

## Maxim Violations in Digital Learning Process During Pandemic of Covid-19

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**Abstract:** In order to investigate the maxim violations that occur in the English teaching and learning process within the context of the application of the digital teaching and learning process during COVID-19. This study aims to identify the types of maxim violations and the various students' justifications for doing so during the online Zoom-Based Digital EFL descriptions of the conversational implicatures included learning process. Transcripts of talks that took place during the learning process served as the study's subjects. This study is qualitative descriptive design employed recording, note-taking, and observational methods to collect several data. The second meeting contained 49 instances of prohibited behavior, according to the study's findings. The elaboration is as follows: 1. The quantity maxim (32.7%) 2. There is (20.3%) violation of the quality maxim. 3. The maxim of relation (26.5%) 4. The manner maxim (20.4%). The violation of quantity was the most frequently used category of maxim violations during the second meeting of TBI 3's first semester in 2021 at the Islamic State University of North Sumatra, followed by the violation of manners, the violation of relation, and the violation of quality. The amount of research relevant to educational domains is expected to increase.

**Keywords:** Digital learning process; pandemic covid-19, conversational implicature, maxim violations.

### Introduction

English learning is generally carried out in the classroom by direct interaction between teachers and students. Along with the times, learning can not only be done face-to-face, but can also be done remotely or known as online learning. The online learning system is implemented almost all over the world as a form of preventing the spread of Covid-19 starting from 2020 to 2022. The term "digital learning" refers to a variety of chances for education offered by digital technology. (Dobrovlny, Edwards, Friend, & Harrington, 2015).

Digital teaching by utilizing information and communication technology that facilitates the world of education therefore it is possible to learn English from a distance. Information and communication technology can be used to access data, collect data, store data, process data, and facilitate students to think critically and creatively, collaborate and find problem solving, and conduct remote communication. There are many application tools that can help carry out online teaching and learning activities, including Zoom, Google Meeting, Google Classroom, Schoology, WhatsApp, Edmodo, and others (Daugenti, 2009).

During the Covid-19 pandemic, digital teaching in the English teaching and learning process was implemented in all Indonesian schools. Within that circumstance, e - learning has become a solution to overcome the restriction of distance because this provides the fluidity of learning. (Clarke, 2004; Lipshitz & Parsons, 2008). Students can interact with teachers through the application devices used. Conversations and interactions about a teaching material will be discussed in this digital teaching process.

Conversation and interaction, however, occurring within the English teaching and learning process stimulate maxim variations. Each student designates maxims distinctively, either at conventional learning process or digital learning process. The gap between, of course, creating

novelty for researchers to dismantle it from pragmatics framework. Therefore, the study of the maxim variation used by the students in the conversation became the main background for this research.

Maxim variation is included in the discussion of the cooperative principle, namely a discussion of the contributions that occur in a conversation. There are four kinds of maxim variation including maxim of quantity, maxim of quality, maxim of relevance, and maxim of manner. This refers to the meaning of the context of the ongoing conversation and is discussed in one of the branches of linguistics, namely pragmatics. Reasons of maxim variation in conversation (Nasution, 2014) are caused by several factors influencing conversational maxims include: 1) the language manner of the guests in answering questions, 2) a tendency to conceal anything or not reveal it completely, and 3) a tendency to lie. 3) making a joke or providing a humorous response, 4) using metaphorical words in comparing or using language features, and 5) the topic's own issues.

Based on the explanation above, the focus of this research is to examine the maxim variations used by students during digital teaching. This paper aims to discuss the maxim variation that occurs in the English teaching and learning process within the scope of the application of the digital teaching and learning process during Covid-19.

