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## E-CLASSROOM LANGUAGE: A CONVERSATION ANALYSIS OF SYNCHRONOUS INSTRUCTIONS DURING THE COVID-19 OUTBREAK

by

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### Abstract:

*A growing body of research has documented classroom language use in traditional classrooms. However, how teachers use language in virtual classrooms still needs more research. This study was carried out to fill this gap. The purpose was to examine teachers' use of classroom language in synchronous virtual classrooms and how it facilitated learning opportunities for EFL learners. Under the qualitative research framework, video recordings of online instructional activities were analyzed using a conversation analysis approach. The results show that the majority of expressions used in online synchronous instructions were quite similar to those used in traditional classrooms except for the expressions like "Let me share my screen," "turn on the camera," and "I will mute everyone." The results also show that teachers' e-classroom language use provided learning opportunities for students employing recast, scaffolding, and extended wait time for students' turns. Information on teachers' classroom language use in online learning environments presented in this paper is based on limited data, and further studies involving more significant participants are recommended.*

**Keywords:** e-classroom language, synchronous instruction, conversation analysis

### Abstrak:

*Semakin banyak penelitian telah mendokumentasikan bahasa kelas kita di ruang kelas tradisional. Namun, bagaimana guru menggunakan bahasa di kelas virtual masih membutuhkan penelitian lebih lanjut. Penelitian ini dilakukan untuk mengisi kesenjangan ini. Tujuannya adalah untuk memeriksa penggunaan bahasa kelas oleh guru di ruang kelas virtual sinkron dan bagaimana hal itu memfasilitasi kesempatan belajar bagi pelajar EFL. Di bawah kerangka penelitian kualitatif, rekaman video kegiatan pembelajaran daring dianalisis menggunakan pendekatan analisis percakapan. Hasilnya menunjukkan bahwa sebagian besar ekspresi yang digunakan dalam aktifitas pembelajaran daring sangat mirip dengan yang digunakan di ruang kelas tradisional kecuali untuk ekspresi seperti "Biarkan saya berbagi layar saya," "nyalakan kamera," dan "Saya akan membisukan semua orang." Hasilnya juga menunjukkan bahwa penggunaan bahasa e-classroom guru memberikan kesempatan belajar bagi siswa yang menggunakan recast, perancah, dan waktu tunggu yang diperpanjang untuk giliran siswa. Informasi tentang penggunaan bahasa kelas guru dalam lingkungan pembelajaran daring yang*

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*disajikan dalam makalah ini didasarkan pada data yang terbatas, dan studi yang melibatkan peserta yang lebih signifikan direkomendasikan.*

**Kata kunci:** *e-classroom language, synchronous instruction, conversation analysis*

## INTRODUCTION

Beyond general conversational purposes, in classroom settings, teachers do many things with language, such as giving instructions, asking questions, responding to questions, giving feedback, and encouraging. Phrases like "get into groups of four," "open your book on page 52," and "we'll continue working on this chapter next Monday" are some examples of widespread expressions used in a classroom. Words or phrases used for such instructional purposes are called classroom language (Sánchez Solarte, 2019; Voss, 1984; Yeni-Palabiyik & Daloglu, 2016).

Classroom language is considered extremely important and may contribute considerably to the success and equally to the failure of teaching and learning (Gharbavi & Iravani, 2014). In foreign language classrooms, classroom language is not only to organize instructional activities but also may create learning opportunities. For example, a teacher may provide students with the target language input (Wilkinson & Silliman, 2000) is a key to successful instructed language learning (Ellis, 2005).

The literature has recognized that classroom language comes in different types and is used in different contexts and for various purposes. For example, Salaberri (1995) classifies simple instructions, the language of spontaneous situations, the language of social interaction, pair and group work assisting language, questions, language for audio-visual aids, error-correction language, and evaluation. However, how teachers use classroom language in online learning environments needs to be addressed. In an attempt to fill this void, this study was conducted.

