ONLINE ESP TEACHING DURING THE COVID 19 PANDEMIC: STUDENTS' VOICES

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Abstract: This study was aimed to evaluate the online ESP teaching in a Maritime Polytechnic in Indonesia, focusing on the teaching media used by the Maritime English lecturers: the Learning Management System, Zoom, and YouTube. 195 students of the Nautical Studies Department were involved in completing a questionnaire. 12 of them were involved in a Focus Group Interview to obtain more detailed and comprehensive information. Thematic analysis was used to analyze data and a thematic map was presented to illustrate the relationship between the themes. The findings of this study indicate that most students perceived the teaching media used by the lecturers in the online Maritime English classroom were beneficial. However, each teaching medium was reported to have its advantages and disadvantages. If combined appropriately, they can facilitate students' language learning. It is suggested that the lecturers explore various teaching media and arrange appropriate pacing in their teaching practices. The lecturers also need to prepare their lessons well before teaching to ensure that students can receive the best online learning experience.
Keywords: *English for Specific Purposes (ESP) teaching; online learning; students' perception; teaching media.*

INTRODUCTION
The Covid-19 pandemic has caused remarkable impacts on people's lives all over the world. It has affected the sectors of the economy, business, politics, health, as well as education. In many parts of the globe, offices and schools are locked down which has led to the consequences of working from home and studying from home. Many education institutions have no choice but to switch from face-to-face teaching and learning to online teaching and learning (Gao & Zhang, 2020).

This condition has also brought a great challenge for language teachers, especially in ESP teaching. ESP (English for Specific Purposes) refers to the teaching and learning of English as a second or a foreign language in which the objective of the course is to prepare students to use English in a specific community. ESP is concerned with designing an appropriate course to fulfil students' needs to communicate in their future workplace (Paltridge & Starfield, 2013).

In ESP teaching, students need to be exposed to a significant number of technical vocabulary. They also have to learn various relevant discourses and practice using English in a specific context. Many ESP teachers experienced difficulties when they had to deliver the course online. They had to do many trials and errors to find the most appropriate strategies for teaching and to make sure that the lessons can be delivered optimally and the teaching objectives can be achieved (Iswati, 2021; Mandasari & Wulandari, 2021).

However, in a time of crisis, online teaching and learning become the only solution to continue the process of education when direct interaction between students and teachers is not possible (Kuama & Intharaksa, 2016). Online instruction can provide access and opportunities for students to

receive an education without any restrictions on time and location (Malik, Fatima, Hussain, & Sarwar, 2017). Students can learn from home with the help of various media used by the teachers. The role of teaching media during online language teaching and learning then becomes highly crucial.

The word "media" comes from the Latin word "medium" which means "between". It refers to instruments that facilitate or bridge communication between a person who gives information and a person who receives information (Smaldino, Lowther, Mims, & Russell, 2015). In more specific terms, teaching media refers to the media used by the lecturers to deliver teaching materials to the students. The significant role of teaching media in the learning system is illustrated in Figure 1.
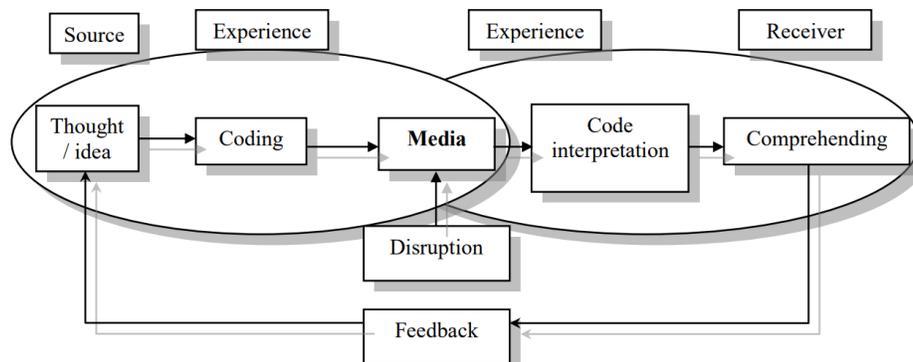

Figure 1. *The position of media in the learning system (Gerlach and Ely in Hikmah, 2019)*

From the figure, it can be seen that the teaching media have a great contribution to the students' comprehension. During the teaching and learning process, communication disruptions may happen. Gerlach and Ely (as cited in Hikmah, 2019) mentioned that there are three characteristics of disruptions related to the teaching media used in language learning. The first is verbalism which refers to the situation when students can say a word but do not know the meaning. This happens because the students do not receive sufficient information about the meaning of the words. The second is misinterpretation which happens because words or materials are interpreted differently by the students. Lack of elaboration from the lecturers may contribute to this problem. Thirdly, disruption of students' attention due to various distractions during the teaching and learning process. Those issues are something that the lecturers have to be aware of. There are possibilities that the teaching materials might not be fully understood by all students and the learning objectives might not be achieved.

