

# Practices of English language change in education and its dynamics

Sabila Hanifa

Universitas Pancasakti Tegal, sabilsabila@gmail.com

| ARTICLE INFO   | ABSTRACT  |
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| <p><b>Keywords:</b><br/>Language change, education, dynamism</p> | <p>The paper focuses on English language change from past to the present and show the dynamism of it which gives the effect to teaching learning process. Languages change includes pronunciation, grammar structure and linguistic items. Grammar structures change from past to the present is because of slang language growth. In speaking, people need something practical, there is no demanded to the rules or structure. The need for practical language makes people use slang language, and about pronunciation, if it is compared to some word's pronunciation in the last century and the present, it is very different. In the last century and the present, English language change could be identified happened through (1) euphemism, (2) stigmatisation of the sexiest language, the use of speech and writing, (3) discourse analysis,(4) and contrastive rhetoric. The writer will relate that component with the education field. The writer chose this topic because she wants to give a broad view to teachers and learners about English language development in education, especially used in speech or writing from time to time, in order to they could do something better for the education progression in the future. In education, teachers, especially English language teachers, are the centre of language change for the learners. S/he could teach them directly and indirectly. When s/he produce utterances when interact in the classroom, including giving knowledge, it is direct way to teach new language to the learners. But when s/he uses new vocabulary when producing those utterances, or when explaining the materials (e.g. using journals, paper, textbook), it called indirect way. A the end, the writer's suggestion to English language teacher who will face English language change in the future are: (1) Teacher should rely on themselves, not to the government or institutions. They must be aware of the latest issues happening in the social. They also must have a thought to joining teacher training, browsing materials from the internet, and share experience with their teacher partner from another country to add their quality to be a good teacher; (2) Teachers should be open• minded to see what their weaknesses improve their selves better. If the evaluation of teaching learning process shows bad result, it might be something wrong with the methodology applied.</p> |
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## **1. Introduction**

Language is the most important thing to make communication runs well and if human lives without a language, there would be many problems because everybody could not send and catch the message from their ideas. Language is often thought to be purely about communication, following Austin's (1975) speech act theory and Grice's (1989) Cooperative Principle and Maxims, which were taken up enthusiastically by the communication language teaching movement (Topo Omoniyi, Goodith White, 2006). In one country, it could be a hundred languages exist because there are many groups of people lived, for example Indonesia and India. Those countries consist of many ethnic groups which also affect the use of different languages. Nonetheless Indonesia and India have got a language to become common core of various languages they have. Indonesia has Bahasa Indonesia as a national language, and India has Hindi and English as their national and official language. The government determines one language among a hundred with two purposes. First to create an identity of the country, and second to make people from different group can communicate.

Byte time goes by, languages change, including the components inside like pronunciation, grammar structure and linguistic items. Languages are evolving populations of linguistic terms (Hudson, 1996); these items include words, most obviously, but also all isolatable elements of phonological (John Swales, 1993). Grammar structures change from past to the present is because of slang language growth. In speaking, people need something practical, there is no demanded to the rules or structure. The need of practical language which make people using slang language. Most of the user of slang language is youth. The last, that is about pronunciation. If it is compared some . words pronunciation in the last century and the present, it is very different. For example, for the word "knit" and "knife" in fifteenth century, the kin knit and the kin knife was not 'silent; and for now, the k sound is 'silent' (Janet Holmes, 1992).

After the broad knowledge about language, now I want to give my reason why the writer focuses on English language only in this paper. The answer is very easy. It is because English as an international language which is needed by everyone in the world, so the change is English language must be felt by any citizenship. When they read this paper, the writer is sure that they could feel how English language change. There was a different English language form when they were a child and when they are an adult. One of the real situations where we could see the different language between the past era and now is when language is used in education field. It is very interesting and worth to be analyzed. How teachers and learners use the different language variation ten or twenty years ago. How the language in speech and essay written by learners in the past found some uncommon words and it is strange if we read it now. The writer does not conduct research, but she gives her view and end evidence based on some articles she read.

