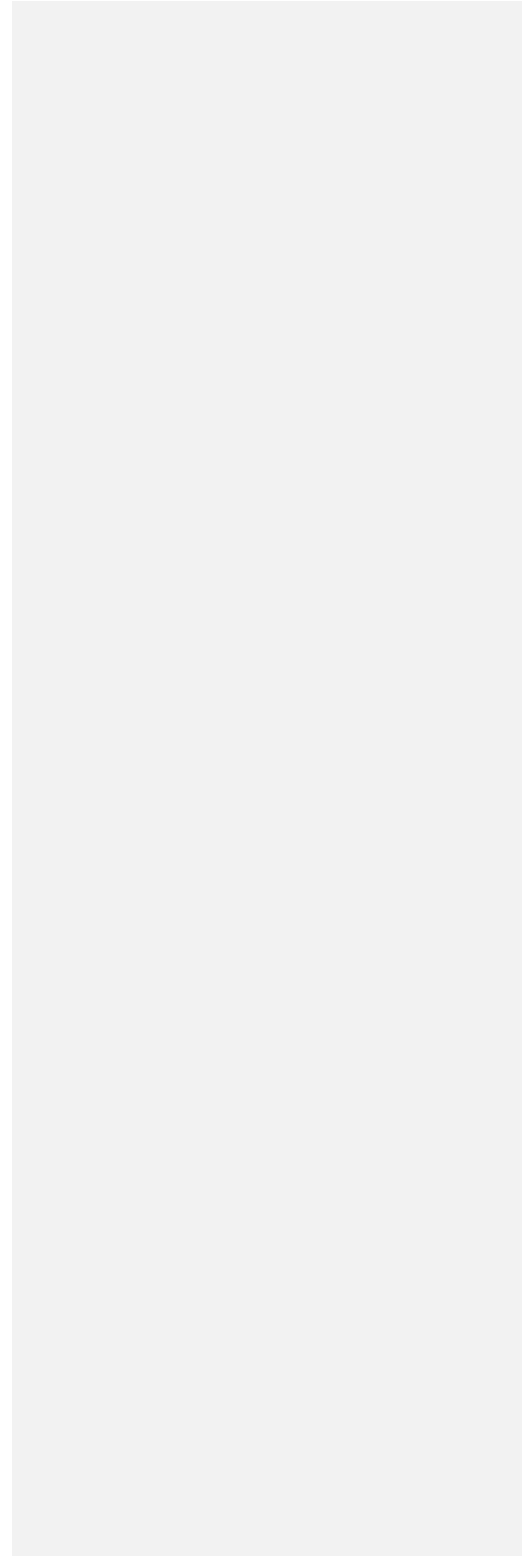
NOTES:

Which one is the correct title? There are two titles in the article text and evaluation form. Both are different in the beginning.

"Lecturers' Challenges and Strategies in Teaching Maritime English Online to Students with Low English Proficiency"

The struggle is real! Lecturers' Challenges and Strategies in Teaching Maritime English Online to Students with Low English Proficiency

**KOMENTAR REVIEWER PADA ARTIKEL
SECARA DETAIL
(1)**



Lecturers' Challenges and Strategies in Teaching Maritime English Online to Students with Low English Proficiency



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Abstract

This study aimed to investigate the problems faced by ESP lecturers when teaching low English proficiency students during online Maritime English lessons and their strategies in dealing with the problems. A questionnaire with 6 open-ended questions was distributed to 9 Maritime English lecturers from 6 different Maritime Polytechnics in Indonesia. A follow-up interview was conducted with 4 lecturers to obtain more detailed information regarding their online teaching practices, especially the difficulties and the strategies to mitigate them. The findings of this study revealed 3 (three) main problems faced by the lecturers: students' lack of interaction and participation, students' low motivation and interest in learning English, and extra time needed to explain the teaching materials. To overcome the problems, the lecturers used various texts, pictures, videos, or online platforms to expose students to maritime vocabulary. They also grouped the lower proficiency students with the higher proficiency students in a collaborative activity, designed class activities based on students' learning styles and employed various scaffolding techniques.

Keywords: English for Specific Purposes (ESP) teaching, low English proficiency, Maritime English, online learning.

INTRODUCTION

Teaching English for Specific Purposes (ESP) has become a great challenge for many English lecturers. Different from general English courses, ESP teaching involves a more specific register in which the course is aimed to assist students to master English and use the language in a specific environment, for example, English in Banking, English in Medicine, English in Aviation, etc (Mauludin, 2021). In ESP teaching, classroom instructions and activities are designed based on the communication needs of students in a specific context. It is expected that students have higher motivation when joining an ESP course since the course is relevant to their needs. However, reality sometimes does not meet expectations. There are various problems identified during ESP teaching practices that may hinder the effectiveness of the course. ESP curriculum which is too general and does not cover students' specific needs (Poedjastutie & Oliver, 2017), lecturers' limited pedagogical and content knowledge (Pazoki & Alemi, 2019; Poedjastutie & Oliver, 2017), irrelevant and unauthentic materials (Lee, 2016) are some of the major issues. The quality of the students' input also complicates the situation in which many students with low English proficiency consider ESP courses too difficult for them, and thus feel demotivated and sometimes frustrated when joining the course (Belyaeva, 2015). The importance of General English proficiency in supporting ESP learning has been highlighted by Martinovic and Poljakovic (in Pazoki & Alemi, 2019). They found that students' low general English proficiency affects students' motivation in learning ESP and inhibits their active participation in the class activities.

Students' low general English proficiency has caused a lot of problems in ESP teaching. Many ESP courses have shifted from specialized language instruction toward the development of general English knowledge (Belyaeva, 2015). The lower-level students perceive specialized courses with highly technical vocabulary and discourse are too difficult for them. In other words, they are not ready to join ESP courses due to their low general English proficiency. As a result, the lecturers often revert to the materials of basic English and cannot fully cover the ESP materials (Poedjastutie, 2017). This situation can hamper the effectiveness of ESP teaching and in the end, can fail the learning objectives.

Maritime English (ME) with its distinctive vocabulary and specialized expressions is a branch of ESP that is used widely in the Maritime industry. It covers a wide scope, ranging from the language of highly technical written genres to simplified and standardized spoken contexts. In written Maritime English, various technical words and phrases related to the nautical and marine engineering fields are commonly used. For example, when describing the different parts of vessels, the movements of vessels, the repair and maintenance of engines, etc. In spoken Maritime English, the range of lexical choices is more limited. The language is simplified since it usually deals with the safety and security of the ship's operation. The spoken messages are primarily used in the "here and now" context. The use of imperative and performative in the present situation is dominant (Franceschi, 2014).