There has been a great number of studies discussing the teaching media during online language teaching. As we know that the advancement of technology has enabled lecturers to use various teaching media to support their teaching practices. Online learning platforms and applications have greatly developed to facilitate online teaching and learning. The use of the Learning Management System (LMS) to provide a virtual learning environment for students in asynchronous learning has been popular in many education institutions. A study conducted by Perveen (2016) showed that the use of LMS is quite beneficial for students during online language learning in Pakistan. The lecturers can deliver the teaching materials, give assignments, and administer the examination. While students can access the materials, do assignments, and join examinations via LMS.

Besides the LMS, video conference applications also have gained popularity among language teachers. The use of video conferencing is believed to support multimodal interaction and communication in online language classrooms (Hampel & Stickler, 2012; Satar, 2016). A study conducted by Kohnke and Moorhouse (2020) indicated that the use of Zoom can support synchronous learning. Zoom enables students to communicate using non-verbal icons when they want to give questions or show appreciation, agreement, and disagreement. Zoom also allows teachers to give immediate feedback to students.

Besides video conferencing, the use of video-sharing platforms, such as YouTube, has also become popular. YouTube videos are beneficial to support the teaching and learning process by helping students learn things from multimodal

sources (Ho & Tai, 2020). Wang and Chen (2019) involved 20 Taiwanese university students in their study and revealed the advantages of using YouTube in English language learning. The use of YouTube could enhance students' self-regulated learning. It was also considered to be more flexible, interesting, and interactive for the students.

Even though there have been a lot of studies regarding online language teaching, the majority of them only discuss a single medium used by the teachers. This study aimed to investigate students' perceptions of online Maritime English teaching, focusing on the teaching media used by the lecturers in a Maritime Polytechnic in Indonesia. The current study attempts to fill the gap of the previous studies by exploring three primary teaching media used by the lecturers during online ESP teaching (the LMS, Zoom, and YouTube) and showing the relationship between the teaching media in facilitating students' language learning using a thematic map.

There were 2 (two) research questions guiding this study: (1) How do students perceive the teaching media used in the online Maritime English teaching? (2) How is the relation of the teaching media in facilitating students' online language learning?

Students' perception is taken because they are the beneficiary of education services provided by the education institution. Students have invested their time and money hoping to obtain the best benefits and learning experience. It is expected that the findings of this study can be used as a reference to improve the lecturers' teaching practices and the institution's education policy.

METHOD
This study was conducted in a maritime polytechnic located in Semarang, Indonesia. The research methodology was described as follows:

Table 1. *Participants of the study who completed the research questionnaire*

Classes	Male	Female
Semester 1	84	10
Semester 3	63	8
Semester 7	28	2
Total	175	20

As shown in Table 1, there were 195 students of the Nautical Studies Department involved in this study, consisting of 175 male students and 20 female students. They came from different classes and levels. Their age ranged from 19 to 22 years old.

12 (twelve) students were involved to join a follow-up Focus Group Interview (FGI) to obtain more detailed and comprehensive information. They were chosen based on the recommendation of the lecturers. The criteria for choosing the FGI participants were the students' class attendance, their ability to express their opinions, and their willingness to join the FGI. The participants for the Focus Group Interview were listed in Table 2.