## **Literature Review**

### **Digital Teaching in English Learning Process**

Technology has an important role in various sectors of the world's life today, especially in the field of education. Technological advances that are increasingly developing create new innovations and reforms in the world of education (Howard & Mozejko, 2015). The world of education will adapt and apply technology in the teaching and learning process, especially when teachers teach English in the classroom. Some of the reasons why there should be integration in the world of education are increasing vocational relevance in schools, increasing educational standards, contributing to a science and technology-based economy, changing pedagogy to be more student-centered, enriching student learning experiences, facilitating personalized learning, being constructivist, as well as a focus on achieving higher-level learning, (Fullan, 2013; Hammond, 2013; Somekh, 2007).

Learning English is closely related to the environment, just like a child who learns his mother tongue from childhood. In addition to the family environment, the term learning environment refers to classrooms that are currently developing into distance learning, this is due to several reasons such as efforts to stop the spread of Covid-19, (Altunay, 2019). Distance learning or online learning is learning that is carried out between teachers and students in their respective residences with the help of electronic facilities or devices so that learning can run smoothly, (Moore & Diehl, 2019).

The term far away learning was first applied at the University of Tubingen in the 1960s (Moore & Diehl, 2019) and continues to grow which is known today as online learning (Siemens et al., 2015). The evolution that occurs from distance learning to e-learning is influenced by advances in Information and Communication Technology. A teacher can teach English anytime and anywhere with the help of information and communication technology. Some examples of communication and information technology for the process of learning English are Zoom, Google Meeting, Google Classroom, Schoology, WhatsApp, Edmodo, and others. All material presented by the teacher through these applications can be accessed and delivered to students in the form of slides, videos, or pictures so that the process of learning and teaching English continues even though it is done online, (Anderson, 2008; Garrison & Anderson, 2003; Harasim, 2003). 2000).

### **Context**

The study of language recognizes the term context. Speakers need to pay attention to several points before interacting or communicating with the other people, such as when they speak, where, and in what context. The study of this context is pragmatics. Pragmatics is the study that discusses the contextual meaning of a communication with language users that connects interpretations among language users about how people mean in certain contexts and how that context can affect others, (Yule, 1996). Hymes added that a context consists of two main features, namely the giver of speech and the recipient of the speech, the giver of the speech means the speaker or writer, while the recipient of the speech is the listener or reader (cited in Bader & Abdel Karim, 2010).

## **Pragmatics**

One of the branches of linguistics that discusses the external factors of a language regarding the meaning of communication is pragmatics. There are many linguists who define pragmatics differently. One of these linguists is Yule who questions pragmatics into certain classifications, including (1) pragmatics is a study that discusses meaning in a conversation, (2) pragmatics is the study of the context that occurs in a conversation, (3) pragmatics is a study that discusses how to communicate rather than what will be conveyed, (4) pragmatics is the study of relative expressions in speech. So, pragmatics can be interpreted as a study that discusses the context and meaning that occurs in a conversation.

## **Implicature**

Implicature refers to the speaker's implicit or indirect meaning of an utterance. This implicature occurs when a speaker wishes to express anything in a conversation in an implicit or indirect manner. As a result, the implicature can be defined as something implied by the speaker that differs in meaning or intent from what the speaker says. In other words, based on the context, these other or additional meanings can be inferred and predicted. The term implicature comes from the verb imply, which means to imply something. To imply meaning using something else, according to the etymology. As a result, the Conversational implicature is anything concealed in a conversation that is implied in the ongoing dialogue.

## **Types of Implicature**

There are two types of implicature: conventional and conversational implicature. Conventional implicature refers to implications that are related to the conventional meanings of the words in an utterance. Conventional implicature is context-independent and offers precise words like but, yet, therefore, however, and even. These conjunctions are used in conventional implicature to demonstrate the implicit meaning of particular lexical units or phrases. When a speaker uses the word 'but' between coordinate clauses, he or she is implying that some comparison or stipulation is being formed (Levinson, 1983). Different criteria are used by the conventional to decide whether or not the implicature was noted in the utterance.

