

Linguistic Strategies, Code Choices, and Teaching Methods Among EFL Learners to Overcome Language Friction

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Abstract

When experiencing language friction, English as Foreign Language (EFL) learners use several linguistic strategies to maintain the continuity of their utterances. This phenomenon has an impact on the code choice taken by those EFL learners. This research aims to reveal: (1) linguistic strategies used among EFL learners when experiencing language friction, (2) EFL learners' code choices when experiencing language friction, and (3) language teaching methods used to help English learners overcome language friction. Conducted in an English language education study program at a university in Indonesia, this research applied the qualitative descriptive method, and involved 4 students and 2 lecturers as participants. Data was collected using observation and interviews. Data were analyzed using procedures proposed by Creswell (2013), including data management, reading and providing memos, describing, classifying, interpreting data, visualization, and representation. This study found: (1) linguistic strategies that EFL learners used to maintain the continuity of their utterances when experiencing language friction were unlexicalized fillers, lexicalized fillers, excessive repetition of a word, lengthening a word, pauses, and code-switching, (2) code choices among EFL learners were code-alternation dan code-mixing, and (3) language teaching methods used to help EFL learners overcome language friction were implementing holistic learning, practicing relevant communicative contexts, encouraging active involvement in the English language community, using technology and digital media in learning, implementing a multilingual approach, providing social and cultural support, and implementing effective training. Understanding of linguistic strategies and code choice in relation to language friction is substantial in English teaching methods because it facilitates communication, promotes learning and adaptation, supports social interaction, and encourages strategic thinking.

Key words: code choice, English as a Foreign Language, language friction, language teaching methods, linguistic strategies

Introduction

The phenomenon of bilingualism or multilingualism among learners of English as a Foreign Language (EFL) is increasingly interesting to examine, because this phenomenon is related to language friction and code choice. According to Joshi and Lahiri (2015) language friction refers to conflict or tension that arises due to language differences in communicative situations. Meanwhile, code choice according to Aaltonen (2020) refers to the decision of individuals to use a particular language in their communicative interactions.

An EFL learner who speaks more than one language can act as a liaison among different cultures, which is a much-needed quality in international business (Fürst & Grin, 2021; Garrido & Sabaté-Dalmau, 2020; Stein-Smith, 2021). Nevertheless, language friction can be a challenge for EFL learners. They can face dilemmas in choosing the right language for a particular situation (Cho & Tian, 2020; Hanulíková, 2021; Kinzler, 2021).

Indonesian EFL learners who are multilingual and multicultural are interesting to examine, considering that Indonesia has linguistic and cultural diversity (Weda,

Atmowardoyo, Rahman, & Sakti, 2021). Furthermore, in Indonesia, with more than 700 regional languages, students often have a bilingual or multilingual background since childhood. This gives them a deeper sensitivity to different cultures and ways of thinking, which is an important asset in cross-cultural communication (Kartika-Ningsih & Rose, 2021). In addition, bilingual or multilingual capabilities give EFL students broader access to global educational and information resources (Irham, 2023). In this way, they can access English literature and resources and utilize those resources in other languages according to their interests and needs.

South Sulawesi is one of the provinces in Indonesia which is inhabited by a bilingual/multilingual community. In that region, there are several tribes who have various regional languages, including Makassar language, Bugis language, Mandar language, Duri language, and several other regional languages. Besides that, people communicate using the national language, namely Indonesia language. Like other regions in Indonesia, in this region, English is also studied as a foreign language from elementary school to university level. Under these conditions, EFL learners experience language friction when producing English utterances.

Based on the background, this research was conducted in an English language education study program at a university in South Sulawesi, Indonesia. Students of the English language education study program at the university grow up in an environment familiar with the use of local languages, in addition to Indonesian as the national language. In non-formal situations, they often use Makassar and Bugis languages, and when communicating with students and lecturers from other study programs, they sometimes use Indonesia language. Thus, students of the English language education study program at the university are multilingual EFL learners. They use English when communicating in academic matters on campus. When producing English utterances, they experience language friction. This condition encourages them to use several linguistic strategies and code choices to maintain the continuity of their utterances. Therefore, this research aims to find linguistic strategies used by EFL learners when experiencing language friction, EFL learners' code choices when experiencing language friction, and language teaching methods to help EFL learners overcome language friction.

Literature Review

Language Friction

Language friction can arise when individuals or groups use different languages in daily interactions (Joshi & Lahiri, 2015; Owen, 2019; Zhang, 2022). For example, in the context of a multilingual community, language friction can occur among speakers who use official languages (such as national languages), and regional languages, or other languages used in informal communication. This phenomenon reflects the complexity in the social power of language in society.

In the educational context, a research conducted by Alsaawi (2019) highlighted three points related to language friction experienced by language learners. Firstly, language learners who experience language friction will be difficult to pronounce the intended words because they are influenced by other languages they have. Secondly, language friction can affect the quality of learning and educational opportunities for individuals who use a non-dominant language in an environment where the majority use the official dominant language. Thirdly, language friction also plays an important role in social integration and cultural identity. Another research conducted by Innocentia (2020) shows that language friction influences individuals' perceptions of their own identity and relationships among groups in a multicultural society. That research finds lowering un-intended word, suppressing the un-intended word, and code-mixing are symptoms that indicate a speaker is experiencing language friction.

Furthermore, the research conducted by Youn (2020) examined hesitation markers, pauses, and asking for help, as other indicators of language friction. That

research indicates that language friction can be a source of innovation and change in communication systems. Overall, language friction is a complex phenomenon and important to understand in a contemporary sociolinguistic context.

A research conducted by Boer and Heeren (2020) found impacts of language friction towards foreign language learners. Firstly, they will be difficult in making their speech understood by interlocutors. Secondly, foreign language learners who experience language friction can feel uncomfortable when they have to communicate with people who use a language they do not fully master. Besides that, foreign language learners who experience language friction will tend to use limited language or inconsistent mixed language. They usually try to mix elements from different languages in their conversations to ensure clarity of communication.

Another research conducted by DelPrete (2021) found three impacts felt by foreign language learners as a result of the language friction. The first impact is miscommunication. It can happen due to differences in interpretation and linguistic nuances in vocabulary or sentence structure. The second impact is awkwardness in communicating. This condition often occurs when they have to use the foreign language they are studying, even though they have not mastered it well enough. The final one is the conflict of identity. They experience confusion between maintaining their own language and culture or adapting and integrating themselves in a society that uses this foreign language.

According to Pawlak (2021) EFL learners can experience language friction due to the following three factors: language and cultural difference, doubts in the use of language, and different communicative contexts. Therefore, using English outside of a structured classroom environment can be challenging for EFL learners. They do not have the opportunity to practice their English in relevant contexts, or they are unfamiliar with the variety of language used in formal or professional situations.