Table 2. *Participants of the focus group interview*

Group	Name	Classes	Gender
Group 1	FR	Semester 1	Male
	RD	Semester 1	Male
	BT	Semester 1	Male
	AB	Semester 1	Male
Group 2	FA	Semester 3	Male
	ON	Semester 3	Male
	AS	Semester 3	Male
	BG	Semester 3	Male
Group 3	WZ	Semester 7	Male
	AN	Semester 7	Male
	FH	Semester 7	Male
	BR	Semester 7	Male

There were 2 (two) research instruments used in this study. A questionnaire was used to collect information about students' perceptions of the teaching media used during online Maritime English class. There were 3 (three) teaching media reviewed: the Moodle-based Learning Management System (LMS), Zoom, and YouTube. In some parts of the questionnaire, students were asked to choose an answer and decide whether they strongly agree, agree, disagree, or strongly disagree with a statement. In some other parts, students were required to write their reviews and suggestions regarding the use of the teaching media. To avoid language issues, the questionnaire was written in Bahasa. Another instrument was the Focus Group Interview. This instrument was aimed to obtain more comprehensive information regarding the lecturers' teaching practices. In a group of four, students were asked to describe their experiences and reviews regarding the use of the teaching media. The language used during FGI was also Bahasa Indonesia.

There were several steps in collecting data. Firstly, the researchers prepared a questionnaire by using the Google Form. The questionnaire was

tested on a group of students. Several revisions were made before the questionnaire was distributed to the research participants. As many as 233 students of the Nautical Studies Department were asked to complete the questionnaire, but only 195 students completed and submitted it back.

Secondly, the researchers asked 12 students to join a Focus Group Interview (FGI) based on the lecturers' recommendations. Their approval to join the FGI was asked to obtain voluntary informed consent. The FGI was conducted using the Zoom meeting application and recorded.

The process of analysing data was started by recapping the questionnaire. The researcher recapped the percentage of each statement (strongly agree, agree, disagree, strongly disagree) and presented the recaps in several tables.

To analyse the qualitative data, the researchers used thematic analysis. The researchers attempted to capture themes from the participants' experiences. The themes were then analysed and discussed. The researcher used the protocol of thematic analysis proposed by Braun et al. (2019).

Firstly, the researcher recapped the qualitative answers of the questionnaire. After that, the researchers transcribed the Focus Group Interviews and read the transcripts several times. After obtaining initial insights, the researcher generated codes. In this step, data were organized around similar meanings, and contents were simplified. Similar responses were collated and themes were constructed. The students' responses were categorized based on the themes. The last steps were revising and defining themes. In this step, the researchers examined the whole theme and developed a thematic map to visualize how each theme related to the others.

RESULTS AND DISCUSSION
Results
The results of the questionnaire were presented in several tables. Table 3 shows the students' review of the Learning Management System (LMS). In general, students agreed that the LMS was helpful during online learning and there were no significant difficulties in using the platform. They could download the materials, submit their tasks, and practice the quizzes. 89% of students claimed that they could understand the materials even though they could not meet the lecturers directly.

Table 3. *The recap of students' review on the use of the Learning Management System*

Statements	Students' responses (in percent)			
	Strongly agree	Agree	Disagree	Strongly disagree
1. I found no difficulties in using the Learning Management System (LMS)	45	53	2	0
2. I could access the Learning Management System (LMS) anytime	54	44	2	0
3. The Learning Management System (LMS) makes it easier for me to get materials from the lecturer	42	57	1	0
4. I found it easy to submit the tasks using the Learning Management System (LMS)	44	55	1	0
5. Even though there was no direct interaction with the lecturers, I could understand the materials	27	62	11	0
6. I need direct explanation from the lecturers regarding the materials	13	47	35	5
7. I love the quizzes given via Learning Management System (LMS)	25	71	4	0
8. I expected the lecturers' feedback on the tasks and quizzes	37	59	3	1

However, 60% of the students admitted they still need lecturers' direct explanations. 90% of the students also said that they expected lecturers' feedback on their tasks and quizzes.

The result of the Focus Group Interview supports the findings.

As mentioned by some of the students:

"It is very easy to use the Learning Management System, but I think direct interaction with the lecturers is important to support the English learning" (FR, semester 1).

"In my opinion, the use of LMS, in general, is good. We can download the materials and submit assignments easily. However, it would be better if the lecturers explain the materials that have been

posted in the LMS. For example, by using Zoom Meeting" (BG, Semester 3).

Table 4 shows students' review of the use of Zoom as the video-conferencing application used in Maritime English class. 98% of students agreed that the video conferencing sessions were beneficial for them and could help them in understanding the learning materials easier. They enjoyed the video conferencing sessions because they could have direct interaction with the lecturers and receive direct feedback.

