

Language Change in 'New-Normal' Classroom A Study on Pedagogical Communication in New Media

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ABSTRACT

The Covid-19 pandemic situation brings up the internet technology to become the only way to solve the educational problem out. The global use of online learning has massively changed the communication process of teaching and learning activity from face-to-face communication then widely transform into computer-mediated-communication either synchronous or asynchronous setting. This phenomenon is a riveting method of new pedagogical ways of communication. Therefore, this research then tries to find out how is the pattern of communication and teacher-learner interaction used in the online classroom especially on how the language has changed in some lexical to grammatical form. Besides, the attempts of this investigation also try to see how the change of lexis and grammar used in online learning communication contributes to the realization of teaching-learning activity respectively. As the focus of the analysis, there are 12 Learning Management System of a private university online class in Indonesia used as purposive data sampling. The language change is then visualized as the response of interlocutors' adaptation to the new form of communication which helps in the contextual realization for the new situation.

Keywords: Language, change, online classroom, communication, new media

1. INTRODUCTION

Language is the most important tool to communicate, and it is very dynamic. When the development of science and technology changes the world into a digitalization era and internet utilization becomes the main media to ease human life, language also adaptively adjusts this process. Through this new media, people can communicate and interact virtually by implementing computer-mediated communication.

The term computer-mediated communication (CMC) begins to use in some language discussions since the early 1990s. It is also followed by other journalistic work and term like The Virtual Community by Rheingold (1994), Life After Television by Gilder (1993), Being Digital by Negroponte (1995), and Cyber-Society by Levy (as cited in Turkle, 1995). In teaching-learning activity, CMC appeared when the institution began to offer asynchronous text-based networking activity to their student (Lamy & Hampel, 2007). Over time the CMC activity is mostly used for answering the challenge of distance learning and partly for the conventional one (blended classroom). However, in

2020, where the world has to face the pandemic of Covid-19, the global use of online learning has massively changed the communication process of teaching and learning activity from face-to-face communication then widely transform into computer-mediated-communication either synchronous or asynchronous setting.

Then, what happens in Indonesia? Starting from 16 March 2020, The Ministry of Education in Indonesia announced that all level of education must do their face-to-face learning process to internet-based activity. The decision was made because the quarantine time forced people to stay at home and do all activities from home including school time. During this period, all education activities were then changed to maximize the utility of some internet-based platforms such as social media or moodle-based classrooms. This phenomenon is a riveting method of new pedagogical ways of communication. To address this situation majority of teachers in Indonesia use text-based networking activity to their students (Unicef, 2020). The advantage of using this mode of quasi-synchronous activity allows the participants to not be in real-time which can avoid the

problem of poor internet connection. Yet, this implementation finally produces some interesting facts. There are some lexical and grammatical used in this online classroom that has changed from its natural face-to-face activity. The phenomenon of this ‘new-word-usage’ indirectly shows us that pedagogical communication in the online classroom generates further research on how the change of computer-mediated language is used.

Quoting from Aitchison (2001) causes of change dividing into two broad categories, sociolinguistics factors-the the social factor outside the language system and internal psycholinguistics ones- the linguistics and psychological factors that reside in the structure of the language and the mind of the speakers. From an anthropological perspective on language change, Ottenheimer (2009) stated that factors that influence the rate at which language changes including the attitude of speakers toward borrowing and change. When most members of a speech community value novelty their language will change more quickly. Otherwise, when most speakers value stability their language will change more slowly. Based on those statements we can see that social factors can be one of the triggers the language to change. Social reason can be given for why change appears to be more common in some areas of language. In this case, this can be seen from how users implement the internet as the new community.

