

**Indonesian Pre-Service Teachers' Strategy of Using English as a Medium in
Teaching a Foreign Language****Syakira Mumtaza¹✉, Girindra Putri Dewi Saraswati²**^{1,2} Department of English Education, Universitas Negeri Semarang, Indonesia**Article Info****Abstract***Article History:*

Received

19 July 2026

Approved

24 July 2026

Published

31 July 2026

Keywords: classroom interaction,
English-medium instruction, foreign
language teaching, teacher talk

This study aims to explore the type of Teacher Talk used by Indonesian pre-service teachers in teaching Indonesian as a foreign language (BIPA) in Australian classrooms. Here, the teachers used English to set a common language in the classroom. Open-ended questionnaires and interviews were conducted to find out the type of Teacher Talk and gain teachers' perspectives during the teaching process from four participants. The data collected revealed six types of Teacher Talk they used in the classroom and were categorized using Flanders Interaction Analysis Categories (FIAC). It shows that using English in the classroom could develop comprehension interactions. Thus, it enhances students' willingness and confidence to interact and engage during the learning process. Moreover, using English to explain Indonesian helps students to understand the materials. Therefore, this study challenges existing hypotheses in teaching foreign languages and shows that using students' first language also could help students in learning a new language. Even so, providing activities related to the target language is still important.

© Copyright 2026

INTRODUCTION

Indonesia and Australia have had a strong relationship for years. This relation made a big opportunity for Indonesia and Australia to collaborate in several aspects. Through this relationship, Indonesia's Ministry of Education and Culture committed to have cultural exchange with the Australian government. This program includes teaching Indonesian as a foreign language (BIPA) in some Australian schools. Moreover, teaching BIPA provides opportunities for Indonesian teachers to work globally.

This opportunity is not only available for teachers, but also open for students who are majoring in education in Indonesian universities. They were given the opportunity to become a pre-service teacher in Australia as BIPA teachers' assistants. This was monitored under the supervision of the Indonesian Education and Culture Attaché in Canberra. During teaching practice in BIPA classes, these pre-service teachers

use English as the medium of instruction when teaching students whose English is their first language. Although they are not native English speakers, they teach native English students in Australian classes.

The research on using English as a medium of Instruction (EMI) has gradually aligned with the increasing use of English in the classroom globally. EMI itself is defined as using English to teach subjects other than English in the classroom (Richards & Pun, 2023). However, in teaching a second or foreign language, using the target language in the classroom is essential. Based on the Direct Method by Maximilian Berlitz (1887), foreign language learning should involve a significant amount of active oral interaction. Learners are expected to use the target language spontaneously with minimal analysis on grammatical rules. It concludes that conducting interaction using the target language requires a high level of language proficiency (Choi et al., 2026). Thus, to apply effective interaction using

✉ Corresponding author:

Email: syaakirza@students.unnes.ac.id

target language will requires practice first (Harahap & Fauzana, 2025). To meet this expectation in foreign language learning, the classroom environment should limit the use of the first language (Brown & Lee, 2015).

Providing an atmosphere where students can actively participate in interactions using target language becomes essential. Enhancing interaction between students and teachers promotes classroom dynamics, learning outcomes, and students' opportunities (Yao & Shao, 2024). In an effective classroom environment, students are able to share ideas clearly and confidently, which improves language skills and promotes authentic (Muluneh et al., 2026). It can be said that the classroom environment and teacher-student interaction can develop healthy relationships (Ong & Quek, 2023).

Thus, this is aligned with the Long Interaction Hypothesis (1996), which states that interaction is a basis for practicing a second language. He argues that interaction should be comprehensible to acquire a language. Additionally, this study focuses on foreign language learning; the context is most likely that students are learning other countries' languages and do not have to communicate beyond the class session (Brown & Lee, 2015). Here, teachers play a role in maintaining language input in the classroom.

This study takes part in teaching BIPA in Australian classes, especially conducted by Indonesian pre-service teachers. It is found that their first language is Indonesian and English is their additional language. Otherwise, they conduct teaching in Australian classes, where most of the students' first language is English. Thus, they emphasize using English in teaching, rather than using the target language, Indonesian. This shows that this setting does not align with the existing hypothesis.

The setting shows that this research provides a multilingual setting in the classroom. Here, EMI plays its role as a common language for both teachers and students. This research is in accordance with Richards & Pun who stated that one of the aims of using EMI in the classroom is to promote a common language in multicultural classrooms. Since there is a different language barrier between teachers and students, EMI is used as a facilitator of the classroom interactions. It shows that English is the language used by the Teacher and can be defined as a Teacher Talk (Aliabadi & Weisi, 2023; Wu, 2021).

