



The Realization of Communication Accommodation Strategies between Teacher and Students at Easy Learning English Course

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Abstract

It is a challenge for English teacher in an English course to be able to accommodate in teaching so that students are not confused with what the teacher explains during the communication. This research aims to investigate the kinds of communication accommodation strategies realized in teacher-student interaction in Easy Learning English Course. This study used qualitative research design in the classroom interaction analysis. The instrument applied was strategies checklist to find and interpret the strategies realized. This study found that based on the analysis in the interaction between teacher and students in Easy Learning English Course, the communication accommodation strategies used were approximation strategy, interpretability strategy, discourse management strategy and interpersonal control strategy. The strategies used in the interaction enable the teacher to accommodate in the communication with the students in the classroom. This study shows that the communication accommodation strategies realized in the teacher student interaction in Easy learning English course are 26 times approximation strategy, 38 times interpretability strategy, 351 discourse management strategy and 14 times interpersonal control strategy in Conclusion, Discourse management strategy is more dominant than approximation strategy, interpretability strategy, and interpersonal control strategy.

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INTRODUCTION

In general, English is taught in elementary school, junior high school and senior high school. Although students have learnt English for several years at school, no wonder students feel difficult to communicate in English because they do not speak the English daily and do not live in English environment. Therefore, the students who want to improve their English skills come to an English course to learn intensively. In English teaching, teachers are expected to be able to give clear and understandable words and sentences, so that students are able to understand what the teacher said. It is a challenge for English teacher in an English course to be able to accommodate in teaching so that students are not confused with what the teacher explains during the communication.

One of the relevant theories for the varied communication strategy in teaching is communication accommodation strategy which is developed by Howard Giles. Giles and Ogay (2016) found that Accommodation strategies are also conceptualized in conversation such as approximation, interpretability, discourse management, and interpersonal control strategy. This theory explains how people adjust the communication style in the interaction to organize the relationship. The coordination in the interaction is used to synchronize or align others (Meyer A. S. et.al 2018). Heidari, K. (2019) stated that Willingness to talk and communicate can be used for the learners' transition of lexical from receptive to productive mode. In addition Cheng and Xu (2022) mentioned that one of the most significant issues in the success of language students is communication skill.

Wu C and Lin H (2014) stated that Low anxiety about speaking a foreign language is needed for Students to demonstrate a stronger willingness to communicate. The low anxiety is

also needed by students in Easy Learning English Course. Educators own crucial roles in teaching and comprehending their ideas (Zhu D, 2022) so that the teacher's communication accommodation is helpful. The factors that teacher should always remember is that educators and their knowledge are the significant element in learners' success and achievement in understanding language (Duan G et al. 2022).

Widayati, Wahyuni and Aprilia (2023) mentioned that in learning a language, students have to learn new vocabulary. It is accordance with the interaction in Easy Learning English course that obligate the students to learn new vocabulary by memorizing and applying them in their communication. Communication skill is the attribute that employers look for (Hartono 2023), therefore communication in the teacher students' interaction should be habitualized in order the students get used to and able to use it any places. Students must be able to find the right word and forms in making sentences (Hermansyah et.al 2023). Some students usually still feel difficult in finding the proper word, but the teacher has to facilitate the students in finding it. Teacher can use some easy words, including the use of demonstrative word. Demonstrative words are usually termed because they are used to refer something or expression (Rustipa K, 2025). The teacher also can use high frequency words to help the students expressing the idea in the teacher student interaction. Learners are able to study English vocabulary both receptively and productively (Bernardi, E., Vaughn, K. E., Dunlosky, J., and Rawson, K. A. 2024). Students are absolutely need teacher in studying the vocabulary in the classroom.

In the classroom, both teachers and students engage in interactions as part of the learning process. Interaction is essential in English language teaching and learning, as it enables the exchange of ideas, feelings, opinions, views, perceptions, and other forms of communication between teachers and students (Eisenring and Margana, 2019). Teacher-student interaction gives students' opportunities to get

comprehensive input and feedback as well as to make changes in their English.