In attempting to describe the ‘new language’ in internet many researchers have stated that some features of CMC language ‘declining standard’ of language, ‘poor academic achievement’ and ‘simplified’ register (Onishi, 2008; Strong, 2007; Murray, 2000). In other hand, certain terms already used to refer to the need of the users to communicate with each other, for example the language used in the Instagram caption stated by Qodriani (2019). The change of the phonological to orthographical language in Instagram creates by its user to distinguish their speech community from others. However, the changes created by them are not merely taken from the historical nor the diachronic set of linguistics timeline. Other than that, the change happens because of the language play that they used to express their idea into word. This standpoint is also supported by Hashimoto (2001) that CMC fits no traditional categorization but is instead a wholly new form of language. For example, Crystal (2006) contend that email is neither spoken nor written, but a hybrid form of communication. Therefore, we can see that the factors which change the language used in online communication can vary, though it is not part of the research this time.

Language change affects all areas of language use. It includes sound changes, lexical changes, semantic changes, and syntactic changes. Language change also leads to variation. Therefore, regarding the nature of the

data analysed in this particular research as text-based online learning, the variation appears as lexical, semantic, and syntactic changes. To narrow down, this research will drive on how the ‘new-normal’ language change is used and described the linguistics variables in the lexical, syntactical, and semantical form in attempting to define the effects of technology in the teaching-learning process? And what are the meaning and the implementation for the certain term in this new media? Thus, the discussion of the ‘new’ language use in text-based online learning can be very useful to help the participant of this new media classroom to adapt and to use the correct term in the application of computer-mediated communication.

2. METHODS

In total 12 Learning Management System, 837 CMC data files (chat conversation, forum discussion, announcement, etc) were collected from the Moodle-based platform of the Indonesian Ministry of Education, SPADA (*Sistem Pembelajaran Dalam Jaringan*). The data were taken from the online learning activity of a private university in Bandarlampung, Indonesia regarding to the accessibility had by the researcher for attempting the LMS. The university level was chosen based on the purposed to see the higher level of ability in implementing technology-based communication in the online classroom. The participants were the teacher the English-based classroom. All the data collected is text-based communication. The record of online communication is simply by saving a copy of their message. In addition to the naturally occurring instance of CMC recorded, the researcher did non-participated observation. Once the collection of the data was completed, the data analyzed qualitatively in the conversation analysis and detailed of the linguistics variable in the form of lexical changes, syntactical changes, and semantic changes.

3. FINDINGS AND DISCUSSION

This is the part of the evidence and interaction in the online classroom that gives the distinction to the contribution of language change on pedagogical communication in new media. The presentation is divided into sequences.

3.1. Opening Part (Pre-Teaching Activity)

Table 1 show there are some terms used in online learning through the word *forum*, *reply*, and *post*. The 6th Edition of Oxford Dictionary stated:

- a. *Forum* (n) place of public discussion
- b. *Reply* (v) make an answer, respond
- c. *Post* (n) place (*soldier, etc.*)

According to the contextual analysis of teacher talk to their student in this online learning, the usage of those words has change from its textual meaning. The word ‘forum’ in the online classroom is not merely as the place where teachers and students can interact publicly, but it is meant as the feature of the media used. Since they use SPADA platform which contain ‘forum discussion’ part, so the word ‘forum’ in this text refers to the feature of the online classroom. The teacher uses this word to explain the ‘location’ of their conversation.

The word ‘reply’ in the dictionary means as the activity of making an answer or responding to a question, however, in the online classroom the word ‘reply’ is associated with an act of creating a post. The text-based learning activity required both teacher and student to have visible interaction. Therefore, in the set of pedagogical communication, the turn-taking action can be happened only by seeing the post created by each users/participant. This context also explains further word use in this online classroom. The word ‘post’ in this virtual communication has changed the meaning from its lexical meaning as ‘place’. Yet, it has functioned as a statement creating by the internet user. The word ‘post’ is mostly used by internet users as the realization of their activity in the virtual community, such as “*post* a tweet”, “*post* a caption”, “*post* an ad”, etc. Regarding this online classroom context, the word ‘post’ is the proof of actual activity of the interaction. When you involve, you create ‘post’.