The results of this study are expected to contribute significantly to the classroom language research pool, provided that research is scarce regarding the use of classroom language in synchronous virtual classrooms.

Teaching and learning involve interactions between teachers and students and between students and students in which they conduct classroom business (Dagarin, 2004). The kind of language teachers and students use, such as classroom interactions, is usually called

classroom language (Voss, 1984). Based on this general definition of classroom language, this study defines e-classroom language as routine language teachers and students use to organize teaching and learning activities in a synchronous virtual classroom. As a derivative of traditional classroom language, e-classroom language will likely have similar types to those of language used in traditional classrooms. However, it depends on the language's functions, such as giving instructions, sequencing, supervising, asking questions, responding to questions, giving feedback, giving encouragement, using metalanguage, and asking for repetition (Hughes, 1981). However, due to different circumstances of online learning environments, it is frequently found some distinctive expressions like "turn on your microphone," "can everyone hear my voice clearly," "please type your questions in the chatbox," and "could you fix your microphone? It is buzzing!"

In EFL classrooms, teachers always have the option to use their first language and the target language for classroom language. For convenience, some teachers may prefer their first language; however, maximizing English during instructions could provide exposure for students (Yulia, 2013). Conducting classroom activities using English as much as possible will open up opportunities for students to have relevant experience in their target language, especially when students have limited access to English and where the classroom becomes the only forum they have to use English (Chavez, 2006). However, organizing instructional activities entirely in English "makes particularly high demands on the teacher's active command of the foreign language" (Voss, 1984, p. 178). It is part of teachers' jobs to make their instructions understandable to the students. In this case, Wilkinson and Silliman (2000) argue that the language teachers use in the classroom may determine how the learning takes place and what students learn. In a foreign language classroom, the teacher's language may serve as a tool to orchestrate instructional activities and as a critical input source. Therefore, it takes a certain level of teacher proficiency in English because target language proficiency is an essential part of EFL teaching expertise that could significantly impact student learning (Butler, 2004; Cheng & Wang, 2004; Sullivan, 2011). Teachers with poor command of spoken English will find it challenging to organize the lessons (Cullen, 2001).

Similarly, students with low English proficiency will need help understanding basic instructions (Aufa & Syarif, 2020). Therefore, switching to the first language is always an

option, mainly when there is a communication breakdown. However, excessive first language uses not advisable (Brown, 2001).

Conversation analysis is a systematic analysis of the orders of talk in interactions (Have, 2007; Hutchby & Wooffitt, 1998; Liddicoat, 2007; Sidnell, 2010) using inductive methods to discover features of the sequential organization of talk (Lazaraton, 2004). According to Goodwin and Heritage (1990), conversation analysis is originally an approach to studying ordinary conversation. However, it has been applied to other forms of talk-in-interaction, including language teaching and learning (see Seedhouse, 2005). Conversation analysis is process-oriented and is focused on interaction patterns (Walsh, 2002). Conversation analysis deems social contexts as dynamic, "constantly being formed by the participants through their use of language and how turn-taking, openings and closures, sequencing of acts, and so on are locally managed" (Walsh,p.8, 2002). Therefore, conversation analysis considers language as social action (Wooffitt, 2005), and interactions are shaped by contexts and renewed because of contexts (Walsh, 2002).

Some previous studies have documented teachers' use of classroom language and how it provides learning opportunities. For example, Van Canh and Renandya (2017)put forward that while teachers proficient in the target language could provide good models of the target language, what seemed more critical is how teachers should use their target language to provide affordance and learning opportunities for the students. They found that even highly proficient teachers could only provide students with limited affordance and learning opportunities. Another study conducted by Cancino (2015)suggests that teachers must be aware of local, dynamic, and context-specific aspects of their interactions with students to increase learning opportunities for students.

Walsh (2002) analyzed interactions between teachers and students and found some features of teachers' use that could facilitate and obstruct learning opportunities. Some features found to facilitate learning included direct error correction, content feedback, checking for confirmation, extended wait time, and scaffolding. This finding is used as a theoretical reference for data analysis in this study.