Other than that, Teacher Talk has an important role in teaching. Through verbal language, teachers could provide rich input to students and improve their social behavior and learn independently, which enhances learning outcomes (Aliabadi & Weisi, 2023). The way

teachers talk in the classroom affects the learning process and students' motivation (Harahap & Fauzana, 2025). Additionally, Wu (2021) addressed Teacher Talk as a kind of language used by the teachers. The kind of language used here is more likely related to the type of interaction.

Therefore, this study aims to explore how Indonesian pre-service teachers use English as students' first language as Teacher Talk to facilitate classroom interaction. In exploring Teacher Talk, a framework will guide this study. For instance, Flanders Interaction Analysis Categories (FIAC) was commonly used by researchers in classifying teacher interactions. Some-Guiebre (2020) mentioned that FIAC used to be a tool in classifying verbal behavior in classroom interactions. FIAC has key points of interaction, such as teacher behavior, student behavior, and silence or confusion. Moreover, teachers' behavior is divided into two categories: teacher response and teacher initiation.

Many researchers have explored the role and effectiveness of implementing EMI in many contexts. For instance, the research on students' perspectives regarding the EMI classroom setting was conducted by Zumor (2019). This research involved students studying Computer Science, Engineering, and Medicine at King Khalid University. They were asked to fill out a questionnaire to draw their challenges in lecture comprehension, communication, pedagogy, and assessment in EMI classes. This study provides new insight into the students' perceptions and suggests ensuring the English barrier for students.

In implementing EMI in the classroom, teachers should meet such English levels (Richards & Pun, 2023). Therefore, teachers' competencies have also been significant in this field. Sugimoto (2021) did research on teachers' experience in conducting EMI class to develop training or development programs. This study aims to reveal teachers' awareness of the importance of competency for EMI instructors. Further, those teachers believed that communication skills are important, including clarity, encouragement to engage in discussion, and a sense of humor. These findings give additional insight and purpose on developing teachers' competencies.

Further, An et al. (2021) has also participated in research of EMI related to classroom interaction, which is closely related to the recent study topic. This study is based on teachers' dominant and lower-level students in the EMI class. An et al. explored the interaction pattern occurred among 15 science teachers in China who are native English speakers. This study revealed that the implementation of EMI is influenced by both teachers and students.

Those previous studies have examined EMI in various educational contexts, and most of

the research highlights the effect of teachers' communication in classroom interaction. However, there is still little attention paid to the use of EMI through Teacher Talk by Indonesian pre-service teachers in teaching a foreign language in Australian classrooms. Addressing this gap, the recent study aims to explore Teacher Talk as a tool of EMI.

Throughout teaching practice, Indonesian pre-service teachers use English to facilitate communication and build an interactive classroom environment. This study will categorize their type of Teacher Talk and reveal English utilization in building interaction between them and their students. Through building interaction with the students, this study aims to discuss the importance of having comprehensible interaction, which is achieved by using a common language in the classroom.

Based on those settings and purpose, the research questions of this study will be:

- How do Indonesian pre-service teachers use English as a mediating language to build interaction with the native students in Australian classes?
- How does interaction play its role in the teaching and learning process?

METHODS

Research Design

This research applied a qualitative approach to explore pre-service teachers' strategies in using English as a classroom language to build interaction. In a qualitative study, the phenomenon arises from social or human problems. Then, the phenomenon will be explored to gain deep understanding, insight, and meaning (Creswell & Creswell, 2018; Zinyama et al., 2022). The data will be collected from participants' perspectives and generated subjectively and descriptively, combining words with voice and emotional language into text (Sahir, 2021; Shava & Nkengbeza, n.d.). Moreover, this research aims to describe the type of Teacher Talk in enhancing classroom interactions.

Setting and Participants

This study involved four students from Universitas Negeri Semarang (UNNES) who are majoring in education and have conducted BIPA classes in Canberra, Australia. These students were involved in the LANTIP International program, which offered an international internship for pre-service teachers throughout the period from July to September 2025. In that period, UNNES sent 6 students, including the researcher.

However, for the purpose of this study, the researcher selected 4 students who conducted

BIPA classes. They taught BIPA for 10 weeks across two schools and at different grades. Two students taught in the kindergarten and primary school levels, from year 1 through year 6; they shared the same supervising teachers and conducted teaching practice together, with the same class and students every day. The other two were taught in secondary school; they had different supervising teachers, and thus taught different classes and faced different students; although they still engaged in some joint activities.

They completed questionnaires and participated in interviews to explore their perspectives on the classroom interactions they experienced. All four participants were informed that their participation was voluntary and that their data would be anonymized; consequently, pseudonyms were used in this study to replace their real names.

