

**INTERDISCOURSE COMMUNICATION: THE LANGUAGE
ADJUSTMENT STRATEGIES OF INDONESIAN EFL PRE-
SERVICE TEACHERS IN A MALAYSIAN CLASSROOM
CONTEXT**

THESIS

Submitted in Partial Fulfillment of the Requirements for Gaining the
Degree of Bachelor of English Language Education



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MOTTO

“Happiness and freedom begin with a clear understanding of one principle: Some things are within our control, and some things are not”

-Epictetus

“Our greatest glory is not in never falling, but in rising every time we fall”

-Confucius

“Toil and risk are the prices of glory, but it is a lovely thing to live with courage and die leaving an everlasting fame”

-Alexander The Great

ABSTRACT

Title : **Interdiscourse Communication: The Language Adjustment Strategies of Indonesian EFL Pre-Service Teachers in a Malaysian Classroom Context**

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In an interconnected world, interdiscourse communication is essential for inclusivity and understanding in education. This study examines the language adjustment strategies used by Indonesian EFL pre-service teachers during their teaching practicum with Malaysian ESL learners at Maahad Tahfiz Darul Falah, Selangor. This study aims to explore the language adjustment strategies employed by Indonesian EFL pre-service teachers, the reasons for utilizing these strategies, and the view of Indonesian EFL teachers on the effectiveness of these strategies. This research employed a qualitative approach, specifically a case study, and gathered data through classroom observations and semi-structured interviews with five pre-service teachers. Triangulation of observational data and interviews, along with member checking, enhanced the validity of the data. The findings indicated that among the five pre-service teachers studied, three used convergence strategies, two used maintenance strategies, and none used divergence strategies. The reasons for employing these strategies varied, with convergence motivated by a desire to enhance understanding and emotional connections while maintenance was driven by comfort and confidence in teaching style. Convergence was seen as effective in enhancing students' comprehension and engagement, while maintenance had less effect on these aspects. Future research could enhance the understanding of language adjustment strategies in multicultural classrooms by including more diverse participants over longer durations and employing various methods, such as reflection, narrative inquiry, and documentation. Subsequent researchers could also explore the effectiveness and influence of these strategies while examining their relationship with other aspects, such as technology in education.

Keywords: *Indonesian EFL Pre-Service Teachers, Interdiscourse Communication, Language Adjustment Strategies, Malaysian ESL Learners.*

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The researcher recognizes that this thesis may have its flaws and greatly appreciates any constructive feedback from readers to refine and improve it. Hopefully, this thesis will prove beneficial to readers and serve as a valuable resource for future researchers conducting similar studies. Aamiin...

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LIST OF ABBREVIATIONS

EFL	:	English as a Foreign Language
ESL	:	English as a Second Language
ICC	:	Intercultural Communicative Competence
PSTs	:	Pre-Service Teachers
IDLE	:	Informal Digital Learning of English
OFs	:	Overseas Friends
CAT	:	Communication Accommodation Theory
HL	:	Home Language
EAL	:	English as an Additional Language
ITP	:	International Teaching Practicum
ASEAN	:	Association of Southeast Asian Nations

CHAPTER I

INTRODUCTION

A. Background of the Study

In an increasingly connected world, comprehending interactions among different groups is needed through understanding interdiscourse communication. Scollon et al. (2011) define interdiscourse communication as any sort of communication that crosses the borders of distinct groups, such as cultural groups, as well as exchanges between people of different genders or generations. This approach deliberately ignores the notions of cultural identity, exploring the relevance of culture in texts and interactions and how communication influences cultural identity (Piller, 2017). Scollon et al. (2011) also emphasize that rather than focusing on interactions across cultures, interdiscourse communication stresses interactions between discourse systems. Discourse systems are often defined as a "cultural toolkit," consisting of four major components: beliefs and ideas about the world, traditional ways of treating others, methods of communication through various texts and media, and techniques to learn how to utilize these tools effectively.

Interdiscourse communication, which focuses on interactions across cultural, language, and other social borders, is critical for building mutual understanding and collaboration in varied and heterogeneous groups of people. This notion comprises more than just information transmission; it also includes meaning negotiation, cultural bridge building, and the encouraging of diversity. According to Piller (2017),

interdiscourse communication is critical in shaping cultural identities and maintaining social cohesion in contexts where people from different origins interact with one another. This approach serves as the foundation for activities in international diplomacy, global trade, and multicultural education, all of which require the capacity to recognize and adapt to diverse cultural norms.

Global education policy also recognizes interdiscourse communication as a valuable element. For instance, support from the United Nations Educational, Scientific and Cultural Organization (UNESCO) for multilingual education underscores the importance of language in promoting social cohesiveness and mutual understanding (Hasan et al., 2024). Implementing lots of initiatives to promote regional integration and academic mobility, the Association of Southeast Asian Nations (ASEAN) educational policy also reflects this significance. The ASEAN Qualifications Reference Framework (AQRF) emphasizes the need for improved communication strategies in a variety of language settings (Tias et al., 2023). In reaching educational excellence and regional collaboration, both the Malaysian Education Blueprint 2013-2025 and Indonesia's International Education Strategy stress the need for cross-linguistic communication (Sibawaihi & Fernandes, 2023; Tay Yee Ren, 2024).

Interdiscourse communication is important for developing inclusion and understanding in multicultural educational contexts. Cai and Marangell (2022) emphasize this point by demonstrating that positive

diversity relationships considerably improve cognitive growth, particularly in terms of challenging activities. Gareis et al. (2019) show that semester-long co-curricular initiatives such as peer mentorship and foreign collaborations improve participants' knowledge and attitudes about diverse cultures. Engberg et al. (2016) expand on these findings by showing that student participation in intercultural curricular and co-curricular events enhances their global perspectives and interpersonal skills, fostering an appreciation for cultural diversity. Similarly, Ko et al. (2015) highlight the benefits of virtual exchange programs in creating intercultural competencies, claiming that collaborative, cross-university activities improved participants' attitudes and knowledge.

Interdiscourse communication in the classroom is essential for enhancing educational results, especially in multicultural and multilingual contexts. Cai and Marangell (2022) mention various research studies that demonstrate these advantages. According to research, active engagement in diversity-related activities improves problem-solving abilities and fosters a stronger understanding of cultural variety. Furthermore, multicultural group projects help students prepare for varied job contexts by encouraging innovative problem-solving and decision-making skills. Exposure to new perspectives challenges traditional-age university students' opinions, fostering cognitive growth, and cultural awareness, and enhancing their critical thinking and analytical skills. On the other hand, a semester-long program at a U.S. institution that paired international and domestic students for cultural experiences and discussions resulted in

significantly higher knowledge and identification scale ratings than before their involvement (Wickline et al., 2024).

While interdiscourse communication can promote understanding and tolerance, it presents challenges for teachers in culturally and linguistically diverse classrooms. Borghetti et al. (2015) discovered that students engaged in intercultural learning struggle to alter their actions to align with cultural norms. Similarly, Vromans et al. (2023) pointed out that adaptation and stereotype issues in international education might impede successful communication and collaboration. Nindya et al. (2022) found that pre-service teachers often struggle to implement intercultural communicative competence (ICC) strategies in Southeast Asia due to crowded curricula, limited classroom time, and varying student proficiency. Liskinasih et al. (2020) identified significant challenges for Indonesian pre-service teachers in overcoming language barriers, especially with local dialects and slang. Meanwhile, Hasymi and Nurkamto (2023) observed that pre-service teachers in Southeast Asia and Europe frequently struggle with cultural adaptation and language ability.

Language adjustment plays an important role in interdiscourse communication, particularly in multicultural classroom settings. Vromans et al. (2023) identify adapting linguistic choices as a major challenge in intercultural learning. Similarly, Drajadi et al. (2024) found that strategic language choices improved communication and decision-making for pre-service teachers. Liskinasih et al. (2020) highlighted challenges from unique accents among Indonesian pre-service teachers in Malaysia.

Hasymi and Nurkamto (2023) also noted similar language issues faced during practicums abroad. Giles (2016) emphasized that language strategies like convergence enhance inclusion and successful engagement. Borghetti et al. (2015) pointed out that adaptive language fosters understanding in culturally sensitive environments. Thus, exploring these adjustment methods in classrooms offers valuable insights.

Numerous studies have explored interdiscourse communication and language adjustment in educational settings. King and Bailey (2021) examined faculty interventions to enhance academic performance and reduce isolation among international students in U.S. institutions. In the same vein, Putrawan et al. (2022) found that Indonesian pre-service EFL teachers preferred integrating multilingual practices, despite debates on language separation. Weizheng (2019) analyzes teacher-student interactions in EFL contexts in China, noting that emotional expression improved engagement. Chasanah and Sumardi (2022) investigated language barriers faced by Indonesian pre-service teachers in Thailand, emphasizing language socialization for confidence building. Similarly, Kabilan et al. (2020) discussed challenges for pre-service EFL instructors in Malaysia, stressing cultural awareness and adaptive teaching.

While previous research has extensively explored the interactions among various groups in educational environments, it often overlooks the specific language adjustment strategies used during classroom interactions. Even though Southeast Asia has been a popular context for investigating international teaching practicums, particularly those involving English pre-

service teachers, there is a shortage of research on language adjustment strategies in such environments especially from an interdiscourse communication perspective. In response to this gap, the present study aims to investigate interdiscourse communication, with a specific focus on the language adjustment strategies used by Indonesian EFL pre-service teachers when teaching English to Malaysian ESL learners at Maahad Tahfiz Darul Falah.

The researcher hopes that the findings of this study will positively affect various areas of education. For teachers, it offers practical insights into language adjustment practices that can improve communication in different school environments. For students, especially in multicultural classrooms, the study highlights the importance of adapting teaching methods to create an inclusive and engaging learning atmosphere that boosts understanding and participation. Educational institutions can use these findings to enhance their teacher training programs that prioritize linguistic adaptability, enabling future educators to navigate multicultural teaching situations more effectively. Furthermore, this research contributes to the literature on interdiscourse communication, establishing a foundation for future research on language adjustment strategies in similar contexts.

B. Research Questions

This study is guided by the following research questions:

1. How do Indonesian EFL pre-service teachers adjust their language to interact with Malaysian ESL learners during teaching learning process?
2. What are the reasons for the language adjustment strategies employed by Indonesian EFL pre-service teachers during the teaching-learning process?
3. How are the EFL pre-service teachers' views of the effectiveness of their language adjustment strategies during the teaching-learning process?

C. Research Objectives

In line with the research question, the objectives of this study are:

1. To explore the language adjustment strategies employed by Indonesian EFL pre-service teachers in interacting with Malaysian ESL learners during the teaching-learning process.
2. To investigate the reasons behind the language adjustment strategies used by Indonesian EFL pre-service teachers during the teaching-learning process.
3. To examine the views of Indonesian EFL pre-service teachers on the effectiveness of their language adjustment strategies during the teaching-learning process.

D. Significance of the Study

The results of this research are intended to contribute both theoretically and practically.

1. Theoretical Significance

This study will be useful as a resource for academics and add to the current literature on interdiscourse communication, particularly concerning language adjustment strategies employed by EFL pre-service instructors. The findings may help improve knowledge of how language adaptation affects teaching-learning interactions in multicultural and multilingual classrooms.

2. Practical Significance

The researcher hopes that the results of this study will be useful for teachers, students, institutions, and future researchers, as follows:

a. For the teachers

The findings might help teachers implement language adjustment practices in multicultural classrooms. It can also help EFL pre-service teachers prepare for teaching internships in interdiscourse environments.

b. For Students

The findings may emphasize the necessity of language adjustment measures when creating an inclusive and supportive teaching environment. This can help learners understand, participate, and engage during the teaching-learning process.

c. For educational institutions

The findings can help teacher training programs, particularly those that prepare pre-service teachers for foreign teaching internships. Institutions may use this study to emphasize intercultural competency and language adaptability as essential qualities for educators.

d. For Future Researchers

This study can serve as a base for future research on interdiscourse communication and language adjustment techniques. It may stimulate more research in new circumstances or with more diverse approaches, leading to a better understanding of teacher-student communication in multicultural classrooms.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research

Numerous studies have explored topics related to interdiscourse communication and language adjustment. Before beginning this study, the researcher examined previous research that closely aligns with the current investigation. Some of these studies provided valuable insights that informed and guided this research. In this section, the researcher presents a summary of these key studies and highlights their findings.