Table 1. Terms in online learning

Online Teacher Talk (OTT)	New Media Language (NML)
Dear student, There are two parts I'd like to discuss in this part of forum	forum
So what you need to do is to reply each post whether to ask any question or to declare that it's understandable.	reply
during a week you'll also be given a weekly assignment in which the instruction will be informed in my last post .	post
As you have joined this course this semester and this becomes our first meeting, please drop your "Hello!" as you are attending this course and you are ready to join this online learning.	drop your Hello!
How is it going? How does it feel to always work from home ? I hope you all are always healthy.	work from home

Table 2. Sample of greetings in face-to-face and online platform

Face-to-Face Greeting	Online Classroom Greeting
Hello! Good Morning! How are you?	...drop your Hello! here...

Another change of language choice is used by teacher to greet their student. Before we discuss further, lest take a look at the example in Table 2. Table 2 is explained how the expression has changed in these two different situations. In an offline classroom (face-to-face interaction) when teachers and students physically meet, they usually can use the common greeting like ‘Hello!’ to requires a direct response from the student.

Thus, an online meeting is supposed to be the same. The teacher and student can directly use ‘Hello!’ in a synchronous situation or when the the activity in real-time condition. However, in a quasi-synchronous or asynchronous situation where the teacher will not have a direct response to their greeting the word ‘Hello!’ seems not fits to the conversation. To some extent, one of the data shows that a teacher uses the other way to ask the ‘Hello!’ response from her student. The clause ‘...drop your Hello! here...’ is the direct request of a greeting where the teacher uses the word ‘*drop*’ not to ask the student to fall down something, but it directly asks her student to reply to the post by typing ‘Hello!’ to the teacher. This type of expression somehow brings the informal situation to the online classroom interaction.

The next change is in the use of the phrase ‘work from home’. In a normal situation, the phrase has the meaning as the situation when someone intendedly to work from their home because of a certain condition. However, in this pandemic situation, or called as ‘New-Normal’, the phrase ‘work from home’ means the quarantine situation where nobody can go out from their home because they need to keep the social and physical distancing. Therefore, in this pandemic online classroom, this expression is used to confirm the situation faced by all of them and to support each other. In a normal situation the expression of ‘work from home’ never appear in a conversation, especially in an opening sequence of a conversation. Notwithstanding, this expression is commonly used then also appears in ‘New-Normal’ classroom to engage and interact with each other.

3.2. Discussion Part (Teaching Activity)

There are some changes in the meaning used of online learning communication as we can see in Table 3. Before we analyze further the NML of the teaching activity let's take a look at the lexical meaning from the 6th Edition of Oxford Dictionary:

- a. *Chat* (n) informal talk
- b. *Link* (v) connect or join
- c. *PDF* (abbrv) Portable Document Format
- d. *Zoom* (v) move quickly
- e. *Content* (n) what is contained

In teaching activity, the data show that most of the teacher talk has changed the use of certain language. The term used by them was taken from the influence of the technological implementation in an online classroom. Contextually, the word 'chat' in the conversation is not referred to as the informal talk off teacher-student, moreover, it explains the technological feature used in online classrooms. Similar to 'forum', 'chat' also helps the user of the platform to have the variation way of communication virtually. So, the 'chat' refers to a certain technological term as a place or location to have a direct conversation.