Table 4. *The recap of students' review on the use of the Zoom Meeting application*

Statements	Students' responses (in percent)			
	strongly agree	agree	disagree	strongly disagree
1. Video-conferencing sessions using the zoom meeting help me to understand the materials easier	32	66	2	0
2. I had no problem in using zoom meeting during the video-conferencing sessions	25	63	9	3
3. I found difficulties in understanding the lecturers' explanation. I wish to have face-to-face interaction in the classroom.	16	45	36	3
4. The video conferencing sessions using zoom meeting were fun. I could have direct interaction and feedback from the lecturers.	24	73	3	0
5. I often felt bored and tired during video conferencing sessions	10	37	46	7
6. The video conferencing sessions using zoom meeting were beneficial for the Maritime English lessons	30	68	2	0

The benefits of the video conferencing sessions were also mentioned by students during the Focus Group Interview:

> "I enjoy learning using the video-conferencing application. I can ask questions directly to the lecturers and get direct feedback" (WZ, semester 7).
> "I have difficulties when the lecturers only posted learning materials in the LMS without giving any verbal explanation. The use of zoom meeting sessions can help me in understanding the materials" (BR, semester 7)

Despite the benefits, 12% of students reported problems during the video conferencing sessions using the Zoom Meeting application. The main problem was the quality of the internet connection and the limited internet quota. As admitted by some students:

> "To join zoom meeting sessions, I have to prepare internet quota which is quite expensive for me. Sometimes, when I run out of quota, I get disconnected from the online meetings. The lecturers think that I am absent from the class. That makes me sad" (anonymous, semester 3).

> "In my home area, the internet connection is not very good and the connection is usually getting worse in the afternoon" (anonymous, semester 3).

Besides the network problems, some students also experienced tiredness when they joined prolonged zoom meetings, moreover when they had to listen to the lecturers' talks the whole time. 47% of students admitted that they often felt bored and tired during video conferencing sessions. As described by some students during Focus Group Interview sessions:

> "To be honest, we do not like the activities when the lecturers dominate the talks. It was boring" (FA, semester 3).
> "In one day, sometimes we have to attend 3 online classes. The lecturers asked us to turn on the camera during the lessons. At the end of the day, we felt very tired" (FH, semester 7).

The questionnaire also revealed that 60% of students preferred to have face-to-face interaction with the lecturers in the classroom rather than having online meetings. That was probably caused by the problems experienced by students when joining the video-conferencing sessions.

Table 5. *The recap of students' review of the use of YouTube*

Statements	Students' responses (in percent)			
	Strongly	Agree	Disagree	Strongly

	agree			disagree
1. I used YouTube to find information and materials regarding Maritime English	36	62	2	0
2. I found real examples of the use of Maritime English from YouTube	29	67	3	1
3. I felt excited when the lecturers used YouTube during Maritime English lessons	27	64	8	1
4. I instantly clicked and watched the YouTube videos recommended by the lecturers	37	60	2	1
5. I found difficulties when the lecturers used YouTube during the lessons	9	33	52	6

Table 5 presents the recaps of students' reviews on the use of YouTube. From the table, we can see that students perceived YouTube as a beneficial application in Maritime English learning. They could find information and real examples of the use of Maritime English on YouTube. There are many videos related to the maritime industry shared on YouTube. Students can watch or download the videos and learn many vocabularies. As described by a student in the questionnaire:

> "The YouTube videos enabled me to understand the working condition of the seafarers. I have never known about the life of seafarers before. The use of YouTube videos can provide me with various information, for example, the use of the personal protective equipment, and parts of a vessel" (anonymous, semester 1).
> "The use of YouTube in the Maritime English lesson is useful for me. I can observe the activities of the ship's crew and also learn the pronunciation of various vocabulary" (anonymous, semester 1).

However, 42% of students admitted that they faced difficulties when the lecturers used YouTube during the lessons. The poor quality of students' internet connection and limited internet quota became the main problems.

Besides that, the difficulty level of the language used in the videos also becomes an issue for some students, especially those with low English proficiency.

> "It's very easy to access YouTube. But I wish the lecturers discuss the video together instead of only giving a recommendation of links. Sometimes it's hard for me to understand the video, but I don't have a chance to ask the lecturers" (anonymous, semester 1).