In term of English teaching, the communication is between teacher and students. The person that should adjust and accommodate in the interaction is the teacher not the students. It is because the teacher knows English more than the students, has more varied vocabulary and understanding in English than the students, and has more control to organize the relationship in the classroom than the students. The teacher has to be able to explain everything well in English during the teaching so the students understand what the teacher is talking or do what the teacher instructs. Because the teacher is the person who is responsible for adjusting and accommodating in the classroom, it becomes the reason why the researcher would focus on the analyzing the strategies used by the teacher not the students.

This research is worth to conduct because of some aspects. First, English is not an easy language to learn and understand by non-native English students. Many people have learned English in Elementary school, junior high school even in senior high school but they are not able to understand English. Second, teacher has a big role to accommodate in communication with the students. Therefore, teacher needs to use strategies in communication to reveal the idea about English clearly. Third, teacher is sometimes not aware and do not know what strategy which he has realized along in the communication to the students. Forth, there is lack of study related to accommodation strategies in communication between teacher and student. Fifth, English course has a good learning atmosphere to learn English intensively. Therefore, it is very beneficial for teachers and readers to know how the realization of communication accommodation strategies between teacher and students in "Easy Learning English Course".

Scholars conducting research in several fields on communication Accommodation Strategies. Related to technology, some researchers such as Adams et al (2018) and Hordila-Vatamanescu and Pana (2010) have

highlighted the role of accommodation factors in the communication dynamics within virtual communities. These factors are employed by members as they aim to either accentuate or reduce social differences between themselves and others, often beginning with the construction and negotiation of online identities. This interaction is central to how individuals adjust their communication styles to align with or distinguish themselves from other members in digital spaces. In health field, communication accommodation strategies have been conducted by (Chevalier et al., 2017; Farzadnia and Giles, 2015; Hildenbrand, G. M and Ammon. M. L, 2024; Jain and Krieger, 2011; Jones et al., 2018; Penman, 2015; Pines et al., 2021). In common, patients were less satisfied when doctors were perceived to be too divergent or not at all. Some researches in family were conducted by the experts: (Bernhold et al., 2021; Mahadhir et al., 2014; Morgan et al., 2020; Scott and Caughlin, 2015; Speer et al., 2013; Warner et al., 2021). The studies highlighted that family relationships are often shaped by accommodation related to caregiving intentions and the expectations that individuals have in their roles within the family. These relationships can be navigated through strategies like approximation, interpretability, discourse management, and interpersonal control. Accommodation is also needed in Intragroup cultural communication. It is like the research that has been conducted by some scholars: (Dorjee et al., 2011; Fang, 2017; Gasiorek and Vincze, 2016; Gomes et.al, 2012 ; Lagacé et al., 2012; MacIntyre, 2019; Riordan et al., 2013; Salvesen, 2016; Sweeney and Hua, 2010, 2010b). They explain the relationship between identity, language and communication accommodation in culture communication.

In educational field, (Bibi F. and Hamida L , 2024; Chen, 2019; Dewi et al., 2018; Natalia, 2018; Howe and Shpeer, 2019; Jazeri and Nurhayati, 2019; Manuaba and Putra, 2021; Nabila and Munir, 2020; Rogerson and Rossetto, 2018; Ruble and Zhang, 2013; Sari et al., 2019; Yazdanpanah, 2012) discussed their foci. Communication accommodation strategies by Giles were used and discussed by Wheizeng

(2019) in the research also. He explained and analyze the interaction between teacher and students at the English as a second language classroom. in the analysis, abbreviation TA means teacher A, SS means some students, AS means a student, S means students. the symbols in the transcription are? means rising intonation. ::: means extension of utterances. - - - means length of the pause or silence. Underline means emphasis of the speech. [text] means correction or note. Uh means hesitation or silence. ... means omission of transcription. Here is the instance of interaction between teacher and students which contains some of communication accommodation strategies.