The globalization era has narrowed the barrier across nations, and international shipping has become very common. Nowadays, there are many crews who come from different countries working together on a vessel. When working under pressure, the crews often simplify or even change the common language to fulfil their duties (Demydenko, 2012). Communication breakdown might happen because of difficulties in understanding each other intentions. The failure in communication due to the low English proficiency of seafarers has been considered as one of the main factors contributing to maritime accidents. Thus, Maritime English proficiency to an agreed level is essential to ensure the safety of the ship's operation (James et al., 2018; Shi & Fan, 2021). Maritime English teaching then becomes significant to equip seafarers with skills to communicate effectively with other people who have different nationalities and speak different languages.

Maritime English is one of the primary subjects taught at Maritime education and training institutions. In Indonesia, there are several Maritime Polytechnics that provides maritime education and training for students who want to pursue a career as seafarers. All of the polytechnics employ a boarding school system that requires the students to stay in a dormitory during their studies. The students have to follow the simulation of living onboard a ship by following certain procedures and schedules. They have to obey the rules set by institutions that regulate their uniform, their interaction with other students and lecturers, their daily activities (including classroom study time, physical training time, mealtime, etc), and many more.

When the COVID-19 pandemic struck, many educational institutions had to switch from face-to-face learning to emergency remote learning. The maritime polytechnics had to send the students back home and continued the

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Reference?

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process of study in the online learning environment. For English lecturers, this situation has brought a greater challenge.

The challenges of online language teaching and learning during the COVID-19 pandemic have drawn the interest of numerous scholars in many parts of the world. In the Arabic setting, Hamad et al. (2021) involved 43 English instructors to complete a questionnaire aiming to explore 5 aspects of online language teaching, including the quality of teaching, students' interaction, learning outcomes, instructors' planning, and correction load, and macro and micro-skills. Their study revealed that there were several major problems during online language teaching, including limited student-teacher interaction, difficulties in monitoring students' class participation and performance, and difficulties in assessing micro and macro skills. Online language teaching had also given "more burden" to the teachers since they had to spend more time and energy planning a lesson and preparing teaching materials (Hamad et al., 2021).

Gao and Zhang (2020) conducted a qualitative study to investigate the lecturers' perception of online language teaching in a Chinese university by interviewing 3 EFL lecturers. The lecturers perceived that their teaching plans were disrupted due to COVID-19 Pandemic and they are demanded to improve their information and communication technology (ICT) literacy to survive. Gao and Zhang's study also indicated that it is important to understand students' learning needs, improve lecturers' proficiency in conducting online teaching, and integrate traditional classroom teaching methods with online teaching practices (Gao & Zhang, 2020).

Nugroho et al. (2021) conducted a similar study in the Indonesian context. They involved 27 Indonesian EFL lecturers in writing a self-reflection and joining a semi-structured interview. The study showed that many of the lecturers were not familiar with digital platforms used in online learning. They were unable to provide quick and direct feedback to students that have caused a lack of students' motivation and engagement during online class activities (Nugroho et al., 2021).

In the Korean context, Choi and Chung (2021) involved 7 EFL instructors in an in-depth interview to explore the challenges and strategies of online language teaching and learning in an English language program in South Korea. They reported problems with interaction and collaborative activities as the major challenges faced by the instructors. As remedies, the instructors used several strategies, such as encouraging the students to turn on the camera and asking them to use non-verbal communication cues such as thumbs up. They also instructed students to do collaboration in writing a summary of their group work using Google Docs, etc (Choi & Chung, 2021).

In Vietnam, Hung (2021) explored the difficulties of online language teaching as well as the advantages. Involving 15 English lecturers, he conducted a study at the Center for Foreign Languages, Can Tho University in Vietnam. His study revealed 5 major difficulties faced by the lecturers, including students' and lecturers' access to technology, maintaining students' motivation and engagement, assessing students' progress, lecturers' lack of digital pedagogical competence, and increased workload and stress. However, the lecturers also admitted that online language teaching could bring advantages, including flexibility and improving autonomy, motivation, self-determination, and self-regulation among lecturers and students (Hung, 2021).

There are numerous studies exploring the challenges of online language teaching. However, studies regarding Maritime English teaching are still rare and studies focusing on low-English proficiency students in Maritime Polytechnics are not yet available. Therefore, this research attempts to explore the problems faced by English lecturers when teaching Maritime English online to low English proficiency students and the lecturers' strategies to cope with the problems. There are 2 research questions guiding the current study: 1) What are the problems faced by the English lecturers when teaching Maritime English online to students with Low English Proficiency? 2) What strategies are used by the English lecturers to overcome the problems?

RESEARCH METHOD

This research employed a qualitative descriptive method. One fundamental characteristic of this research is the naturalistic data taken under real-world conditions (Creswell, 2012; Yin, 2011). Compared to other types of qualitative research, the qualitative descriptive method is more descriptive rather than interpretive in focus. In qualitative descriptive research, data were collected and analyzed qualitatively by identifying themes or patterns

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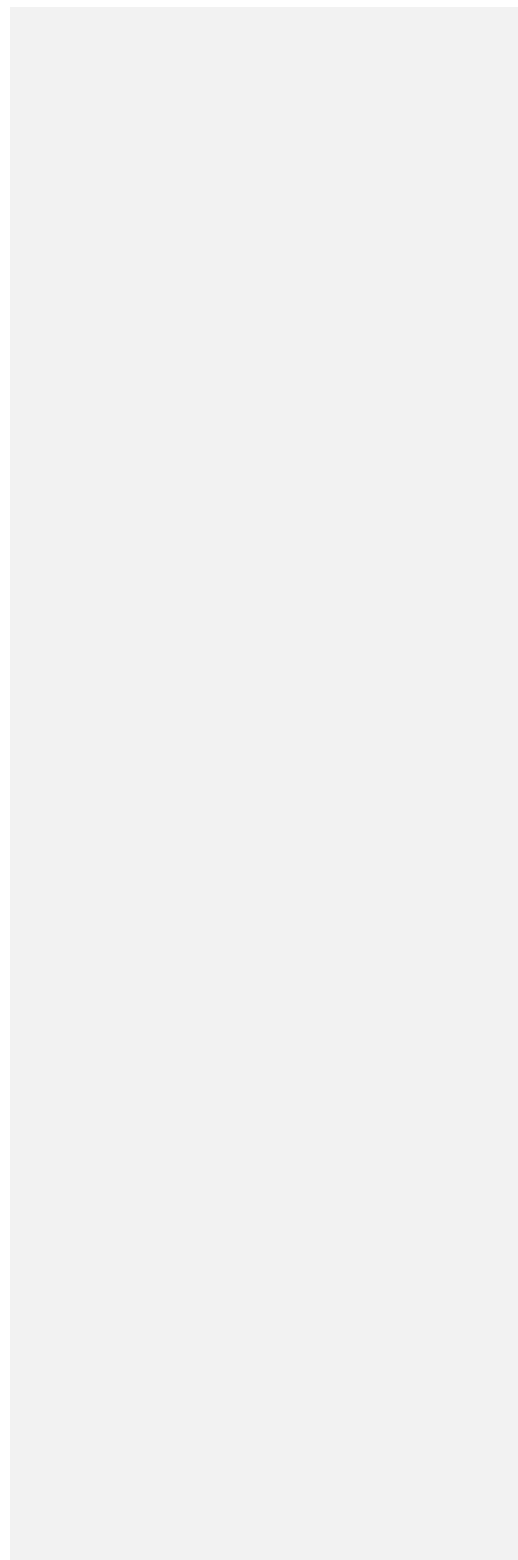
Commented [A10]: What do you mean with "low English proficiency"? What is the indicator?