Noticing the need to develop interactions among international students, King and Bailey (2021) investigated how U.S. higher education institutions might enhance the classroom experiences of overseas students who frequently face major problems as they adjust to new cultural norms and academic demands. The researchers used qualitative interviews with overseas graduate students at a top-tier public institution to record their perspectives and propose concrete methods for improving their integration and performance. The findings suggested that developing connections with US students is critical for creating a welcoming environment; participants noted that such interactions can assist in alleviating feelings of loneliness.

Furthermore, the study emphasized the critical role of faculty in enhancing international students' academic experiences. Specific recommendations included maintaining consistent grading processes, encouraging open lines of communication outside of the classroom, providing adequate opportunities for students to ask questions, and

speaking clearly while avoiding idiomatic terms that might mislead non-native speakers. Participants also advised that professors contextualize course objectives within business norms and discuss personal interests to foster a more approachable and engaging classroom environment. The researchers contended that, while some adjustments may be done at the institutional and peer levels, instructors had the most effect in creating a culturally welcoming atmosphere that considerably improves the educational experience of international students.

Similar to previous research on the significance of interactions among international students, this study highlights the influence of language choice on interactions among overseas students participating in specific extracurricular programs. Drajadi et al. (2024) evaluated the development of Intercultural Communication Competence (ICC) among Indonesian pre-service teachers (PSTs) using an extracurricular program known as Informal Digital Learning of English (IDLE). The study was conducted to explore how IDLE could help PSTs become aware of their cultural prejudices and enhance their intercultural communication skills with overseas friends (OFs). The program included 37 PSTs from various ethnic and the data was gathered from observations, artifacts, diaries, and interviews. Findings revealed that PSTs became aware of their cultural biases and how their language choices impacted interactions with overseas friends.

The study emphasized the advantages of participating in IDLE for improving ICC, implying that such programs can improve cultural

sensitivity and communication skills in multicultural environments. By communicating online with OFs, PSTs learned to critically assess their language use and make better judgments in intercultural settings. The authors emphasized the importance of integrating intercultural communication (ICC) into teacher training and asserted that extracurricular IDLE activities can aid in the development of these skills. They related their findings to Byram's (1997) and Benson's (2011) theories, which influenced the design of IDLE activities targeted at increasing critical intercultural understanding. However, the study did identify several drawbacks, such as the homogeneity of participants and their favorable attitudes regarding learning English.

Additionally, this study highlights the importance of multilingualism and the collaborative use of languages to enhance student learning. Putrawan et al. (2022) conducted a quantitative study investigating the beliefs of pre-service EFL teachers in Indonesia regarding multilingualism and translanguaging. The research aimed to explore attitudes toward language separation, language use/mixing, and language support among 270 pre-service teachers, aged 17 to 26, from various Indonesian islands, including Sumatra, Java, Sulawesi, and Kalimantan. Utilizing an online Likert-scale questionnaire devoid of sensitive questions, the researchers gathered data and analyzed it through descriptive statistics, focusing on percentages and frequency distributions of responses. The findings showed that most participants considered multilingualism and collaborative language use valuable for enhancing student learning.

While there was a notable dispute surrounding language separation in EFL classrooms, pre-service teachers expressed a strong preference for incorporating multilingualism and translanguaging practices, emphasizing the importance of mixing languages in instruction. Interestingly, although they recognized the potential benefits of support from other languages, they also believed in the necessity of minimizing it in certain contexts. This duality reflects a broader optimism about future language education, suggesting a need for gradual integration of pedagogical translanguaging into existing curricula. The study advocates for the intentional creation of multilingual spaces in EFL classrooms to harness students' multilingual capabilities effectively, addressing the ongoing challenges teachers face in aligning monolingual educational policies with the realities of multilingual classroom environments.

Still connected to prior studies and discussing home language integration into the classroom, Neokleous and Karpava (2023) conducted a comparative study examining pre-service teacher attitudes toward the use of students' home languages (HLs) in linguistically diverse English as an Additional Language (EAL) classrooms in Norway and Cyprus. The study included 59 pre-service teachers who were observed during their teaching practicum and interviewed about their beliefs about HL. The study found that more than half of the participants in both nations supported the incorporation of multilingual pedagogies; nevertheless, they acknowledged considerable hurdles in practical implementation and emphasized a need for more training.

Despite the conventional monolingual environment, the study found that classrooms in both nations are becoming more multicultural owing to globalization and migration, necessitating a shift in teaching practices to accommodate varied language origins. Participants understood the reality of linguistic variety but lacked the necessary training and expertise to fulfill the diverse requirements of their pupils. The authors emphasized the need to integrate these difficulties into teacher education programs to ensure that pre-service teachers are prepared to establish inclusive EAL classrooms. They also urged for further longitudinal and action research into teacher and student attitudes toward multilingual methods, with the ultimate goal of improving teacher training programs and student learning experiences in heterogeneous classrooms.

In a related aspect, this study discusses the interactions between EFL teachers and students in China. Using Communication Accommodation Theory (CAT) as a guiding concept, Weizheng (2019) investigated closely into teacher-student interaction in English as a Foreign Language (EFL) classes in China. The study aimed to determine the particular communication accommodation strategies teachers used while interacting with their students and to evaluate their overall influence on encouraging meaningful interactions. Given the reality that many students still struggle with English fluency even after more than ten years of official education, this research is very relevant. Examining 540 minutes of video recordings from three English teachers, the study found that classroom dynamics were frequently improved using approximations, interpretability, emotional expression, and interpersonal management.

The study revealed a strong link between the frequency of these accommodation techniques and the quality of student involvement; as teachers used more of these strategies, the level of classroom interaction greatly changed. This emphasizes the idea that effective EFL instruction requires a conscious modification of communication techniques to produce a more equitable and inclusive classroom. The study managed to also draw attention to a crucial limitation that teachers frequently dedicated most of their teaching time to presentations, therefore unwittingly limiting chances for student involvement. Finally, Weizheng underlined the need for professional growth for English instructors and supported training courses providing teachers with several approaches to support efficient engagement in their classes.

Meanwhile, many studies have examined the language barriers faced by EFL pre-service teachers who are undertaking teaching practicums abroad. Iswatun Chasanah and Sumardi (2022) conducted a retrospective narrative study on the language barrier experiences of Indonesian pre-service EFL teachers during their International Teaching Practicum (ITP) in Thailand, highlighting the growing use of ITPs in Southeast Asian teacher education programs to improve cross-cultural understanding and practical teaching experience. The study used a combination of teaching practicum documents and semi-structured interviews to investigate two participants' language socialization experiences, with a theoretical framework based on Relational Turning Point Events (RTPEs).

The findings revealed that effective language socialization was essential in shaping the personal and professional identity development of pre-service teachers, with positive relationships formed between local students, home teachers, and the broader professional community significantly increasing their confidence in a culturally diverse teaching environment. While the participants reported receiving beneficial cross-cultural insights, they also encountered significant problems, such as difficulties adjusting to local languages and negotiating cross-cultural classroom dynamics. To address these issues, pre-service teachers used a variety of prepared tactics, including classroom observations, teaching simulations, and collaborative talks with local educators, which resulted in improved classroom management.

Furthermore, the language barriers that Indonesian pre-service teachers encountered during their international teaching practicum in Thailand were also investigated by Turbinita et al. (2023). This program was established to improve the quality of teaching in the context of globalization. Interviews with three Indonesian pre-service teachers were conducted to obtain comprehensive insights into the challenges they encountered during their overseas teaching experience, utilizing qualitative research methods. The language barrier was the most significant issue that was identified, as it complicated classroom interactions and communication. The school environment and residents were largely supportive, with students facilitating communication and in-service teachers guiding to help the pre-service teachers navigate the language difficulties, despite this challenge.

The initial language impediment exacerbated other challenges, such as a lack of productive learning activities and inadequate classroom administration skills. It is important to note that the presence of language barriers did not result in discrimination or racism from students, instructors, or school personnel. However, it did contribute to unstable psychological conditions among the pre-service teachers. The results emphasize the necessity of overcoming language barriers and establishing comprehensive support systems to facilitate a more effective teaching practicum experience for pre-service teachers in international contexts.

Similarly, this study discusses the difficulties experienced by EFL pre-service teachers during their practicum and the importance of awareness regarding cultural dynamics in multicultural environments. Kabilan et al. (2020) carried out a qualitative study to investigate the difficulties encountered by pre-service teachers (PSTs) educated in English as a Foreign Language (EFL) while teaching in English as a Second Language (ESL) context during an international teaching practicum (ITP) in Malaysia. The study sought to determine the unique obstacles faced by these PSTs and the tactics they used to overcome them. Focused interviews and reflective diaries gathered data, leading to the identification of four major challenges: curriculum, lesson planning, language competency, and cultural differences.

The findings showed that the Malaysian ESL setting presented significant challenges for EFL-trained PSTs, but these difficulties also fostered their professional development by encouraging adaptation and the

adoption of new teaching approaches. The PSTs recognized that teaching English is contextual, requiring an understanding of students' cultural dynamics and curricular needs, especially in multicultural settings. Reflecting on these challenges provided valuable insights into integrating their teaching with students' backgrounds and learning requirements. The authors stressed the importance of incorporating diversity into teacher preparation programs to equip PSTs for heterogeneous environments. They advocated for innovative projects and challenging scenarios that prompt PSTs to reevaluate their perspectives, leading to more meaningful professional growth.

Correspondingly, this study also found that language limitations and cultural adaptation issues pose significant obstacles for English pre-service teachers during teaching practicums abroad. Hasymi and Nurkamto (2023) performed research on the international teaching practicum (ITP) experiences of Indonesian pre-service English teachers in the Czech Republic, Thailand, and Malaysia, filling a large vacuum in the literature on Asian pre-service teachers. The study sought to investigate participants' obstacles, perspectives on intercultural education, and overall development during the practicum. The researchers used thematic analysis to extract relevant insights from in-depth semi-structured interviews, narrative journal analysis, and artifact study.

Key findings revealed that while participants experienced language limitations and cultural adaptation issues, they reported significant increases in confidence and self-assurance as a result of active engagement

in educational activities. The practicum improved their comprehension of various teaching approaches and local educational systems; hence, it increased their multicultural competency. The authors found that these encounters had a substantial influence on the participants' professional identities and teaching philosophies, highlighting the relevance of exposure to varied pedagogical styles in building inclusive educational approaches. This study contributes to the discussion of foreign teaching experiences, particularly in Asian contexts, emphasizing their importance in global teacher education.

In a similar manner, this study also highlighted teachers' understanding of the accents of students from diverse cultural backgrounds. Liskinasih et al. (2020) examined the experiences of Indonesian pre-service English teachers during their international teaching practicum (ITP) in Malaysian ESL schools, using narrative inquiry to analyze data from five participants' reflective diaries, interviews, and field notes. The research aimed to identify the challenges and benefits they faced in the ESL setting compared to their EFL instruction in Indonesia. Four major challenges emerged: first, adapting to Malaysian students' advanced critical thinking and active participation, requiring adjustments to lesson content; second, difficulties in understanding various student accents and slang from Indian, Penang, and Chinese backgrounds; third, classroom management issues; and fourth, cultural shocks related to food, fire drills, and the necessity of communicating in Malay.