A: Sinta is Malay but she is unable to say traditional poetry

(Grammatically: all Malay people are able to say traditional poetry but it's not true with Sinta)

Conventional implicatures are those that arise from words or phrases used in sentences or utterances. In this regard, semantic understanding is required to interpret the implications. For example, the phrase "He is really a land crocodile" implies a negative assessment of someone who likes to play with women. This understanding of meaning stems from Indonesian cultural conventions that equate people who like to play with women with land crocodiles. The conventional implicature's implied meaning is not context-bound. The type of conversational implicature, on the other hand, can only be understood in context. Because conventional implicatures have relatively stable meanings (not contextual), or there is general agreement about 'other meanings' of words or terms written or spoken, pragmatics studies only discuss conversational implicatures.

Conversational implicature is another type of implicature. Conversational Implicature refers to implications based on conversational principles and assumptions, rather than linguistic meaning words in an utterance. People communicate during a conversation. In the real world, speakers express themselves in a variety of ways. Conversational implicature is a well-defined feature. The characteristics of each type of implicature can be used to distinguish between them. Conversational implicature, unlike conventional implicature, which expresses agreed meaning from lexical item, is not intrinsically associated with any expression. The type of conversational implicature, on the other hand, can only be understood in context.

## Conversational Implicature Varieties

Conversational implicature is classified into two types according to Stephen C. Levinson (1983): 1. special conversational implicatures and 2. general conversational implicatures. The first implicature is one whose meaning is highly dependent on contextual factors. The following conversation is an example.

1. A: Is the punctual student attending college today?  
B: Sir, Delvin's motorcycle is said to have broken down.

Because the proposition that Adi's motorcycle breaks down in general does not convey information about lecture attendance, Answer B is a special implicature. However, because it is related to the question, it is clear that the context is that Delvin is most likely not going to college because his motorcycle broke down.

While the second implicature is a general conversational implicature, it is dependent on the proposition being spoken rather than the context.

2. A: I don't think my little sister will go to college this morning.  
(A is unsure whether her little sister will attend college this morning.)

## Cooperative Principle

"Cooperative Principle" is a principle in conversation introduced by Paul Grice. Conversation will occur well if there is mutual cooperation or interaction between the speaker and the other person. Grice emphasizes that cooperation is needed in a conversation, contribution to the ideas given, and goals or objectives. the direction of the conversation, (Horn & Ward, 2006). By applying the Cooperative Principle, the speaker and the listener will contribute to each other so that the conversation occurs, meaning that the listener will draw the assumptions and meanings of each word uttered by the speaker and then rephrase the meaning of the conversation.

Grice also explained that the Cooperative Principle is not studying how a person should behave or the rules that are obeyed in a conversation, but discussing various people who are able to draw assumptions in a conversation so that interaction occurs between the speaker and the listener. These principles are known as maxims. Maxim is divided into four parts, the parts are:

### 1. Maxim of Quantity

In maxim of quantity, a speaker must make the right contribution, meaning not too little or too much. In other words, a speaker must contribute as informative as possible in a conversation of what is required. Yule gives some examples in this maxim of quantity, such as "as you probably know", "I won't bore you with all the details", "to cut a long story", which the speakers are trying to be cooperative in the conversation by saying "As you probably know, I'm being of bugs", (cited in Yule, 1996)

Maxim of quantity is a rule of speech that requires the speaker to convey sufficient and supportive information, according to what is needed in a conversation, nothing less and nothing more. If the speaker violates the maxim of quantity, it means that the information conveyed is not sufficient or excessive. Speakers become implicit in the conversation, they "become economical with the truth".

### 2. Maxim of Quality

Maxim of quality has a meaning as the quality or truth of the conversation of what is discussed in a conversation, (Grundy, 2000). In other words, speakers must convey information that is true or which they perceive to be false. Some examples of maxim of quality are "I may be wrong, but ...", "as far as I know", "I'm not sure if this is true, but ..." and "I think" (cited in Yule, 1996). Maxim of quality relates to the quality of truth or error in a conversation spoken by the speaker. Therefore, if the speaker believes something is true it will be conveyed to the listener, otherwise the speaker must refrain from saying what they believe is wrong. In other words, speakers are prohibited from conveying something without being accompanied by adequate evidence. A person who violates the maxim of quantity is someone who does not sincerely convey information that contains lies and or conveys a statement without strong evidence.