- TA : But before we start our class, I'd like to get some pictures on the screen. There are two pictures on the screen, what can you see? What can you see in the blue picture?
- SS : A bottle.
- TA : A bottle. What kind of bottle? Does it look like a regular bottle?
- AS : ---
- TA : It looks like a a:::
- S : Coco-cola bottle.
- TA : Yes, it looks like a Coco-cola bottle. what about the one right, in red?
- SS : Teapot.
- TA : Yes, teapot. So, I want to say if these two regular bottles [-chosen word], these two containers represent the culture, so the one on the left, Coco-cola bottle, what culture does it represent?
- AS : ---
- TA : Something American, something western, that's western culture, right? What about the one on the right?
- SS : Chinese culture.
- TA : Chinese culture. Yes, very good...

This excerpt is from the session of topic discussion focused on difference between China and western culture. Teacher A used a picture with a Coco-cola bottle on the left and teapot on the right. In this excerpt, discourse management strategy was applied by Teacher A. Specifically, when the teacher asked "What kind of bottle?

Does it look like a regular bottle?" All the students were in silent, thinking. Teacher A responded swiftly and said "It looks like a a:::", to delay, to extend the waiting time, which gave the students more time to think and made it easier for them to think out the noun phrase "Coco-cola bottle". In the sentence "...if these two regular bottles, these two containers represent the culture...what culture does it represent?" As soon as Teacher A uttered the word "bottles", she recognized whether "coco-cola bottle" or "Teapot" belongs to a container, so, she used the method of conversation repair (self repair), corrected and used "containers" quickly. Wheizeng mentioned that approximation strategies are in the form of speech pattern adjustment including pitch, tone and rate to match the interlocutor. In EFL classroom these strategies are used to better understanding and the exchange of information. Interpretability strategies are used by speaker to make sure the learners can understand the information, to low the learner's anxiety to avoid learner's frustration because of misunderstanding. Discourse management strategies are applied to verify the message received and to express solidarity by using face maintenance and meaning negotiation. It is in the form of repetition, praise, delay or extending waiting time, topic control, conversational repair, feedback, or negotiation. Interpersonal strategies are used to focus on the equality. In EFL classroom equality between teacher and learners helps the learners more relaxed and participate in the teaching process actively. These four strategies are beneficial in teacher and students' interaction.

The previous research was done in China. Thus, the researcher investigates the communication accommodation strategies in teacher student interaction in Easy Learning English, one of the institutions in Indonesia where students learn and communicate in English with the teacher. The researcher addresses the realization of communication accommodation strategy in teacher-students interaction.

METHOD

The research used qualitative research in the classroom interaction analysis. This study focused on the phenomenon, the communication in the teacher student interaction that happens. The source of the data was “teaching process in Easy Learning English”. There were five videos and in total the video consists of 450 minutes interaction. The transcription used in this research was the Transcription notations adapted from Jefferson (1984) in Weizheng (2019).

Table 1. Transcription notations adapted from Jefferson (1984) in Weizheng (2019)

Symbol	Meaning	Example
?	Rising intonation	TA: Yes, whether Benjamin can enjoy himself, and?
...	Extension of an utterance	TA: It looks like a ...
---	Length of the pause or silence	TA: A bottle. What's kind of bottle? Does it look like a regular bottle? ---
Underline	Emphasis of the speech	TA: Yes, there are lots of darks and ... They are waiting in a line.
[text]	Correction or note	S: It shows westerners --- are, ---puncture [punctual]
Uh	Hesitation or silence	S: Uh ---
...	Omission of transcription	TA: Chinese culture, yes, very good ...

The transcription was used to help the researcher convert the video of the interaction into text so that would ease the researcher to do the data analysis. The interaction was analyzed using communication accommodation theory by Giles.

RESULT AND DISCUSSIONS

The recent study found that approximation strategy, interpretability strategy, discourse management strategy and interpersonal control strategy realized in the teacher-students interaction at Easy Learning English Course.

Table 2. Total of the Realization of Communication Accommodation Strategies realized by the teacher in teacher student

interaction at Easy Learning English Course in 450 minutes interaction

Meeting	Approximation strategy	Interpretability strategy	Discourse management strategy	Interpersonal control strategy
Meeting 1	2	6	30	2
Meeting 2	8	1	75	3
Meeting 3	6	1	68	-
Meeting 4	7	14	75	5
Meeting 5	3	16	103	4
Total	26	38	351	14

The communication accommodation strategies allow us to identify the kinds of the strategy used by the teacher to accommodate in teacher-student interaction in the classroom at Easy learning English Course. The further explanation of the discussion is discussed below:

The Realization of Approximation strategy in the teacher students' interaction at Easy Learning English Course.