While being proficient in the target language is a good start for foreign language teachers; however, being a proficient teacher does not necessarily mean being able to provide

ample learning opportunities for the students. It is how they use their target language that matters more. The above-discussed previous studies are concerned with using classroom language to provide learning opportunities in traditional classrooms. This study furthers the discussion by bringing the case to the context of an online classroom, presumably a more challenging environment to engage students in the lesson.

The purpose was to examine how teachers use their language for instructional purposes in synchronous online learning environments, which in this paper is termed e-classroom language, and how teachers use such e-classroom language to enable students to learn. To this end, the following research questions are posed.

1. How do teachers use e-classroom language in their synchronous instructions?
2. What features of teachers' use of e-classroom language provide learning opportunities for students?

## **METHOD**

### ***Design***

This study was conducted using a qualitative case study approach. This approach was selected mainly because the present study is focused on a particular case (Creswell, 1998; Gillham, 2000; van Lier, 2005; Yin, 2011) of how two teachers use language for instructional purposes in their synchronous virtual classrooms. In addition, the use of language by these teachers was a naturally subjective experience. The qualitative research method was considered appropriating "subjective human experience" as a buzz expression associated with qualitative studies (Cohen et al., 2007; Dawson, 2007; Liamputtong, 2009).

### ***Participant***

Two teachers were anonymized for ethical reasons. Teacher 1 and Teacher 2, voluntarily participated in this study. Both of them were based in West Java, Indonesia, and Teacher 1 taught English in a private secondary school in Garut, and Teacher 2 taught English to young learners in an English course in Bogor. Due to the Covid-19 outbreak, they had to conduct online instructional activities.

### ***Instrument***

Video recordings of synchronous teaching sessions become research instruments to generate data required for analysis. The observation of these videos depicted a real-life learning process that constitutes valuable information (De Pablos-Pons et al., 2017) without the researcher having to present in the classroom.

### ***Data collecting technique***

The data collection began with obtaining consent from the participants by providing relevant information so that they understand the nature of the study (Silverman, 2014). Once the participants agreed to involve in the study, they were asked to record their online teaching session and make the recordings available to the researcher. Two video recordings of online teaching sessions were obtained from the participants on October 15 and October 27, 2020, and used as research data.

### ***Data analysis technique***

The obtained videotaped teaching sessions were structured in episodes, units of virtual classroom discourse with well-defined borders (Moro et al., 2020). In this study, the borders between episodes were marked by the change in activities, from greetings to reviewing previous lessons. Some particular episodes were transcribed using procedures adapted from Atkinson and Heritage (1984) and then carefully chosen for analysis by their capacity to provide information relevant to the purpose of the study. The data analysis was performed under a conversation analysis approach. This approach enabled the data to be self-explanatory, speaking for themselves (Van Canh & Renandya, 2017), in this case, by demonstrating the quality of interaction between teachers and students.

## **RESULT AND DISCUSSION**

### ***Results***

Below are some lesson episodes considered relevant to the purpose of this study. Like the teachers, students were also anonymized.

#### ***Teacher 1, Episode 1***

In this episode, Teacher 1 was greeting students in a virtual meeting.

- 1 T1: *As-salāmu ‘alaykum wa-rahmatu -llāhi wa-barakātuh*  
(1)