Data Collection and Instrument

The open-ended questionnaire will be used to collect pre-service teachers' background information and initial perceptions of EMI regarding classroom interaction. Moreover, interviews will gain teachers' strategies and reflections on interactions in classrooms. Using questionnaires and interviews will provide triangulation and in-depth information regarding teachers' perspectives to maintain qualitative approach objectives.

The open-ended questionnaire was designed to explore the use of English by Indonesian pre-service teachers as a medium of instruction to facilitate classroom interactions. The questions focus on interactional practices, classroom management, and perception of teaching and learning. The indicators were developed based on key categories of Teacher Talk adapted from Flanders Interactions Analysis Categories (FIAC).

Table 1. Questionnaire Indicator

Category	Indicator	Question Number	Statement
English as a Medium of Instruction	- Using English to start interactions - Using English to respond to students' ideas - Using English to reduce students' anxiety - Using English to encourage students - Using English to explain materials - Using English to give directions - Using English to maintain students' behavior	1, 2, 3, 4, 5, 6, 7	- How do you use English to ask questions and invite students to participate in the classroom? - When students address their idea, what sentence do you usually use to respond and maintain the interactions in the classroom? - When students lose their confidence or get anxiety, which words do you usually say to validate their feelings? - When your students try to answer some questions, how do you praise or encourage them? - In which situations do you prefer explaining materials in English rather than Indonesian? - In which situation, using English helps students to follow your instruction? - What problem do you face in maintaining students' behavior? How do you overcome and approach them to follow the classroom's rules?
Interactions' role in teaching and learning	- Interactions to encourage students - Interactions help students' understanding	8, 9	- By maintaining interactions, how do you see it affected students' encouragement to participate in the classroom? - In your experience, how do interactions influence students' understanding?
Language Teaching	Students' opportunities to use target language in the EMI classroom	10	What kind of activity provides students' opportunity to use Indonesian in the classroom?

In managing data triangulation, the interview was conducted face-to-face or online with each participant. The interviews were semi-structured and open-ended to gain in-depth opinions and specific experiences during the use of students' first language to teach a foreign language. Here, FIAC was used to develop the indicators for the interview questions.

Table 2. Interview Indicators

Category	Indicator	Question Number	Questions
English as a Medium of Instruction	- Using English to start interactions - Using English to maintain interaction - Using English to give instructions - Using English to explain materials	1, 2, 3, 4	- How do you usually start your class and gain students' attention? - How do you respond to students' ideas and answers? - How do you invite your students to your activity? - How do you deliver your Indonesian materials in the classroom?
Interactions' role	- Interactions help students to understand materials - Interactions help students to engage with the topic - Interactions strategy	5, 6, 7	- Do you believe that interactions will help students understand the topic? - How do you see interactions in the classroom will maintain students' engagement with the topic? - In your opinion, which interaction strategy using English helps your class most, and why?
Language teaching	- Students' engagement to the target language - Importance of target language activities - Students' opportunities to use target language	8, 9, 10	- What do you think of using English to teach Indonesian will help students in the classroom? - In your opinion, how important is providing activities which provide students' use of Indonesian in the classroom? - How do you provide opportunities for students to practice Indonesian in classroom?

Data Analysis

The collected data will be analyzed to discover the findings. Based on Miles et al. (2014),

there are three stages in analyzing data. First, data condensation, where the collected data are selected, focused, and/or simplified. Second, data display is the organized data that is possible to conclude. Third, drawing conclusions, where data are turned into information. Through these steps, the researcher manages to find effective interaction in the learning process.

First, this research conducts data condensation by selecting responses relevant to BIPA instruction in Australia. The data focused on the main theories, which are the type of Teacher Talk and the interaction hypothesis in teaching. Further, based on the same theory, the researchers gathered information and classified it into three main categories: 1) the analysis of how Indonesian pre-service teachers used English to build interactions in Australian classes, 2) the analysis of how interaction plays its role in the teaching and learning process, 3) the analysis of using the first language to teach a foreign language. Thirdly, to draw conclusions, the researchers try to identify types of interaction and their roles in foreign language instruction.

RESULTS AND DISCUSSION

The analysis of how Indonesian pre-service teachers used English to build interactions in Australian classes

Four Indonesian pre-service teachers used English in classes most of the time. From starting class, building interaction and trust with students, lecturing, and doing some activities. Nevertheless, in several circumstances, they did repetition using Indonesian. Based on the interview and questionnaire, there are six main types of interaction they applied while teaching, which are categorized as Teacher Talk in Flanders Interaction Analysis Categories System (FIACS). Those teachers casually used English to accept students' feelings, praise and encourage students, accept and use students' ideas, ask questions, lecture, and give directions.