### 3. Maxim of Relation

The maxim of relation has the meaning of accuracy in a conversation, meaning that a speaker is required to convey information that is relevant to the discussion or what is being discussed previously (Cutting, 2002). Maxim of relevance can be found in many conversation topics such as, “Never mind”, “Oh, by the way”, or “okay” (cited in Yule, 1996). Maxim of relevance is a rule in a conversation relating to the relevance of the information conveyed to the listener. Thus, a speaker must pay attention to every wording that is conveyed, whether it is relevant to the information being discussed or not. The information submitted must be relevant and in line with the topic being discussed. However, if someone violates the maxim of relevance, then the conversation will not run smoothly. This means that listeners will have a hard time responding to the intended meaning of the conversation because of irrelevant information. In addition, someone who violates this maxim of relevance can mislead the meaning that should be heard by the listener and can cause misunderstandings between both parties.

#### 4. Maxim of Manner

Grice explained that in the maxim of manner, speakers generally tend to be sharp, to the point, directed, orderly, concise, and clear to avoid ambiguity in expressions and meanings that are confusing or ambiguous (quoted in Yule, 1996). In contrast to other maxims, maxim manner is a rule in conversation related to how speakers convey information. If a speaker violates the maxim of manner in his speech, it means that the speaker wants to give ambiguous and unclear information to the listener. This means that speakers can violate maxims by giving rambling utterances with various interpretations.

People use language to communicate, express themselves, and record their thoughts, according to Davis (1999). Everyone has desires, creativity, and flexibility, as well as a variety of ways of doing things. Similarly, people can express themselves in a variety of ways when it comes to language. People sometimes express their intentions directly (explicitly) and frequently use implicatures in communication. So, what is the point of using implicatures?

- Verbal Efficiency

A person can express two or more opinions or thoughts with a single utterance using implicature (Levinson, 1983; Sperber & Wilson, 1996).

Student A: This fried food is fantastic.

Student B: I prefer them to be sweet.

- Divert Without Lying

Horn (2006) claims that implicatures can divert an intention or object without lying. One can reveal one thing without lying by stating another truth. These implicatures are typically used to avoid conflict and maintain social harmony.

Student A: Isn't my appearance fine?

Student B: Your clothes are lovely.

- Courtesy

Implicature and politeness are closely related. Politeness is associated with the regulations that regulate a specific society. There are always mutually agreed-upon rules in society that become habits, customs, and good morals. There are some topics that are taboo or inappropriate to discuss openly and honestly.

Student A: Wow, you're really smart, aren't you? A was obtained once more.

Student B: It's a coincidence that I learned everything last night.

- Language Aesthetics

It is indisputable that people value freedom, including freedom of movement, expression, and language. Poems, or works of literature that use a lot of figurative language to beautify the delivery of its meaning, is well-known in the world of literature. Beauty is unique, distinct, and frequently exaggerated. It is difficult to communicate only facts. It'd be tedious and uninteresting. Poetry must have style, beauty, and peculiarity in order to be fascinating and entertaining.

Student A: Who has a crush on you

Student A: It's you turtle in the boat

- Irony

Irony is the transfer of speech in which the meaning is contradicted by utterances with the intent of satire or even mockery.

Student A: Oh, it's not finished yet (ask her for help)

Student B: Are you sure, with the good girl?

When the speaker disregards the cooperative principle, there is a maxim breach in the phenomenon of language. For instance, by the time a speaker delivers incomplete information or too little, listeners have trouble understanding the details. On the other hand, if the speaker gives more details, the audience can grasp what is being said, yet it is viewed as ineffective and pointless to make a point with excessively long sentences. Several previous researchers have conducted research on the conversational implicature based on the violation of maxims in learning.