Despite these challenges, the study identified several benefits, including significant improvements in teachers' English proficiency as a result of daily communication, valuable insights into Malaysia's activity-based curriculum, and the ability to create lesson plans and adapt materials from Indonesian textbooks. Participating in school activities also helped pre-service teachers acquire important soft skills, including discipline, tolerance, and environmental awareness. Based on their findings, the authors suggested that future pre-service teachers receive microteaching training to improve their classroom management skills, receive foundational knowledge of the Malaysian curriculum and lesson planning before the practicum, and extend the ITP duration to at least two months to allow for better adaptation and understanding of student needs.

B. Literature Review

1. Interdiscourse Communication

Interdiscourse communication encompasses the study of interactions that transcend cultural, social, and linguistic boundaries, focusing on how culture is made relevant in communication and how cultural identity emerges through discourse. Panocová (2020), in the book “Theories of Intercultural Communication”, states that studies in interdiscourse communication focus on answering the question of how culture becomes relevant in texts or interactions and how cultural identity is formed through discourse and communication. Similarly, Piller (2017) asserts that the inter-discourse approach avoids any pre-conceived notions of cultural identity. Instead, this approach examines how culture becomes

relevant in texts or interactions and how cultural identity is dynamically constructed through discourse.

Before delving further into the concept of interdiscourse communication, it is essential to briefly discuss cross-cultural communication and intercultural communication. These three fields share some similarities, but it is important to delineate their distinctions, which are not rigid. While anthropological studies have evolved to blur these boundaries, understanding these differences provides a clearer framework for analysis.

Panacova (2020) notes that intercultural communication focuses on direct interactions between members of different cultures. In contrast, cross-cultural communication examines the comparative practices of two or more cultural communities. Studies in interdiscourse communication, however, center on how culture becomes relevant during an interaction and how cultural identity is formed. Piller (2017) adds that cross-cultural communication assumes the existence of distinct cultural groups and investigates their communicative practices comparatively. Intercultural communication shares this assumption but examines the dynamics of communication when these groups interact. The inter-discourse approach, however, goes beyond these assumptions by asking how culture is brought into existence and relevance during discourse and interaction.

Scollon et al. (2011) also highlight an important distinction related to this topic and differentiate between comparing communication systems of different groups and analyzing communication when members of

different groups directly interact. Cross-cultural studies often deal with comparisons, while interdiscourse communication focuses on direct social interactions between different groups. Scollon et al. (2011) underscores that interdiscourse communication includes all interactions that transcend the boundaries of groups or discourse systems, whether cultural, generational, or occupational.

Cross-cultural communication emphasizes cultural comparison, while intercultural communication and interdiscourse communication share a focus on direct interaction between different groups. However, intercultural communication primarily examines these interactions through the lens of cultural differences. Interdiscourse communication, on the other hand, considers broader dynamics. As Scollon et al. (2011) explain, interdiscourse communication encompasses all communication that occurs across boundaries, not only between different cultural groups but also between individuals with distinct professional, generational, or social identities.

From these perspectives, we can conclude that interdiscourse communication examines interactions that occur between differing discourse systems, even in the most inclusive contexts. Discourse systems are “cultural toolkits” comprising four primary components: ideas and beliefs about the world, conventional ways of interacting with others, various communication modes (e.g., texts, media, and languages), and methods of learning and applying these tools (Scollon et al., 2011). These interactions occur not only between individuals from different cultural

groups but also between those of differing professions, generations, and social elements. In the context of this study, interdiscourse communication explores the interactions between Indonesian EFL pre-service teachers and Malaysian ESL learners within the settings of teaching internship programs.

2. Language Adjustment Strategy

Language adjustment strategies are crucial for navigating multilingual and multicultural contexts, where effective communication often depends on the ability to adapt linguistic styles and communication methods. These strategies have been explored through various theories, each offering unique insights into how language is modified to align with the needs of interlocutors. Among the foundational theories, Hymes' *Ethnography of Communication* provides a comprehensive lens for understanding the social and cultural factors that shape language use (Gumperz & Hymes, 1972). Hymes (1972) introduced the **SPEAKING** model, which identifies key components of communication: Setting, Participants, Ends (goals), Act sequence, Key (tone or manner), Instrumentalities (forms of communication), Norms, and Genre.

Code-switching and code-mixing further illustrate the adaptive nature of language use in multilingual environments. Poplack (1980) defines code-switching as the practice of alternating between languages or dialects within a single interaction, often to enhance understanding or express cultural identity. Code-mixing, a related concept, involves the integration of linguistic elements from different languages within a single utterance (Myers-Scotton, 1993). These strategies are not only linguistic

phenomena but also social tools for managing identity and facilitating communication.

Among the various theories addressing language adjustment, Communication Accommodation Theory (CAT) offers a particularly relevant framework for this study. CAT examines how individuals modify their language and communication styles to manage social relationships, focusing on strategies of convergence, divergence, and maintenance (Giles & Ogay, 2007). Convergence involves adapting one's language to align with the interlocutor's style, reducing social distance, and fostering rapport. Divergence, in contrast, emphasizes linguistic differences to assert identity or highlight group boundaries. Maintenance reflects a speaker's decision to retain their original linguistic style, emphasizing authenticity or resistance to change. CAT is often associated with various research related to sociolinguistics, including language, which also examines several components such as phonological and lexical aspects (Giles, 2016).

By examining how teachers tailor their language for diverse learners, the Communication Accommodation Theory aligns with the aim of this study to explore how Indonesian EFL pre-service teachers navigate linguistic diversity in Malaysian classrooms. While theories like the Ethnography of Communication and code-switching are also considered, the emphasis of the Communication Accommodation Theory on strategic adaptation makes it ideal for analyzing language adjustment strategies. Its relevance and specificity enable a deeper understanding of how linguistic choices are influenced by various factors, contributing to the literature on

interdiscourse communication and highlighting the importance of language adjustment in effective and inclusive education.

C. Theoretical Framework

The concept of interdiscourse communication, as developed by Scollon et al. (Scollon et al., 2011), serves as the grand theory for this research, providing a foundation for understanding interactions across diverse cultural and linguistic systems. Interdiscourse communication emphasizes interactions between individuals of different groups it can be generational, professional, or other social distinctions, this different group is called discourse systems. Scollon also suggests that researchers focus on specific actions, practices, or tasks rather than attempting exhaustive descriptions of entire discourse systems. This approach is relevant to this research in analyzing the language adjustment employed by Indonesian EFL pre-service teachers during their teaching internship in a classroom with Malaysian ESL learners.

To analyze language adjustment strategies, this study employs the Communication Accommodation Theory (CAT) developed by Giles and Ogay. CAT provides a detailed framework for understanding how individuals modify their communication to achieve social and relational goals. The theory identifies three primary strategies: convergence, divergence, and maintenance (Giles & Ogay, 2007). Convergence refers to the process of adjusting language to match the communication style of the interlocutor, which helps to reduce social distance and build a positive relationship. Divergence emphasizes linguistic or cultural differences to assert individuality or highlight group identity. Maintenance involves

retaining the original communication style, often to emphasize authenticity or resist external influences.

The language adjustments are examined through two primary dimensions before being categorized into convergence, divergence, or maintenance: phonological adjustment, which involves changes in pronunciation or accent, and lexical adjustment, which refers to the adaptation of vocabulary to align with the learners' discourse (Giles, 2016). Furthermore, the study evaluates these language adjustment strategies across two key dimensions. The first dimension investigates the reasons for using language adjustments, while the second examines their effectiveness, focusing on their impact on students' comprehension and engagement (L. A. Baxter & Montgomery, 1996; Brown, 2000; Deci & Ryan, 1985). This includes how language adjustments facilitate students' understanding of the material and influence their active participation during lessons.

To further illustrate the concepts discussed and provide a clearer understanding of the research approach, the following figure presents the theoretical framework of this study. This framework highlights the key components and their interrelationships, serving as a guiding structure for the investigation of this research.

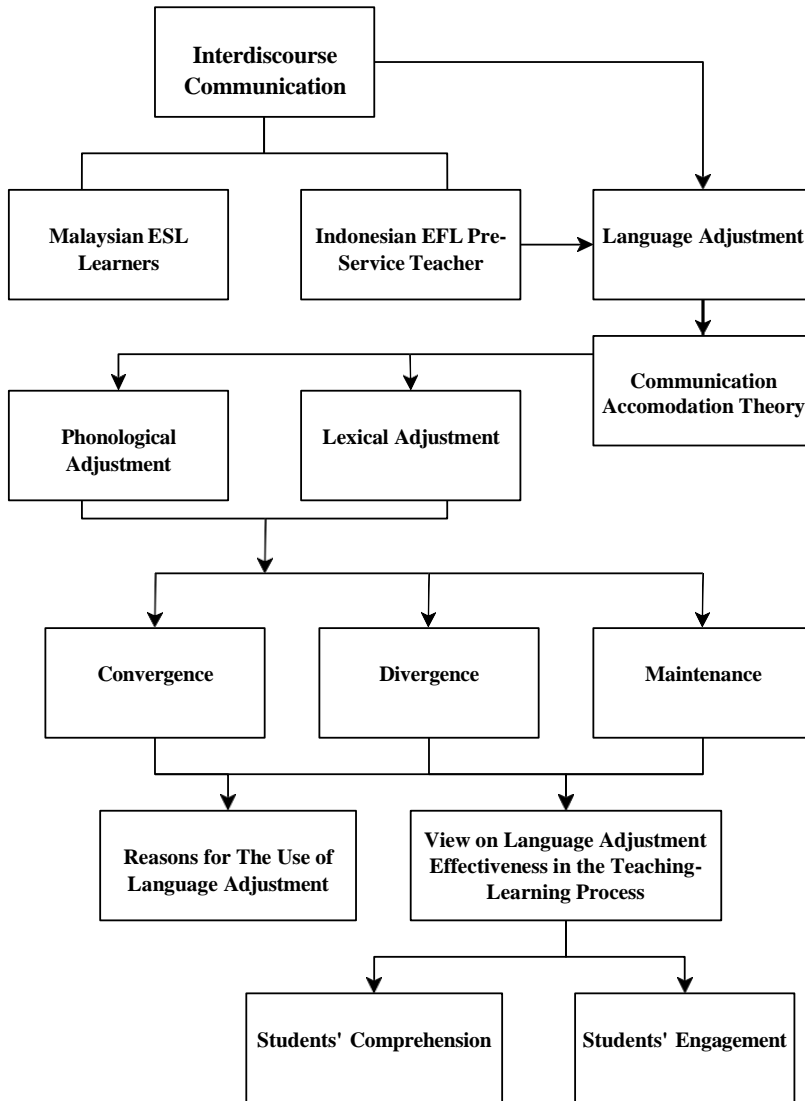


Figure 2.1

Theoretical Framework

CHAPTER III

RESEARCH METHOD

A. Research Design

Research design is the backbone of any academic study; it lays out the structure and approach needed to tackle specific research questions effectively. In this particular study, the researcher employs a qualitative research methodology, using a case study approach. Qualitative research, as Creswell (2018) puts it, is all about understanding the meanings that individuals or groups attach to social or human problems. Denzin and Lincoln (2017) add that qualitative research focuses on the subjective experiences of participants and relies on natural settings to gather rich, descriptive data. This approach is especially fitting for exploring complex phenomena, like the language adjustments made by Indonesian EFL pre-service teachers when they interact with Malaysian ESL learners.

Within the qualitative method, the case study methodology provides a focused yet flexible way to examine real-world phenomena. Yin (2017) describes case studies as empirical inquiries that investigate contemporary phenomena within their real-life contexts, particularly when the lines between the phenomenon and its context are blurry. Merriam (1998) reinforces this by pointing out that case studies are bounded systems, often centered around a specific individual, group, program, or event. Baxter and Jack (2008) point out that case studies are particularly good for the integration of various data sources, such as interviews and observations. This aligns with this research objectives about the language adjustment strategies used by Indonesian EFL pre-service teachers, as well

as their reasons and views on the effectiveness of these strategies during the teaching-learning process.