Accepting students' feelings. Teachers found out that their students easily got anxious or stressed and sometimes had low confidence during learning. It happened naturally when they were faced with difficult questions. Then, teachers will accept their students' feelings by saying "It's okay," "Relax," "No problem". Further, some teachers not only accept students' feelings but also give emotional support, such as "Let's try it together," or "I will help you if you need it," which are commonly used in English. It was stated by AO in the questionnaire:

"Usually, I will say 'Relax, it's okay, you can do it, I will help you if you need it'." (AO)

p-ISSN: 2252-6323

e-ISSN: 2721-4540

This indicates that the pre-service teachers gave emotional support to the students by acknowledging their feelings when they experience a lack of confidence or anxiety during learning sessions. Ruzek et al. (2016) address emotional support formed by teachers that can be manifested in the form of caring, respect, and understanding students' feelings and perspectives. Based on Barbadillo et al. (2024), responding to students' emotions helps students feel valued in the classroom and promotes emotional well-being in the classroom. Jayalath (2021) addressed that teachers could motivate students and increase their confidence by interacting with them. Therefore, this study suggests using students' first language to promote emotional support while simultaneously facilitating classroom interaction.

Praising and encouraging. Unlike accepting feelings, most of the pre-service teachers were using both Indonesian and English to praise students' answers or ideas. One Indonesian word that is well-known was "*Bagus*", or even in high school, they have known "*Bagus sekali*", as praising. However, the teachers also regularly use English phrases, such as "Good answer", "Good job", "Great job", or "Well done". Marcelina once said in the interview:

"Sometimes I use English, sometimes I use Indonesian. It depends on the students, because not all the students can understand Indonesian. So, I just fit to students' abilities." (MS)

It turned out that the pre-service teachers could determine whether to use English or Indonesian by adapting to students' Indonesian proficiency level. Meanwhile, in encouraging students are frequently made using English by saying "I know you can do it". In the questionnaire, YA revealed her words on how she did it to her students:

"I'll catch their eyes and say 'I trust you, you can do it!' then wait for them till they are ready." (YA)

Teachers are more likely to encourage students whenever they are too nervous or too shy to speak. In terms of praising, students have learned several Indonesian phrases to praise. However, it does not automatically lead teachers to use it to offer praise; they prefer to consider each student's Indonesian proficiency before deciding to use the target language. This interpretation is consistent with Barbadillo et al. (2024), who argue that teachers could decide the appropriate praises and encouragement that will enhance students' performance and perceptions about learning and reduce behavioral problems. Further, some previous studies highlighting the importance of praise and encouragement indicate that praising students can enhance their engagement and academic performance during the learning process (Chen et al., 2025; Romdhani et al., 2025). In the

context of a foreign language classroom, this finding highlights that effective Teacher Talk involves selecting easily understood phrases rather than offering encouragement that leads to misunderstanding.

Answering/using students' ideas. Praising students also involves responding to or using their ideas. While students conveyed their thoughts, teachers did not only give praise but also determined whether their idea was relevant or not. If they gave a wrong answer or were less relevant, the teachers were likely to give opportunities to other students. Furthermore, MS actually encourages students to get involved in discussion whenever a student asks about the meaning of a word; she explained:

"Sometimes, students ask 'what does this mean?' Actually, the word in Indonesian, the meaning in English is very broad, so sometimes when they ask, I will ask them the context first, like 'what is this context for' or 'this is the context of this or that?', if the context is this, when you want to put words together, you have to use this word or this word, so that's good." (MS)

In the kindergarten context, the teacher explained that whenever a student gives a correct answer, they will repeat the answer together out loud. This practice was revealed by DS in the interview:

"Usually, when there is a student who gives a good answer, I will say 'Great job! That's the answer!' then other students will take part to say the correct answer." (DS)

Responding to students' answers and ideas will give an engaging environment. As in kindergarten and primary, the teachers give acknowledgement and repetition in responding to students' answers in a way to clarify students' answers. This is aligned with (Barbadillo et al., 2024), who revealed that repetition involves students in recognizing the answer and helps clarify the concepts being discussed. Therefore, giving feedback not only provides clarity but also involves affirmation, elaboration, and initiation (Heron et al., 2023). This indicates that Teacher Talk has an important role in initiating classroom interaction, while English was used to elaborate the question and the answer to provide clarification.

Asking questions. The pre-service teachers commonly used English to ask questions and invite students to participate in the classroom. They chose English because it is more familiar to students, while considering their low level of Indonesian proficiency. Moreover, informal English has been used by teachers to build trust between teachers and students. YA and AO confirmed it in the questionnaire.