Commented [A11]: Is it the proficiency of their English skills (Listening, Reading, Speaking, Writing) or is it the proficiency of their knowledge about Maritime English?

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p-ISSN: 1979-8903; e-ISSN: 2503-040X



(Nassaji, 2015). In this research, the authors attempt to describe a phenomenon by understanding the lecturers' opinions and perspectives regarding their teaching experience.



Research participants

To select the research participants, the authors used the purposive sampling technique. The selection of the participants was based on the consideration that they could provide the authors with the “best” information (Kumar, 2011). Problems with the low proficiency students in Maritime Polytechnics have been discussed with some of the lecturers during informal discussions. Following up the discussions, the authors involved nine female Maritime English lecturers who teach in several maritime polytechnics under the Ministry of Transportation in Indonesia. Their teaching experience ranges from 4 years to 18 years. Four of them joined a follow-up interview after completing the questionnaire. The participants, their teaching experience, and their teaching locations are shown in Table 1.

Table 1. The research participants

No	Name	Teaching experience	Teaching Location	Remarks
1.	SK	6 years	Jakarta	Joined the follow-up interview
2.	AH	4 years	Semarang	Joined the follow-up interview
3.	NR	18 years	Barombong	Joined the follow-up interview
4.	DA	4 years	Banten	Joined the follow-up interview
5.	TR	17 years	Jakarta	-
6.	FT	5 years	Semarang	-
7.	SL	10 years	Makassar	-
8.	HN	8 years	Aceh	-
9.	SM	10 years	Banten	-

Data collection

The authors prepared a questionnaire using Google Forms which consisted of 6 open-ended questions. The questionnaire allowed the participants to share their experience on their own terms within the format that facilitates the process of data analysis (Seixas et al., 2018). The questionnaire was used as a self-reflection for the lecturers to explore the difficulties they faced when teaching Maritime English online, especially to students with low English proficiency, and their strategies to counter the problems.

The questions in the questionnaire were as follows:

1. What do you think about the English proficiency level of your students?
1. What preparation do you make before teaching?
2. How do you conduct online Maritime English teaching? (synchronous/asynchronous, the duration of teaching, the delivery of the materials)
3. What teaching media do you use? To what extent the teaching media help you in teaching?
4. What difficulties do you face during online teaching? (Especially when dealing with the low English proficiency students)
5. What strategies do you use to handle the low English proficiency students?

At the end of the questionnaire, the authors asked the lecturers’ willingness to join a follow-up interview. The interview was aimed to obtain more detailed and comprehensive information regarding the participants’ online teaching experience. Four lecturers agreed to join the interview, which was conducted using the zoom meeting application. The interview was semi-structured and lasted for about 15 – 20 minutes. The interviews were recorded and transcribed.

Data analysis

Commented [A12]: 1. Why Female?
 2. What study program? Nautical Science or Marine Engineering?
 3. What level? Associate Degree (D3) or Applied Bachelor (D4)
 4. How many schools?

Commented [A13]: How many and why?

Commented [A14]: Is it their whole teaching experience since the beginning of their lecturer career or is it their experience of online teaching?

Commented [A15]: Teaching location or school location? The use of online platform means that the lecturers can teach anywhere. It also means that teaching location can be different from school location.

Commented [A16]: Why open-ended?

To begin the data analysis, the authors downloaded the questionnaire results from Google Forms and transcribed the interview. Content Analysis (CA) protocol was used as a strategy for analysing data (Leung & Chung, 2019). First, the authors read the questionnaire responses and the interview transcripts several times. In this step, small chunks or phrases with meaning were generated. After that, labels or codes were given to each chunk of data. The coded chunks were compared and contrasted against each other, and similar chunks were grouped to form conceptual categories. The categories were then compared to the related theories about the phenomenon. Finally, the authors summarize the findings and their implications on online ESP teaching practices.

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RESULTS & DISCUSSION

In conducting online Maritime English teaching, the lecturers combined synchronous and asynchronous learning. They used various online learning platforms, such as Zoom, Google Class Room, Edlink, Quizizz, as well as the Learning Management System developed by the institution. They also used YouTube to find relevant teaching materials and a WhatsApp group to liaise with their students.

According to the lecturers, students' English proficiency level is varied, ranging from elementary to low-intermediate. As some of the lecturers mentioned in the questionnaire:

"English language proficiency of our students is varied, depending on the program. Students of the regular program are quite good, but those of other programs have a very low English proficiency" (NR).

"In general, English proficiency level of our students is low-intermediate" (TR).

"In my opinion, the English proficiency level of our students varies. Some students are pretty good, but many others are still struggling with basic English" (DA).

From the questionnaire, it can be concluded that the lecturers have to deal with students who have different levels of English proficiency. However, most of the students are in low proficiency levels.

The problems faced by the English lecturers when teaching Maritime English online to students with Low English Proficiency

The difference in students' ability has caused difficulty for the lecturers when conducting the teaching practices, especially when they have to deal with low English proficiency students. There are 3 (three) primary problems identified.

a. Students' lack of interaction and participation.

Students' lack of interaction and participation becomes the main issue reported by the lecturers. During synchronous learning using Zoom, students with low English proficiency were often turned off their cameras. They tried to avoid direct interaction with the lecturers and were reluctant to involve in the online class activities.

As said by one of the lecturers:

"Students with low proficiency were usually rather difficult to communicate with. They were reluctant to participate in teaching and learning activities. They just keep quiet and rarely speak up. They did not submit their assignments on time, and sometimes, did not submit the assignments at all" (HN).

Another lecturer described her experience when asking questions to students.

"One of the constraints of online learning was in the class discussion process. When I asked students: do you have any questions regarding the materials today? They just kept silent and did not say a thing. However, when I gave them questions, they could not answer them correctly" (DA).

Some students also used poor internet connections as an excuse for not being fully able to participate in the class. This problem was mentioned by TR.

“Students with low English proficiency were usually passive and tend to be difficult to collaborate in the learning process. Some of them said that they had a poor internet connection” (TR).

