

Literacy Practices In Nautical Asynchronous Online Teaching During The Covid-19 Pandemic

Hariyanto Subiyantor
Universitas Negeri Semarang,
Indonesia
hariyantosubiyantoro@yahoo.com

Warsono
Universitas Negeri Semarang,
Indonesia
warsonopps@yahoo.com

Sri Wuli Fitriati
Universitas Negeri Semarang,
Indonesia
sriwuli.fitriati@mail.unnes.ac.id

Abdurrahman Faridi
Universitas Negeri Semarang, Indonesia
pakdur@mail.unnes.ac.id

Abstract—The unprecedented global Covid-19 pandemic has changed the way teachers teach and vice versa the way students learn English, from face-to-face teaching in the classroom to emergency remote teaching through various online learning media platforms. This emergency has shifted the literacy practices in teaching English-specific purposes (ESP), specifically in the Nautical Marine Department in Marine Merchant Polytechnic, to use asynchronous learning platforms. The overarching aim of this article is to investigate a sophomore Maritime cadet's literacy practices majoring in Nautical engineering during the Covid-19 Pandemic. In the present study, we employed a case-study to investigate in-depth literacy practices during campus lockdown and self-learning activities from Home from March to June 2020. The study indicated that the cadet was practicing multimodal literacy practices for meaning-making in asynchronous learning. During the self-study from home, the cadet utilized online asynchronous learning platforms to support emergency remote learning, such as Edmodo and WhatsApp (WAG). The literacy practices include identifying digital visual text in posters and announcements related to safety equipment on board. Watching and listening to the video from Youtube, reading and writing an online incident report, and creating a Vlog for uploading to Instagram about the accident's primary cause at sea. The most salient finding of this study is that the cadet was more engaged in online asynchronous learning to online synchronous learning as they were able to suit his time and learning style in remote learning. We also asserted that online asynchronous learning could build students' learning motivation, independence, digital literacy.

Keyword: *literacy practices, asynchronous online teaching, the covid-19 pandemic, esp learning practices*

I. INTRODUCTION

The unprecedented COVID-19 pandemic has disrupted many aspects of human life, including businesses, industries, and education (Ayitney *et al.*, 2020). In the education field, there is a radical change in the mode of teaching and learning process from face-to-face teaching in the classroom to online

synchronous and asynchronous teaching through the use of digital media platforms. The most tangible evidence from the current topsy-turvy situation is that the ubiquitous of synchronous and asynchronous online teaching media platforms used by teachers to contain the spread of the virus in the school community. The rationale behind the implementation of online learning is that the number of people infected by COVID-19 is increasing rapidly in Indonesia. According to Indonesia COVID-19 Task-force data, roughly 203.342 confirmed cases with 8,336 deaths until 9 September 2020. In this situation, it is impossible to conduct face-to-face learning processes in the middle of alerting COVID-19 infection. However, the teaching and learning process should be conducted online in the previous academic year (Atmojo & Nugroho, 2020). Therefore, the Ministry of Education and Culture extends online teaching and learning through digital media platforms from home for elementary school up to University for the upcoming academic year. In short, the teaching and learning process had to be delivered online teaching, either synchronous or asynchronous instruction. This policy aims to maintain students' health, teachers, and all instructional staff (Mendikbud, 2020). This radical shift from face-to-face teaching into a combination of synchronous and asynchronous instruction modes (Moorhouse, 2020) has brought opportunities and challenges for both teachers and students in the teaching and learning process of teaching English for Specific purposes (ESP) like Nautical engineering Maritime English.

In addition, the Covid-19 outbreak forces us to change the ESP literacy practices in the classroom to utilize the multimodal digital media technology platform. The growing numbers of synchronous and asynchronous teaching platforms, such as the teleconference video platform for online learning, prevent face-to-face teaching during school closure. The most favorite online teaching application platform for some teachers worldwide during the school closure is synchronous Zoom, skype, Web

room, Cisco Webex, Whereby, and asynchronous teaching *Edmodo, Google Classroom, Microsoft Teams, Moodle*. Based on the reflection and evaluation of online learning in the previous semester, the students were more engaged with asynchronous online learning to synchronous online teaching due to some constraints. Although synchronous online teaching offers interactive and real-time communication between teachers and students, it required high bandwidth. There is a deduction in time allotment in the teaching and learning process to save internet bandwidth. Therefore, this learning is quite a high cost for some students. Second, the internet connection is still a major problem in online synchronous teaching because some regions have low internet access. Third, both teachers and students feel fatigued as they are required to perch on the computer screen over time.