- 2 Ss: *Wa 'alaykumu s-salam wa-rahmatu -llāhi wa-barakātuh*  
(4)
- 3 T1: *OK::: [speaks in Indonesian, telling participating students to wait for other students to join the virtual meeting]. Wait for five minutes yeah::: [speaks in Indonesian, again telling participating students to wait for other students to join the virtual meeting]. ((pause)) OK::: umm all of you::: have typed your name in the attendance list? [provides Indonesian translation of what has just been said]*  
(3)
- 4 S1: *ee:hm sudah miss=[Indonesian translation for I have, miss]*
- 5 T1: *=sudah ya::: [Indonesian translation for have you?]*
- 6 S2: *Sudah mi:::ss*  
(4)
- 7 S3: *u::dah miss*  
(pause)
- 8 T1: *[speaks in Indonesian, telling students the lesson is about to begin]. Good morning, everyone.*  
(3)
- 9 S1: *Good morning too miss.*
- 10 S2: *Morning=*
- 11 S3: *=Good morning=*
- 12 T2: *=How are you today?*  
(2)
- 13 S1: *I'm fine, thank you* [
- 14 S2: *Fine* ]

This episode shows that some greeting expressions commonly used in traditional classrooms, like "good morning" and "how are you today," were also used in a virtual classroom. However, some expressions would not be normally used in traditional classrooms. First, Teacher 1 said, "wait for five minutes, yeah" (Turn 3), meaning that all participating students should wait for other students to join the virtual meeting. The utterance may be heard in traditional classrooms, but different from how it was used in this context. Second, Teacher 1 used an expression that is never used to take the register in traditional classrooms, "all of you have typed your name in the attendance list" (Turn 3).

### *Teacher 2, Episode 1*

This lesson episode shows icebreaking activities before the lesson begins.

- 10 T2: *Everyone doing good ya::: good, OK listen. If you are doing good, give me a thumbs up. If you are doing good, I wanna see your thumbs up if you are doing good(.) Where are your thumbs up?*  
(2)
- 11 S4: *Thumbs up?*  
(2)
- 12 Ss: [((show thumbs up and smiles))]
- 13 T2: *Thumbs up ya, yup yup. OK:::, yes (1) good (1) excellent (1) good job (2) OK all right, so u:::m if you are happy today (2) I want you to give us your best smile (3) best smile I wanna see (3) cheers. OK, yes. It is good to see you everyone. yeah good to see you guys uh-huh I hope you guys are doing good yeah at home yes (2) and don't go anywhere OK ((laughs)) just stay at home that's right. Just stay at*

home right, you can study at home (1) you can learn (1) you can play with your family at home (2) but don't go anywhere. OK? Good So, Today we are going to do an online study::: yeah all right (2) so this online study::: pretty much is going to be in the same::: or similar to the one in class (2) yeah::: so we will go for 35 minutes today o:::kay sounds good (1) all right so first thing first everyone I (1) need you to prepare a pencil (2) and::: a paper make sure you have your pencil (1), and your paper please::: (5) You can also, you can also use you:::r book (2) that's fine (7) OK. So (2) make sure you have your book (2) or your paper (1) and your pencil, make sure you have them, (2) umm umm (5) excellent good job OK excellent (3) OK sto:::p yes (2) before we continue to our lesson everyone, (2) do you remember what were we talk in class last time? Umm last time::: in class we were talking about classroom objects (2) right::: if you remember, we're talking about classroom objects. Can anyone tell me what are you holding right now? What is that? What is that (3) That is a:::

(2)

14 S2: Pencil!=

15 T2: = pencil (1) good (1) excellent. We have a pencil (1), and then we have what else? (0.2) Pen, yeah=

16 S4: =book book

17 T2: Book! What else? Someone(.)someone tells me, tell me::: what objects that you know?

18 S4: Whiteboard

(1)

19 T2: Whiteboard excellent. What else?

(2)

20 S1: Eraser

This episode shows that Teacher 2 asked students to make body movements like showing thumbs up and smiling. These activities served as icebreakers.

### Teacher 1, Episode 2

In this episode, Teacher 1 was getting students ready for the lesson. She is checking if the screen she shared was visible to the students.