Besides 'forum' and 'chat', the word 'link' also referred to a location. In internet language, the 'link' states the right place that will bring you to a certain virtual address. So, almost similar to the lexical meaning, as to connect, the word 'link' in an online classroom will connect you to a site that you can access. As you can see in this excerpt, the word 'link' used to refer to the submission of an assignment where it later can be accessed by the teacher as well. So, now see the difference in Table 4. Table 4 show how language use in an online classroom has changed. If it is in FtF classroom we can see a tangible thing like the word 'table' as the location. In an online classroom, the location also becomes virtual, then it changes into the 'link'. The word 'PDF' in an online classroom changes the use of 'book, paper, etc' in a FtF classroom. Here, we can see from the statement given by the teacher where he asked his student to submit their assignment and ordered them to share their thought and send them, the PDF, however, becomes the new language for the media used to refer to student assignment. Lexically, 'zoom' means the activity to move quickly. It usually refers to the function of a camera lens. Yet, in this pandemic situation the word 'Zoom' associate with the name of an application that can put people together to have an online meeting virtually. The utilization of Zoom Meeting in 'New-Normal' situation then change the use of the language into a conversation. Here, every time they use the word 'Zoom' in this situation, it refers to the activity to use an online meeting application. Therefore, contextually, the teacher asks their student's availability to conduct an online meeting with Zoom application.

Table 3. Meaning changes in online learning communication

Online Teacher Talk (OTT)	New Media Language (NML)
...how do you do..since it is my first time to talk to you via this chat	chat
You may submit your project by putting link of your recording project.	link
Please share your thoughts in PDF and send it as your assignment this week.	PDF
The group has to decide when to conduct a presentation meeting with Zoom (when every member of the group is available)	Zoom
well everyone..please check the content that ive already put from 1st meeting..sorry it hasn't completed yet..i m still progressing the content of my recording and ill upload ASAP	Content

Table 4. Sample of language change in face-to-face and online platform

Face-to-Face Classroom	Online Classroom
You may submit your project on my table .	You may submit your project by putting link of your recording project.

The last, the word 'content' in an online learning classroom means the material provided by the teacher to a certain topic discussion. In doing the online teaching-learning activity the teacher has to serve the student the topic explanation to their Learning Management System. Here, each media that they use to interact with their student will be given in a 'post'. The activity of posting the material in LMS is then called as filling the 'content' of online classroom activity.

3.3. Closing Part (Post-Teaching Activity)

In this closing part, some of the changes in the language also can be found as we can see in Table 5. First, the word 'WA Group' used to refer to the place where everyone is connected. So, if it is in FtF activity each of us can gather into a certain group, in this virtual world also provide us to get together virtually, one of them is in Whatsapp Application or so-called WA Group. Thus, in this sentence the teacher let the student to have an open discussion through this media. The word WA Group also not only use in online learning, but it also becomes a common term in the internet lifestyle like today.

Table 5. Language changes

Online Teacher Talk (OTT)	New Media Language (NML)
If you have any questions related to this assignment, you may ask through our WA group .	WA group
Keep maintaining cleanliness and Stay healthy, Everyone!	Keep maintaining cleanliness

Next, similarly to the phrase of ‘work from home’, the initiation of ‘maintaining the cleanliness’ appears by the influence of the social condition where the world has to face the Covid-19 pandemic situation. The discourse of healthiness and cleanliness suddenly turns into a general discussion where people commonly talk about during this situation and it became the priority topic in every human interaction. As the one that giving attention to their student, the teacher expresses their concern to care about the class condition by suggesting keeping the cleanliness. Here, we can see how the discourse seen by the language use in the classroom has changed because of the environmental situation. This fact then show us that language change following the condition where and when it developed.

4. CONCLUSION

One of the language change phenomena happens because of the level of the user affected by the social situation. Here, we can conclude that the language that uses in this online learning activity somehow change the pedagogical communication in this ‘New-Normal’ classroom because of the global pandemic Covid-19 situation. Besides, some terminological changes are also influenced by the implementation of the technology used in computer-mediated communication. As one of the scholars in New Media, Herring (2006) stated that some priorities in analyzing this computer-mediated communication aspect divided into 3 (three) variables; technological, situational, and linguistic. The language change in this research also comprises these priorities, the optimization of the technology of the online Learning Management System, the situation of a global pandemic and the linguistics phenomenon. Since this research only focuses on the change of the used in some linguistics variables of the online learning communication, further it is need to also discuss it from the diachronic point of view.

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