Several of them were Novia who investigated maxims and implicatures varieties used in student conversations in teaching learning process pandemic of Covid-19; Martini, who acknowledged the conversational implicatures of Indonesian-speaking students' everyday dialogue; Nasution focused on Mata Najwa's three topics about politics, law, and education, with different guests' cultures including Batakese, Javanese, and Chinese. The most frequently violated maxim is the maxim of relevance; Isnaniah, who dealt with the conversational implicatures of learning in students; Pudyastuti and Zamzani, who analyzed the implicature of the conversation in learning Indonesian and also, Saifudin who concentrated to discuss the conversational implicature in pragmatic linguistics.

### **Research Method**

According to Bogdan (1992: 30), qualitative research is a descriptive approach, with data collected in the form of words or images instead of digits, and data analysis based on meaning rather than statistics. The descriptive qualitative approach was chosen for this study since the analysis involved finding and analyzing sayings of characters during the learning experience during Covid -19, as well as describing the collected data as it was and then qualitatively analyzing it. The data gained in this study were analyzed by describing the conversational implicatures in English teaching learning process relating to the context. The data were all from students' and teacher's utterances containing 4 maxim violations.

The topic of this study was dialogue utterances in online teaching learning, which were obtained from recorded videos on zoom meetings, which were then transcribed, selected, and analyzed the actual discussion that occurred during the learning experience, which lasted 60 minutes. The researcher was the primary instrument in this study. The researcher as an instrument, as an interpreter of empirical data, and as a participant in the construction of ideas (Janesick, 2001) is the major tool. This study also included supporting documents, such as the findings of conversation analysis from English Foreign Language online course recordings. The data was collected using observation and note-taking techniques, which included descriptions of implicatures and analysis of maxim violations.

The collected data were analyzed in four processes: first, explaining the types of violations against the Cooperation Principle and maxims; second, choosing implicature statements; third, interpreting the kinds of implicatures of the dialogue; and eventually, maintaining data validity and reliability to enhance the credibility of the study. According to Balqis and Jamaluddin's research, one method of data validation is to employ pragmatic validity in the context of the meaning of linguistic units that comprise conversational implicatures. Meantime, intra-rate techniques, such as reading and reviewing data repeatedly, can be used to demonstrate its reliability.

### **Findings and Discussion**

According to the results of an analysis of English as a Foreign Language teaching, a few conversations were recognized as violating the Cooperation principle in Grice's maxim. When

these maxims are violated, conversational implicature phenomenon occurs. The data of four maxims were analyzed in the following.

### **Conversation 1**

Lecturer: Hello, good morning, everybody! Assalamu'alaikum wr.wb

Students: Wa'alaikum salam wr.wb ma'am

Lecturer: Is everybody here?

Students: \*Silent\*

There are four maxim violations that occurred in this first conversation. When the teacher inquired about the positions of all students present, no one responded, instead creating a calm place in the zoom. This resulted in a violation of a quantity maxim in which the teacher assumed an insightful and evident response, the first is greeting only responded by salam indicates it used a violation of the quality maxim in which the teacher estimated an absolute response but the students concealed the facts. *The violation of relation maxim* occurred because the teacher expected answers in accordance with the context but the students avoided talking about it. Eventually, there was a violation of the manner maxim because the teacher predicted specific responses while silence only revealed ambiguity. When the students were called, it was inferred that they were absent from class.

### **Conversation 2**

Lecturer: Hello... Can you hear me?

Students: Some haven't joined ma'am

There are two of maxim violations that occurred in this second conversation. When the teacher asked all students present whether they could hear the teacher's question or not unfortunately they didn't answer it instead saying other thing, from class, which resulted in a violation of a quantity maxim that the teacher intended an interesting and insightful and apparent response, *The violation of the relation maxim* occurred because it changes the conversation topic while the students expected an actual answer but the students didn't tell the related answer.