Discussion

Based on the results of the questionnaire and the Focus Group Interview, the researchers identified 6 main themes which are related to the use of teaching media in Maritime English classes. They are flexibility of time and space, students-lecturers' interaction, lecturers' feedback, quality of internet connection, students' fatigue, and authenticity. The relationship among the themes is illustrated in Figure 2.

Figure 2 shows that the quality of internet connection affects the effectiveness of all teaching media used by the lecturers. Connection problems were commonly experienced by students who live in villages or areas which had not been covered by the fiber-optic internet. They usually depend on mobile broadband to access the internet which is highly vulnerable to interference. Therefore, some of them reported connection issues when having online learning.

The figure also tells us that the Learning Management System provides flexibility both for the lecturers and students in accessing the materials. Students, who live in areas where a good internet connection is not available, have the opportunity to find a better connection. It allows students to manage their study time according to their home conditions. However, students also had to face several problems regarding the use of the Learning Management System. Minimum interaction has caused them difficulties in asking questions or clarifying instructions. Some students complained that the instructions given by the lecturers in the Learning Management System were sometimes not very clear. They expected to receive more explanations and feedback from the lecturer.
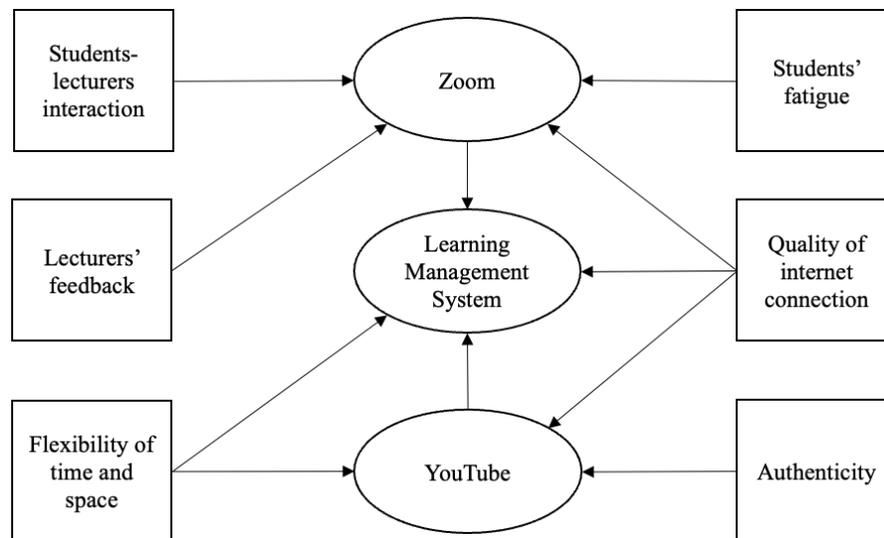
Figure 2. *The thematic map shows the relation between the teaching media used by the lecturers and the students' experience*

The use of video conferencing applications such as zoom meeting can solve the problems found in the Learning Management System. The use of Zoom in the ESP class provided real-time interaction between lecturers and students. There were opportunities for the students to ask questions and clarify lecturers' explanations directly. Students could also receive immediate feedback. The benefits of immediate feedback in language learning have been explored by some scholars. Li et al. (2016) compared the timing of corrective feedback on learners' communicative tasks and found that immediate feedback has some advantages over delayed feedback. A study conducted by Fu and Li (2020) which explored the differential effects of immediate and delayed corrective feedback on the L2 development also showed a similar result. They found that immediate feedback could facilitate language learning better than delayed feedback. The two studies highlighted the importance of addressing linguistic errors before they become a bad habit.

However, the use of Zoom sometimes could be problematic for students. Zoom requires students to have a good internet connection with adequate bandwidth for participating in group calls and other activities. Students' poor internet connection had caused some of them to lose connection several times during the video conferencing sessions. They often missed the lecturers' explanations in the middle of the lessons. This resulted in distraction on students' focus and concentration.

On the other hand, too many Zoom meeting sessions could make students feel tired. At least 47% of students said they often feel tired and bored during video conferencing sessions. The result of the Focus Group Interview revealed the reasons. Students are reported to feel tired and bored when they had to join lengthy video conferencing sessions. In a day, sometimes they had to join 3 different courses. If all lecturers used Zoom as the teaching medium, in which each zoom meeting session lasted for 2 hours, they would find themselves exhausted at the end of the day.