Almost the same as that research, Achirri (2021) also found that EFL learners can experience language friction due to three factors: culture and identity influence, social adjustment in the learning process, and imbalance in language skills. The language friction can be influenced by identity and cultural pressures. EFL learners experience language friction because they rarely build relationships with native English speakers.

However, there are still few previous studies that explore in depth linguistic strategies used by multilingual EFL learners when experiencing language friction. As a critical analysis, knowing the types of linguistic strategies can help in identifying the communicative challenges felt by multilingual EFL learners when experiencing the language friction. It can also be a basis for developing more inclusive strategies to support the use of language and promote respect for linguistic diversity in multicultural societies.

Those previous studies do not offer strategies as a solution to overcome language friction experienced by speakers in social interactions. Meanwhile, it is important to note that language friction requires a sensitive and solution approach in language policy and social practice. Efforts to reduce linguistic friction and promote respect for linguistic diversity can help strengthen social cohesion and linguistic justice in increasingly global and complex societies. This research wants to reveal a more inclusive strategy for overcoming language friction.

Code Choice

Code choice refers to an individual or group's decision to use one or more languages in their communicative interactions (Fu, 2019; İstifci, 2019). Therefore, theories regarding code choice highlight various factors that influence language use decisions, such as social context, cultural identity, and communicative goals (Aaltonen, 2020; Paugh, 2019). In line with that, Pivavarchyk and Minchuk (2021) stated that individuals often choose language based on social norms, social status, and

relational intimacy with interlocutors. By understanding the factors that influence code choice, EFL learners can better understand how bilingualism or multilingualism contributes to their cultural richness and communicative competence (Kkese, 2020; Lee & Levine, 2020).

The concept of code choice is also closely related to bilingualism or multilingualism (De Meulder & Birnie, 2021; Li, 2021). Individuals who master more than one language tend to use the language that is considered most effective or appropriate in a particular communicative situation. As a concrete example, in international academic contexts, the use of English is often chosen to facilitate understanding and expand the reach of a global audience (Kato & Kumagai, 2022).

Empirical studies of code choice yield interesting findings. A study conducted by McMonagle (2022) shows that language choice can influence the audience's perception and response to the speaker. Appropriate use of languages can increase communication effectiveness and strengthen interpersonal relationships. However, such research has not delved deeper into the complexities in code choice strategies in situations where linguistic cultural identity influences users' language preferences.

Individuals or groups often make code choices based on the communicative context, communication goals, and cultural identities. In addition, code choice is often influenced by social and situational factors, such as familiarity among speakers, social context, and desired communicative goals (Lin, 2022; Pérez-Sabater, 2022). This shows that code choice is not just a means of communication, but also reflects identity, social status, and relational power in social interactions.

However, there was still little research that found types of code choice among EFL learners when experiencing language friction. This is crucial to study, because by understanding various types of code choice, speakers can better understand how to use language as a tool to build interpersonal relationships, strengthen cultural identity, and adapt themselves in various communicative contexts.

Ethnosociolinguistic Theory

Ethnosociolinguistics is an integration of two fields of science: Ethnography and Sociolinguistics. Ethnography describes the natural and cultural setting of a society (Hammersley & Atkinson, 2019; Low, 2016), while Sociolinguistics talks about people's language attitudes and language choices (Llamas & Stockwell, 2019; Spolsky, 2004). This theory can analyze how certain cultural stereotypes or communication practices influence language choices in various social situations (Hrytsiv, 2020; Schneider, 2023). By understanding ethnosociolinguistic theory, researchers can explore the complex dynamics of group identity in multicultural societies, and the social implications of language use in different contexts.

In the context of EFL learning, ethnosociolinguistic theory can be used to explore the interaction of English with other languages that learners have, and contact among languages in an effort to meet their communicative needs (Wijsekera & Alford, 2019). In this research, ethnosociolinguistic theory as a research mode provides deep insight into the dynamics of language friction and code choice in multilingual EFL learners. Thus, this theory allows researchers to understand how cultural differences and social group identities influence language use in everyday interactions.

The researchers consider that there are still several interesting gaps regarding language friction and code choice in the EFL learning context for further research from an ethnosociolinguistic perspective. Therefore, this research aimed to identify linguistic strategies that contribute to language friction, code choices among EFL learners, and the language teaching method for EFL learners to navigate the complexity of language friction. The combination of ethnographic approach and sociolinguistic analysis allows researchers to consider the broader implications of language use in EFL learning contexts.

Methods

The study applied a qualitative descriptive method and the study focused on exploring the nature of the study object. According to Vogl (2023) this approach is suitable to be applied in finding and understanding the research focuses in language teaching studies. The focuses of this research are linguistic strategies used by EFL learners when experiencing language friction, code choices as an impact of language friction, and language teaching methods to overcome language friction.

Participants of this research were students and lecturers from the English education study program at a university in South Sulawesi. Students were chosen as participants to find linguistic strategies used by EFL learners, and code choices among EFL learners when experiencing language friction. To ensure this research obtains abundant data, the students were selected based on three criteria. The first criterion is being active in speaking because utterances are needed to answer the first and the second research questions. Therefore, the students selected as participants were only those who were chatty, in the sense of actively speaking English, and from the initial survey results, 10 out of a total of 76 students were found. The second criterion is bilingualism/multilingualism, because language friction and code choice are closely related to bilingualism or multilingualism. Therefore, the students selected as participants were only those who were bilingual or multilingual, in this case they often used more than one language in communicating. From the initial survey results, of the 10 students, only 7 met this second criterion, namely they often communicated using their regional languages (Bugis language and Makassar language), the national language (Indonesia language), and spoke English fluently. Thirdly, the required participants were only students who actually experienced language friction. Therefore, of the 7 students, only 4 students were found to experience language friction when the initial observations of this research were carried out. Lecturers were chosen as participants to answer the third research question, namely the language teaching methods to help EFL learners overcome language friction. To ensure data could be obtained, lecturers were selected based on their teaching experiences because according to Chen (2019) lecturers who are professional and experienced in teaching have many varied teaching strategies and methods. Two of 5 lecturers in the English education study program at the university are certified as professional lecturers, have 7 years of teaching experience, and have produced many research publications in the field of EFL teaching. On the other hand, three other lecturers are not yet certified as professional lecturers and have less than 5 years of teaching experience. Based on this criterion, only 2 lecturers were taken as research participants. Thus, the participants of this research were 4 students from the English education study program and 2 EFL lecturers.