In the case of Merchant Maritime Polytechnic context, with more emphasis on sharpening workplace literacy skills in Maritime, it needs to overhaul the literacy practices in the time Covid-19 pandemic. We need to redesign literacy practices in emergency remote teaching and learning during the COVID-19 outbreak. The literacy practices should be relevant to the theory of Language and philosophy to nurture students with robust needs and changes in job markets and industry in the workforce. Marine Merchant of Polytechnic had been implementing an online teaching and learning classroom since the Ministry of Education has instructed us to conduct online teaching and learning from home.

There is a number of studies to examine the literacy practices in various fields of study. Alyousef, H. S. (2013) investigated postgraduate students' multimodal literacy and numeracy practices in Finance. This ethnography study examines the literacy and numeracy of 10 years Master of Commerce Accounting international students in Australia. Nabhan, S., & Hidayat, R. (2018) investigate EFL teaching and learning literacy practices in higher education levels from multiliteracies and multimodal perspectives. The mixed-method were used: questionnaires, interviews, focus group discussions with students, observation, and documents on garnering the data. The study showed that most participating students frequently utilized on-screen text and digital devices instead of printed paper in their reading and writing activities. In a workplace setting, Fraiberg, S. (2018) illustrates "how everyday workplace literacies are complexly and jointly mediated by a complex array of languages, genres, actors, tropes, objects, media, and modes". In line with Fraiberg, S., Jonsson, C., & Blåsjö, M. (2020), the article discusses professional writing in different languages in international companies in Sweden. While the studies, as mentioned above, suggest how literacy practices might be implemented into language teaching face-to-face, little is known

about how literacy practices during an uncertain time. Against this background, this study aimed to fill the gap by investigating literacy practices in online asynchronous learning. The overarching research question is: How did the Maritime cadet's literacy practices in online asynchronous learning during the COVID-19 pandemic?

II. METHODS

2.1 Research Design

In this present study, we employed a case-study to investigate in-depth literacy practices in online asynchronous learning during the COVID-19 pandemic. The participant of this study is only a sophomore Maritime cadet majoring in the Nautical Engineering study program. His name is Bavarian (pseudonym for ethical reasons). This study was conducted in Marine Merchant Polytechnic during campus lockdown from March to June 2020. This campus is under the supervision of the Ministry of the Public Transportation Republic of Indonesia. The Nautical Engineering Department's primary goal is to provide cadets to grow to be a deck officer and land you up as a deck cadet, second officer, chief officer, and finally, a captain. Nautical Science subjects consist of direction-finding and seamanship

2.2 Data Collection and analysis

Due to campus lockdown, we decided to gather the data electronically. We collected multiple domains of data over literacy practices in asynchronous online learning. This study's data included students' artifacts, online interviews, vlogs on Instagram, and digital images. In analyzing data, we examined cadet's learning artifacts to understand literacy practices in online asynchronous learning. Then, we analyzed the online learning video, interview transcripts to gain literacy practices in asynchronous teaching.

Table 1. Data Sources And Their Use In The Study

Data Source	Use In The Study
Online asynchronous teaching video recording shared on WAG	Enable a detailed analysis of how student learn Maritime English in asynchronous teaching during the COVID-19 pandemic
Interview through WhatsApp	Enable to keep track of the unfolding of the literacy practices
Digital photos, video, and vlog from asynchronous teaching	Enable to visualize literacy practices
Digital students' artifacts	Enable to understand what artifacts students produced during the asynchronous learning

activities in remote teaching

III. RESULTS AND DISCUSSION

This section provides an overview of the findings concerning cadets' literacy practices in online asynchronous learning during the COVID-19 pandemic.

3.1 Identifying Digital visual text of kinds of safety equipment

23 March 2020 was the momentous day for Bavarian. He should leave his dormitory on campus earlier because the Covid-19 virus had spread throughout the country and forced the campus to lockdown. In this context, the cadets should stay in the dormitory on campus until the third academic year. On the first day of study from home, Bavarian used a smartphone to read information and write a message related to his WAG study. All the information related to campus assignments sends via WAG. He admitted that it is the first time for him to write a message in English. Although he wrote a simple English sentence with some grammatical errors, he tried hard to respond to the lecturer's message in the chat group. The topic is safety equipment onboard. He swiped a smartphone screen to find posters and announcements related to safety equipment on board. The safety onboard topic's main objective is to equip Maritime cadets with the ability to exchange information about the position/ location of safety equipment, mention the name and describe the function of safety equipment, and give command related to the safety board. He needs to learn several kinds of safety equipment, for example, *lifebuoy*, *breathing apparatus*, *safety gloves*, etc. Although there is an ebook for learning safety equipment on board, he still needs to open Google to get a vivid picture of safety equipment. Very often, he also opens a Youtube channel to watch a video about safety equipment. He admitted that he also acquired a new vocabulary while watching Youtube videos; for example, the word proceeds. He jotted down and looked up the meaning of new vocabulary. In this mind, digital visual texts on the internet help him for meaning-making the visual text in safety equipment onboard.