Approximation is the first kind of strategy in the communication accommodation strategy. Bernhold et al (2021) stated that Approximation strategy is the strategy which is used to make someone's communication more similar to the interlocutor. In other words, when the teacher uses this strategy, the teacher is able to match the student in the teacher student interaction. In this research, approximation strategy such as adjusting the tone, accent, and speech rate occurred 26 times. This finding showed that the teacher was able to use approximation strategy and use of them with the students in the classroom. The function of approximation strategy employed in the teacher student interaction was to make teacher's language and communication match the students.

The Realization of interpretability strategy in the teacher students' interaction at Easy Learning English Course

Interpretability strategy is the second strategy which is in the communication accommodation strategy. Bernhold et al (2021)

mentioned that this strategy to accommodate with the interlocutor so that the interlocutor is able to understand what is happening and the idea being said by the speaker. In other words, this will help teacher to make the students understand what the teacher means in the teaching process. In this research, interpretability strategy such as simplifying sentence, becoming louder in speaking to clarify the idea, give more instances and simple word to improve understanding. This strategy occurred 38 times. This finding showed that the teacher was able to use interpretability strategy and repeat the use of them to interact with the students in the classroom. The function of interpretability strategy employed in the teacher student interaction was to ease the teacher in giving information to the student in the teaching process and make the students easy to understand in the teacher -student interaction.

The Realization of Discourse management strategy in the teacher students' interaction at Easy Learning English Course

Discourse management strategy is the third strategy in communication accommodation strategy. Giles and Ogay (2016) say that this strategy is to verify the information which is received and focus on the conversational need. In other words, it is used to manage the conversation. In this research, Discourse management strategy such as giving extended waiting time, giving feedback, negotiation, topic control, or conversational repair. This strategy occurred 351 times. This finding showed that the teacher was able to use Discourse management strategy to interact with the students in the classroom. The function of Discourse management strategy employed in the teacher student interaction was to increase the interactive communication.

The Realization of Interpersonal Control strategy in the teacher students' interaction at Easy Learning English Course

Interpersonal control strategy is the fourth strategy in communication strategy. This

strategy is to focus on adapting the communication. and show more equality between speaker and the interlocutor. In other words, this strategy is used to make the students feel relaxed in learning. In this research, Interpersonal Control strategy such as allowing the use of interruption and this occurred 14 times. This finding showed that the teacher was able to use Interpersonal Control strategy and manage them to interact with the students in the classroom. The function of Interpersonal Control strategy employed in the teacher student interaction was to make the students' more comfortable and relaxed in the teacher- student interaction.

This research has explained the Realization of communication accommodation strategies between teacher and students at Easy Learning English Course. This research shows a novelty because the previous research did not find the finding such as the finding in the recent research.

This research, communication accommodation strategies realized in teacher and students' interaction and how the strategies are used by the teachers in teacher student interaction is expected to be beneficial in the development of communication accommodation theory in Sociopragmatics, in helping teacher to have better accommodation strategies knowledge in communication in order to have good interaction in teaching and learning, and for people in general to understand and successfully communicate with communication accommodation strategies in daily life.

CONCLUSION

As the conclusion, the Communication and accommodation strategy: Approximation strategy, interpretability strategy, discourse management strategy, and interpersonal control strategy are found in the teacher student interaction at Easy Learning English Course. The teacher used approximation strategy such as adjusting the tone, accent, and speech rate. The interpretability strategy was used by simplifying sentence, becoming louder in

speaking to clarify the idea, give more instances and simple word to improve understanding. The Discourse management strategy was used by giving extended waiting time, giving feedback, negotiation, topic control, or conversational repair. The interpersonal control strategy was used by allowing the use of interruption. The teacher can adapt the communicate in the teacher student interaction because the teacher used communication The accommodation strategy to accommodate with the students in teaching English.

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