The data source for the current research is all the utterances produced by the participants. Utterances in English was easy to obtain in learning activities because at this university students of the English education study program were required to use English in learning activities. While outside the classroom, they were also strongly encouraged to practice their English conversation skills. The data for this research were the participants' utterances which contain symptoms of language friction, information obtained from them about the code choices they make, and efforts to overcome language friction.

To collect research data, observation and interviews were used. Observations were carried out to answer the first and second research questions, the language friction experienced by EFL students when producing English speech, both in interactions inside and outside the classroom, and the code choices they made as a result of that language friction. In classroom interactions, researchers observed students' interactions with lecturers and classmates in using English, and students' responses in doing English assignments during class. Outside of classroom, the students' use of

English in conversations with lecturers, friends, and university staff was observed. To conduct those observations, the researchers were assisted by other students as volunteer assistants to record the utterances produced by research participants when communicating. During observation, participants' utterances were recorded with a hidden recording device to ensure the naturalness of the data obtained. A research conducted by Hodge and Goico (2022) had proven that natural data would be obtained optimally if the research subjects' utterances were recorded with a hidden recording device. The next step was to conduct interviews to all participants. Interviews were conducted with four students to confirm their utterances containing language friction found from observations. The interview aimed to ensure that the utterances were truly language friction. From those interviews, linguistic strategies and code choice could be confirmed convincingly. Interviews were conducted with 2 lecturers to answer the third research question, namely language teaching methods to overcome the language friction that EFL students experience when producing English utterances. According to Gundarina (2020) and Richardson and Nash (2022) interviews should be conducted in an informal atmosphere, and use language that is easily understood by informants so that information can be explored in depth. Therefore, every informant was interviewed in a comfortable place and relaxed atmosphere.

Data about linguistic strategies when experiencing language friction, code choice as an impact of language friction, and language teaching methods to overcome language friction were analyzed using the procedure proposed by Creswell (2013), which started with data management. At this stage, utterances, transcription, interviews, observations, and all data documentation were organized as well as possible so that they were easy to classify. The second stage was reading and providing the memo. Linguistic strategy data used by students when producing English, code choices taken, interview results, observation results, and documentation, were read several times. The next stage was describing, classifying, and interpreting the data. At this stage, an in-depth description of the data obtained from the participants' experiences, feelings, and observations was carried out. Data interpretation was carried out based on the researchers' point of view, thoughts, and intuition to representative theories. This was done with in-depth interpretation based on theories relevant to the focus of this research. The final stage was visualization and representation so that readers could easily understand the focus of the research being studied.

Results

Following the research questions, the findings are presented in three parts: linguistic strategies used by EFL learners when experiencing language friction, EFL learners' code choices when experiencing language friction, and language teaching methods to help EFL learners overcome language friction. All the findings are the results of the researchers' analysis of the data obtained.

Linguistic Strategies Used by EFL Learners when Experiencing Language Friction

Based on the results of observations, it was found that several participants' utterances contained symptoms of language friction. Observation results found that participants who experienced language friction used a variety of linguistic strategies to maintain the continuity of their utterances.

a. Using unlexicalized fillers

Language friction was sometimes clearly visible in the words and sentences that participants produce when producing English utterances. In the middle of their utterances, they could not find the words they intended to say. They used unlexicalized fillers as a strategy while their minds were searching for the missing words. Below is one of the observation results of activities in the classroom.

Extract 1: Unlexicalized fillers in utterances

Participant A : In my mind, to tell about, eeee, activity carried out on the previous day or in the previous month, past tense is used.

Participant B : If you're looking at textbooks, it's a good idea to, uummm, check some examples of past tense sentences.

Extract 1 was taken from a conversation between research participants and their classmates in a class discussion in the Grammar course. In that situation, Participant A explained the use of Past Tense to his friends. When talking, he interspersed his English utterance with “eeee”. The sound “eeee” is one of the unlexicalized fillers that appears in someone’s utterances who experiences language friction. Because the sound was audible, the symptoms of language friction could be clearly recognized by the listener. In the same situation, Participant B also told his classmates that they could find several examples of past tense sentences in their text books. He interspersed his English utterance with “uummm”.

When confirmed through an interview, those two participants stated the reason for sounding those unlexicalized fillers. Participant A said that before saying the word “activity”, some other words appeared simultaneously in his mind, which made him confused about which words to say. Those were “work”, “*kegiatan*”, and “*pekerjaan*”. The word “work”, has the same context as “activity”, while the words “*kegiatan*”, and “*pekerjaan*” are the Indonesia language of “activity”. Participant A’s statement that several words with the same meaning appeared in his mind indicates that he experienced language friction. Similarly, Participant B stated that before saying the word “check”, several other words appeared simultaneously in his mind, which made him confused about which word to say, namely “see”, “*lihat*”, “*rupai*”, and “*cinik*”. Those four words have the same context as the word “check”. The word “*lihat*” is the Indonesia language, while the word “*rupai*” is the Bugis language, and “*cinik*” is the Makassar language. Participant B’s statement that several words with the same meaning appeared simultaneously in his mind indicates that he experienced language friction. To maintain the continuity of their speech, they used unlexicalized fillers.

The unlexicalized fillers were also found in participants’ conversations outside of class activities. An example can be seen in the following Extract 2.

Extract 2: Unlexicalized fillers in utterances

Participant C : I was thinking about going to the mountain tomorrow, but, uh, I am afraid I will be late returning.

Extract 2 was taken from a conversation between a research participant and her friend who was a volunteer assistant in this research. Their words were recorded by the volunteer assistant but the research participant did not realize it. Participant C inserted the sound “uh” in her utterance. When interviewed, Participant C said that before saying “I am afraid”, several other words appeared simultaneously in her mind, namely “I am worried”, “*saya khawatir*”, and “*mitau ka*”. The sentence “*saya khawatir*” is Indonesia language, and the sentence “*mitau ka*” is Bugis language. They all have the same meaning. Participant C’s statement that several other words with the same meaning appeared simultaneously in her mind indicates that she experienced language friction. To maintain the continuity of her speech, Participant C used an unlexicalized filler. In these examples, “eeee” “uummm”, and “uh” are sounds that do not add substantive meaning to utterances but can help in conversational speech.

b. Using lexicalized fillers

This strategy makes linguistic friction invisible in the speaker’s utterances. However, the language friction experienced by the speaker can still be recognized by

looking at the symptoms that the speaker exhibits. The use of this strategy can be seen in the following Extract 3.

Extract 3: Lexicalized fillers in utterances

Participant C : A sentence that is ungrammatical is usually found in, you know, slang, *bahasa gaul*.