This problem had caused difficulty for the lecturers to monitor students’ attendance and performance, especially when students turned off their cameras during the video conferencing sessions. Do the students sit in front of their computers and give full attention to the lecturers? or do they scroll their Instagram and check their social media?

This problem was mentioned by AH and DA during the interview.

“It was difficult for me to ensure whether all of the students really follow the lesson well” (AH).

“It was hard to make the class interactive. Students sometimes did not understand the materials, but they did not want to ask questions. Many were not serious when studying online because they felt that the lecturers could not supervise them directly” (DA).

Regarding students’ assignments, the lecturers reported plagiarism as the main issue. When students were given an assignment, some of them would wait for their friends to finish the assignment, copied it, and claimed it as their work. Realizing this, one of the lecturers (DA) said that she asked the students to hand-write their assignments instead of typing them with the hope that even though the student copied their friends’ answers, at least they still could learn something. However, some students also submitted the “wrong” tasks. DA said that perhaps the students thought that she would not check all of their work, so they did not give their best effort in doing the assignments.

“I found it difficult when it comes to giving students assignments. Perhaps some of them think that I will not check all of their work. They did not do the assignment properly. They just copied their friends’ works or they submitted unrelated documents” (DA).

Students’ lack of interaction and participation has made it difficult for the lecturers to monitor students’ real performance. The lecturers could not explore students’ abilities and monitor their progress.

This finding supports the study conducted by Habil and Lifa (2020) who investigated classroom management problems. They found that students’ behavioral problems (for example students do not follow instructions and refuse to cooperate in any way) have become one of the greatest challenges for the lecturers in managing their class.

b. Students’ low motivation and interest in learning English.

The lecturers also reported that the low proficiency students had low motivation and interest in learning English. English is probably not their favorite subject. This problem was told by NR who has been teaching in Maritime education institutions for 18 years.

“Most of my students have low English proficiency. As we know that in our country, maritime colleges become the second option. High school graduates who are brighter and have better academic achievement usually choose more reputable universities to continue their education. If I ask my students, do you like studying English? I believe that 70% of them will answer ‘no’. If my students are sitting in front of me right now, it is not because they are willing, but because they have to” (NR).

The problem with students’ low motivation was also mentioned by another lecturer:

“It is hard for me when I have to teach a class in which the students have different English proficiency levels. The students with a higher proficiency level usually do not experience significant

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difficulties. However, the low English proficiency students need extra effort to keep up with their friends. But many of them have low motivation for learning. When the students encounter difficulties, they tend to give up easily” (AH).

Many studies have highlighted the importance of motivation in foreign language learning (Bower, 2019; Thuan, 2021). There are several characteristics of motivated learners. They have a positive task orientation, ego-involvement, need for achievement, high aspirations, goal orientation, perseverance, and tolerance of ambiguity (Mohammed, 2020). However, the low proficiency students lack those characteristics which hinder them from achieving their best performance.

- c. Need more time to explain the teaching materials.

When explaining the teaching materials to the low proficiency students, the lecturers need extra time. They have to prepare their lessons well to make the teaching and learning activities as effective as possible. As two of the respondents mentioned in the interview:

“Teaching students with low English proficiency is full of challenges. We need more time to explain the materials to make them understand” (NR).

“When I explain the teaching materials, the students with higher proficiency usually can understand the materials easily. However, I need to repeat the explanation several times for students with lower proficiency levels. In an online class, it is more difficult because I cannot make sure they listen to my explanation” (DA).

This problem has caused a dilemma for the lecturers who have to keep up with the timeline of the lesson plans. If they slow the lesson to adjust the speed of the low proficiency students, the targeted materials might not be achieved at the end of the semester. However, if they go at a normal speed, the low proficiency students might not be able to catch all the materials.

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Several scholars have explored lecturers’ difficulty in conducting online language learning. A study conducted by Aziz et al. (2021) showed that lecturers struggled with the changing curriculum, lesson preparations, giving feedback, and marking assessments online. The finding of this study indicated that time spent for preparing the lessons, giving feedback, and grading the students may also be stressful for the lecturers.

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The strategies used by the English lecturers to overcome the problems

The challenges faced by the lecturers have encouraged them to find solutions to overcome the problems. Some lecturers employ similar strategies, but they also have more specific strategies to be implemented in their classes. The strategies described by the lecturers are summarized as follows:

- a. Using various texts, pictures, videos, or online platforms to expose students to the maritime vocabulary.

Maritime English has a very specific and technical vocabulary which might be too advanced for the students with low English proficiency. To improve students’ English proficiency, the lecturers often focused on improving students’ vocabulary. As mentioned by AH during the interview:

“My strategy is to focus on vocabulary because I think vocabulary is the basis of learning English. If students have already mastered adequate vocabulary, it will be easier for me to teach grammar. I must give students exposure to the vocabulary. I used various texts and videos which are related to maritime. The students need to read or watch the video many times to familiarize themselves with the vocabulary” (AH).

The current study supports the studies regarding the importance of vocabulary in language teaching and learning. Vocabulary is considered a core feature of language proficiency. Language learners need to understand at least 98% of the words to be able to comprehend a message without assistance (Bai, 2018; Bergström et al., 2021).

To expose students to the maritime vocabulary, there were various strategies used by the lecturers. Some lecturers used YouTube videos to introduce students to maritime context and vocabulary. In the digital era, the use of YouTube has become popular among language lecturers. There are many studies regarding the use of YouTube. Most scholars reported the platform's effectiveness due to its accessibility and authenticity (Simbolon & Yusnita, 2020).

Besides YouTube, some of the lecturers also used online quiz platforms such as Quizizz and game-based learning platforms such as Kahoot! This research supports the findings of Sartini's study (2020). She found that the use of Kahoot! as an interactive online learning platform is proven effective to improve students' vocabulary mastery of Maritime English. Besides that, it can improve students' motivation and interest in learning English and encourage students' interaction and participation.

- b. Considering the learning style of students in designing the teaching and learning activities.

Learning style is one of the important aspects that influence the process of students' learning. Every person will have different preferences on how he/she receives information. How an individual acquires, retains, and retrieves information is a learning style (Alhourani, 2021). When designing teaching and learning activities, lecturers are often not aware that students may have different learning styles. However, one of the lecturers mentioned that she tried to understand the characteristic of her students when designing classroom activities.

"I understand that my students may have different learning styles that make them have different preferences in the class activities. For example, when I say 'starboard is the right side of a vessel', auditory students will understand immediately. However, visual students need pictures to help them understand the same things. So, when we introduce vocabulary to students, we have to utilize various teaching aids. Using pictures and videos will help a lot" (NR).

The issue of students' learning style which affects their language learning has drawn the interest of a number of scholars. They highlighted the significance of understanding students' learning styles that can help the lecturers design more effective instruction and more engaging class activities (Balci, 2017; Payaprom & Payaprom, 2020; Salam et al., 2020).