26 T1: Can you see the::: screen?=  
 27 S5: =huh?=  
 28 S1: =yes=  
 29 T1: =can you see the screen? ada screen di situ?=[Indonesian for "can you see the screen"]  
 30 S2: ada[Indonesian to indicate that he can]  
 31 S3: =yes, ada=  
 32 T1: =[repeat S3's Indonesian translation]. OK before we begin our materials today, let's say basmalah together(0.5)begin  
 (2)  
 33 Ss: [bi-smi llāhi r-raḥmāni r-raḥīm  
 34 Ss: bi-smi llāhi r-raḥmāni r-raḥīm

(3)

35 T1: *OK everybody ready to start?*

(3)

S5 *Yes, I'm ready*

(4)

36 T1: *OK::: now let's see page:::(0.5)[speaks Indonesian]seventy-two (2)[speaks Indonesian]*

Teacher 1's episode 2 shows that her use of e-classroom language for sequencing the lesson (Turns 32, 35, and 36) was similar to sequencing language commonly used in traditional classrooms at the beginning of the lesson.

### *Teacher 1, Episode 2*

In this episode, Teacher 1 was teaching students how to use English spatial prepositions.

48 Ss: *((noisy))*

49 T1: *OK itu boleh itu dulu gak? Hihi soalnya agak ribut(5)ok::: sekara:::ng share dulu yang ini(2) Na:::h kita belajar tentang posisi ya, kalo misal posisi itu di atas, ada yang tau apa? (3)For example, buku di atas meja (1) nah di atas itu apa Bahasa Inggrisnya? [speaks in Indonesian: asking students to mute themselves, introducing the instructional topic, and using metalanguage to get students to mention an appropriate preposition implying "on top of"]*

(2)

50 S6: *The book on::: atau [or] above:::=*

51 T1: *=on ok::: yeah on=*

52 S4: *on on*

53 S7: *=on, top atau above bisa kan ya?= [Indonesian: can we use on, top, or above]*

54 T1: *=ok::: o:::n [speaks Indonesian]*

This episode shows a supervision language distinct from that normally used in traditional classrooms. Instead of saying something like "silent, please," Teacher 1 asked students to mute their microphones, in this case, using their native language (Turn 49). Asking participants to mute their microphones in virtual meetings has been pretty common to minimize distraction from audio feedback

### *Teacher 1, Episode 4*

In this episode, Teacher 1 was explaining the spatial meaning of the prepositions "on" and "above."

- 74 T1: *OK::: perfect answer! [in Indonesian, explains the spatial meaning of "on" and ask students to use "above" in a sentence]*
- 75 S1 *Umm:::*  
(2)
- 76 T1: *the clock(2)OK::: the clock is above the:::(2) Television*
- 77 S1: *Television*
- 78 T1: *[explains the spatial meaning of above in Indonesian]*
- 79 S1: *mengerti=*
- 80 T1: *= OK, do you understand=*
- 81 S2: *=mengerti, miss*

In this episode, Teacher 1 used the commonly used expression in traditional classrooms to give feedback (Turn 74). The likes of "perfect," "well done," and "good job" are frequently heard in traditional classrooms when teachers give encouraging feedback to their students. Similarly, the language use checking comprehension (Turn 80) is similar to those in traditional classrooms.

#### *Teacher 1, Episode 5*

In this episode, Teacher 1 was talking to one particular student, and she wanted him to turn on his camera.

- 125 T1: *Do you mind(.)if you turn on the camera?*  
(3)
- 126 S2: *ye:::s=*
- 127 T1: *=((laughs)) [speaks in Indonesian, asking if S2 did mind]=*
- 128 S2: *=((laughs)) [speaks in Indonesian, telling T1 that he did not understand what T1 was saying]*

This episode shows a supervision language commonly used in synchronous meetings, "do you mind if you turn on the camera?" (Turn 125). However, such an expression is not typically used in traditional classrooms

#### *Teacher 2, Episode 3*

In this episode, Teacher 2 was teaching classroom vocabulary.