Extract 3 was taken from students' conversations in a class discussion in the Advanced Communicative Grammar course. Participant C inserted a phrase "**you know**" in her utterances. The use of this filler indicates that the speaker is experiencing language friction. In the interview, Participant C explained that phrases "*bahasa gaul*" and "*bahasa na anak mudayya*" appeared in her mind, but the words she intended were actually "slang". The phrase "*bahasa gaul*" is the Indonesia language, while the phrase "*bahasa na anak mudayya*" is the Makassar dialect, which both means "slang". To overcome her confusion, Participant C inserted the phrase "**you know**" before deciding to say "slang".

The unlexicalized fillers were also found in participants' conversations outside of class activities. An example can be seen in the following Extract 4.

Extract 4: Lexicalized fillers in utterances

Participant D : No. He said that he was, what to say, assigned by rector for an important meeting.

Extract 4 shows a conversation between Participant D and a volunteer assistant of this research. Their conversations were recorded but Participant D did not know. Participant D answered her friend's question, and she inserted the phrase "**what to say**" before saying "assigned by rector". The use of this filler indicates that the speaker is experiencing language friction. When interviewed, Participant D confirmed that before saying "was assigned", other words with the same meaning appeared in her mind, such as "was instructed", "*diperintahkan*", and "*itugaskangi*". The words "instructed" and "assigned" are synonymous, while the word "*diperintahkan*" is the Indonesia language, and "*itugaskangi*" is the Bugis language, both of which have the same meaning as "was assigned". That situation made her confused about which words to say. To maintain her utterance, she filled in the gap by saying "what to say".

c. Using excessive repetition of a word

Research participants used word repetition in the middle of speech when they were confused about choosing the intended word to say. It was also an observable indicator to show that research participants experienced language friction in their minds. It can be seen in the following Extract 5.

Extract 5: Excessive repetition of a word in utterances

Participant B : Okay. The main sentence contains a problem that can be...that can be...that can be developed in detail.

Extract 5 was taken from a class discussion activity in the Essay Writing course. At that time, Participant B explained the function of the main sentence in a paragraph. Participant B repeated the phrase "**that can be**" three times before saying "develop". This excessive repetition is one of the strategies used to maintain continuity of utterances when language friction occurs. This was confirmed through the interview regarding Participant B's reason for repeating the phrase three times. Participant B said that before saying "developed", several other words appeared in his mind, which made him confused about which word to say. Those were "extended", "expanded", "*diperluas*", and "*dikembangkan*". The words "extended" and "expanded" have the same meaning as "developed", the word "*diperluas*", is the Indonesia language of "extended" and "expanded", while the word "*dikembangkan*" is the Indonesia language of "developed". Participant B's statement that several words with the same

meaning appeared simultaneously in his mind indicates that he experienced language friction. The participant used abnormal repetition, and the repetition sounded excessive.

The observations outside of learning activities also found this type of strategy. The following is an example of the proof.

Extract 6: Excessive repetition of a word in utterances

Participant C : In my mind, we need to meet other, other, other officials, *pajabak*, for interviews.

Extract 6 was taken from a conversation between a research participant and her friend who is a volunteer assistant for this research. Their words were recorded by the volunteer assistant but Participant C did not know. Participant C repeated the word “other” three times before saying “officials”. This is an excessive repetition of words. This strategy is used by speakers to maintain the continuity of their speech when they are confused about choosing words to say. The use of this strategy indicates that the speaker is experiencing language friction. When confirmed to Participant C through the interview, she conveyed the reason for repeating the word “other” up to three times. Participant C said that when she was about to say “other”, the words “another” and “else” also appeared in her mind. These three words are synonymous but have different functions. She added, the phrases “*pejabat lain*”, and “*pajabak laing e*” also appeared in her mind. Both phrases have the same meaning as “other officials”, the former is the Indonesia language, while the latter is the Bugis language. When she was confused about choosing an utterance, she filled in the blanks by repeating the word “other” three times, to confirm her choice. Repetition of one word up to three times is considered abnormal repetition. The use of Bugis language “*pajabak*” which means “official” is to ensure understanding of the interlocutor.

d. Lengthening a word

Another strategy used by participants was lengthening a word. It can be seen in Extract 7.

Extract 7: Lengthening a word in utterances

Participant D : Finding the topic sentence in a paragraph is sooooo difficult for me. I need a lot of practice.

Extract 7 was taken from a classroom discussion that took place in the Reading for General Information course. At that time, the lecturer asked students to convey various difficulties they encountered in the lesson. Participant D expressed her difficulty in finding the topic sentence in a paragraph. When pronouncing “Finding the topic sentence in a paragraph is so difficult”, Participant D lengthened the word “so” which indicated hesitation. Lengthening a word before saying the intended word can be a strategy used by a speaker to maintain the continuity of the utterances when experiencing language friction. When confirmed to Participant D through the interview, she stated the reason for elongating the word “so”. Participant D explained that she had experienced doubts about choosing words to continue her utterance because several other words appeared in her mind. The words she actually intended were “so difficult”, but the words “very difficult”, “*sangat sulit*”, and “*mawatang sennak*” appeared simultaneously in her mind. These three phrases have the same meaning. The phrase “*sangat sulit*” is Indonesian, while “*mawatang sennak*” is the Bugis language.

The results of observations outside of classroom activities also found the use of this strategy. An example can be seen in the following Extract 8.

Extract 8: Lengthening a word in utterances

Participant A : Excuse me, Mam. May I enter the dean's room, toooo, to submit our assignment documents?

Extract 8 was taken from participant A's conversation with a university staff member. Participant A asked the staff for permission to enter the dean's room to submit assignments. This conversation was recorded by a volunteer assistant who was Participant A's classmate. In the conversation, Participant A lengthened the words "**toooo**" before finally saying "to submit". Lengthening a word is a linguistic strategy when experiencing language friction, and this was confirmed when participant A was interviewed. Participant A explained that he was confused about choosing words to utter because he was talking to a staff member who only understood a little English, whereas the English language education study program students were required to use English when communicating within the campus area. Most of the university staff are Bugis and Makassar people with very lack English skills, and they more often speak Indonesia language and Bugis or Makassar language. When going to say the word "to submit", Participant A wanted to replace it with other languages understandable by both of them, namely "*ampantamak*", and "*menyerahkan*". The word "*ampantamak*" is Makassar language, and "*menyerahkan*" is Indonesia language, both means "to submit". This condition caused participant A to lengthen a word as a strategy.

e. Using pauses

Another strategy found in this research is long pauses. When participants were confused about finding the next word to say, they used a long pause before continuing their utterances. The use of this strategy can be seen in Extract 9 below.

Extract 9: Pauses in utterances

Participant B : In language teaching, [long pause], many literary works are used as learning media.