"I use informal English following the way

students communicate there.” (YA, AO)

Asking questions is also used for gaining students’ attention. It’s also done at the starting classroom to make students focus on the lesson. For example, in kindergarten and primary school, in some circumstances, they had attendance checking by answering questions related to the day’s materials. DS explained how it worked in the interview; she said:

“Before starting the lesson, we had attendance checking. Sometimes, when we call students’ names, the students’ should answer it with ‘Selamat pagi’ or ‘Selamat siang’ or sometimes by talking about their weekend or favorite things, such as color, animal, etc.” (DS)

YA confirmed and added some details on the flow of the checking attendance trick.

“When checking students’ attendance, we didn’t ask ‘Apa kabar hari ini?’ every day, but we adjust with that day material. For example, that day we will talk about Indonesia Independence Day, later I will ask them, what’s their favorite food? but I asked them using Indonesian. So, I wrote on the whiteboard ‘Hi, peeps! I would like to know your favorite food but in Indonesian, you could answer by ‘Makanan kesukaan saya adalah....’ which means ‘My favorite food is....’ So I will ask students one by one with ‘Apa makanan kesukaan kamu?’ then the students will answer with ‘Makanan kesukaan saya adalah pizza’ or they will mention another food. That made students interest and wait for their name called to show their Indonesian” (YA)

This evidence shows that students’ interest of the lesson was increased by the teachers’ questions. AO in high school faced a different issue. There, the students can easily make noise, so he will point out who makes noise and give them questions. This intention is to make students focus and test students’ level of understanding. It corresponds with his statement in the interview:

“For students who are really noisy, I will shoot them with a question, so they will focus more.” (AO)

Using English to ask questions was implied to check students’ understanding and focus on the topic. This becomes important as Jayalath (2021) found that asking questions at the beginning of a lesson arouses students’ motivation and interest as the basic stage of the lesson. Teachers in kindergarten and primary classes implemented this by conducting attendance checking with a question-answer activity related to the day’s materials. In addition, giving questions is also beneficial for assessing students’ level of understanding (Barbadillo et al., 2024). This finding highlights that asking questions not only serves to assess students’ understanding but also as a strategy to sustain comprehensible interactions.

Lecturing. This study found that English was used most of the time when pre-service teachers explained the foreign language materials. They used Indonesian only to introduce new vocabulary. In addition, the pre-service teachers prefer to explain material in Indonesian first before explaining it in English. They adopt this method because students require more time to understand teachers’ explanations. The teachers also provide learning media through PowerPoint, which is dominant in English, in addition to the vocabulary taught. In the questionnaire, MS stated:

“Actually, most of them are in English, because some of the students don’t get any idea of the Indonesian language and it takes more time for them to understand.” (MS)

MS added her experience when explaining material in the interview.

“Usually I deliver my materials in presentations and use simple Indonesian words. So, I explain it in Indonesian first, then I translate it into English, and then I tell them to read it together.” (MS)

DS described similar phenomena that also occurred in kindergarten and primary classes.

“In delivering material, we used a PowerPoint that adjusted the students’ level. For kindy and years 1-4 of primary is mostly using English, other than specific Indonesian vocabulary that will be taught. For years 5-6 regularly using full Indonesian, still we translated it into English. So, I explained it using Indonesian, then I explained it again using English.” (DS)

English has dominantly used during the lecturing process. Even though in several circumstances the teacher switched languages, they do believe that English helps students more to understand. This is in line with Barbadillo et al. (2024), who address that lecturing is a strategy to transfer information and clarify students’ doubts. Thus, by using English, which is most of the students’ first language, it will help them to understand Indonesian. First language can be utilized to clarify materials, enhance understanding, and even activate the learning atmosphere, among other factors (Jing & Jing, 2018). This finding shows that EMI plays a significant role in lecturing Indonesian courses, particularly in clarifying the subject materials.

Giving Directions. The pre-service teachers also commonly used English to give directions, including explaining rules, inviting students to do activities, or exemplifying games. However, AO explained that he provided written rules of a game in PowerPoint using Indonesian. Then, before the game started, he explained those rules again using English. AO narrated the flow in the interview.

“In delivering directions, I still use English to ease students to understand what I’m saying, even though I’ve written the material in

Indonesian. For example, in a marble race, the instruction is “menaruh sendok di mulut dengan kelereng di sendoknya dan berjalan secepat mungkin menuju garis finish” Even though I write the material in Indonesian, I still remind them using English.” (AO)

Besides, in primary and kindergarten, they have cups of sticks with students' names. DS and YA usually use that tool to pick someone's name and ask them to come forward to answer a question. DS said in the interview that when she needed a student to answer a question in front of the class, but no one would volunteer, she would pick one stick with a student's name. So, someone whose name is written there should come forward and answer the question.