- c. Grouping lower proficiency students with higher proficiency students in a collaborative activity.

Students with low English proficiency often have affective barriers when learning. They often feel anxious and try to avoid interaction with the lecturers during class activities. When given a difficult task, they tend to give up easily. This problem was mentioned by AH during the interview.

"In my opinion, students with low proficiency have low resilience. When they face difficulty, they quickly say, 'I cannot do this'. If only they give more effort and push themselves to the limit, I believe they can accomplish the target" (AH).

Students with low English proficiency often realize that they have a very limited vocabulary and grammar. They also find it difficult to pronounce many words in English. Thus, they tend to keep silent and become passive in the class. Group activity can become one of the solutions to reduce students' anxiety and boost their confidence. Many scholars have revealed the benefits of group work for students. Group work can create a more relaxed learning atmosphere and thus reduce students' anxiety. Collaborative learning can make students feel more secure and decrease their concerns about negative performance evaluation (M. C. Liu et al., 2018).

One of the lecturers shared her experience regarding grouping students.

"I implement collaborative learning in my class. I group the low proficiency students with the high proficiency students so they can collaborate and help each other. In a class discussion, a group that only consists of low proficiency students tends to be passive. On the other hand, a group that consists of high proficiency students tends to dominate" (NR).

In grouping the students, NR mixed the low proficiency students with the high proficiency students with the purpose that they can help each other. This is in line with studies conducted by Kadir and Salija (2018) and Niu et al. (2018). They found that heterogenous grouping by combining students' abilities has a better impact than homogenous grouping. In collaborative learning, students with low proficiency levels can get benefit from heterogeneous grouping. They can receive help from their friends and learn more things. In the end, it can improve their self-confidence and reduce their anxiety.

- d. Providing appropriate scaffolding for the students.

Lecturer's scaffolding is very important in language learning, especially for the low proficiency students. The students need lecturers' assistance to help them learn new skills or concepts and accomplish their learning objectives (Mahan, 2022).

Some lecturers shared their experience of giving scaffolding to their students.

"To help students understand the materials, I simplify the vocabulary based on the students' ability. For example, I give the basic vocabulary first. After they master the vocabulary, I move to the next level. I group the vocabulary based on the difficulty level and the frequency used in the maritime field" (AH).

"I use repetition as the strategy to teach students with low proficiency. The theory says that students need to be exposed to new vocabulary 7 to 12 times before they can save them in their memory. I usually give various activities and tasks to students to give them exposure. I also use pictures and videos to help students understand the materials" (NR).

There are a number of studies regarding scaffolding in language learning. Simplifying the language and using visuals help students to understand the teaching materials. The findings of this study support the studies conducted by Li and Zhang (2022), Liu et al. (2022), and Yildiz and Celik (2020). They agreed that scaffolding is a beneficial tool to encourage students' interaction and participation in the language classroom. The lecturers can select and implement the most appropriate scaffolding techniques based on the students' needs and characteristics.

CONCLUSION

There are 3 (three) main problems faced by the lecturers when teaching Maritime English online to students with low English proficiency: students' lack of interaction and participation, low motivation and interest in learning English, and extra time needed to explain the teaching materials. To overcome the problems, the lecturers used various texts, pictures, videos, or online platforms to expose students to maritime vocabulary. In designing class activities, the lecturers also consider students' learning styles to accommodate students' needs and preferences. Grouping lower proficiency students with higher proficiency students in a collaborative activity also become one of the strategies to improve students' motivation and reduce their anxiety. Last, the lecturers employed various scaffolding techniques to assist students' learning.

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**KOMENTAR REVIEWER PADA ARTIKEL
SECARA DETAIL
(2)**

The struggle is real! Lecturers' Challenges and Strategies in Teaching Maritime English Online to Students with Low English Proficiency

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Abstract

Dealing with low English proficiency students is a great challenge for many English teachers, moreover when it comes to online teaching and learning. This study aimed to investigate the problems faced by ESP lecturers when teaching low English proficiency students during online Maritime English lessons and the lecturers' strategies in dealing with the problems. A questionnaire with 6 open-ended questions was distributed to 9 Maritime English lecturers from 6 different Maritime Polytechnics in Indonesia. A follow-up interview was conducted with 4 lecturers to obtain more detailed information regarding their online teaching practices, especially the difficulties and the strategies to mitigate them. The findings of this study revealed 3 (three) main problems faced by the lecturers: students' lack of interaction and participation, students' low motivation and interest in learning English, and extra time needed to explain the teaching materials. To overcome the problems, the lecturers used various texts, pictures, videos, or online platforms to expose students to the maritime vocabulary, considered students' learning styles in designing class activities, grouped the lower proficiency students with the higher proficiency students in a collaborative activity, and employed various scaffolding techniques to assist students' learning.

Keywords: English for Specific Purposes (ESP) teaching, low English proficiency, Maritime English, online learning.

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INTRODUCTION

Teaching English for Specific Purposes (ESP) has become a great challenge for many English teachers. Different from general English courses, ESP teaching involves a more specific register in which the course is aimed to assist students to master English and use the language in a specific environment, for example, English in Banking, English in Medicine, English in Aviation, etc (Mauludin, 2021). In ESP teaching, classroom instructions and activities are designed based on the communication needs of students in a specific context. Thus, it is expected that ESP courses can generate higher learning motivation since the course is relevant to the students' needs. However, reality sometimes doesn't meet expectations. There are various problems identified during ESP teaching practices that may hinder the effectiveness of the course. ESP curriculum which is too general and doesn't cover students' specific needs (Poedjiastutie & Oliver, 2017), teachers' limited pedagogical and content knowledge (Pazoki & Alemi, 2019; Poedjiastutie & Oliver, 2017), unavailability of relevant and authentic materials (Lee, 2016) are some of the major issues. The quality of the students' input also complicates the situation in which many students with low English proficiency consider ESP courses too difficult for them, and thus feel demotivated and sometimes frustrated when joining the course (Belyaeva, 2015). The importance of General English proficiency in supporting ESP learning has been highlighted by Martinovic and Poljakovic (in Pazoki & Alemi, 2019). They found that students' low general English proficiency contributes to the low motivation in learning ESP which in the end inhibits students' active participation in the class activities.

Students' low general English proficiency has caused a number of problems in ESP teaching. Many ESP courses have shifted from specialized language instruction toward the development of general English knowledge (Belyaeva, 2015). The lower-level students perceive specialized courses with highly technical vocabulary and discourse are too difficult for them. In other words, they are not ready to join ESP courses due to their low general English proficiency. As a result, the teachers often revert back to the materials of basic English and cannot fully cover the ESP materials (Poedjiastutie, 2017). This situation can hamper the effectiveness of ESP teaching and in the end, can result in the failure of fulfilling the learning objectives.