Extract Extract 9 was taken from a classroom activity in the Introduction to Literature course. On that occasion, Participant B explained the position of literary works in language teaching. He paused for a very long time before finding the right words to continue the utterance. This unusual pause indicated that the participant was experiencing language friction. However, to maintain the continuity of his utterance, when thinking about the words to say next, the participant just paused without any sounds uttered. To ensure that it was a language friction case, Participant B was interviewed. Participant B explained that in that class discussion, he was confused about choosing words to continue his utterance because several other words appeared simultaneously in his mind. The word he actually intended was "many", but words "much", "*banyak*", "*maega*", and "*jai*" also appeared in his mind. The word "much" has the same meaning as "many" but for different use. The word "*banyak*" is Indonesia language, while "*maega*" is Bugis language, and "*jai*" is Makassar language, all three of which have the same meaning as "many" and "much". From Participant B's explanation, it can be seen that he experienced language friction. The strategy he used based on the results of his observations was using long pauses.

The use of this strategy was also found in participants' utterances outside the classroom activities. It can be seen in the following Extract 10.

Extract 10: Pauses in utterances

Participant D : I am not sure if we can get it, [long pause], done by tomorrow, so we might need to extend the deadline.

Extract 10 was a snippet of dialog between the participant and the research volunteer assistant who was sitting relaxed in the campus park. Participant D said that she and her friends were not sure they would be able to complete their assignment the next day. After saying "we can get it" she paused for a long time before continuing

her utterance “done by tomorrow”. Pausing is one of the strategies used by speakers when experiencing language friction. This was confirmed by Participant D through an interview. Participant D explained that she was confused about choosing the word to continue her utterance some words appeared simultaneously in her mind. The word she actually intended was “done”, but the word “*selesai*” also appeared in her mind. The word “*selesai*” is Indonesia language, which has the same meaning as “done” (passive form). From participant D’s explanation, it can be seen that she experienced language friction. The strategy she used was long pauses.

f. Using code-switching

Code-switching refers to the practice of using more than one language or code in a single conversation. Observation results found that code-switching was used by participants as a linguistic strategy when experiencing language friction. An example can be seen in Extract 11.

Extract 11: Code-switching in utterances

Participant A : The lecturer won’t come to our class today, but he gave us an assignment. For the assignment, we are asked to write an essay... *Pastikan untuk menggunakan struktur yang baik!* ... At previous meetings, we had practiced quite a lot.

Extract 11 was taken from class activities in the Essay Writing course. At that time, Participant A, as the class chairman, told his friends that the lecturer would not attend the class that day, but there was a task for them to complete, namely writing an essay. He said “we are asked to write an essay”, then stopped for a moment, and continued his utterances with an Indonesian sentence “*Pastikan untuk menggunakan struktur yang baik!*” which means “**Make sure to use a good structure!**”, stopped again for a moment, and then said “At previous meetings, we had practiced quite a lot”. Participant A switched back and forth between English and Indonesian sentences.

In the interview, Participant A said that at that time, he actually wanted to say “Make sure to use a good structure!”, but the sentence “*Pastikan untuk menggunakan struktur yang baik*” appeared in his mind simultaneously. Besides that, he considered that sentence was the core information, and he was worried some of his friends would not understand, so he chose to use sentences in Indonesia language to ensure that all his friends understood the information he conveyed. This example blends English and Indonesian to help others navigate classroom instructions and activities.

The use of this strategy was also found in participants’ utterances outside the classroom activities. An example can be seen in the following Extract 12.

Extract 12: Code-switching in utterances

Participant D : Good morning. *Tabek u ganggu ki’, Pak.* All students who will take the thesis exam are already in the room.

Extract 12 was a dialog between a research participant and an EFL lecturer outside the classroom. Participant D wanted to convey to the lecturer that all students who were going to take the thesis exam were already in the room, and the lecturer was one of the examiners. Participant D opened her utterances with a sentence in the English language “Good morning”, then switched to the Bugis language “*Tabek u ganggu ki’, Pak*”, which means “**I apologize for troubling you, Sir**”. The word “*tabek*” is a Bugis language for apologizing, “*u*” is a subject pronoun in the Bugis language which means “I”, the word “*ganggu*” means “to disturb”, “*ki*” is an object pronoun in the Bugis language means “you”, used to address a highly respected person, while “*Pak*” means “Sir”, a greeting word used by Indonesians to address respected people or older people, such as teachers, lecturers, professors, and so on.

She continued her speech with a sentence in English “All students who will take the thesis exam are already in the room”. Participant D used code-switching between Bugis language and English.

In the interview, Participant D explained the reasons for switching from English to Bugis language. She said that she actually could produce the English utterances “Sorry to have bothered you, Sir” or “I apologize for troubling you, Sir” but she preferred saying “*Tabek u ganggu ki, Pak*”. The reason was because she was having a dialogue with someone who should be highly respected, and she felt it was more polite to use Bugis language instead of English language. However, because she was still in the campus area, she combined her utterances with English. This code-switching between Bugis language and English reflects a speaker’s respectful attitude towards the speech partner.

EFL Learners’ Code Choices as an Effect of Language Friction

Based on the results of observations, this research found two code choice models taken by participants as the impact of language friction.

a. Code-alternation

Code-alternation is one type of commonly observed language choice. Code-alternation appears in an utterance consisting of several sentences, each sentence is spoken in a different language, and the switch is carried out deliberately by the speaker. Examples can be seen in Extract 11 and Extract 12.

In Extract 11, Participant A used the English language and Indonesia language in two different sentences in one utterance, to help his friends navigate the instructions and activities. Participant A started his utterances with an English sentence, then deliberately switched to Indonesian in the next sentence to convey the main information, and ended his utterances with another English sentence. In this case, participant A could actually maintain his English utterance, but he chose to use another language to ensure the core information could be understood by the interlocutors.

In Extract 12, Participant D used the English language and the Bugis language simultaneously in one utterance to express politeness and respect. Participant D started her utterance with a sentence in English, then deliberately switched to a sentence in the Bugis language, and ended her utterance with another sentence in English. In this case, participant D could maintain her English utterance, but she chose to use another language to show politeness and respect.

b. Code-mixing

Code-mixing is a phenomenon in which a speaker uses elements from two or more languages in one sentence. In code-alternation, different languages appear in other sentences, while in code-mixing, different languages appear in one sentence. Examples can be seen in Extract 3 and Extract 6.

In Extract 3, Participant C mixed one Indonesian word with English words in one sentence, to ensure that all interlocutors understood what she was saying. In Extract 6, Participant C mixed one Bugis language word with English words in one sentence, to confirm her word choice to herself.