### **Conversation 3**

Lecturer: Alright, Why and where are they now? No one is asking for permission.

Students: \*Silent\*

There are four maxim violations that occurred in this third conversation. When the teacher asked about the reason and position of not present students, no one answered the question and instead created a quiet atmosphere in the zoom meeting. This caused *a violation of a quantity maxim* in which the teacher expected an informative and obvious answer, *The violation of the quality maxim* occurred because the teacher hid truth. *The violation of relation maxim* occurred because the teacher expected answers in accordance with the context but the students avoided talking about it. Finally, there was a violation of the manner maxim because the teacher predicted specific responses while silence only confirmed ambiguity. When the students were called, it was implied that they were absent from class.

### **Conversation 4**

Group 2: (Explaining the topic about Pronoun)

It's time to have a Question-and-answer section, do you have any questions friends?

Students: \*Silent\*

There are four maxim violations that occurred in this fourth conversation. When the presenter asked about others' understanding on their material whether the floor had a question or not, no one answered the question instead creating a quiet atmosphere in the zoom meeting. This caused *a violation of a quantity maxim* occurred in which the presenter expected an informative and obvious answer, *The violation of the quality maxim* occurred because the audience hid truth. *The violation of relation maxim* occurred because the teacher expected answers in accordance with the context but the students hide their confusion. Finally, *the violation of the manner maxim* because the teacher expected clear answers while silence just emerging ambiguity. This silence ensued when the learners were called implied that they were absent in the class.

### **Conversation 5**

Group 2: Hello everybody! if you don't have any questions, I will...

Student: (raised hand) Actually I am still confused then, I have a problem with Reflexive pronoun, how to distinguish myself and by myself in usage? They look similar and I don't understand how to use it.

Group: Excuse me, please tell us your name and group

There are two maxim violations that occurred in this 5<sup>th</sup> conversation. When the presenter asked the audience whether they still had a question or not about the material then a student answered with a too long explanation therefore *the violation of the quantity maxim occurred* and *the violation of manner maxim also occurred* because the presenter expected clear questions from the floor but he explained exaggerated things.

#### Conversation 11

Lecturer: Let me elaborate simply for you (lecturer explained all detailly, clarifying the misunderstanding and interpretation made by the presenters). Well, now Do you still have any problem in understanding what pronouns are, what the kinds are and how are they used?

Students: clear ma'am

There are three maxim violations that occurred in this 11<sup>th</sup> conversation. When the lecturer explained the topic once more and asked the students whether they still understood or not about the material it means *the violation of the quantity maxim occurred* then a student answered by saying clear ma'am then *the violation of Quality maxim also occurred* because the students satisfied the lecturer by expressing a simple answer.

#### Conversation 16

Lecturer: Good job everyone! I think it's enough for today, who will present for next week?

Students: group 3 ma'am about Verb

There are two maxim violations that occurred in this 16<sup>th</sup> conversation. When the lecturer said good job and asked who present next week but the students didn't respond the first compliment directly answered group 3 about Verb this caused *a violation of a quantity maxim* occurred and informed more than what being asked, occurred in which the presenter expected an informative and obvious answer, *The violation of relation maxim* also occurred because the teacher expected answers in accordance with the context.

Based on Tupan and Natalia (2008) and Christoffersen (2005), the researcher created the following table to ascertain the dominant violation of maxim and the characters' reasons:

No.	Maxim Violation	Categories	Data	Frequency	%
1.	Quantity	Circumlocution/ not to the point	13	1	2
		Uninformative	1,2,3,7,10,15	6	12
		Talk too short	8,9,11,12,14	5	10
		Talk to much	5,6,8,16	4	8
		Repeat certain words	-	-	-
2.	Quality	Hide the truth	1,3,4,7,10,12	6	12
		Saving face	13,15	2	4
		Feeling jealous	-	-	-
		Satisfying the hearer	11	1	2
		Build one's belief	14	1	2
		Convince the hearer	-	-	-
3.	Relation	The conversation unmatched with the topic	6,16	2	4
		Changes conversation topic abruptly	2,8	2	4
		Avoid talking about something	1,3,7,11,13,14	6	12
		Hide something /fact	4,10,12	3	6
		Do the wrong causality	-	-	-