52 T2: *OK (2) alright, now everyone::: I will mute everyone, so everyone can hear me clearly::: all right so now everyone let's review some classroom objects. (2) OK, I hope everyone can see this yeah::: So, now everyone follow or repeat after me, OK::: repeat after me. First one is note book (2) So notebook we use that to write notes that you hear from your lesson at school (3) And we have an eraser, to erase something. When you make a mistake when you are drawing or when you are writing something. (2) Yes pencil (1) Book (1) Sharpener::: yeah, so when your pencil is not sharp, when it's dull::: you can use a sharpener to make it sharp again and nice we have a school bag yeah (2) We have ruler to measure something::: (1) Pencil case (1) Glue(1) Scissor (2) Crayon (2) Yes, paint brush::: paint brush for us to do painting (2) Yes palette. Palette is a place where you put the paint in it if you say like a painter they usually have a palette and a paintbrush. so they will find the colours that they want::: and then they can stop painting this again(1) and we've the globe yes, so a globe is the shape of our planet which is planet Earth (1) so there you can find::: and see where are the::: place is located you can find Indonesia I mean you can even find where is our island and yes map, and so on. OK, so now everyone the next part::: I want to talk with you is::: (3), I will share screen (2) wait. OK make sure you have your paper and your pencil. (2) OK so now everyone we are going to talk about clothing and fashion::: hmmm clothing and fashion. OK so, Before we continue let me unmute all, OK hmm::: So, before we continue learning about clothing, can anyone tell me an example of clothing do you know?(3) What are you wearing? (3) anyone?*

(4)

53 S12: *T-shirt*

54 S11: *Shirt*

## **Discussion**

### ***How teachers use e-classroom language.***

The above lesson episodes from both teachers show that for most of the part, both teachers' use of e-classroom language was similar to the language commonly used in traditional classrooms, except when Teacher 1 told the participating students to wait for the other students to join the virtual meeting (Teacher 1, Episode 1, Turn 3). When she asked the students to type their names in the attendance list, to take the register (Teacher 1, Episode 1, Turn 3), when she asked them to mute their microphones (Teacher 1, Episode 3, 49), and when she asked them to turn on their camera (Teacher 1, Episode 5, Turn 125). Other instances of the distinctive language used in synchronous instructions were "I will mute everyone" (Teacher 2, Episode 3, Turn 52) and "let me share my screen" (Teacher 2, Episode 4, Turn 74).

### ***Teacher 2, Episode 4***

In this episode, Teacher 2 was telling students to write their clothes on a piece of paper

74 T2: *So right now everyone::: um:::on your piece of paper (1) OK yes your paper will be right ((cough)) OK great so if you have your paper with you::: everyone. now I want you to write, yes I want you to::: write the clothing that you are wearing right now (2) yes the clothing that you are wearing (2)*

you can also draw it yeah (1) the clothing that you are wearing right now (2) so for example I can see everyone here is wearing t-shirt, yeah so you can write t-shirt yeah you can draw a t shirt, and then you can write it down, T:::Shirt OK::: and what else you also wear, you wear shorts or skirts just maybe some of you are wearing that:: yeah then draw it and we can write it down... Skirt, OK::: Let me share my screen:: (5) OK, so you can also draw the item that you are wearing right now yeah (2) So for example, skirt, T-shirt, or maybe some of you are wearing shorts (3) now wearing shorts right now. Please write them, I want to see (4) OK (5) OK so you can use this page for your reference. (5) Yeah trousers:::, skirt:::, t shirt::: (2) All right (3) and if you're done yes yes you can show it to me:: I want to see what you draw all right the part you got it done excellent. good job right well, stay, and let me see here (2) OK if you done ::: show your draw to me::: (3) great (2) Anyone? Oke Great Nika excellent, good job (3) Denis I see that, great (3) OK Marshal good job (2) OK::: all right, Airin good job (2) Gracia excellent (5) Yes Ivana, great, good(4) Alright, OK so let's continue to add more vocabulary about our clothing (3) so all right (4) So let me share::: so now please::: please repeat after me (2) We have suit=

75 Ss: =suit

### *Features of E-Classroom Language that Facilitate Learning Opportunities*

This study found three features of the teachers' language use in their synchronous instructions that facilitated student learning opportunities: direct error correction, extended wait time, and scaffolding.