These findings indicate that the sociolinguistic background of the research participants plays an important role in code choice phenomenon that appears in their utterances, where the switching of English to Indonesian and English to local language reflects their cultural and linguistic diversity. Research participants come from a higher education background and a multilingual environment, as they are university students, who master Bugis, Indonesia, and English languages. In one case (for examples: Extract 3 and Extract 11), the use of the Indonesia language along with English in formal contexts, is to ensure the main information is understood by interlocutors. In another case, the use of the local language along with English in

informal situations is to show familiarity (for example: Extract 6), and to show politeness and respect (for example: Extract 12). This attitude is a form of recognition of local identity and cultural values, as well as to create a link between the older and younger generations. These findings suggest that code choice is not simply a linguistic habit, but also reflects the social context and cultural diversity among research participants.

Language Teaching Methods to Overcome Language Friction Experienced by EFL Learners

Language friction experienced by EFL learners when speaking English utterances has the potential to be a disruption in their learning process. In addition, language friction can lead the interlocutor to fail to understand the meaning of the utterance spoken by someone who experiences language friction. Therefore, this research tries to find a solution to overcome the problem of language friction. To find efforts that can be made to overcome the problem of language friction, two EFL lecturers were interviewed through this research. The result of the interview conducted with the first lecturer can be seen in the following Extract 13.

Extract 13: The interview with the first lecturer

Lecturer 1 : All right. When they discuss, or express opinions in classroom activities, they sometimes elongate certain words, pause long enough among utterances, switch to the Indonesia language or the Bugis language, and use several vocal segregates, such as *mmm, uh*, before continuing their utterances.

Researcher : To help them overcome this matter, what do you think can be done?

Lecturer 1 : Well. As a lecturer, I has implemented a learning method that directs all my students to improve their communicative skills, not only in speaking and listening skills but also in reading and writing skills. For example, in the course of Extensive Reading, I always start with a question that makes students curious to find the answer in a text. Then they will read carefully. After that, every student express their opinions verbally, and the others listen carefully. Furthermore, they write back the information they got from reading and from their friend's speech. As the second attempt, I always invite students to practice in communicative contexts that are appropriate to real life. Even though in the Extensive Reading course, I train students to play roles. That way, they can become proficient in using English in situations similar to everyday life.

Researcher : Great. Perhaps, there are other efforts you can propose?

Lecturer 1 : Okay. Maybe I can suggest that EFL students be encouraged to be actively involved in communities that can hone their oral communication skills, such as joining a language club, or taking part in a cultural exchange. I think that's it. There are two methods I've made so far, and I recommend one another method.

From the result of the interview with the first lecturer, this research found three language teaching methods that can be conducted to help EFL learners overcome language friction.

a. Holistic learning

The statement “I has implemented a learning approach that directs all my students to improve their communicative skills, ...” means the lecturer has used holistic learning. If applied in EFL learning, this method directs learning activities that focus on speaking, listening, reading, and writing skills. By applying this method, EFL learners’ communicative abilities in English can be developed comprehensively.

From the result of the interview with Lecturer 1, one specific example of how this method is implemented in practice is by using community-based projects in teaching the speaking class. Through this project, students are asked to collaborate in groups to plan and implement a social event, such as a seminar or workshop that raises local issues. During this process, students integrate various skills, such as research, negotiation, presentation, and practice speaking in front of audience. From the lecturer’s perspective, the holistic learning method in teaching speaking is considered effective because it allows students to develop the speaking skill which is integrated with social and cultural contexts, so that it increases their motivation and involvement in learning. Meanwhile, from the students’ perspective, they feel the direct benefits of this approach, because they do not only learn the language theoretically, but also practice in relevant real situations. Collaboration on projects creates a more meaningful learning experience, which makes them better prepared to face the challenges of speaking in real contexts.

b. Practicing relevant communicative contexts

Lecturer 1 has always invited students to practice in communicative contexts that are appropriate to real life. It means that lecturer 1 has practiced the relevant communicative context. This method provides EFL learners with the opportunity to practice in communicative contexts that are appropriate to real life situations, and makes EFL learners learn to use English in situations similar to everyday life.

From the result of the interview with Lecturer 1, one example of practicing the relevant communicative context method in teaching the listening class for university students is by using podcasts that discuss current topics, such as social issues, technology, or pop culture. In practice, lecturers may ask students to listen to certain episodes before class. In class, students can be divided into small groups to summarize the content of the podcast, identify key points, and discuss their views. From the lecturer’s perspective, the relevant communicative context method in teaching listening is very effective because it is able to increase students’ engagement with material that they consider important and interesting, so that it encourages their attention and understanding. Meanwhile, for students, they gain real benefits from this approach, as they can listen to content that suits their interests and needs, which helps them understand language use in a wider context.

c. Encouraging active engagement in the English language communities

As a third effort, lecturer 1 suggested that EFL students be encouraged to be actively involved in communities that use English to hone their oral communication skills. For example, EFL students are actively involved in extracurricular activities, joining English clubs, and taking part in cultural exchanges abroad. By joining those activities or communities, EFL learners can be more comfortable and confident in using English.

From the result of the interview with Lecturer 1, one specific example of how this method is implemented in teaching the speaking class is by holding an “English Conversation Café”. In this activity, students gather regularly in a relaxed environment, such as a cafe or a community room, to practice speaking English through various predetermined themes, such as travel, hobbies, or films. Every session begins with an ice-breaking activity, followed by small group discussions, where students can share their opinions and experiences. From the lecturer’s perspective,

lecturers act as facilitators to provide support and feedback during discussions. From students' perspective, this method encourages them to speak more confidently, and creates an interactive atmosphere, so that they feel more involved and motivated to practice English actively.

The same questions were asked to the second lecturer in an interview conducted on another occasion. The result of the interview with the second lecturer can be seen in the following Extract 14.

Extract 14: The interview with the second lecturer

Lecturer 2 : Quite a lot. While they are producing English utterances, they sometimes switch to Indonesian or Bugis, they sometimes use fillers, they pause long enough among utterances, and they lengthen a particular word.

Researcher : To help them overcome this matter, what do you think can be done?

Lecturer 2 : I can point to two methods that I have made. The first method is the use of technology and digital media in learning. I teach two courses, Introduction to Linguistics and Essay Writing. In these two courses, I use digital media because lectures are held online and offline. I see that learning that integrates various applications and multimedia has succeeded in improving students' English skills, and they can communicate fluently. I also implement a multilingual approach. Students at this university have diverse language backgrounds. Most of them have Bugis and Makassar languages as local languages, and they all have the Indonesia language as their national language. They learn English as a foreign language, and a little learn Arabic as a foreign language. Therefore, in learning activities, I apply a multilingual approach. This makes them remain confident when they experience slight obstacles in producing English utterances.