Figure 1. Kinds Of Safety Equipment On Board

3.2 Watching and listening to the conversation from Edmondo and vlog from Youtube

Listening to the conversation between captain and deck crew in Marlins English test is relatively mundane for many cadets, but watching vlogs about the Youtube channel's daily deck crew was pleasurable. There are countless exciting videos that we can watch from Youtube for free. It is also offered authentic materials for learning Maritime English. Bavarian likes are watching videos from Youtube, which For Bavarian, it is beneficial to watch Vlog from Youtube "The deck cadet life at sea" to enlarge their understanding of their work and profession. From this video, he learned to describe the deck crew's daily routines, tell the time at sea correctly, and exchange information about its duties and responsibilities.

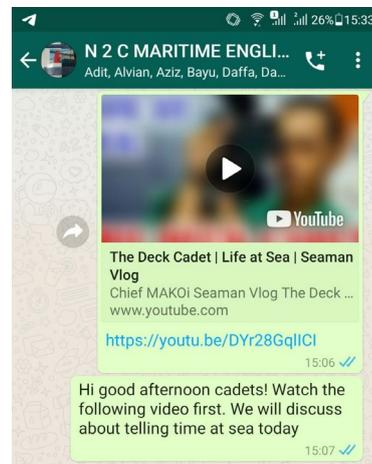


Figure 2. The English instructor shared Vlog from Youtube in WAG

3.3 Creating kinds of emergencies onboard vlog and uploaded to Youtube

The cadets were asked to create a video about emergencies onboard and upload it to their Youtube channel for this task. This task is a final project for all cadets during the Covid-19 pandemic. They should submit their project by uploading it to a Youtube channel and share the link with the lecturer. In the video, he reported a collision between a vessel and a container ship. He was quite confident to describe the chronology of the incident near the port. Based on the reflection, he can mention various emergency kinds on board, exchange information about the safety equipment location on board; mention the name and describe the function of safety equipment, give command related to the safety onboard and Mention various kinds of emergency on board.

IV. CONCLUSION

This article aimed to investigate Maritime cadet's literacy practices in online asynchronous learning during the COVID-19 pandemic. The

findings indicate that the cadet engaged multimodal literacy practices in online asynchronous learning at home during the COVID-19 pandemic. The study found that cadets engaged in meaningful multimodal literacy practices, such as Identifying digital visual text, reading digital text, watching vlog videos, and creating videos for Youtube channel. The most salient finding of this study is that the cadet was more engaged in online asynchronous learning to online synchronous learning. They were able to suit his time and learning style in the uncertain condition. This present study also highlights that cadet also prefers to use the asynchronous learning mode with low bandwidth because of internet bandwidth limitation.

REFERENCES

- [1] Alyousef, H. S. (2013). An investigation of postgraduate Business students' multimodal literacy and numeracy practices in Finance: A multidimensional exploration. *Social Semiotics*, 23(1), 18–46. <https://doi.org/10.1080/10350330.2012.740204>
- [2] Atmojo, A. E. P., & Nugroho, A. (2020). EFL Classes Must Go Online! Teaching Activities and Challenges during COVID-19 Pandemic in Indonesia. *Register Journal*, 13(1), 49–76. <https://doi.org/10.18326/rgt.v13i1.49-76>
- [3] Ayittey, F.K, Ayittey, M.K, Chiwero NB, Kamasah, J.S, Dzuovor, C. (2020). Economic impacts of Wuhan 2019-nCoV on China and the world. *J Med Virol* 92:473–475.
- [4] Fraiberg, S. (2018). Multilingual and multimodal practices at a global startup: Toward a spatial approach to Language and literacy in professional contexts. *English for Specific Purposes*, 51, 55–68. <https://doi.org/10.1016/j.esp.2018.03.003>
- [5] Jonsson, C., & Blåsjö, M. (2020). Translanguaging and multimodality in workplace texts and writing. *International Journal of Multilingualism*. <https://doi.org/10.1080/14790718.2020.1766051>
- [6] Moorhouse, B.L. (2020). Adaptations to a face-to-face initial teacher education course 'forced' online due to the COVID-19 pandemic, *Journal of Education for Teaching*, DOI: 10.1080/02607476.2020.1755205
- [7] Nabhan, S., & Hidayat, R. (2018). Investigating Literacy Practices in a University EFL Context from Multiliteracies and Multimodal Perspective: A Case Study. *Advances in Language and Literary Studies*, 9(6), 192. <https://doi.org/10.7575/aiac.all.v.9n.6p.192>