Maritime English (ME) with its distinctive vocabulary and specialized expressions is a branch of ESP that is used widely in the Maritime industry. It covers a wide scope, ranging from the language of highly technical written genres to simplified and standardized spoken contexts. In written Maritime English, various technical words and phrases related to the nautical and marine engineering fields are commonly used. For example, when describing the different parts of vessels, the movements of vessels, the repair and maintenance of engines, etc. In spoken Maritime English, the range of lexical choices is more limited. The language is simplified since it usually deals with the safety and security of the ship's operation. The spoken messages are primarily used in the "here and now" context. The use of imperative and performative in the present situation is dominant (Franceschi, 2014). The globalization era has narrowed the barrier across nations and international shipping becomes very common. Nowadays, there are many multicultural and multilingual crews working together on a vessel. When working under pressure, the crew members often simplify or even change the common language to fulfil their duties (Demydenko, 2012). Communication breakdown might happen because of difficulties in understanding each other intentions. The failure in communication due to seafarers' low English knowledge and proficiency has been considered as one of the main factors contributing to maritime accidents. Thus, Maritime English proficiency to an agreed level is essential to ensure the safety of the ship's operation (James et al., 2018; Shi & Fan, 2021). Maritime English teaching then becomes significant to provide future seafarers with sufficient skills and knowledge to communicate effectively with other crew members who have different nationalities and speak different languages.

Maritime English is one of the primary subjects taught at Maritime education and training institutions. In Indonesia, there are a number of Maritime Polytechnics under the Ministry of Transportation that provides maritime education and training for students who want to pursue a career as seafarers. All of the polytechnics employ a boarding school system that requires the students to stay in a dormitory during their studies. The students have to follow the simulation of living onboard a ship by following certain procedures and schedules. They have to obey the rules set by institutions which regulate their uniform, their interaction with other students and teachers, their daily activities (including classroom study time, physical training time, mealtime, etc), and many more.

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When the Covid-19 pandemic struck, many educational institutions had to switch from face-to-face learning to emergency remote learning. The maritime polytechnics had to send the students back home and continued the process of study in the online learning environment. For English teachers, this situation has brought a greater challenge.

The challenges of online language teaching and learning in the time of the Covid-19 pandemic have drawn the interest of numerous scholars in many parts of the world. In the Arabic setting, Hamad et al (2021) involved 43 English instructors to complete a questionnaire aiming to explore 5 aspects of online language teaching, including the quality of teaching, students' interaction, learning outcomes, instructors' planning and correction load, and macro and micro-skills. Their study revealed that during online language teaching, it was very difficult to fulfil the learning objectives effectively due to several problems. Limited student-teacher interaction, difficulties in monitoring students' class participation and performance, and difficulties in assessing micro and macro skills. Online language teaching had also given "more burden" to the teachers since they had to spend more time and energy to plan a lesson and to prepare teaching materials (Hamad et al., 2021).

Different from Hamad et al, Gao and Zhang (2020) conducted a qualitative study to investigate the teachers' cognition of online language teaching in a Chinese university by interviewing 3 EFL teachers. The teachers perceived that their teaching plans were disrupted due to Covid-19 Pandemic and they are demanded to improve their information and communication technology (ICT) literacy to survive. Gao and Zhang's study also indicated that it is important to understand students' learning needs, improve teachers' proficiency in conducting online teaching, and integrate traditional classroom teaching methods with online teaching practices (Gao & Zhang, 2020).

Nugroho et al (2021) conducted a similar study in the Indonesian context. They involved 27 Indonesian EFL teachers to write a self-reflection and join a semi-structured interview. They found that many of the teachers were not familiar with digital platforms used in online learning. They were unable to provide quick and direct feedback to students that have caused a lack of students' motivation and engagement during online class activities (Nugroho et al., 2021).

In the Korean context, Choi and Chung (2021) involved 7 EFL instructors in an in-depth interview to explore the challenges and strategies of online language teaching and learning in an English language program in South Korea. They reported problems with interaction and collaborative activities as the major challenges faced by the instructors. As remedies, the instructors used several strategies, such as encouraging the students to turn on the camera, asking them to use non-verbal communication cues such as thumbs up when understanding the materials, and instructing students to collaborate in writing a summary of their group work using Google Docs, etc (Choi & Chung, 2021).

Hung (2021) presented a more positive perspective in his study by not only focusing on the challenges of online language learning but also exploring the advantages. Involving 15 English teachers, he conducted a study at the Center for Foreign Languages, Can Tho University in Vietnam. His study revealed 5 major challenges faced by the teachers, including students' and teachers' access to technology, maintaining students' motivation and engagement, assessing students' progress, teachers' lack of pedagogical digital competence, and increased workload and stress. However, the teachers also admitted that online language teaching could bring advantages, including flexibility and improving autonomy, motivation, self-determination, and self-regulation among teachers and students (Hung, 2021).

Even though there have been numerous studies exploring the challenges of online language teaching and learning, specific studies regarding ESP teaching, especially Maritime English teaching, are still rare. Besides that, studies focusing on low-English proficiency students in Maritime Polytechnics are not yet available. To fill the gap, this research attempts to explore the problems faced by English lecturers when teaching Maritime English online to students with Low English Proficiency and their strategies to cope with the problems. There are 2 research questions guiding the current study: 1) What are the problems faced by the English lecturers when teaching Maritime English online to students with Low English Proficiency? 2) What are the strategies used by the English lecturers to overcome the problems?

RESEARCH METHOD

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This study is qualitative in nature. The authors used an open-ended questionnaire and a semi-structured interview to collect data. Content Analysis (CA) was used as a strategy to analyse the qualitative data obtained from the questionnaire and the interview.

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Research participants

The authors involved 9 female Maritime English lecturers who teach in different maritime polytechnics under the Ministry of Transportation in Indonesia. Their teaching experience ranges from 4 years to 18 years. Four of them joined a follow-up interview after completing the questionnaire. Table 1 presents the name of participants (initials), their teaching experience, and their teaching location.

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Table 1. The research participants

No	Name	Teaching experience	Teaching Location	Remarks
1.	SK	6 years	Jakarta	Joined the follow-up interview
2.	AH	4 years	Semarang	Joined the follow-up interview
3.	NR	18 years	Barombong	Joined the follow-up interview
4.	DA	4 years	Banten	Joined the follow-up interview
5.	TR	17 years	Jakarta	-
6.	FT	5 years	Semarang	-
7.	SL	10 years	Makassar	-
8.	HN	8 years	Aceh	-
9.	SM	10 years	Banten	-

Data collection

The authors prepared a questionnaire using Google Forms which consisted of 6 open-ended questions as a self-reflection for the lecturers to explore the difficulties they faced when teaching Maritime English online, especially to students with low English proficiency, and their strategies to counter the problems.

