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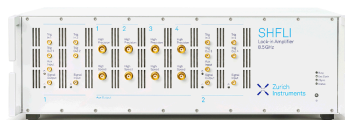
EFL Lecturers' Attitude and Approach in Supporting Language Power in Their Classroom Practices

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Abstract. This study aims to investigate the EFL lecturers' attitude and approach in supporting Language Power in their Classroom Practices. This study applied the qualitative research method. The subjects of this research are four Lecturers and fifteen students and they chose by using purposeful sampling. Research instruments used are interviews and observation. The technique of data analysis used for Interviews is a thematic analysis and iterative model for observation. This study showed that the EFL lecturers of the English Study Program of FKIP UKI Toraja perceive language power into three categories: strongly supportive of language power (SSLP), fairly supportive of language power (FSLP), and weakly supportive of language power (WSLP). The characteristic of the SSLP lecturer's approach is a constructivist approach to language power use, FSLP lecturers' approach is varied approaches to language power use from students-centered to more teacher-centered, WSLP lecturer's approach is the teacher-centered approach to language power use.

Keywords: EFL Lecturer, Attitude, Language Power

INTRODUCTION

Power is a crucial component of every discourse, and language is intertwined with social power in a variety of ways. Social power influences a person so that he or she may persuade another person to do something that that person would not have done otherwise [1]. Furthermore, [2] asserts that it is necessary for educators to critically analyze the role of power in their professional creation and their attitude toward their expertise. As a result, the educational paradigm prioritized power articulation in the classroom [3]. Teachers' power is essential in and of itself and may be viewed as the foundation for professionalizing teaching [4]. In other words, fostering change and learning need power. Teachers become the primary agents of change in learners because education is a process of transformation. Most of the time, instructors have an impact on students, sometimes quietly, sometimes powerfully. Teachers also challenge their students. While the process of learners' transformation may be uncomfortable and scary to them, the process of education nearly always includes his/her change, and teachers exert control over learners in some way.

Initially, instructors' influence merely underlined teachers' academic expectations, which learners were expected to comply with without question [5]. Furthermore, [6] explains that teacher power is defined as teachers' ability to persuade and coerce students to do things they would not have done otherwise. According to [7], a teacher's capacity in building and directing the social atmosphere of the classroom is particularly outstanding. Every member in the classroom must have their duties and expectations defined by the teacher. Furthermore, instructors are responsible for organizing classroom activities as well as making judgments on the general tone of the classroom, which should be comfortable and instructive, supportive, pleasant, and cooperative. Furthermore, [8] discuss how the usage of various power bases (e.g., reference and expert power) is positively associated with students' cognitive and emotional learning. According to [9], there are five functions of the teacher's realization of power in the classroom, such as managing

classrooms and controlling the learning process, inviting learners to pay attention to the teacher's explanations, arguments, and instructions, obeying and implementing teacher instructions throughout the learning process, and making the learner trust every argument and speech of the teacher.

The role of teacher authority in the classroom learning process may be identified both directly and indirectly. A teacher's authority may also be apparent while providing warnings, directions to students, questions that students must answer, and teacher arguments. In other words, if each teacher's speech in class is carefully examined, it will reveal the nature of the teacher's authority over the students. In terms such as "do your job." This teacher's phrase is more than simply a basic utterance used when the teacher asks students to do an assignment. However, according to [10], the expression of the instructor above has the power owned by the teacher towards learners if learned in detail. Language aspects such as speaker-listener interactions, transitivity, mode, modality, and active-passivity may be used to conduct in-depth analyses of teacher expressions. According to [11], the optimum sort of teacher power appears to arise when an educator can use his or her authority to assist children's holistic physical, mental, and moral growth. According to [12], the worst sort of teacher authority is practiced when professors humiliate and criticize certain students in front of others and create unfavorable images about themselves in the minds of the students. Many communication and education academics have investigated power in instructional settings for hegemony, marginalization, control, and compliance in classrooms or schools. These include [13] emphasis on oppression, more recent work on critical pedagogy and authority [14, 15], and several empirical investigations on classroom behaviors such as immediacy [16], emotion [17, 18], and behavior change approach [5, 19-22]. The use of power by teachers in learning contexts deserves continuous investigation because it has a significant impact on teacher-student interactions, students' motivation to learn, and learning outcomes [23-30].