Researcher : Great. Perhaps, there are other efforts you can propose?

Lecturer 2 : Thank you. Maybe I will suggest two methods to be used by EFL teachers or educational institutions that provide EFL teaching. The first method is to provide maximum support to EFL learners, I mean, giving adequate social and cultural support, such as mentoring from native English speakers for EFL learners, or giving space to students to expand their social networks. The second method is effective training for EFL teachers. Quality training is very useful to provide to teachers so that they have adequate knowledge in teaching English to EFL learners, including a good understanding of the challenges faced by EFL learners.

From the result of the interview with the second lecturer, this research found four other methods that can be conducted to help EFL learners overcome language friction.

a. The use of technology and digital media

Lecturer 2 said that so far, he has used technology and digital media as tools in learning English. Online learning platforms, language learning application, and various engaging multimedia resources can help to improve EFL learners' language skills. From the result of the interview with Lecturer 2, one specific example of how this method is implemented in practice is by using a video conferencing application such as Zoom to hold a "virtual language exchange" session with native English

speakers from other countries. Students make live conversations with friends from abroad, which allows them to improve their pronunciation and expand their vocabulary in a natural context. This session can be recorded for further analysis, in order that students can know their progress and receive feedback from lecturers. From the lecturer's perspective, the use of technology and digital media in teaching is considered effective because it can increase the accessibility of learning materials and enable more interactive teaching methods. With tools such as videos and online platforms, teachers can present content in more engaging and varied ways. From students' perspective, they gain the convenience of self-directed learning that technology offers, allowing them to practice anytime and anywhere. In addition, the use of digital media helps them develop digital skills that are important in the modern era.

b. Multilingual approach

Lecturer 2 has adopted a multilingual approach in teaching English. This approach allows EFL learners to integrate their knowledge and experience with other languages into English language learning. Based on information from Lecturer 2, this approach is effective in facilitating students to gain a deeper understanding and overcome the problem of language friction.

According to Lecturer 2, one example of applying this method in teaching is holding a discussion session where students are asked to speak in various languages they master, including local languages, English, and Indonesian. In this session, they can discuss specific topics, to encourage the use of vocabulary from different languages and improve adaptability when speaking in different contexts. From the lecturer's perspective, the multilingual approach is considered effective because it can utilize students' linguistic diversity to improve English language understanding by connecting concepts from other languages. Students, on the other hand, feel more comfortable and confident in learning, because they can use languages they master to support their English learning.

c. Social and cultural support

Lecturer 2 suggested to provide adequate social and cultural support for EFL learners, such as implementing guidance programs, mentoring by native English speakers, and providing opportunities for students to expand their social networks. According to lecturer 2, one specific example of how this method is implemented in practice is by holding a "cultural exchange" activity, where students share presentations about traditions, food, or festivals from their culture. Through this presentation, students practice speaking English, and learn about each other's cultural diversity. It increases cross-cultural communication skills. From the lecturer's perspective, social and cultural support in English language teaching is considered effective because it creates an inclusive learning environment and encourages collaboration between students. This method allows students to actively engage with the material, so it increases their communication skills. In turn, students feel that this method produces relevant and interesting learning, which enriches their English language skills, and broadens their cultural and social horizons.

d. Effective teacher training

Lecturer 2 suggested effective training as another method that could be made by institutions such as universities that organize English language study programs. Through quality training, lecturers and teachers can have adequate knowledge in teaching EFL to students. In addition, teachers can have a good understanding of the challenges faced by EFL learners and strategies to overcome those challenges.

According to Lecturer 2, one specific example of this method is by holding workshops for teachers that focus on the use of technology in teaching, such as the

use of learning applications and online platforms. In this workshop, teachers can learn how to integrate digital tools into their classrooms that will improve teaching skills, and provide a more interactive learning experiences. From the lecturer's perspective, the effective training can improve teachers' skills and confidence in teaching English, so that they can implement more innovative and relevant learning strategies. From students' perspective, students will gain a positive impact from more skilled teachers, which will make the process of learning English more interesting and effective, and ultimately help students overcome language friction when producing English utterances

Discussion

From the analysis of research findings, this research finds new perspectives regarding language friction experienced by EFL learners when producing English speech. Previous studies found three symptoms that indicate a speaker experiences language friction, namely lowering un-intended word, suppressing the un-intended word, and code-mixing (Alsaawi, 2019; Innocentia, 2020). Another research found three other symptoms, namely the use of hesitation markers, the use of pause, and ask for help (Youn, 2020) as other indicators of language friction. This research found similar symptoms but saw it from a different perspective. Those symptoms are seen as strategies used by speakers who experience language friction to maintain the continuity of their speech with their interlocutors. Therefore, this research found 6 linguistic strategies used by EFL learners when experiencing language friction: using unlexicalized fillers, using lexicalized fillers, using excessive repetition of a word, lengthening a word, using pauses, and code-switching.

Unlexicalized fillers are sounds that are used in utterances to fill pauses or gaps when thinking but have no specific meaning. Unlexicalized fillers have no standard meaning or function in different languages. Instead, they function more as a way to organize the flow of a conversation or signal that the speaker is processing information. This research found “**eeee**”, “**uummm**”, “**uh**”, “**er**” and “**ah**” sounded by speakers to help maintain the rhythm of utterance without adding substantive content. Lexicalized fillers are specific words or phrases used in utterances to organize the flow of conversation. They often serve as a placeholder while speakers think or search for the right words. Unlike unlexicalized fillers, lexicalized fillers have a recognizable form and can be meaningful in language. This research found “**you know**”, “**what to say**”, “**well**”, “**like**”, “**actually**”, and “**I mean**” spoken by participants who experience language friction. These fillers help the speaker express hesitation, regulate speaking turns, refine statements, and make the utterance natural in the dialogue.

Excessive repetition of a word refers to the excessive use of a particular word in spoken discourse, often to the point where it becomes redundant or distracting. This repetition occurs unintentionally as a speaker searches for the intended words. This research found phrases and words that participants repeated three times before saying them the intended words. In contrast to previous research, this research found that excessive repetition of a word or phrase like this is one of the strategies used to maintain the continuity of the utterance when speakers experience language friction. Lengthening a word is used by the research participants as a hesitation marker in their utterances. They elongate a part of a word—often a vowel—to signal that they are pausing to think or are unsure about what to say next. This research found that this type of strategy helps manage the flow of conversation, giving the speaker time to organize their thoughts without completely breaking the flow or remaining silent. It also subtly communicates to listeners that the speaker is still engaged in the process of formulating their next words.