Flyvbjerg (2006) highlights the significance of contextual knowledge in case study research, noting that these studies provide concrete, context-dependent insights instead of abstract generalizations. This is relevant to interdiscourse communication which emphasizes the need to examine communication as it happens within specific cultural and social contexts, reinforcing why a case study design is appropriate for our research. Another strong point of the case study methodology is its adaptability. This flexibility is crucial for exploring dynamic phenomena like language adjustment, which are influenced by various contextual factors. Merriam (2009) notes that case studies allow researchers to tweak their approach based on what they find, leading to a deeper understanding of the research topic.

B. Research Setting

Selecting the right research setting is crucial for ensuring that a study remains relevant and applicable to its context. This particular research took place at Maahad Tahfiz Darul Falah in Selangor, Malaysia, a well-known institution focused on Quranic memorization and Islamic education. This setting offers a unique mix of cultural and linguistic diversity, making it an excellent site for exploring interdiscourse communication and language adjustment strategies. At Maahad Tahfiz Darul Falah, students participate in daily learning activities that cover Quranic studies, Arabic language instruction, and various religious

subjects, including akhlaq and tauhid. The diverse linguistic backdrop, where both Bahasa Malaysia and English are used, creates a rich context for examining how teachers adapt their language in multicultural classrooms.

The research occurred during the Teaching Internship Program (Pengenalan Lapangan Persekolahan 2), held from August 26 to September 14, 2024. This program involved 10 pre-service teachers from Walisongo State Islamic University, Semarang, Indonesia, including six from the English Education Department and four from the Arabic Education Department. These pre-service teachers were assigned to teach English or Arabic based on their specializations. This setting is particularly relevant to the research focus, offering a natural environment where EFL pre-service teachers engage directly with ESL learners. The cultural and linguistic diversity of the student, combined with the structured teaching schedule, provides ample opportunities to observe real-world applications of language adjustment strategies.

C. Sources of Data

Data sources are the foundation of any qualitative study, as they provide the raw material for analysis and interpretation. In qualitative research, data sources are typically classified into two categories: primary and secondary. Primary data includes firsthand accounts collected through methods such as interviews and observations, while secondary data encompasses documents, reports, and archival materials (Miles et al., 2014).

This study relies primarily on primary data, collected through interviews and classroom observations. The primary participants are five Indonesian EFL pre-service teachers from Walisongo State Islamic University Semarang who participated in the teaching internship program. Although six pre-service teachers were involved in the program, the researcher was excluded as a participant to maintain objectivity and focus solely on the experiences of the other participants. The following table represents the EFL pre-service teachers or we can simply say the teachers who participated in this research, revealing their gender.

Table 3.1

Participants of the Research

Participants	Gender
Teacher1	Female
Teacher 2	Female
Teacher 3	Male
Teacher 4	Female
Teacher 5	Female

The use of primary data is particularly appropriate for this study, as it allows for an in-depth exploration of the participants' language adjustment strategies and their perceptions of their effectiveness. By capturing firsthand accounts of the situation in real classroom settings, the study aims to provide a nuanced understanding of the research questions.

D. Research Focus

The research focus provides a clear direction for the study, defining its scope and objectives. According to Yin (2017), a well-defined research focus ensures that the study remains aligned with its goals while addressing specific research questions. This study examines three key areas of interdiscourse communication, specifically the language adjustment strategies of Indonesian EFL pre-service teachers in a Malaysian classroom context.

The first focus investigates the language adjustment strategies employed by teachers, including convergence, maintenance, and divergence, as outlined in communication accommodation theory. The study explores how these strategies are implemented during classroom interactions to navigate linguistic and cultural differences. The second focus examines the reasons behind the teachers' use of language adjustment strategies. The third focus evaluates the teachers' views on the effectiveness of these strategies, particularly in enhancing students' comprehension and engagement during the teaching-learning process.

E. Method of Collecting Data

Data collection is a critical phase in qualitative research, providing essential insights into the inquiry process. According to Creswell (2013), this phase involves an in-depth exploration of a phenomenon, capturing detailed and nuanced information directly from participants and their contexts. A variety of tools are utilized in this process, including interviews, observations, document analysis, and audiovisual materials, all

aimed at gathering rich data. Denzin and Lincoln (2017) stress that the choice of data collection methods must align with the research objectives, design, and epistemological stance. In qualitative research, particularly within case study methodologies, an immersive and context-sensitive approach to data collection is vital, as it seeks to interpret human experiences and interactions in specific contexts. To gather comprehensive data, this study employs two primary data collection techniques: observation and interview. Each method was selected based on its suitability for capturing detailed insights into the intercultural experiences and competencies displayed by participants.

1. Observation

Observation stands out as one of the most effective tools for gathering data in qualitative research, especially for understanding behavioral and interactional nuances. Angrosino (2007) defines observation as the systematic documentation of events, actions, and interactions in their natural setting. In this study, observation is employed to explore how Indonesian EFL pre-service teachers use language adjustment strategies during teaching-learning interactions. The research utilizes non-participant observation, allowing the researcher to maintain an external stance while closely examining interactions between pre-service teachers and students. These observations are guided by communication accommodation theory, focusing on strategies such as convergence, divergence, and maintenance. By documenting these strategies in real-time classroom settings, the study aims to capture the dynamic interplay of language use in interdiscourse communication.

2. Interview

Another significant method employed in this study is the semi-structured interview, which is widely recognized for its ability to elicit rich and detailed accounts from participants. Kvale and Brinkmann (Kvale & Brinkmann, 2008) describe interviews in qualitative research as a conversational platform where participants can share their experiences, perceptions, and insights related to the research phenomenon. Semi-structured interviews strike a balance between flexibility and structure, providing a guided framework for discussion while allowing participants to elaborate on their unique experiences. For this study, semi-structured interviews are conducted to explore both research questions. For Research Question 1, interviews complement observations by confirming the teacher about the language adjustment strategies they use. For research question 2, the interview will explore the reasons behind the language adjustment strategies employed by pre-service teachers. For Research Question 3, the interviews provide a deeper understanding of the teachers' view on the effectiveness of these strategies during teaching-learning interactions, capturing both successes and challenges.

F. Research Instruments

This section outlines the observation guidelines and interview guidelines used as the primary instruments for data collection in this study. Each guideline was meticulously designed based on CAT and supporting theoretical frameworks to ensure that the collected data accurately addresses the study's objectives. The guidelines provide clear structures for capturing and analyzing the language adjustment strategies employed

by Indonesian EFL pre-service teachers, the reasons for these strategies, and their perceived effectiveness in a multilingual classroom context.

1. Observation Guideline

The observation guideline was developed to investigate how Indonesian EFL pre-service teachers adjusted their language during classroom interactions with Malaysian ESL learners. The guideline focuses on capturing real-time teaching behaviors and categorizing them into three primary language adjustment strategies: convergence, maintenance, and divergence. Each strategy is examined through two dimensions: phonological adjustment and lexical adjustment. The complete guideline is displayed in **Appendix 1**.

Phonological adjustment focuses on whether teachers adapted their pronunciation or accent in response to the students' linguistic norms. For convergence, the observation sought to identify whether the teacher modified their pronunciation to resemble the Malay accent, aiming to enhance students' understanding or create social closeness. Maintenance, on the other hand, was indicated by the retention of the teacher's original Indonesian pronunciation without significant changes, based on the assumption that adjustment was unnecessary for comprehension. Lastly, divergence involves the teacher emphasizing their native accent to assert identity differences or authority.

Lexical adjustment emphasizes the choice of vocabulary used by teachers. For convergence, the guideline examined whether teachers replaced Indonesian terms with localized Malay vocabulary to facilitate

communication and foster a sense of familiarity with the students. Maintenance was indicated by the use of original Indonesian terms without intentional adaptation, driven by practicality or familiarity. Divergence involved the deliberate use of complex or distinctly Indonesian terms to assert identity or highlight differences.

The observation sheet was structured with detailed indicators for each category, ensuring that the data captured was consistent and reflective of the theoretical framework. These indicators and their theoretical grounding were adapted from CAT(Giles & Ogay, 2007). Observations were conducted using these structured indicators, providing a systematic means of documenting the teachers' phonological and lexical adjustments within the classroom.

2. Interview Guideline

The interview guideline served as the primary tool for exploring the motivations and perceived effectiveness of language adjustment strategies. Semi-structured interviews were used to allow participants to reflect on their teaching practices while providing flexibility for deeper exploration of specific themes. The interview guideline encompassed three key areas of focus: confirmation of observed language adjustment strategies, reasons for using these strategies, and perceptions of their effectiveness. The complete guidelines are displayed in **Appendix 2**.

The first focus of the interview guideline aimed to verify the observed language adjustment strategies by asking participants to reflect on the findings from classroom observations. The indicator focused on

whether the teachers acknowledged using convergence, maintenance, or divergence and the contexts in which these strategies were employed. For example, the guideline included questions such as, “Based on observations, the researcher identified that you used the (Convergence/Maintenance/Divergence) strategy. Is this accurate? Could you explain further?” This area of inquiry was guided by CAT, ensuring that the data collected reflected the theoretical constructs of language adjustment (Giles & Ogay, 2007)

The second focus of the interview guideline explored the reasons behind the teachers’ choice of language adjustment strategies. Indicators included why teachers chose convergence, maintenance, or divergence and the perceived importance of language adjustment (L. A. Baxter & Montgomery, 1996; Deci & Ryan, 1985). The third focus of the interview guideline addressed the perceived effectiveness of language adjustment strategies in the classroom. Indicators included the strategies’ impact on students’ comprehension and engagement. For comprehension, the guideline explored how teachers evaluated their adjustments in helping students grasp learning material. For engagement, the questions examined whether and how language adjustments increased student participation in class activities. These questions were grounded in Brown’s (Brown, 2000) *Teaching by Principles: An Interactive Approach to Language Pedagogy*, emphasizing the role of teacher-student interaction in fostering comprehension and engagement.

The interview guideline was developed with clear reference to theoretical frameworks to ensure alignment with the study's objectives. By incorporating these three areas, the guideline provided a comprehensive structure for eliciting rich qualitative data on the reasons for and effectiveness of language adjustment strategies.

The research instruments for this study were carefully constructed to align with the study's objectives and theoretical underpinnings. The observation guideline focused on documenting real-time classroom interactions, with an emphasis on phonological and lexical adjustments. The interview guideline provided deeper insights into the language adjustment used by Indonesian EFL pre-service teachers, the reasons for these strategies, and their perceived effectiveness. By integrating these instruments, this study contributes to a comprehensive understanding of interdiscourse communication in multilingual classrooms.

G. Validity of Data

Ensuring data validity is crucial in qualitative research to confirm the trustworthiness and accuracy of the findings (Lincoln & Guba, 1985). In this study, two key strategies were employed to ensure that the data collected and analyzed were valid: method triangulation and member checking. These strategies align with established qualitative research frameworks and enhance the credibility of the study's conclusions.

1. Method Triangulation

Method triangulation was employed to validate the findings for Research Question 1, which explores the language adjustment strategies

used by Indonesian EFL pre-service teachers. The primary method of data collection for this research question was classroom observation, allowing the researcher to document real-time linguistic adjustments during interactions with Malaysian ESL learners. To ensure the validity of these observations, the data were cross-verified with findings from semi-structured interviews conducted with the same teachers.

The observation data captured practical behaviors such as phonological and lexical adjustments, while interviews provided insights into the teachers' reflections on these observed strategies. By comparing these two data collections from the same sources, the study minimized bias and ensured that the findings were consistent and well-supported. For instance, observed instances of phonological convergence, such as a teacher adopting a Malay accent, were confirmed during interviews where the teacher articulated their rationale for this adjustment.

Method triangulation involves using multiple data collection methods to study the same phenomenon, ensuring that findings are corroborated across different sources. This approach strengthens validity by addressing potential biases inherent in any single method and providing a more comprehensive understanding of the subject. As emphasized by Creswell and Miller (2000), triangulation is particularly valuable for cross-verifying behavioral and reflective data, which was essential in exploring the practical and motivational dimensions of language adjustments in this study.