A study conducted by Fauville et al. (2021) supports this finding. Exploring Zoom exhaustion and fatigue scale, they found that people who join more and longer zoom meetings tend to experience more fatigue than those who have fewer and shorter meetings. There are several possible reasons for this condition (Bailenson, 2021). Firstly, students have to do excessive amounts of close-up eye gaze which may not be comfortable for them. Secondly, the cognitive load is higher in video conferencing sessions because of fewer communication cues presented compared to face-to-face interaction. Not to mention, the poor internet connection has caused students to reconnect several times and they still have to keep up with the lecturers' explanations. Thirdly, the use of the camera (turning on the camera) during video conferencing sessions may increase students' self-evaluation from staring at videos of themselves (Shockley et al., 2021). Lastly, the limitation of physical mobility during zoom meeting sessions. During online learning, students

were required to sit in front of the computers and stare at the monitor while listening to the lecturers' explanations. Prolonged use of zoom meetings has caused students to feel exhausted.

Regarding the use of YouTube in the classroom, students reported various positive experiences. Students admitted that they enjoyed watching videos more than reading textbooks. The multimodality offered by YouTube videos can enhance the teaching and learning process. Students can see moving pictures while listening to the explanation. This provides a better learning experience for them. In the ESP context, more specifically in Maritime English class, the use of YouTube has brought considerable benefits regarding authenticity. During their first year, students may not be familiar yet with ships or the maritime industry. From YouTube, they can learn many things, including vocabulary, pronunciation, intonation, sentence structure, and also the maritime world itself. Many seafarers share their videos when they work onboard the vessels, either on deck, bridge, or in the engine room.

Knowledge about maritime context will help students to "make sense" of their language learning. They can understand the purpose of communication easier, and thus facilitates their learning. YouTube videos also offer flexibility for students. Students can watch the video as many as they need. To sum up, YouTube videos do not only foster students' linguistic knowledge but also their content knowledge as well. This finding supports other scholars who revealed various advantages of YouTube. It can provide students with language exposure that is authentic, interactive, and engaging (Novawan, Alvarez-Tosalem, Ismailia, Wicaksono, & Setiarini, 2021; Zaidi et al., 2018), help students in completing their assignments (Sakkir, Dollah, & Ahmad, 2020), improve students' vocabulary (Kabooha & Elyas, 2018), allow students to practice listening and pronunciation (Binmahboob, 2020) and boost students' self-regulated learning (Wang & Chen, 2019).

However, some students admitted that they have difficulties when the lecturers gave them videos to watch. Some videos were hard to be understood due to the complexity of the language. Not all YouTube videos were made for educational purposes. They may contain new vocabularies that students are not familiar with. Students with low English proficiency usually encountered difficulty when they had to study the materials from YouTube videos. They expected to have subtitles in their mother tongue to help them understand the content of the video. This issue had been discussed by Simbolon and Yusnita (2020) in their study regarding the selection of learning materials from YouTube for a Maritime English Course. Their findings strengthen the notion that the lecturers should consider students' proficiency levels when selecting videos for teaching materials. Providing students with subtitles in the videos is also a good solution to improve students' learning experience.

CONCLUSION

Students perceived the teaching media used by the lecturers in the online Maritime English classes were beneficial for them. However, each teaching medium was reported to have its advantages and disadvantages. The use of LMS offered flexibility for students. It is helpful, especially for students who do not have good internet access. However, minimum interaction often caused students difficulties to understand the teaching materials. The use of Zoom as a video conferencing application has helped to complement the weaknesses of LMS. Students could have real-time interaction with the lecturers and their classmates. They also have the opportunity to clarify information, ask questions, and receive immediate feedback. However, the lecturers need to consider the duration and frequency of video conferencing sessions to avoid students' fatigue. The use of YouTube in Maritime English class can bring enhancement to the teaching and learning process. Students can download and watch the videos as many as they want. YouTube can also bring authenticity closer into the classroom which is very beneficial in ESP teaching. It also complements the use of LMS and Zoom meeting applications.

The findings from the study bring several pedagogical implications. Knowing the differences in the quality of students' devices and internet connections, it is important that the lecturers combine various teaching media and make a good preparation before teaching to ensure that students can have the best learning experience.

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