#### ***Direct error correction***

In Turns 51 and 54, Teacher 1 (Teacher 1, Episode 3) used a straightforward approach to error correction by providing implicit feedback. Other instances where Teacher 1 made a quick error correction were found in Episode 6.

#### Teacher 1, Episode 6

115 S1: Two bags is next to some pictures=

116 T1: =Umm:: two bags are:::=  
(2)

117 S1: =next to some pictures=

118 T1: =sorry::: say that again please  
(2)

119 S1: The two bags is:::in

120 T1: The two bags are::: [uses metalanguage in Indonesian to explain that a plural noun should be followed by "are"] two bags are

In this episode, Teacher 1 made two quick recasts. In Turn 116, the feedback was implicit. The implicit feedback seems to allow for "the continuation of interaction" (Cancino,

2015, p. 6) by focusing on the meaning. However, as evident in Turn 120, S1 failed two to understand the feedback. T1, therefore, made the implicit feedback explicit using metalanguage in Indonesian

### ***Extended wait-time***

In Turn 76 (Teacher 1, Episode 4), Teacher 1 deliberately created a gap at the end of her utterance. She prolonged the determiner "the" and gave S2 about two seconds to complete her utterance. The same feature was also found in Teacher 2's talk. In Turn 13 (Teacher 2, Episode 2), he did not finish his utterance and let students do that for him. Such time is allowed for teachers to respond to a question. In this case, teachers are to complete a gap in an utterance is believed to increase the number of interactions between teachers and students and between students and students (Walsh, Construction or obstruction: Teacher talk and learner involvement in the EFL classroom, 2002) so that it can enable students to involve and make a more significant contribution to the classroom discourse.

### ***Scaffolding***

Communication breakdowns are widespread in a foreign language. Sometimes, students cannot understand or, perhaps, due to some limitations in online learning environments, cannot hear what the teacher is saying. A scaffolding process could deal with such breakdowns, a teacher-assisted co-construction of meaning in which the teacher provides linguistic support to students (Bruner, 1983). The scaffolding process can be done through prompting, as in Teacher 2's Turn 17 (Teacher 2, Episode 2). This study found some other ways of scaffolding. In Turn 29, Teacher 1; for example, repeated her exact previous utterance to pre-empt a communication breakdown. Another way of scaffolding Teacher 1 did in many of her lesson episodes was by providing native language translation. However, in the context of this study, Teacher 1's use of the native language seemed too much. Instead of facilitating how to learn in the target language, the excessive use of the native language did the students a disservice by allowing them too many opportunities to communicate in the native language. Students often responded in Indonesian to Teacher 1's English questions.

## CONCLUSION AND IMPLICATION

### *Conclusion*

This paper has discussed teachers' use of classroom language in online synchronous instructions, termed e-classroom language. The results of conversation analysis show that some utterances used in online synchronous instructions were distinctive. Some expressions like "let me share my screen," "turn on the camera," and "I will mute everyone" are not normally heard in traditional classrooms. Nevertheless, teachers mostly used expressions similar to those used in traditional classrooms. Features of teachers' use of e-classroom language that facilitated learning opportunities for students included direct error correction, extended wait time, and scaffolding. In any circumstances, it is suggested that teachers use their classroom language to create learning opportunities for students.

### *Limitation*

The study examined how teachers use their language in synchronous online learning environments for instructional purposes. However, what has been presented in this paper is based mainly on limited data. Due to time constraints, this study was restricted to two participants and two teaching sessions. Further studies are recommended to involve more participants so that richer data can be obtained

### *Implication*

The study's implication is expected to contribute to the professional development of teachers, mainly on how to use classroom language in teaching online classrooms. Moreover, the study results can be a helpful guide or literature for teachers, curriculum developers, and practitioners in English language teaching, especially in online learning.

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