2. Member Checking

Member checking was used to validate the data collected for Research Questions 2 and 3, which focus on the reasons for using language adjustment strategies and the teachers' perceptions of their effectiveness. After conducting semi-structured interviews, the researcher transcribed the data and shared the transcripts with the participants. Teachers were asked to review the transcripts to ensure that their perspectives were accurately captured. They were also invited to clarify or elaborate on any statements to minimize misinterpretation. For example, a teacher who described their motivation to use convergence strategies to improve student comprehension was asked to verify the accuracy of this interpretation. This process not only validated the data but also enriched it by allowing participants to refine their explanations.

Member checking is a participant validation strategy where researchers share data, interpretations, or conclusions with participants to verify their accuracy. This process ensures that the findings are credible and reflect participants' genuine perspectives. Member checking is among the most critical techniques for establishing validity in qualitative research, as it directly involves participants in the validation process (Lincoln & Guba, 1985).

By implementing member checking, this study reduced the risk of researcher bias and strengthened the trustworthiness of its findings. It also ensured that the teachers' voices were authentically represented, which is

particularly important in research exploring subjective motivations and evaluations.

This study utilized method triangulation and member checking to ensure the validity of its findings. Method triangulation was applied to cross-verify behavioral data from classroom observations with reflective data from interviews, providing a comprehensive understanding of the language adjustment strategies employed by the teachers. Member checking allowed participants to confirm the accuracy of interview data and interpretations, ensuring that the findings genuinely reflected their perspectives. Together, these strategies align with qualitative research best practices, ensuring that the data collected and analyzed in this study are both credible and robust.

H. Method of Analyzing Data

Data analysis in qualitative research is a thorough process aimed at understanding complex and context-rich information. Creswell and Poth (2016) describe data analysis as a systematic examination and interpretation of qualitative data to uncover themes, patterns, and relationships. This process is iterative, requiring the researcher to cycle back and forth between data collection and analysis to refine understanding. Qualitative analysis is cyclical, allowing for continuous refinement of interpretations as new data comes in.

This study utilized the Interactive Model of Data Analysis as proposed by Miles et al. (2014). The process involved four key stages: data collection, data condensation, data display, and conclusion

drawing/verification. Each step was carried out systematically to ensure the data analysis addressed the research questions thoroughly and effectively.

The first stage, data collection, involved gathering raw data through classroom observations and semi-structured interviews with Indonesian EFL pre-service teachers. Observations were captured using detailed field notes to capture the language adjustment strategies that EFL pre-service teachers use. Meanwhile, the interviews provided deeper insights into the reasons for the use of language adjustment strategies and the teachers' views on their language adjustment effectiveness. All the collected data were carefully transcribed and organized, creating a solid base for subsequent analysis.

The second stage, data condensation, focused on reducing and simplifying the raw data to make it more manageable and relevant. This step included coding the data, where specific codes were assigned to parts of the transcripts based on recurring patterns and behaviors, such as phonological and lexical adjustments. These codes were then grouped into larger categories aligned with the framework of Communication Accommodation Theory (CAT), such as convergence, maintenance, and divergence. The process also involved refining these categories through repeated reviews to ensure they accurately represented the data and aligned with the research objectives.

The third stage, data display, focused on organizing the condensed data into formats that facilitated interpretation. Data were visually

presented in tables to highlight patterns, relationships, and comparisons across participants. These structured displays allowed for a comprehensive overview of the data, enabling the researcher to identify emerging themes and draw connections between different elements of the findings. The structured presentation of data provided a clear structure for interpretation while maintaining the integrity of the collected information.

The final stage, conclusion drawing, and verification, involved interpreting the displayed data to derive meaningful insights. The themes and patterns identified during the data display were synthesized into conclusions that addressed the study's research questions. The verification process included revisiting the data to ensure that the conclusions were consistent with the evidence. Additionally, iterative reflection on the findings was conducted to refine interpretations and ensure the validity of the conclusions. This process was supported by member checking, wherein participants reviewed preliminary findings to confirm the accuracy and authenticity of their views.

CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter, the researcher presents the results of the study. This chapter includes the research findings and a discussion organized according to the research questions. It will present the results of both the observations and interviews, along with tables to facilitate understanding. The limitations of this study are described at the end of the chapter.

A. Findings

This section presents the findings of this research. The findings are displayed through tables and narratives. The tables use specific codes to simplify and clarify the presentation. For example, Tables 4.1 and 4.2 use the code P.L.T., which stands for Phonological, Lexical, Teacher. This code indicates that the results pertain to the observation of phonological and lexical adjustments made to identify the language adjustment strategies employed by certain teachers. Meanwhile, Tables 4.3 and 4.4 use the code R.T., which stands for Reason, Teacher. This code represents the reasons provided by certain teachers for employing their language adjustment strategies.

Tables 4.5 and 4.7 use the code E.C.T., which stands for Effectiveness, Comprehension, and Teacher. This code highlights the views of certain teachers regarding the effectiveness of the language adjustment strategies they employ in enhancing students' comprehension. Similarly, Tables 4.6 and 4.8 use the code E.E.T., which stands for Effectiveness, Engagement, and Teacher. This code reflects the views of certain teachers regarding the

effectiveness of their language adjustment strategies in fostering students' engagement. The findings are also presented narratively, with excerpts cited to provide deeper insight and facilitate understanding.

The findings explain how Indonesian EFL pre-service teachers or we can simply say the teacher adjust their language to interact with Malaysian ESL learners during the teaching-learning process. The study adopts the Communication Accommodation Theory (CAT) as a theoretical framework to analyze the patterns of language adjustment strategies. CAT provides three primary approaches to language adjustment: convergence, maintenance, and divergence, which were used to structure the observational indicators. These indicators include phonological adjustment and lexical adjustment. Data collection was conducted through classroom observations and triangulated with teacher interviews for validation. The findings are categorized into three sections: Convergence, Divergence, and Maintenance language adjustment strategies.

Convergence refers to the process where speakers adjust their language to match their interlocutors' linguistic or cultural norms to foster understanding or build social connections. In this study, convergence was observed when teachers adapted their pronunciation, accent, or vocabulary to align with Malaysian norms, demonstrating an effort to create a comfortable and comprehensible learning environment for students. Teachers 1, 2, and 4 exhibited convergence through both phonological and lexical adjustments. The table below illustrates the use of convergence language adjustment strategies by several teachers.

Table 4.1

The Convergence Language Adjustment

Informant	Phonological Adjustment	Lexical Adjustment	Strategy
P.L.T.1	Adapted to Malay accent.	Substituted Indonesian terms with Malay vocabulary.	Convergence
P.L.T.2	Aligned her pronunciation with Malay accents.	Used Malay-specific vocabulary.	Convergence
P.L.T.4	Frequently adopted Malay pronunciation.	Regularly used Malay vocabulary.	Convergence

In phonological context, teacher 1 demonstrated significant effort to adapt her accent to the Malaysian context (P.L.T.1) . For example, she used phrases like “korang tau tak apa makna dari caption text” and “saya nak ke tandas boleh”, where she adopted the Malay accent (e.g., korang for kalian and nak for ingin). This of course also highlights lexical adjustment but in reality, she also tried to use the Malay accent when the teacher said those sentences. It reflects a conscious attempt to bridge linguistic familiarity and enhance student comprehension.

Teacher 2 also aligned her speech with the local accent (P.L.T.2), as seen in statements like “korang tau tak jenama laptop ni ape?” and “saya suka cara korang buat tugas ni”. Her effort to mimic the accent highlights her desire to engage students effectively and make her teaching style

relatable. Teacher 4 frequently used a Malay accent in phrases like “korang buat teks deskriptif macam saya bagi tau ni” and “saya nak tanya kalau korang dah siap ke belum” (P.L.T.4). This alignment demonstrates her understanding of the linguistic nuances necessary for fostering student engagement.

In lexical adjustment, Teacher 1 adopted Malay-specific vocabulary (P.L.T.1), replacing Indonesian terms like “mulai” with “mulakan” and “nomor” with “nombor”. These deliberate substitutions enhanced student familiarity and reduced potential misunderstandings. Meanwhile, Teacher 2 adjusted her vocabulary by using words such as “jenama” for “merk”, “surau” for “mushola”, and “pinggan” for “piring” (P.L.T.2). This shows her focus on using terms students would find more relatable. Teacher 4 also regularly incorporated Malay terms, including “kawan” (instead of “teman”), “pemadam” (instead of “penghapus”), and “kena” (instead of “harus”) (P.L.T.4). This vocabulary adaptation reflected her effort to make her instructions more accessible and culturally resonant.

The convergence strategies employed by Teachers 1, 2, and 4 underline a strong commitment to creating an inclusive and comprehensible classroom environment. Their phonological and lexical adjustments demonstrate an awareness of student needs and a willingness to adapt to the local linguistic context. This approach aligns with CAT’s principles, where convergence fosters rapport, reduces social distance, and enhances communication efficacy. For more detailed observational data, please refer to **Appendix 3**.

Divergence, as defined by CAT, occurs when speakers intentionally emphasize differences in their linguistic or cultural styles to assert their distinct identity or highlight group boundaries. Divergence often reflects a conscious decision to resist adapting language to the interlocutor's norms, sometimes to assert authority or cultural uniqueness.

In this study, no instances of divergence language adjustment were observed among the teachers. During interviews, the participants consistently expressed a preference for adapting their language to align with student needs or maintaining their natural teaching styles without emphasizing cultural differences. This absence of divergence suggests that the pre-service teachers prioritized fostering understanding and reducing communication barriers over asserting their cultural identity. The lack of divergence is particularly noteworthy in a multicultural classroom context, indicating the teachers' focus on inclusivity and mutual comprehension.

Maintenance refers to the strategy where speakers retain their original linguistic features without significant adjustments. Unlike divergence, maintenance is not an attempt to emphasize differences but rather reflects a neutral approach where the speaker does not actively adapt to the interlocutor's linguistic norms. This may occur because the speaker perceives their natural communication style as sufficient for the context or prioritizes maintaining their teaching identity. Teachers 3 and 5 demonstrated maintenance in their language adjustment strategies. The following table illustrates the use of maintenance language adjustment strategies by several teachers.

Table 4.2

The Maintenance Language Adjustment

Informant	Phonological Adjustment	Lexical Adjustment	Strategy
P.L.T.3	Retained Indonesian accent.	Used original Indonesian vocabulary.	Maintenance
P.L.T.5	Neutral English with Indonesian clarifications.	Balanced English with occasional Indonesian terms.	Maintenance

In phonological adjustment, teacher 3 retained her original Indonesian accent throughout her teaching (P.L.T.3). He used phrases like “Coba artikan kalimat ini ke dalam Bahasa Melayu” and “Kalau di Bahasa Melayu, kata ini artinya sama nggak dengan bahasa Indonesia?”. These examples illustrate his preference for using his native pronunciation, reflecting comfort with his natural teaching style while still ensuring that students understood the material. While teacher 5 maintained a neutral English accent for the majority of her teaching but switched to Indonesian pronunciation when explaining challenging concepts (P.L.T.5). For example, she stated “This red rose looks so impressive” and then clarified in Indonesian, “Ini maksudnya bunga mawar ini kelihatan sangat indah”. This balance between English and Indonesian indicates a pragmatic approach without significant adaptation to Malay norms.

In lexical context, Teacher 3 consistently used Indonesian vocabulary such as “kalian”, “anak-anak”, and “penghapus”, without making an effort

to substitute these terms with Malay equivalents (P.L.T.3). This reflects a reliance on his natural language repertoire while still ensuring that his communication was clear. Teacher 5 primarily used English terms during instruction but supplemented them with Indonesian explanations as needed (P.L.T.5). For instance, she instructed students with “Please make a caption related to the thing you like” and followed up with “Jadi kalian harus membuat caption tentang satu benda yang kalian suka”. This approach shows her focus on maintaining a consistent English teaching style while providing occasional clarification in Indonesian.