## **2. Research Methodology**

The use of English language in education is rise and fall from the last century until now. Richard Bailey (1992) gives the evidence that a low rate of population increases in countries

where English is strong, and high birth rates in countries where English is weak. And in some countries with high birth rates and strong English tradition, for example in the Philippines. It has high birth rates and high need of English to balance the demand of economic development because Philippines is a developing country with many populations. Meanwhile, John Maher (1986) has argued that languages rise and fall according to the amount of new information contain. The more information accepted in one country, the newer English language they got. If we relate to the use of English language in classroom, it happens. When learners study with a lot of methodologies, a lot of textbooks, English language they have will increase because teacher give new vocabularies in every meeting, through textbook or their utterances. In the last century and the present, English language change could be identified happened through: (1) euphemism, (2) stigmatized of sexiest language, the use of speech and writing, (3) discourse analysis, (4) and contrastive rhetoric, (John Swales, 1993).

### **3. Findings**

The change of words becomes more polite (euphemism) is to give our respect in order to avoiding someone feel offended. The educators are aware that in interaction between colleagues in the classroom which consists of various characters and groups, it is a very important to learn and respect other culture through utterances their produced. For the second, the stigmatized of sexiest language happened because of gender issues. Feminist scholars against the theory that man has more power than woman. In work place for example, in the past there is no camera woman, only man, who considered could operate the big camera, but in this century, it happened so the previous job called camera man, now change to become camera person. Because of the change, the words are heard more neutral. Next about the uses of speech and writing. According to John Swales in his "The English language and its teachers: thoughts past, present and future", There is no space for one final observation in English language on this field. There is a blurring between the forms and uses of · speech and writing. This results partly from the rapid expansion of such means of communication as electronic mail, and partly from a host of forces that sees reading and writing as in some way dialogic, and so recognizes the mirroring of those ghastrly question-and-answer sequences as attention-getting devices. Look the writing message sent by electronic mail below:

*"Haven't you always dreamed of a holiday in Hawai1? And haven't you always said that you could never afford one? Well, now you can! And what do you have to do to go on the dream holiday of a lifetime? All you have to do is "*

The content of that electronic mail is supposed to be a speech language, not writing. But because its purpose for travel promotion which is not demanded for the formal rule, it is accepted. Therefore, there is no clear cut between speech language and writing language. For discourse analysis, it is not does not exist in last era, but now it is used very often for diverse purpose: to rewrite the rules of grammar, to unpack the information structures of text, to expand the envelope of pragmatics and contract that of semantics, to better understand social interaction, to increase cross-cultural and cross-gender understanding, to protect the underclass, to validate performance tests, and to improve teaching material. And the last for contrastive analysis, the label predicts a search for difference, for culture shock,

for confusion and trouble at border crossing. John Swales (1993) gives an example which many Americans in ESL and Applied Linguistics confess to admiring British academic writing, especially for its stylistic effects, but to admire does not necessarily entail any wish to imitate. Equally, many British academics admire the transparent structure, that felt sense of knowing where they are, of American writing.

This is one of learners' essay example in the past, and the writer would give the analysis based on John Swales (1993):

*If I were a lucky person who could spend an afternoon with Arthur Miller, that would be a great moment in my life. He, Arthur Miller, is the author of the great drama "Death of a Salesman"; I like this book very much, and so as the writer himself.*

First, I would ask him about his ideas on modern tragedies. Since he has stated that tragedies can have happy endings, and tragedies should entertain more hopes, therefore, I should clarify about those points. Moreover, there must be difference between confused me for a long time. It's good to be with Arthur Miller. Next, I believe Arthur Miller is a person with homebrewing with a friend like him, nothing could stop our conversations. Discussing about whether the world is round or not, or discussing how many words of humor can be added to his drama; nearly everything can be our topic. It's good to be with Arthur Miller. Then, we could have a snack at a donut shop. With a cup of coffee, we could taste it precisely and give commands about it. We start to fussy about everything: the air conditioning is not cool enough, the sets are not in proper place etc. Although nobody would listen to what we complain, who cares? Finally, we don't think time has a limit. An afternoon is easily spent with Arthur Miller, though!

#### 4. Discussion

That writing produced by a non-native speaker of English who is applying for university admission. The composition was written in 1983 by a Chinese-language candidate taking test in Toronto with thirty minutes times. The topic chosen by the candidate was 'If you could spend an afternoon with a living person, whom you would you choose and why?' Based on John Swales (1993), the passage has an obvious English flaw. Everybody who reads the composition is struck by it in some way. The writer agrees with him. There are anomalies in some words, like (1) He, Arthur Miller, (2) a person with humorous, and (3) air conditioning this era, they must be:

(1) Arthur Miller, is the author of the great drama "Death of a Salesman "or He, is the author of the great drama "Death of a Salesman". Note: It is not true if write a double word (He, Arthur Miller). It is true if choose one, He or Arthur Miller; (2) Next, I believe Arthur Miller is a humorous person.