Pauses in this study often occurred when participants were thinking or searching for the intended word or phrase. A research conducted by Youn (2020), found that pauses can function as thinking time and emphasis. In this study, a new perspective was found that participants used pauses as a linguistic strategy in conversation that contributed to the natural rhythm and speed of speech, making it easier to understand and interesting. In addition, pauses were used by participants as a signal for interaction in dialogue.

Code-switching refers to the practice of alternating between two or more languages, dialects, or linguistic varieties within a single conversation. This phenomenon is often observed in multilingual communities where individuals have proficiency in multiple languages. A research conducted by Innocentia (2020) found that speakers may switch codes based on the context or setting of the conversation. For instance, they might use one language in a formal setting and another in a casual and familiar context. Other studies conducted by Boer and Heeren (2020) and DelPrete (2021) found that code-switching can be used to clarify or translate specific terms, phrases, or ideas. This practice helps ensure that all participants understand the information being shared. This research found something similar to previous studies.

However, there is something new this research discovers, namely the use of code-switching can reflect social dynamics and power relations. This research found participants switched from one language to another to show respect. Furthermore, this research also found that participants switched from one language to another to indicate familiarity or intimacy.

The findings of this research indicated that EFL learners used various linguistic strategies, such as nonlexicalized fillers, lexicalized fillers, excessive repetition of a word, lengthening a word, pauses, and code-switching, to improve the effectiveness of their communication in English. This is in line with the concept of linguistic strategies (DelPrete, 2021; Hammersley & Atkinson, 2019) which emphasizes the importance of language adaptation to facilitate better understanding and interaction among speakers with different language backgrounds. By implementing those strategies, EFL learners succeeded in overcoming language friction and maintaining the continuity of their utterances. However, the findings of this research have developed the existing theory by emphasizing the relevance of the concept of linguistic strategies in the context of English language learning, especially in situations that require flexibility and creativity in language use.

Regarding the second research question, previous studies found code choice does not only reflect their communicative abilities, but also influences cultural identity, social interactions, and the language learning. The code choice of multilingual EFL learners is often influenced by social and situational context (Aaltonen, 2020; Kato & Kumagai, 2022; Paugh, 2019). The previous research also found that EFL learners may use English when communicating with their friends in academic contexts, but use their local languages in everyday interactions with family or close friends (McMonagle, 2022; Pivavarchyk & Minchuk, 2021). This selection reflects their language proficiency, and adaptation strategies to different communication contexts.

Compared with the results of previous studies, this research reveals a new finding that code choice also becomes a means for EFL learners to express their cultural identity. For example, an Indonesian student who is fluent in English might choose to code-mixing English and Indonesia language in conversation to embrace both identities. This illustrates the flexibility and richness in their linguistic personality, and establishes both languages as an integral part of their identity as multilingual individuals. Furthermore, previous studies found that code choice, as language variation among EFL learners in interactions, is influenced by social context, communication goals, and their comfort level with different languages (De Meulder & Birnie, 2021; Kato & Kumagai, 2022; Kkese, 2020). However, this research finds new perspectives on code choice among speakers who experience language friction.

Firstly, speakers choose code-alternation to help speech partners navigate the instructions and activities. In addition, although speakers could actually maintain their English utterance, they make code-alternation to ensure the core information can be understood by the interlocutors. Secondly, speakers deliberately switched to another language, although they can maintain their English utterance, to show politeness and respect. Regarding the third research question, previous research has found symptoms of language friction experienced by EFL learners when speaking English. Previous research also considers that language friction has the potential to be an obstacle for EFL learners to communicate fluently in English. To overcome that obstacle, this research finds a new perspective regarding language teaching methods that can be applied to help EFL learners overcome language friction. Firstly, the holistic learning approach can be applied in EFL learning to direct learning activities to focus on all communicative skills. This approach can develop comprehensively EFL learners' communicative abilities in English. Secondly, EFL learners should be invited to practice in communicative contexts that are appropriate to real life. This effort provides EFL learners with the opportunity to practice in relevant communicative contexts. Thirdly, EFL learners should be encouraged to be actively involved in activities and communities that use English to hone their oral communication skills. Fourthly, technology and digital media should be integrated in language learning to improve EFL learners' language skills. Fifthly, EFL teachers are suggested to adopt the multilingual approach in teaching English to integrate their knowledge and experience with other languages into English language learning. Sixthly, EFL teachers should provide adequate social and cultural support for EFL learners to make EFL learners feel more motivated and confident in overcoming language friction. Seventhly, sufficient effective training should be given to EFL lecturers and teachers in order that they have adequate knowledge in teaching EFL.

To make the findings of this research more actionable, the researchers provide recommendations for educators to manage language friction encountered by EFL learners. Firstly, it is recommended that educators encourage students to engage in small groups or pairs to practice speaking. In those groups, students can share experiences, discuss, and do role-plays, while educators can provide relevant and interesting topics. Secondly, educators are suggested to utilize interactive language learning applications and platforms, such as Duolingo or Kahoot. By those tools, students can practice speaking and listening in a supportive environment. Furthermore, regarding efforts to support effective code choice in EFL classrooms, researchers recommend that educators integrate teaching materials that reflect the cultural context and real situations in which English is used. The reason is, by presenting relevant scenarios, students can better understand when and how to use the right code choices. Besides that, discussions about social and cultural situations can also help students realize the importance of context in code choices. This research still has limitations to be explored further by future researchers. Firstly, the specific context in which the data were collected, namely only a university in one region in Indonesia, may not reflect the EFL learners' experiences in other environments or different cultures. Secondly, bias potentially arises from respondents who may provide answers that are influenced by social factors, such as group norms or peer pressure. Therefore, further research needs to be conducted with more participants, from several universities, more diverse environments, and different cultures. Thirdly, regarding the role of technology in managing language friction in EFL learning, further researchers are suggested to explore how digital learning platforms and social media are used to increase smoother language interactions using English as the target language. This can provide an understanding of the increasingly dominant role of technology in modern education, and the importance of its use, to create an inclusive and effective learning experience for all EFL learners.

Conclusion

When experiencing language friction, EFL learners use a variety of linguistic strategies to navigate communication challenges effectively. Those linguistic strategies include using unlexicalized fillers, using lexicalized fillers, using excessive repetition of a word, lengthening a word, using pauses, and code-switching. Code choice, influenced by language friction, reflects the impact of these challenges on language choice, often resulting in a switch to a more familiar language to facilitate understanding and to reduce miscommunication. Language teaching methods to help EFL learners overcome language friction are implementing holistic learning, practicing relevant communicative contexts, encouraging active involvement in the English language community, using technology and digital media in learning, implementing a multilingual approach, providing social and cultural support, and implementing effective training. These efforts collectively help manage and resolve language friction, and ensure effective and coherent communication across linguistic boundaries.

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