The maintenance strategies exhibited by Teachers 3 and 5 reveal a neutral approach to language adjustment. Their choices were driven by the comfort of their natural teaching styles and the perception that their linguistic practices were adequate for effective communication. This aligns with CAT’s view of maintenance as a strategy that neither seeks to converge nor diverge but instead retains the speaker’s original linguistic identity. For more detailed observational data, please refer to **Appendix 3**.

These findings also reveal the reasons behind the language adjustment strategies used by Indonesian EFL pre-service teachers during the teaching-learning process. Data for this question were gathered through semi-structured interviews with five Indonesian pre-service teachers participating in a teaching practicum at Maahad Tahfiz Darul Falah, Selangor. The interview findings were validated through member checking to ensure alignment with the teachers’ intended meanings. The responses were analyzed to categorize the reasons behind the use of convergence and

maintenance strategies in their language adjustment, which are presented below.

Convergence is used by teachers to align their language with the linguistic or cultural norms of their students, fostering understanding, emotional connection, and engagement. Based on the interview data, Teachers 1, 2, and 4 provided some reasons for employing convergence strategies. The table below reveals the reason for the teachers in utilizing convergence language adjustment strategies.

Table 4.3

Reasons for the Use of Convergence Language Adjustment

Informant	Identified Reason	Excerpt of Interview.
R.T.1	Ease of student comprehension, alignment with students' cultural background, and pleasant communication.	"...I believe students will find it easier to understand if we adjust our language usage when speaking with them, especially when they come from a different cultural background..."
R.T.2	Enhancing teacher-student connection, building emotional bonds, and avoiding misunderstandings.	"...Adjusting the language, especially convergence, helps create an emotional connection with the students and ensures that the messages we convey can be understood..."

R.T.4	Facilitating comprehension of ideas, adapting teaching to student needs, and aligning with effective teaching practices.	“...We should teach them in the way they learn. One way is by using their first language or language that is easy for them...”
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The first reason is to facilitate student understanding. A primary reason cited by all teachers who used convergence was the need to make content more comprehensible for Malaysian students. Teacher 1 emphasized that aligning her language with the local accent and vocabulary helped students grasp the material more effectively (R.T.1). She stated, “I believe students will find it easier to understand if we adjust our language usage when speaking with them, especially when they come from a different cultural background.” This reflects a practical and pedagogical motivation, aligning with the principles of Communication Accommodation Theory (CAT), which suggests that convergence reduces barriers to understanding.

Another reason is building emotional connection and familiarity. Teacher 2 highlighted the importance of establishing a closer emotional bond with students through linguistic alignment (R.T.2). She remarked, “Adjusting the language, especially convergence, helps create an emotional connection with the students and ensures that the messages we convey can be understood.” This strategy demonstrates her belief that convergence is not just about comprehension but also about fostering rapport and engagement with students.

Adapting to students' learning styles has also become the reason for using convergence language adjustment. Teacher 4 focused on adapting her language to match the way students learn (R.T.4). She cited a teaching philosophy: "If we cannot teach students in the way we teach, then we should teach them in the way they learn." This indicates her understanding of convergence as a means of meeting students where they are linguistically, making the learning process smoother and more student-centered.

Teachers 1, 2, and 4 used convergence strategies primarily to facilitate comprehension, build emotional bonds, and adapt to students' needs. Their responses demonstrate a clear alignment with CAT's emphasis on using convergence to reduce social distance and enhance communication efficacy. For more detailed interview results, please refer to **Appendix 4**.

Maintenance, in contrast to convergence, involves retaining one's original linguistic style without significant adaptation. Teachers 3 and 5 employed this strategy, citing the following reasons. The table below reveals the reason for the teachers in utilizing maintenance language adjustment strategies.

Table 4.4

Reasons for the Use of Maintenance Language Adjustment

Informant	Identified Reason	Excerpt of Interview.
R.T.3	Familiarity with Indonesian among students, comfort and confidence, and avoiding awkwardness caused by adjustments.	“...Indonesian is already quite familiar to them, especially among the Maahad students. When I use Indonesian, I can teach more comfortably and confidently...”
R.T.5	Prioritizing practice of English, balancing clarity, and addressing limited proficiency in Malay.	“...To teach English, they need to practice directly. Since I haven’t fully mastered Malay, I choose the Maintenance approach...”

The first reason is comfort and confidence in the teaching style. Teacher 3 noted that sticking to Indonesian helped him feel more comfortable and confident in his teaching (R.T.3). He explained, “When I use Indonesian, I can teach more comfortably and confidently. I have tried using Malay in class, but most of them laughed at my accent, so I prefer to stick with Indonesian.” This highlights how maintaining his original style allowed him to teach effectively without feeling self-conscious or awkward.

The next reason is practicality due to students’ familiarity with Indonesian. Teacher 3 also observed that Indonesian was already familiar to most students at Maahad Tahfiz, reducing the need for extensive

adjustments (R.T.3). He said, “Indonesian is already quite familiar to them, especially among the Maahad students.” This suggests that his maintenance strategy was influenced by the linguistic proximity of Indonesian and Malay, which minimized misunderstandings even without convergence.

Another reason is balancing clarity and practice of English. Teacher 5 maintained her approach by balancing the use of English and everyday Indonesian (R.T.5). She explained, “To teach English, they need to practice directly. Since I haven’t fully mastered Malay, I choose the Maintenance approach.” Her focus on providing students with authentic English exposure while using Indonesian for clarification highlights a pragmatic reason for maintenance.

From all of the reasons mentioned, we can highlight that teachers 3 and 5 chose maintenance primarily due to comfort, practicality, and the need to balance clarity with English practice. These reasons reflect their belief that their natural linguistic style was sufficient to meet students’ needs while supporting their teaching goals. For more detailed interview results, please refer to **Appendix 4**.

Overall, the reasons behind the use of language adjustment strategies by Indonesian EFL pre-service teachers vary depending on their chosen approach. For convergence, the key motivations included facilitating comprehension, building emotional connections, and adapting to student’s learning styles, with teachers viewing this as a vital tool for bridging cultural and linguistic gaps in the classroom. Conversely,

maintenance was influenced by factors such as comfort, confidence, practicality, and the necessity to balance teaching objectives with linguistic adjustments. These findings reflect the complexity of interdiscourse communication in multicultural classrooms, where teachers must navigate the challenge of adapting to student needs while also preserving their teaching style.

The findings also illustrate the Indonesian EFL pre-service teachers' views on the effectiveness of their language adjustment strategies during the teaching-learning process. The data were collected through semi-structured interviews with five pre-service teachers. The teachers evaluated the effectiveness of their language adjustment strategies in terms of students' comprehension and students' engagement. For data clarity, findings are categorized into the effectiveness of Convergence and Maintenance language adjustments and further subdivided into their impact on students' comprehension and students' engagement.

The use of convergence strategies had a positive impact on students' comprehension, as reflected in the responses of Teachers 1, 2, and 4. The following table depicts the teachers' views on the convergence language adjustment strategies they employed toward students' comprehension.

Table 4.5

**Teachers' Views on the Use of Convergence Language
Adjustments in Students' Comprehension**

Informant	Involved, Somewhat Involved, or Not Involved Students Comprehension	Excerpt of Interview.
E.C.T.1	Involved	“Students find it easier to understand the lessons and instructions.”
E.C.T.2	Involved	“It helps them understand what I convey.”
E.C.T.4	Involved	“They don't have to struggle to think twice when listening to explanations.”

The first positive impact is improving comprehension through familiarity. Teacher 1 stated that convergence helps students comprehend instructions and learning materials better (E.C.T.1). She shared an example of adjusting her speech to match the students' linguistic context, saying, “Saye ingin korang kerja berpasang, kemudian buatlah conversation, then setelah itu practice in front of the class.” By using Malay-specific vocabulary and sentence structures, she ensured students could follow instructions without confusion. Teacher 4 noted that adapting accents and word choices helped make the material more familiar to students, stating, “They don't have to struggle to think twice when listening to

explanations.” (E.C.T.4) This highlights how convergence reduces the cognitive load on students, making learning smoother.

Convergence language adjustment also improves students’ comprehension because it aligns with students’ cultural and linguistic norms. Teacher 2 observed that convergence enabled her to better align with students’ linguistic norms, stating, “It helps them understand what I convey.” (E.C.T.2) This alignment fosters clarity and prevents misunderstandings, especially when dealing with students from diverse linguistic backgrounds. For more detailed interview results, please refer to **Appendix 4.**

Convergence was also perceived as highly effective in promoting student engagement. It encourages students’ active participation. The following table depicts the teachers' views on the convergence language adjustment strategies they employed toward students' engagement.

Table 4.6

Teachers’ Views on the Use of Convergence Language Adjustments in Students’ Engagement

Informant	Engaging, Somewhat Engaging, or Not Engaging Students.	Excerpt of Interview.
E.E.T.1	Engaging	“I feel they are more active when I use convergence language adjustment.”
E.E.T.2	Engaging	“Students from different backgrounds are more

		active when I adjust my language.”
E.E.T.4	Engaging	“The quiet ones appear more comfortable and respond more frequently.”

Teacher 1 noted, “I feel they are more active when I use convergence language adjustment.” (E.E.T.1) She emphasized that when students understood the teacher’s language, they were more likely to participate actively in class discussions and activities. Teacher 2 supported this by stating, “Students from different backgrounds are more active when I adjust my language.” (E.E.T.2) She observed that using familiar linguistic elements helped students feel more comfortable expressing themselves.

Besides that, convergence language adjustment also enhances the student’s engagement because it builds confidence and comfort. Teacher 4 highlighted that convergence made even the quiet students more willing to participate (E.E.T.4). She remarked, “The quiet ones appear more comfortable and respond more frequently.” This demonstrates that convergence not only aids comprehension but also fosters a sense of inclusion, encouraging students to engage more confidently in the learning process. For more detailed interview results, please refer to **Appendix 4**.

Maintenance strategies showed mixed results regarding their impact on students’ comprehension. It facilitates the basic understanding of the students. The following table depicts the teachers' views on the maintenance language adjustment strategies they employed toward students' comprehension.

Table 4.7

**Teachers' Views on the Use of Maintenance Language
Adjustments in Students' Comprehension**

Informant	Involved, Somewhat Involved, or Not Involved Students Comprehension	Excerpt of Interview.
E.C.T.3	Somewhat Involved	“Fundamental material is grasped quickly, but difficult concepts need clarification.”
E.C.T.5	Somewhat Involved	“They sometimes still feel confused. I often have to give examples.”

Teacher 3 observed that maintaining her Indonesian linguistic style helped students grasp fundamental concepts quickly (E.C.T.3). She said, “Fundamental material is grasped quickly, but difficult concepts need clarification.” This suggests that while maintenance works for basic content, it may not be sufficient for more complex topics.

Besides that, maintenance language adjustment also gives challenges in addressing students' confusion. Teacher 5 noted that students sometimes struggled with understanding when she used maintenance, stating, “They sometimes still feel confused. I often have to give examples.” (E.C.T.5) This highlights a limitation of maintenance, as it may not adequately address all comprehension needs, particularly for students unfamiliar with

the teacher’s linguistic style. For more detailed interview results, please refer to **Appendix 4**.

The effectiveness of maintenance in engaging students was also mixed. It encourages the focus of the students but gives limited engagement. The following table depicts the teachers' views on the maintenance language adjustment strategies they employed toward students' engagement.

Table 4.8

**Teachers’ Views on the Use of Maintenance Language
Adjustments in Students’ Engagement**

Informant	Engaging, Somewhat Engaging, or Not Engaging Students.	Excerpt of Interview.
E.E.T.3	Somewhat Engaging	“Students are fairly active but not completely.”
E.E.T.5	Somewhat Engaging	“It depends on how the teacher teaches, but if I use English, they are not active at all.”

Teacher 3 stated that students were “fairly active but not completely.” (E.E.T.3) She observed that while maintenance helped maintain students’ focus on the material, it did not always encourage active participation. Teacher 5 noted that engagement depended heavily on teaching methods, adding, “It depends on how the teacher teaches, but if I use English, they are not active at all.” (E.E.T.5) This indicates that maintenance alone may

not be sufficient to fully engage students, especially when the language used is less familiar to them.