(2) Note: A humorous person is better heard and more effective than a person with a humor. In this era, every language must be simple; (3) We start to fussy about everything: the AC is not cool enough, the sets are not in proper place etc.

(3) Note: Now, there is no text or utterances write or say air conditioning. Because now people need simplicity, they always say AC not air conditioning.

One more flaws the writer seen in the passage is there are repetition sentences (It's good to be with Arthur Miller) at the end of second, third and fourth paragraph. It must be written just once, to make a passage comfortable to read and hear. From the passage, we could see how English languages change better. The more time flies, the simpler words and sentences used. Government and institutions change words, or abbreviate them to make them simple and easy to remember so that the user of language will make it often and language will spread to the community well. Language spreads with some ways. It is happened from group to group, from style to style from word to word-lexical diffusion ( Janet Holmes, 1992).

#### From group to group

Social factors such as age, status, gender and region affect the rates of change and the directions in which the waves roll most swiftly. A change may spread along any of these dimensions and into another group.

#### From style to style

When someone talk to older people and talk with their friends or talk with the lower group, the speech s/he produced will be different (when they are talking to older people is more formal than talking to friends or to lower group). One fact as Janet Holmes (1992) stated, that younger people tend to adopt new forms quickly than older people do and they use them more extensively.

#### From word to word

It is obviously happened in English language change in education. Because of the non-native English learners comes from different countries, when they learn English they will accept different pronunciation, different spelling in some words. It does not wonder because English language itself has some variations (English in New York, English American and English British). But in this era, it is not the problem anymore. The educators take a 'core way 'with applying the material based on standard English as a compass to non-native English learners around the world.

Language does not change naturally. There are some factors make it happened and finally accepted wider for all people in different countries. Gender is the first factor. The implication in education could be seen when there is a language variance between women and men teacher and also for the learners. Secondly, the factor is attitude toward language. Someone might have positive attitude toward language (covert prestige) and negative attitude toward language (overt prestige). Thirdly factor is interaction. Interaction and contact between people are crucial in providing the channels for linguistic change. But linguistic change is generally progress very slowly to communities which have little contact with the outside world (Janet Holmes, 1992). Interaction is connected with social impact theory (Daniel Nettle, 1998). Social Impact Theory was developed as a metatheoretical framework for modeling situations where beliefs, attributes or behaviors of an individual are influenced by others around him/her. It has been applied to a large number of social psychological situations by Latane and coworkers (see e.g. Latane and Nida, 1981; Latane and Wolf, 1981). Social Impact Theory seems appropriate for the simulation of language learning, since it postulates a

situation in which the traits acquired by an individual are related to those held by the social group around him by a complex function which allows for the differential influence of different sources, differential proximity of different sources within the social structure, and of course the number of sources in the group having different traits.

The incessant change of languages on linguistic items must be purely social process. A simulation, however simple, is thus a huge advance on the purely verbal arguments which are more traditionally employed in the human sciences. The result shown from Daniel Nettle, 1998 in "Social Impact Theory to simulate Language Change "is should thus be accorded some significance in the search for a theory of language change. The last factor to language change is the influence of media. In the last century, media does not include one of the factors why language changes, but now when technologies grow very fast, make media play an important role in language change, internet, magazine, newspaper, tablet, iPad, act. Media is very near with education field. There are many authentic materials taken from internet, or there is an online course program for non-native speaker studying English from internet.

## 5. Conclusion

In education, teacher especially English language teacher is a center of a language change to the learners. s/he could teach them directly and indirectly. When s/he produce utterances when interact in the classroom, including giving knowledge, it is direct way to teach new language to the learners. But when s/he uses new vocabularies when producing those utterances, or when explaining the materials (e.g. using journals, paper, textbook), it called indirect way. The writer's suggestion to English language teacher who will face English language change in the future are: (1) Teacher should rely on their selves, not to the government or institutions; (2) Teacher should be open-minded to see what is their weakness and improve their selves better. If the evaluation of teaching learning process shows bad result, it might be something wrong with the methodology you applied.

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