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At the end of the questionnaire, the authors asked about the lecturers' willingness to join a follow-up interview. The interview was aimed to obtain more detailed and comprehensive information regarding the participants' online teaching experience. Four lecturers agreed to join the interview which was conducted using the zoom meeting application. The interview was semi-structured and lasted for about 15 – 20 minutes. The interviews were recorded and transcribed.

Data analysis

To begin the data analysis, the authors downloaded the result of the questionnaire from Google Forms and transcribed the interview. Content Analysis (CA) protocol was used as a strategy of analysing data (Leung & Chung, 2019). First, the data were examined by reading the questionnaire responses and the interview transcripts several times. In this step, small chunks or phrases with meaning were generated. After that, labels or codes were given to each chunk of data. The coded chunks were compared and contrasted against each other, and similar chunks were grouped to form conceptual categories. The categories were then compared to the related theories about the phenomenon. Finally, the authors presented a summary of the findings and their implications on online ESP teaching practices.

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RESULTS & DISCUSSION

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In conducting online Maritime English teaching, the lecturers combined synchronous and asynchronous learning. They used various online learning platforms, such as Zoom, Google Class Room, Edlink, Quizizz, as well as the Learning Management System developed by the institution. They also used YouTube to find relevant teaching materials and a WhatsApp group to liaise with their students.

According to the lecturers, students' English proficiency level is quite varied, ranging from elementary to low-intermediate. As some of the lecturers mentioned in the questionnaire:

"English language proficiency of our students is varied, depending on the program. Students of the regular program are quite good, but those of other programs have a very low English proficiency" (NR).

"In general, English proficiency level of our students is low-intermediate" (TR).

"In my opinion, the English proficiency level of our students varies. Some students are pretty good, but many others are still struggling with basic English" (DA).

From the questionnaire, it can be concluded that the lecturers have to deal with mix-ability students, in which most of them have low English proficiency levels.

The problems faced by the English lecturers when teaching Maritime English online to students with Low English Proficiency

The difference in students' ability has caused difficulty for the lecturers when conducting the teaching practices, especially when they have to deal with students who have low English proficiency. There are 3 (three) primary problems identified.

d. Students' lack of interaction and participation.

Students' lack of interaction and participation becomes the main issue reported by the lecturers. During synchronous learning using Zoom, students with low English proficiency were often turned off their cameras. They tried to avoid direct interaction with the lecturers and were reluctant to be involved in the online class activities.

As said by one of the lecturers:

"Students with low proficiency were usually rather difficult to communicate with. They were reluctant to participate in teaching and learning activities. They just keep quiet and rarely speak up. They did not submit assignments on time, and sometimes, did not submit the assignments at all" (HN).

Another lecturer reported that when she asked questions during video conferencing sessions, students were reluctant to answer.

"One of the constraints of online learning was in the class discussion process. When I asked students: do you have any questions regarding the materials today? They just kept silent and did not say a thing. But when I gave them questions, they could not answer them correctly" (DA).

However, some students also used poor internet connections as an excuse for not being fully able to participate in the class. This was mentioned by TR.

"Students with low English proficiency were usually passive, and tend to be difficult to collaborate in the learning process. Some of them said that they had a poor internet connection" (TR).

This has caused difficulty for the lecturers to monitor students' attendance and performance, especially when students turned off their cameras during the video conferencing sessions. Do the students really sit in front of their computers and listen to the lecturers attentively? or do they scroll their Instagram and check their social media in the middle of the lessons? This was told by AH and DA during the interview.

"It was difficult for me to make sure whether all of the students really follow the lesson well" (AH).

"It was hard to make the class interactive. Students sometimes did not understand the materials, but they did not want to ask questions. Many of them were not serious when studying online because they felt that the lecturers could not supervise them directly" (DA).

Regarding students' performance, plagiarism becomes the main issue that was reported by the lecturers. When students were given an assignment, some of them would wait for their friends to finish the

assignment and copy it. Realizing this, one of the lecturers (DA) said that she asked the students to hand-write their assignments instead of typing them with the hope that even though the student copied their friends' answers, at least they still could learn something by reading and writing. However, some students still submit the "wrong" tasks. DA said that perhaps the students thought that she would not check all of their work, so they did not give their best effort in doing the assignments.

"I found it difficult when it comes to giving students assignments. Perhaps some of them think that I will not check all of their work. They did not do the assignment properly. They just copied their friends' work or they submitted another document that was not related to the assignments" (DA).

Students' lack of interaction and participation has made it difficult for the lecturers to monitor students' real performance. The lecturers could not explore students' abilities and monitor their progress.

This finding supports the study conducted by Habil and Lifa (2020) who investigated classroom management problems. They found that students' behavioral problems (for example students do not follow instructions and refuse to cooperate in any way) have become one of the greatest challenges for the lecturers in managing their class.

e. Students' low motivation and interest in learning English.

The lecturers also reported that the low proficiency students had low motivation and interest in learning English. English is probably not their favorite subject. This is told by NR who has been teaching in Maritime education institutions for 18 years.

"Most of my students have low English proficiency. As we know that in our country, maritime colleges become the second option. High school graduates who are brighter and have better academic achievement usually choose more reputable universities to continue their education. If I ask my students, do you like studying English? I believe that 70% of them will answer 'no'. If my students are sitting in front of me right now, it is not because they are willing. But because they have to" (NR).

The problem with students' low motivation was also mentioned by another lecturer:

"It is hard for me when I have to teach a class in which the students have different English proficiency levels. The students who have a higher proficiency level usually do not experience significant difficulties. However, the low English proficiency students need to give extra effort to keep up with their friends. But many of them have low motivation for learning. When they encounter difficulties, they tend to give up easily" (AH).

A great number of studies have highlighted the importance of motivation in foreign language learning (Bower, 2019; Thuan, 2021). There are several characteristics of motivated learners. They have a positive task orientation, ego-involvement, need for achievement, high aspirations, goal orientation, perseverance, and tolerance of ambiguity (Mohammed, 2020). However, the low proficiency students lack those characteristics which hinder them in achieving their best performance.

f. Need more time to explain the teaching materials.

Different from teaching the higher proficiency students, the lecturers need extra time to explain the teaching materials to the low proficiency students. As a result, the lecturers have to prepare their lessons well to make the teaching and learning activities as effective as possible. As two of the respondents mentioned in the interview:

"Teaching students with low English proficiency is full of challenges. We need more time to explain the materials to make them understand" (NR).

"When I explain the teaching materials, the students with higher proficiency levels usually can understand the materials easily. But I need to repeat the explanation several times for students with lower proficiency

levels. In an online class, it is more difficult because I cannot make sure they really listen to my explanation” (DA).

This has caused a dilemma for the lecturers who have to keep up with the timeline of the lesson plans. If they slow the lesson to adjust the speed of the low proficiency students, the targeted materials might not be achieved at the end of the semester. However, if they go at a normal speed, the low proficiency students might not be able to catch all the materials.