Giving directions includes giving commands, orders, rules, and instructions to the student (Barbadillo et al., 2024). As AO stated, he used PowerPoint to write the rules in Indonesian, then he explained it again using English to ease students' understanding. In kindergarten and primary school, they also exemplify the direction of the activity. Barbadillo et al. (2024) recognized that there were several times in giving directions, such as about what students will do, activities of the day, to start the class, along with making announcements, and whenever there is an activity. The recent study implies that using students' first language remains important to clarify directions in such activities.

The finding shows that the pre-service teachers used English in several types of Teacher Talk to enhance classroom interaction. The current study also outlines the various levels of interaction between teachers and students in the classroom that are related to the study conducted by (Sahan et al., 2021), who show that using the target language often makes the teacher-student interactions lower than combining it with the first language. This concludes that implied EMI can affect Teacher Talk while providing effective interaction between teachers and students.

The analysis of how interaction plays its roles in the teaching and learning process

The pre-service teachers have seen interactions as a tool that helped the class process. It helped teachers ensure students' understanding and build a comfortable environment in the classroom. Through interactions, teachers could know about students' understanding of the lesson (Jayalath, 2021; Yao & Shao, 2024); it related to DS's statement that she was able to comprehend students' understanding. It could help her in preparing for the next learning and teaching session, which was naturally the nature of classroom interactions (Some-Guiebre, 2020). Beyond that, building a comfortable environment in learning made students willing to focus and

participate in the lesson. AO proposed his perspective in the questionnaire.

“If we succeed in making students feel comfortable and willing to interact with us, students will be more willing to focus during lessons and also be more willing to participate in learning.” (AO)

Giving questions to the students will also provide opportunities for them to engage in learning. Answering questions and encouraging students also play a role in increasing students' willingness to be involved in classroom interaction. MS also mentioned that interaction can be used to encourage students, as she said in the interview.

“When there are students who are not actively engaged in the classroom, I will come to them and encourage them using phrases, such as ‘Is this hard for you?’ and ‘If you have any hard time, you can ask me, or raise your hand, and I will help you. I won’t judge you’.” (MS)

Hence, responses to the students' thoughts will increase their willingness to engage in the material. In particular, positive feedback has been shown that it could develop students' understanding and confidence (Heron et al., 2023; Schwab et al., 2024). Thus, it helps in building and maintaining classroom environments to be supportive and encouraging (Heron et al., 2023), which develop positive classroom interaction (Schwab et al., 2024).

Teachers believe that by promoting a comfortable environment, students will be more willing to interact with the teacher and participate in the learning process. Sun et al. (2026) support this statement by addressing that through a positive classroom interaction environment, students will be more willing to interact, and it showed that learning performance is improved. This was supported by Muluneh et al. (2026), who explored classroom interactions and defined effective classroom interactions as improving student confidence in language proficiency. This study highlights that maintaining interactions improves students' willingness to learn and their engagement with the topic while promoting places for students to explore target language materials.

The analysis of using first language to teach a foreign language

The data shows that using English in a foreign language classroom, it helps students to get along in a classroom environment. The teachers believe that enforcing the use of Indonesian during the learning will make it hard for students to understand the materials. AO added his agreement that using English in BIPA classrooms will help students.

“It's really helpful for students, since students' knowledge in Indonesian language is really minimal, so if I force using Indonesian it will be hard for students to understand. Otherwise, I

mostly use English while teaching with the aim of making sure that students understand what I said and what I mean.” (AO)

Language learning is characterized by a continuous interactive process of adjustment and adaptation between teacher-student, student-student, and teacher-textbook, so we can see that teacher talk is something neither stable nor unchangeable (Jing & Jing, 2018). Thus, there is no coercion in using Indonesian for full context. Therefore, teaching using English as students' mother tongue is needed to clarify students' understanding. It has come up with evidence that students take more time when teachers talk fully in Indonesian. It is supported by Brevik & Rindal (2020) who explained the use of a first language is beneficial in supporting the development of the target language.

However, in achieving the target language, students need to practice using Indonesian. The teachers have been providing several activities where students can practice their Indonesian knowledge. They believe that providing such activities for students will give them the opportunity to apply their knowledge. This was supported by Mamadjanovna & Muslima (2023), who suggested providing students with tasks where they have to use the target language. Brown & Lee (2015) also addressed that teachers are responsible in managing target language input which includes such as engaging activities.

“It's really important. Because if we only applied teacher-centered and lecturing, it will never work for them. So, I give them some activities, like a worksheet, work in pairs, and giving feedback to the pronunciation and translation.” (YA)

Overall, the use of English in BIPA classes is most helpful for students, given their limited Indonesian language skills. Explaining material in their first language reduces the time it takes for students to understand the topic and reduces misunderstandings. This study highlights that using students' first language could enhance classroom interaction and students' trust in them. However, in terms of teaching a foreign language, providing several activities where students could be exposed to the target language and practice it remains essential.