Meanwhile, maintenance language adjustment is also balancing language adjustment with exposure to English. Teacher 5 highlighted that her maintenance strategy allowed for some engagement while still exposing students to English. However, this balance was challenging, as students often required additional explanations or examples to stay engaged. For more detailed interview results, please refer to **Appendix 4**.

Overall, the findings reveal that convergence language adjustment is perceived as highly effective in enhancing both students' comprehension and engagement. Teachers noted that aligning with students' linguistic norms facilitated understanding and encouraged active participation, especially among students from diverse linguistic backgrounds. In contrast, maintenance language adjustment showed mixed effectiveness. While it supported basic comprehension and maintained student focus, it struggled to address complex concepts and fully engage students. These findings underscore the importance of context and teaching objectives in determining the effectiveness of language adjustment strategies.

B. Discussion

This study identified two types of language adjustment strategies employed by Indonesian EFL pre-service teachers or the teachers, those are convergence and maintenance. No evidence of divergence was found. These findings align closely with the principles of CAT, which posits that

speakers adjust their linguistic behavior to either reduce or emphasize social and linguistic distances.

Convergence was the most frequently employed strategy, reflecting the teachers' efforts to align with Malaysian students' linguistic norms through phonological and lexical adjustments. Teachers adopted the local Malay accent and vocabulary to enhance comprehension and foster rapport. This finding resonates with Weizheng (2019), who emphasized that convergence improves classroom dynamics and fosters meaningful interactions between teachers and students. In both studies, convergence was shown to promote understanding and reduce social distance.

The emphasis on convergence also parallels the findings of Neokleous and Karpava (2023) and Putrawan et al. (2022), who explored the integration of multilingual practices in classrooms. These studies similarly concluded that adapting language to align with students' linguistic preferences enhances engagement and facilitates learning. However, while Neokleous and Karpava identified barriers to implementing multilingual approaches, such as lack of training, this study highlights the natural adaptability of Indonesian pre-service teachers, suggesting that cultural proximity may mitigate these barriers.

Maintenance was used by two teachers who preferred to retain their natural linguistic styles. This decision was driven by comfort, familiarity, and the perception that their language was sufficiently comprehensible to Malaysian students. Maintenance strategies also served as a means to

maintain professional identity, as noted in Weizheng's (2019) analysis of teachers who retained their linguistic style to establish authority.

This finding aligns with Chasanah and Sumardi (2022) and Liskinasih et al. (2020), who highlighted that pre-service teachers often rely on familiar language as a coping mechanism when faced with linguistic barriers. However, while those studies emphasized challenges such as limited classroom interaction, the present research shows that maintenance strategies can still support basic comprehension and classroom management, particularly when cultural and linguistic similarities exist.

Interestingly, no evidence of divergence was found in this study. This contrasts with CAT's theoretical framework, which acknowledges divergence as a strategy for asserting cultural identity or authority. The absence of divergence may reflect the teachers' prioritization of inclusivity and effective communication over self-expression, a finding consistent with Hasymi and Nurkamto (2023), who observed that pre-service teachers in multicultural settings often avoid divergence to foster harmony and mutual understanding.

The primary motivations for convergence were to enhance student comprehension, build emotional connections, and adapt to students' learning needs. Teachers noted that aligning with students' linguistic norms facilitated smoother interactions and reduced misunderstandings. These findings align with King and Bailey (2021), who emphasized the role of linguistic adaptation in creating a welcoming and inclusive classroom environment. Similarly, Putrawan et al. (2022) found that

multilingual practices foster better communication and engagement, particularly when teachers actively adapt their language to students' preferences.

The findings also echo Weizheng (2019), who highlighted that convergence strategies, such as approximations and interpretability, significantly improved classroom interaction. However, while Zheng emphasized the technical aspects of language adjustment, this study highlights the emotional dimension, as teachers expressed the importance of building rapport and fostering a sense of belonging among students.

Teachers who employed maintenance cited comfort, confidence, and practicality as their main motivations. They found that using their natural linguistic style allowed them to teach more effectively without feeling self-conscious. These findings align with Chasanah and Sumardi (2022), who noted that familiarity with one's language can help pre-service teachers navigate challenging classroom dynamics.

However, maintenance also reflects a broader pedagogical consideration. As noted by Hasymi and Nurkamto (2023), pre-service teachers often use familiar linguistic strategies to balance their teaching objectives with the need for effective communication. While convergence focuses on adaptation, maintenance prioritizes consistency and clarity, particularly in multicultural settings where linguistic overlap exists.

The teachers' perceptions of the effectiveness of language adjustment strategies were evaluated in terms of students' comprehension and students' engagement. Teachers unanimously agreed that convergence

positively impacted students' comprehension. By aligning their language with students' linguistic norms, teachers reduced the cognitive load on students, making instructions and materials easier to understand. This finding supports Weizheng (2019), who demonstrated that convergence enhances interpretability and reduces communication barriers in EFL classrooms.

Similar results were observed in Kabilan et al. (2020), where pre-service teachers in Malaysian ESL classrooms noted that adapting to local linguistic norms improved students' understanding of lesson content. However, this study extends Kabilan's findings by highlighting the role of phonological and lexical adjustments in fostering comprehension, emphasizing the practical aspects of convergence in real-time classroom interactions.

Convergence also fostered active participation and emotional connection, with teachers reporting increased engagement among students when linguistic alignment was achieved. These results align with Neokleous and Karpava (2023), who emphasized the role of multilingual strategies in encouraging student participation in linguistically diverse classrooms.

Additionally, the findings resonate with King and Bailey (2021), who noted that adapting communication styles creates an inclusive atmosphere that encourages students to engage more confidently. This study reinforces the importance of linguistic convergence in not only

supporting comprehension but also fostering a supportive and participatory classroom environment.

Maintenance strategies were found to be partially effective in supporting basic comprehension. Teachers reported that students could understand fundamental material but often struggled with more complex concepts, requiring additional clarification. These findings align with Liskinasih et al. (2020), who observed that pre-service teachers relying on their native language faced challenges in addressing advanced student needs.

The impact of maintenance on engagement was similarly mixed. While some students remained engaged, others required additional effort from teachers to stay actively involved. This finding echoes Chasanah and Sumardi (2022), who highlighted that maintaining familiar language use can limit the diversity of engagement strategies available to pre-service teachers.

This study highlights the language adjustment strategies used by Indonesian EFL pre-service teachers in interdiscourse communication but has several limitations. The small number of participants, comprising only five teachers, restricts generalizability and may not reflect the overall situation in other multicultural settings. Additionally, the short duration of three weeks provides only a snapshot of the teachers' strategies, which may not represent optimal results. The reliance on self-reported data introduces social desirability bias, and while triangulation was used to enhance credibility, incorporating student feedback could offer a more

comprehensive view. The study also did not assess the influence of language proficiency on communication outcomes, which could be significant. Furthermore, the focus on Indonesian teachers and Malaysian students limits the applicability of the findings to other contexts.

Expanding future research to include more diverse participants over a longer duration or utilizing other locations and methods, such as reflection, documentation, and narrative inquiry, would enhance the understanding of language adjustment strategies in broader educational settings. Future researchers could also employ quantitative methods to explore the effectiveness or influence of language adjustments, potentially relating them to aspects like technology in education, or comparing language adjustments across two or more different locations. Acknowledging these limitations opens avenues for future research to address these gaps in interdiscourse communication.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher presents the conclusions of the study based on the data analysis discussed in the previous chapter. Additionally, the researcher also offers suggestions for teachers, students, educational institutions, and future researchers regarding the use of language adjustment in interdiscourse communication.

A. Conclusion

This study explored the language adjustment strategies employed by Indonesian EFL pre-service teachers during their teaching practicum with Malaysian ESL learners at Maahad Tahfiz Darul Falah, Selangor. The research aimed to answer three key questions: 1. How do Indonesian EFL pre-service teachers adjust their language to interact with Malaysian ESL learners during the teaching-learning process? 2. What are the reasons for the language adjustment strategies employed by Indonesian EFL pre-service teachers during the teaching-learning process? 3. How are the EFL pre-service teachers' views of the effectiveness of their language adjustment strategies during the teaching-learning process?

Findings reveal that the convergence strategy was the most commonly used approach. Teachers adjusted their phonological and lexical choices to align with the linguistic norms of their Malaysian students, facilitating clearer communication and reducing barriers to comprehension. These adjustments demonstrated the teachers' efforts to enhance understanding and foster rapport in a multicultural classroom environment.

The use of maintenance, though less frequent, was observed in cases where teachers retained their natural linguistic styles. Maintenance was motivated by comfort, confidence, and the perceived familiarity of Indonesian among Malaysian students. While effective in supporting fundamental comprehension, this strategy was less impactful in addressing complex materials or promoting active participation.

Notably, no evidence of divergence was found. Teachers prioritized reducing linguistic distance over asserting their cultural identity or emphasizing differences. This highlights their focus on inclusivity and effective teaching rather than emphasizing individuality in classroom communication.

The reasons for employing these strategies were diverse. Teachers using convergence were motivated by the need to improve student comprehension, create emotional connections, and adapt to students' learning styles. Those employing maintenance cited the practicality and efficiency of using a familiar language, particularly for foundational concepts.

Regarding the perceived effectiveness of these strategies, convergence was found to significantly enhance both students' comprehension and engagement. Teachers noted that linguistic alignment allowed students to process instructions more easily and participate actively in discussions and activities. On the other hand, maintenance strategies were moderately effective, primarily aiding basic comprehension but showing limitations in fostering engagement and addressing advanced topics.

The findings of this study contribute to the understanding of interdiscourse communication, emphasizing the importance of linguistic adaptability in fostering effective teaching and learning in multilingual classrooms. By examining the interplay of convergence and maintenance, the study highlights the nuanced strategies teachers use to navigate linguistic and cultural differences, offering insights into teacher training and classroom practices.

B. Suggestion

Based on the findings, several suggestions can be made for teachers, students, educational institutions, and future researchers. For the teachers, it is suggested that teachers actively incorporate language adjustment strategies such as convergence and maintenance into their teaching practices to enhance classroom inclusivity and comprehension. Teachers should focus on aligning their linguistic choices with their students' linguistic and cultural backgrounds, as demonstrated by the effectiveness of convergence strategies in fostering understanding and engagement. Teachers are also encouraged to reflect on their language use during lessons, ensuring their communication style adapts to the needs of the students while maintaining clarity and comfort. These adjustments are particularly crucial in multicultural classrooms where linguistic diversity can affect learning outcomes.

Students may benefit from greater awareness of how language adjustment strategies employed by teachers can support their learning experience. Educational programs should encourage students to actively

participate and engage in classroom discussions, especially when teachers make efforts to adjust their language to aid understanding. Additionally, fostering an environment of mutual respect and collaboration can further enhance the effectiveness of interdiscourse communication in the classroom.

Teacher training programs could integrate practical modules on language adjustment strategies, emphasizing their importance in multilingual and multicultural classrooms. It is also recommended that institutions hosting teaching practicums provide tailored support for pre-service teachers, such as mentorship initiatives and pre-placement cultural orientation sessions. These measures can help pre-service teachers adapt more effectively to the linguistic and cultural dynamics of their classrooms, ensuring they are equipped to handle interdiscourse communication challenges.

Future research could expand to include more diverse participants over a longer duration or utilize other locations and methods, such as reflection, documentation, and narrative inquiry, to enhance the understanding of language adjustment strategies in broader educational settings. The next researchers might also employ quantitative methods to explore the effectiveness or influence of language adjustments, potentially relating them to aspects like technology in education or comparing language adjustments across two or more different locations. Acknowledging these limitations opens avenues for future research to address these gaps in interdiscourse communication.