A number of scholars have explored lecturers’ difficulty in conducting online language learning. A study conducted by Aziz et al. (2021) revealed that the changing curriculum, lesson preparations, giving feedback and marking assessments online have contributed to the lecturers’ stress. The finding of this study adds information that the time consumed for teaching the low proficiency students may also be stressful for the lecturers.

The strategies used by the English lecturers to overcome the problems

The challenges faced by the lecturers have encouraged them to find solutions to overcome the problems. Some lecturers employed similar strategies, but they also have more specific strategies to be implemented in their classes. The strategies described by the lecturers are summarized as follows:

- e. Using various texts, pictures, videos, or online platforms to expose students to the maritime vocabulary.

Maritime English has a very specific and technical vocabulary which might be too advanced for the students with low English proficiency. To improve students’ English proficiency, the lecturers often focused on improving students’ vocabulary. As mentioned by AH during the interview:

“My strategy is to focus on vocabulary because I think vocabulary is the basis of learning English. If students have already mastered adequate vocabulary, it will be easier for me to teach grammar. I need to give students exposure to the vocabulary. I used various texts and videos which are related to maritime. The students need to read or watch the video many times to familiarize themselves with the vocabulary” (AH).

The importance of vocabulary in language teaching and learning has been highlighted by many scholars and this study supports their findings. Vocabulary is considered a core feature of language proficiency. Language learners need to understand at least 98% of the words to be able to comprehend a message without assistance (Bai, 2018; Bergström et al., 2021).

In exposing students to the maritime vocabulary, there are various strategies used by the lecturers. Some of them use YouTube videos to introduce students to maritime context and vocabulary. In the digital era, the use of YouTube has become popular among language teachers. There has been a great number of research regarding the use of YouTube. Most scholars reported the effectiveness of the platform, thanks to its accessibility and authenticity (Simbolon & Yusnita, 2020).

Besides YouTube, some of the lecturers also used online quiz platforms such as Quizizz and game-based learning platforms such as Kahoot! This research supports the findings of Sartini’s study (2020) who found that the use of Kahoot! as an interactive online learning platform is proven effective to improve students’ vocabulary mastery of Maritime English. Besides that, it can improve students’ motivation and interest in learning English and encourage students’ interaction and participation.

- f. Considering the learning style of students in designing the teaching and learning activities.

Learning style is one of the important aspects that influence the process of students’ learning. Every person will have different preferences on how he/she receives information. How an individual acquires, retains, and retrieves information is called a learning style (Alhourani, 2021). Lecturers are often not aware of the fact that students may have different learning styles when designing the teaching and learning activities. However, one of the lecturers mentioned that she tried to understand the characteristic of her students when designing classroom activities.

"I understand that my students may have different learning styles that make them have different preferences in the class activities. For example, when I said 'starboard is the right side of a vessel', auditory students will understand immediately. But, visual students will need pictures to help them understand the same things. So, when we introduce vocabulary to students, we have to utilize various teaching aids. Using pictures and videos will help a lot" (NR).

The issue of students' learning style which affects their language learning has drawn the interest of a number of scholars. They highlighted the significance of understanding students' learning styles that can help the lecturers in designing more effective instruction and more engaging class activities (Balci, 2017; Payaprom & Payaprom, 2020; Salam et al., 2020).

- g. Grouping lower proficiency students with higher proficiency students in a collaborative activity. Students with low English proficiency often have affective barriers when learning. They often feel anxious and try to avoid interaction with the lecturers during class activities. When given a difficult task, they tend to give up easily. This is told by AH during the interview.

"In my opinion, students with low proficiency have low resilience. When they face difficulty, they quickly say "I cannot do this". If only they give more effort and push themselves to the limit, I believe they can accomplish the target" (AH).

Students with low English proficiency often realize that they have a very limited vocabulary and grammar. They also find it difficult to pronounce many words in English. Thus, they tend to keep silent and become passive in the class. Group activity can become one of the solutions to reduce students' anxiety and boost their confidence. Many scholars have revealed the benefits of group work for students. Group work can create a more relaxed learning atmosphere and thus reduce students' anxiety. Collaborative learning can make students feel more secure and decrease their concerns about negative evaluations of their performance (M. C. Liu et al., 2018).

One of the lecturers shared her experience regarding grouping students.

"I implement collaborative learning in my class. I group the low proficiency students with the high proficiency students so they can collaborate and help each other. If a group only consists of low proficiency students, it will become passive. On the other hand, if a group mostly consists of high proficiency students, it will dominate the discussion" (NR).

In grouping the students, NR mixed the low proficiency students with the high proficiency students with the purpose that they can help each other. This is in line with studies conducted by Kadir and Salija (2018) and Niu et al. (2018) who found that heterogeneous grouping by combining students' abilities has a better impact than homogenous grouping. In collaborative learning, students with low proficiency levels can get many advantages from heterogeneous grouping. They can receive help from their friends and learn more things. In the end, it can improve their self-confidence and reduce their anxiety.

- h. Providing appropriate scaffolding for the students. Teacher's scaffolding is very important in language learning, especially for the low proficiency students. The students need teachers' assistance to help them learn new skills or concepts and accomplish their learning objectives (Mahan, 2022). Some lecturers shared their experience of giving scaffolding to their students.

"To help students understand the materials, I simplify the vocabulary based on the students' ability. For example, I give the basic vocabulary first. After they master the vocabulary, I move to the next level. I group the vocabulary based on the difficulty level and the frequency used in the maritime field" (AH).

“I use repetition as the strategy to teach students with low proficiency. The theory said that students need to be exposed to new vocabulary 7 to 12 times before they can save them in their memory. I usually give various activities and tasks to students to give them exposure. I also use pictures and videos to help students understand the materials” (NR).

There are a number of studies regarding scaffolding in language learning. Simplifying the language and using visuals are proven to help students in understanding the teaching materials. The findings of this study support the studies conducted by Li and Zhang (2022), Liu et al. (2022), and Yildiz and Celik (2020) who agreed that scaffolding is a beneficial tool to encourage students’ interaction and participation in the language classroom. The lecturers can select and implement the most appropriate scaffolding techniques based on the students’ needs and characteristics.

CONCLUSION

There are 3 (three) main problems faced by the lecturers when teaching Maritime English online to students with low English proficiency: students’ lack of interaction and participation, students’ low motivation and interest in learning English, and extra time needed to explain the teaching materials. To overcome the problems, the lecturers used various texts, pictures, videos, or online platforms to expose students to maritime vocabulary. In designing class activities, the lecturers also consider students’ learning styles to accommodate students’ needs and preferences. Grouping lower proficiency students with higher proficiency students in a collaborative activity also become one of the strategies to improve students’ motivation and reduce their anxiety. Last but not least, the lecturers employed various scaffolding techniques to assist students’ learning.

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