CONCLUSION

The results of this study reveals six types of Teacher Talk in English used by pre-service teachers could enhance classroom interaction and influence students' engagement in learning. It includes accepting feelings, praising and encouraging, accepting and using students' ideas, asking questions, lecturing, and giving directions. They commonly imply these types of interaction in

English and use Indonesian only in specific words, or rephrase it with English. Although the use of students' first language in foreign language instruction is restricted, this study demonstrates that its use can be adapted to enhance the learning environment and help students engage with the target language. Even so, these teachers constantly provide activities for students to practice the target language. The higher the class level, the more the use of the target language also increases.

Additionally, this study supports the perspective of English as a Medium of Instruction (EMI) in foreign language teaching that could improve students' performance in the classroom. This is in line with the perspective of using the first language to teach a new language. Implementing EMI can improve interactions between students and teachers and foster students' confidence and comfort, leading to greater engagement in learning. However, this study only sees this issue through four pre-service teachers' perspectives. Their thoughts cannot replace the actual students' understanding and language proficiency. Future research could add the impact of using a first language on learning outcomes or measure language proficiency. In implementing the findings, it's compulsory to provide opportunities for students to practice the target language.

REFERENCES

- Aliabadi, R. B., & Weisi, H. (2023). Teachers' strategies to promote learners' engagement: Teachers' talk in perspective. *International Journal of Educational Research Open*, 5. <https://doi.org/10.1016/j.ijedro.2023.100262>
- An, J., Macaro, E., & Childs, A. (2021). Classroom interaction in EMI high schools: Do teachers who are native speakers of English make a difference? *System*, 98. <https://doi.org/10.1016/j.system.2021.102482>
- Barbadillo, D. J. O., Barrete, R. G. R., Ponce, H. T., & Syting, C. J. O. (2024). FLANDERS' INTERACTION ANALYSIS CATEGORY SYSTEM IN ACTION: ANALYZING TEACHERS' CLASSROOM DISCOURSE PSYCHOLOGY AND EDUCATION: A MULTIDISCIPLINARY JOURNAL Flanders' Interaction Analysis Category System in Action: Analyzing Teachers' Classroom Discourse. *Psych Educ*, 2024(6),

- 2024–1490.
<https://doi.org/10.5281/zenodo.10527875>
- Brevik, L. M., & Rindal, U. (2020). Language Use in the Classroom: Balancing Target Language Exposure With the Need for Other Languages. *TESOL Quarterly*, 54(4), 925–953. <https://doi.org/10.1002/tesq.564>
- Brown, H. Douglas., & Lee, Heekyeong. (2015). *Teaching by principles : an interactive approach to language pedagogy* (fourth). Pearson Education.
- Chen, Z., Ren, D., Wang, Z., Gao, L., Shi, Y., Liu, H., & Yang, T. (2025). Enhancing student academic performance in middle school classrooms by fostering engagement motivation through intelligent assessment of teacher praise emotional intensity. *Learning and Instruction*, 99. <https://doi.org/10.1016/j.learninstruc.2025.102185>
- Choi, J. Y., Joen, S., Park, Y. R., Boros, A., Van Pay, C., & Gallagher, K. C. (2026). Classroom verbal interactions and play behaviors in head start: Predictors and outcomes across child language status. *Journal of Applied Developmental Psychology*, 103. <https://doi.org/10.1016/j.appdev.2025.101920>
- Creswell, J. W., & Creswell, J. D. (2018). *Research design : qualitative, quantitative, and mixed methods approaches* (Fifth edition). SAGE Publications, Inc.
- Harahap, S. A., & Fauzana, R. (2025). *THE ANALYSIS OF TEACHER TALK AND LEARNER TALK IN THE CLASSROOM INTERACTION: A DESCRIPTIVE STUDY AT THE EIGHT GRADE OF JUNIOR HIGH SCHOOL*. 16(1), 31–46. <http://ejournal.uin-suska.ac.id/index.php/jealt>
- Heron, M., Medland, E., Winstone, N., & Pitt, E. (2023). Developing the relational in teacher feedback literacy: exploring feedback talk. *Assessment and Evaluation in Higher Education*, 48(2), 172–185. <https://doi.org/10.1080/02602938.2021.1932735>
- Jayalath, U. D. T. L. (2021). The effect of English as a Second Language (ESL) Teacher Talk in Creating Classroom Interactions. *Sri Lanka Journal of Social Sciences and Humanities*, 1(2), 181–191. <https://doi.org/10.4038/slisssh.v1i2.49>
- Jing, N., & Jing, J. (2018). Teacher Talk in an EFL Classroom: A Pilot Study. *Theory and Practice in Language Studies*, 8(3), 320. <https://doi.org/10.17507/tpls.0803.07>
- Mamadjanovna, I. G., & Muslima, A. (2023). SCIENCE AND INNOVATION IN THE EDUCATION SYSTEM International scientific-online conference 8 FOREIGN LANGUAGE TEACHING IN CLASSES. WITH GREAT FILLING. *SCIENCE AND INNOVATION IN THE EDUCATION SYSTEM*. <https://doi.org/10.5281/zenodo.7898337>
- Miles, M. B., Huberman, A. M., & Saldaña, J. (2014). *Qualitative data analysis: a methods sourcebook* (H. Salmon, K. Perry, K. Koscielak, & L. Barrett, Eds.; Third). SAGE Publications, Inc.
- Muluneh, T. K., Amogne, D., & Maru, N. (2026). An exploratory study of teacher talk in EFL classroom interaction. *Social Sciences and Humanities Open*, 13. <https://doi.org/10.1016/j.ssaho.2025.102268>
- Ong, S. G. T., & Quek, G. C. L. (2023). Enhancing teacher–student interactions and student online engagement in an online learning environment. *Learning Environments Research*, 26(3), 681–707. <https://doi.org/10.1007/s10984-022-09447-5>
- Richards, J. C., & Pun, J. (2023). A Typology of English-Medium Instruction. *RELC Journal*, 54(1), 216–240. <https://doi.org/10.1177/0033688220968584>
- Romdhani, A., Trabelsi, O., Selmi, O., Guelmami, N., Weiss, K., Rosemann, T., Zghibi, M., & Knechtel, B. (2025). Verbal encouragement during strength and endurance assessments: The gender of the encourager can matter. *Acta Psychologica*, 255. <https://doi.org/10.1016/j.actpsy.2025.104919>
- Ruzek, E. A., Hafen, C. A., Allen, J. P., Gregory, A., Mikami, A. Y., & Pianta, R. C. (2016). How teacher emotional support motivates