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APPENDICES

Appendix 1: Observation Guidelines

- a. Observation Guidelines of Language Adjustments Employed by Indonesian EFL Pre-Service Teachers for Phonological Adjustments

Category	Indicator	Field Notes	Reference
Convergence	The teacher modifies pronunciation or accent to resemble the local Malay accent, aiming to improve students' understanding or create social closeness.		Giles & Ogay (2007)
Maintenance	The teacher retains their original pronunciation without significant changes, as they believe the adjustment is unnecessary.		Giles & Ogay (2007)
Divergence	The teacher actively emphasizes their native accent to highlight identity differences or assert authority.		Giles & Ogay (2007)

b. Observation Guidelines of Language Adjustments Employed by Indonesian EFL Pre-Service Teachers for Lexical Adjustments

Category	Indicator	Field Notes	Reference
Convergence	The teacher uses local Malay vocabulary to make communication easier and foster closer relationships with students.		Giles & Ogay (2007)
Maintenance	The teacher uses their original vocabulary without replacing terms with local equivalents but does not actively emphasize the difference.		Giles & Ogay (2007)
Divergence	The teacher deliberately uses original vocabulary or complex terms to emphasize identity differences or assert authority.		Giles & Ogay (2007)

Appendix 2: Interview Guidelines

a. Interview Guidelines on the Use of Language Adjustment Strategies Employed By Indonesian EFL Pre-Service Teachers

Variable	Indicator	Question	Reference
The Use of Language Adjustment Strategies	Verification of the observed language adjustment strategy (Convergence, Maintenance, or Divergence).	Based on observations, the researcher identified that you used the (Convergence/Maintenance/Divergence) strategy. Is this accurate? Could you explain further?	Giles & Ogay (2007)

b. Interview Guidelines on the Reasons for the Use of Language Adjustment Strategies Employed by Indonesian EFL Pre-Service Teachers

Variable	Indicator	Question	Reference
Reason for The Use of Language Adjustment Strategy	Why teachers choose specific strategies (Convergence, Divergence, Maintenance).	Why did you choose a certain language adjustment when speaking with students?	Baxter & Montgomery (1996); Deci & Ryan (1985)
	How important they perceive language adjustment to be in supporting the learning process.	How important do you feel it is to employ a certain language	Baxter & Montgomery (1996); Deci & Ryan (1985)

		adjustment when interacting with Malaysian students?	
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c. Interview Guidelines on Indonesian EFL Pre-Service Teachers' Views of the Effectiveness of Their Language Adjustment Strategies During the Teaching-Learning Process

Variable	Indicator	Question	Reference
Students' Comprehension	How the strategy impacts students' comprehension of the material.	How do you evaluate this strategy in helping students understand the learning material?	Brown (2001)
Students' Engagement	How the strategy enhances students' participation in class.	Do you feel students are more active when you use this strategy? If so, why?	Brown (2001)

Appendix 3: Observation Notes

a. Observation Notes on Phonological Adjustments Observed in Indonesian EFL Pre-Service Teachers

Informant	Category	Field Notes	Reflective Notes
P.T.1	Convergence	Mimicked local Malay pronunciation, e.g., <i>"korang tau tak apa makna dari caption text."</i> Used <i>"korang"</i> for <i>kalian</i> and <i>"nak"</i> for <i>ingin</i> .	Strong adaptation to align with students' linguistic norms and foster inclusivity.
P.T.2	Convergence	Aligned her speech with Malay accents, e.g., <i>"korang tau tak jenama laptop ni ape?"</i> and <i>"saya suka cara korang buat tugas ni."</i>	Prioritized making instructions relatable and engaging through linguistic alignment.
P.T.3	Maintenance	Retained Indonesian accent, e.g., <i>"Coba artikan kalimat ini ke dalam bahasa Melayu."</i> and <i>"Kalau di bahasa Melayu, artinya sama nggak?"</i>	Preferred natural style due to familiarity and comfort.
P.T.4	Convergence	Adopted local Malay pronunciation frequently, e.g., <i>"korang buat teks"</i>	Aligned with student norms to reduce communication barriers and

		<i>deskriptif macam saya bagi tau ni."</i>	enhance engagement.
P.T.5	Maintenance	Used neutral English accent; switched to Indonesian for explanations, e.g., <i>"This red rose looks so impressive,"</i> followed by <i>"Ini maksudnya bunga mawar ini kelihatan indah."</i>	Balanced English exposure with occasional Indonesian explanations for better understanding.

b. Observation Notes on Lexical Adjustments Observed in Indonesian EFL Pre-Service Teachers

Informant	Category	Field Notes	Reflective Notes
L.T.1	Convergence	Substituted Indonesian terms with Malay vocabulary, e.g., <i>mulakan</i> for <i>mulai</i> , <i>nombor</i> for <i>nomor</i> .	Demonstrated consistent vocabulary adaptation to align with student norms.
L.T.2	Convergence	Frequently used Malay-specific terms, e.g., <i>jenama</i> for <i>merk</i> , <i>pinggan</i> for <i>piring</i> .	Focused on using relatable vocabulary to simplify communication and enhance understanding.
L.T.3	Maintenance	Retained Indonesian vocabulary without	Chose not to adapt, assuming students could

		adjustments, e.g., <i>kalian, anak-anak, penghapus.</i>	follow without significant issues.
L.T.4	Convergence	Regularly incorporated Malay vocabulary, e.g., <i>kawan</i> for <i>teman</i> , <i>pemadam</i> for <i>penghapus.</i>	Created an inclusive environment by aligning with students' linguistic expectations.
L.T.5	Maintenance	Primarily used English terms; occasionally clarified with Indonesian, e.g., " <i>Please make a caption...</i> " followed by " <i>Jadi kalian harus membuat caption tentang benda yang kalian suka.</i> "	Balanced English teaching while ensuring clarity through occasional Indonesian explanations.

Appendix 4: Interview Transcript

- a. Transcript of the Interview About the Reasons for the Use of Language Adjustment

Informant	Interview Result
C.T.1	Yes, I used convergence because I believe adjusting my pronunciation and vocabulary helps students understand better and feel more comfortable.
C.T.2	That's correct. I adapted to the local accent and terms to connect with the students and ensure clarity.
C.T.3	Yes, I maintained my Indonesian accent because it felt natural and sufficient for communication in the classroom. Moreover, I am also comfortable with that teaching style.
C.T.4	Yes, I used convergence. Adopting the local language style made the students more engaged and eased their understanding.
C.T.5	Yes, I employed maintenance language adjustment by using English during my teaching and mixing it with Indonesian. I found this balance worked well for my teaching.

- b. Transcript of the Interview About the Reasons for the Use of Language Adjustment

Informant	Interview Result
R.T.1	I choose to use the Language Adjustment Convergence approach when communicating with students because I believe students will find it easier to understand if we adjust our language usage when speaking with them, especially when they come from different cultural backgrounds.

	<p>I feel it is quite important to adjust my language, especially convergence when interacting with students because it can affect how well they understand or comprehend what we say, and it may also sound more pleasant to hear since we are aligning with their language.</p>
R.T.2	<p>Yes, the first reason is to enhance the connection between the teacher and the students themselves. So, when we try to adjust our language and communication style to the students, they become more familiar with the language we use. Thus, I believe it helps to prevent misunderstandings during the teaching process.</p> <p>I think adjusting the language, especially convergence, when interacting is very important for several reasons. First, it helps to create an emotional connection with the students. It also assists in building a better relationship between us as teachers and the students. Coincidentally, the students come from different backgrounds, which may have varying levels of understanding. So, adjusting the language helps ensure that the messages we convey can be understood and accepted well by the students themselves. Additionally, I believe it is very important because it helps create an atmosphere where students can participate actively in the more familiar language.</p>
R.T.3	<p>I feel that Indonesian is already quite familiar to them, especially among the Maahad students. So, I don't think it's necessary to adjust too many things. Additionally, when I use Indonesian, I can teach more comfortably and confidently. I have tried using Malay in class, but most of them laughed at my accent, so I prefer to stick with Indonesian as my teaching style.</p> <p>In my opinion, maintenance is important because communication feels more natural. If I try too hard to</p>

	<p>adjust, it can make me uncomfortable, and the students might feel strange. I prefer to focus on delivering the material using simple Indonesian. Since they already understand Indonesian well enough, this seems to be the most practical approach.</p>
R.T.4	<p>Because my main goal in communicating with them is to transfer ideas and convey key points or knowledge. Therefore, I use this approach with the hope of making it easier and closer to their understanding of the content I present.</p> <p>I think it's quite important, with a percentage above 50, maybe 60 to 70 percent. I believe it's very important because, as teachers, we often hear the expression that if we cannot teach students in the way we teach, then we should teach them in the way they learn. One way is by using their first language or language that is easy for them.</p>
R.T.5	<p>Because, going back to the beginning, the first thing is that to teach English, they need to practice directly. So, in the classroom, the teacher explains in English. Then, they also have to respond in English. But since we need to adjust to them—because some understand and some do not—we use everyday language. That's why I choose the Language Adjustment Maintenance approach.</p> <p>First and foremost, it's very important because they don't fully understand English. I also haven't fully mastered Malay. That's why I chose the Maintenance language.</p>

c. Transcript of the Interview About the Teachers' Views on Their Language Adjustments Toward Students' Comprehension

Informant	Interview Result
E.C.T.1	In using this strategy, I feel that students find it easier to understand the lessons and instructions. For example, when I give an assignment, I say, "I want you to work in pairs, then make a conversation, after that, you can practice it in front of the class." To help students understand what I am saying, I have to convert my speech to "Saye ingin korang kerja berpasang, kemudian buatlah conversation, then setelah itu practice in front of the class." So, "korang bikinlah conversation, then practice it in front of the class."
E.C.T.2	How I evaluate convergence language adjustment in helping students understand learning materials is by observing how the students interact with the materials we present during the lessons. If they enjoy it and participate actively, then I feel that the language I use is appropriate, even if it is not yet maximized, as it depends on the student's participation.
E.C.T.3	I think this approach is quite effective, but not entirely perfect. By using Indonesian, I feel that students grasp fundamental material more quickly. However, for more difficult concepts, I sometimes need to repeat or provide more specific examples. There are times when I also need to clarify with detailed explanations or involve a bit of Malay, depending on the classroom situation.
E.C.T.4	Are they easier to understand the lesson? From what I see, yes, they find it easier to understand. Just changing my words to something simpler, for example. The other accents make them feel more familiar and more integrated into their thinking. This means they don't have to take it too seriously and struggle to think twice when listening to explanations in another

	language. Since they are already familiar with the accents, it's less likely that one or two words or a sentence from what I say will be missed, making it easier for them.
E.C.T.5	It's quite similar because we shift from English to Maintenance Language. They sometimes still feel confused. I often have to give examples. They also mention things like, "Oh, this is what it's called here."

d. Transcript of the Interview About the Teachers' Views on Their Language Adjustments Toward Students' Engagement

Informant	Interview Result
E.E.T.1	Yes, I feel they are more active when I use Convergence Language Adjustment because if I use my original language, the language I typically use, rather than adapting to their language, they seem to understand but are still a bit confused. So, I think they comprehend better and are more active when they understand what I am saying.
E.E.T.2	I feel that students are more active when using convergence language adjustment. In my opinion, they are very active because I try to adjust the language so that they can better understand what I convey. Moreover, I notice that some students from different backgrounds are more active when I adjust my language to resemble their mother tongue.
E.E.T.3	Yes, I see that students are fairly active, but not completely. They may be more focused on the material I teach. However, some students, sometimes need time to fully understand the instructions or explanations I provide.
E.E.T.4	I feel they are more active because they are more engaged with the learning process. The quiet ones who usually lack confidence appear more comfortable and

	respond more frequently. If I say "yes" or "no," they still seem a bit shy to answer. That's an example.
E.E.T.5	It's the same whether using Maintenance Language or Malay. It depends on how the teacher teaches. But if we use English, they are not active at all because they are very confused.

Appendix 5: Documentation

a. Documentation of the Observation







b. Documentation of the Interview







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