4.	Manner	Use ambiguous language	1,3,4,7,8,10,12	7	14
		Exaggerated thing	5	1	2
		Use slang in front of people who don't understand it	-	-	-
		Voice is less loud	6,15	2	4
<b>Total</b>				<b>49</b>	<b>100%</b>

Table 1 shows the category for each occurrence of maxim violation in the classroom during the learning process, some data found by categorizing some types of maxims.

### Conclusion

Figure 1 shows the percentage analysis for every classification of maxim violation as continues to follow:

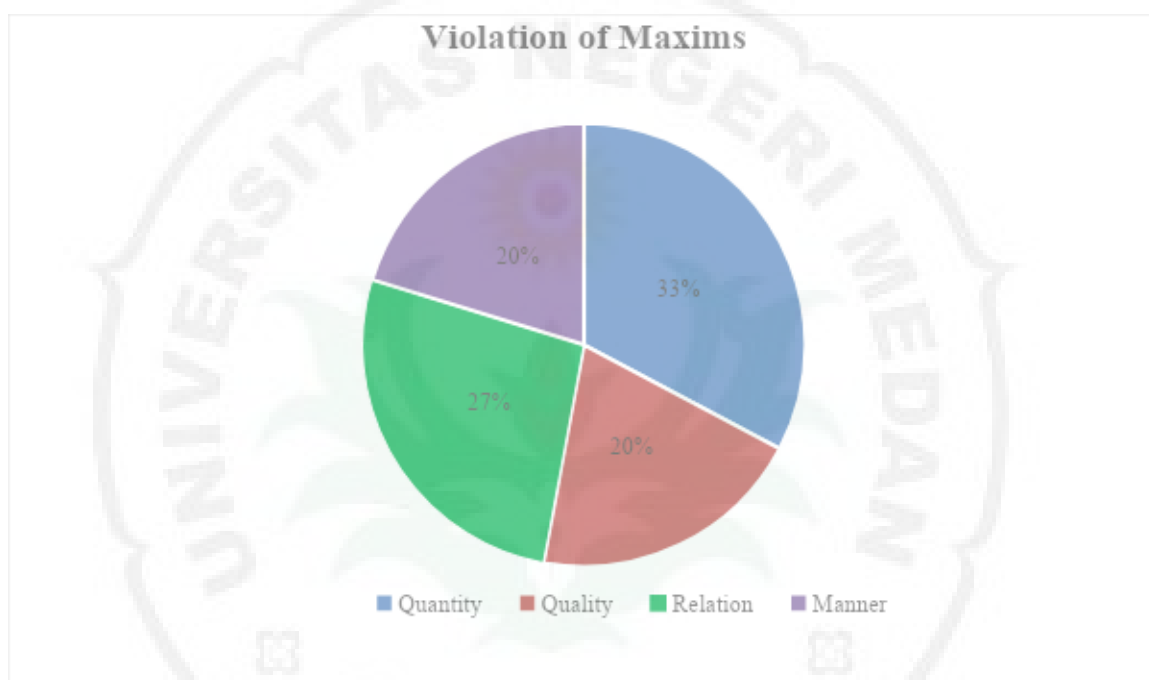


Figure 1 depicts According to H.P. Grice's theory, four maxims (maxim of quantity, maxim of quality, maxim of relation, and maxim of manner) are shown above. The quantity maxim was violated by 16 data (32.7%), the quality maxim by 10 data (20.3%), the relation maxim by 13 data (26.5%), and the manner maxim by 10 data (20.4%). The violation of quantity was the most common category of maxim violation used by students at the Islamic State University of North Sumatera's second meeting of TBI 3's first semester in 2021.

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