- students: The mediating roles of perceived peer relatedness, autonomy support, and competence. *Learning and Instruction*, 42, 95–103.
<https://doi.org/10.1016/j.learninstruc.2016.01.004>
- Sahan, K., Rose, H., & Macaro, E. (2021). Models of EMI pedagogies: At the interface of language use and interaction. *System*, 101.
<https://doi.org/10.1016/j.system.2021.102616>
- Sahir, S. H. (2021). *Metodologi Penelitian* (T. Koryati, Ed.; 1st ed.). PENERBIT KBM INDONESIA.
www.penerbitbukumurah.com
- Schwab, S., Markus, S., & Hassani, S. (2024). Teachers' feedback in the context of students' social acceptance, students' well-being in school and students' emotions. *Educational Studies*, 50(5), 978–995.
<https://doi.org/10.1080/03055698.2021.2023475>
- Shava, G. N., & Nkengbeza, D. (n.d.). *QUALITATIVE RESEARCH PARADIGM: A DESIGN FOR DISTANCE EDUCATION RESEARCHERS*.
- Some-Guiebre, E. (2020). Foreign Language Classroom Interaction: Does it Promote Communicative Skills? *International Journal of Educational Methodology*, 6(3), 497–505.
<https://doi.org/10.12973/ijem.6.3.497>
- Sugimoto, S. (2021). Qualitative Study of EMI Teachers' Required Competencies and Support Needs. *JALT Postconference Publication*, 2020(1), 66.
<https://doi.org/10.37546/jaltpcp2020-09>
- Sun, Z., Pang, M., & Wang, Y. (2026). Exploring the impact of students' interaction willingness on learning outcomes: An empirical study of cooperative learning in vocational education. *Learning and Instruction*, 103.
<https://doi.org/10.1016/j.learninstruc.2026.102337>
- Wu, X. (2021). A Brief Review of the Studies of Teacher Talk in Second Language Classrooms. *IRA International Journal of Education and Multidisciplinary Studies*, 17(2), 61.
<https://doi.org/10.21013/jems.v17.n2.p3>
- Yao, C., & Shao, S. (2024). Factors affecting teacher-student interactions in a foreign language teaching class: a language socialisation theory perspective. *Humanities and Social Sciences Communications*, 11(1).
<https://doi.org/10.1057/s41599-024-03900-x>
- Zinyama, M., Chimbanga, S., Matore, F., & Shava, G. N. (2022). Analysing Qualitative Data in Research, Processes and Features. *International Journal of Innovative Science and Research Technology*, 7(10).
- Zumor, A. Q. Al. (2019). Challenges of Using EMI in Teaching and Learning of University Scientific Disciplines: Student Voice. *International Journal of Social Sciences & Educational Studies*, 5(3).
<https://doi.org/10.23918/ijsses.v5i3p1>