Learning outcomes [6, 20, 22], student motivation [31], and teacher effectiveness and trustworthiness [23, 29, 32] are all connected with prosocial sources of power. Learning outcomes [6, 20, 22], student motivation [31], and teacher effectiveness and trustworthiness [23, 32] have all been found to be adversely related to antisocial power bases.

To assist students in learning to engage with teachers, language and cultural information particular to the target population must be taught. Students must investigate native sociolinguistic tendencies and compare them to second or target language norms to engage productively. Students should be warned that acquiring these interpersonal skills is not the same as learning new language elements like grammar, vocabulary, and pronunciation [33]. Similarly, target culture social groupings are frequently determined by employment, social class, position, and prestige. Knowing the social structure of the target society frequently shows "the values and attitudes held regarding language and methods of communicating [33]."

Given the cultural and educational elements present in the classroom. Challenges us to ponder some troubling yet important concerns [34]. "How can we 'teach' and 'empower' at the same time? That is, how do we engage kids in cultural traditions while still allowing them to hold critical (and occasionally opposing) positions? How can we integrate a different language, practice, worldviews, and values? ".. Black's empowerment paradigm for the ESL classroom entails a departure from traditional educational rhetoric, in which information lives in and is transmitted from instructors and texts to students. She believes in constructivism, which holds that learning occurs via social interaction as students investigate and negotiate concepts with others. The classroom transforms into a task-based, shared, the cooperative-learning environment in which all participants' information, ideas, and skills are respected, investigated, and incorporated into problem-solving scenarios. Furthermore, [34] observes and negotiates social role arbitration among students in multicultural cooperative-learning groups as expertise, age variables, and language competence are monitored and negotiated. As a result, the classroom becomes a safe experimentation ground for larger society, where power and social dynamics may be altered and discussed in groups.

While the classroom becomes a dynamic context for negotiating language, culture, and social roles, teachers bring their cultural perspectives on adult social behavior to the classroom, as well as their expectations for student self-reliance, self-assurance, and willingness to defend personal opinions. Learners from traditional and formal educational systems may feel dissatisfied, perplexed, or outraged if a teacher employs an informal instructional approach, such as using first names in class or allowing students to wander freely about the classroom. Failing to comply with these ideals may give learners the sense that the instructor is lazy or inadequately prepared for class.

Because of the social dynamics and expectations that exist in the classroom, the teacher plays an important role in her pupils' adaptation to classroom interaction. A vital stage for the teacher is to investigate her/his language and social power values and attitudes. Advise instructors of multicultural populations to assess their strengths and limitations in the classroom and to become learners of their students' cultural backgrounds [35]. Teachers must get acquainted with the educational systems' structure, as well as their students' learning style preferences, language norms, nonverbal behaviors, and gender role expectations. They also encourage teachers to develop and maintain an open communication process that allows students to participate in achieving shared understanding and common

communication codes, as well as an empathetic style of communication that uses cultural knowledge and acculturation assessment information to determine appropriate cultural responses to their students' needs.

Whatever the mode of education, there is only one curriculum: what is fundamental and universal in human experience and activity, the underlying structure of culture [35][36][37]. By embracing the diverse cultures in her classroom, the teacher becomes acquainted with her students' value systems and pedagogical protocols for promoting linguistic power in the classroom [38][39]. Due to those issues, this study aims to investigate the EFL lecturers' attitude and approach in supporting Language Power in their Classroom Practice.

METHODS

In this research, the researcher applied the qualitative research method. In qualitative research, researchers collected data from participants the study, in collecting data from participants, researchers first developed protocol forms for recording data [40]. In choosing the subject, especially the lecturers as informants, the researcher will apply purposive sampling. In purposive sampling, Individuals and locations are deliberately chosen by researchers to learn about or comprehend the primary phenomena [41]. The criteria for selecting participants and places are whether or not they are information-rich [42]. The researcher chose UKI Toraja as the subject of this study because he thought he would be an excellent informant and add to the researchers' understanding. Four instructors and fifteen students are the topics of this study (five representative students of three classes who are taught by the lecturers in this research).

Table 1. Summary of lecturers as the subjects (all the names are pseudonyms)

Pseudonyms	Age	Gender	Level of education	Teaching experiences	Subject	Ethnic Group
Mr. N	55 years old	Male	Doctor degree (S3)	25 years	Research on ELT (3 study credits)	Toraja
Mrs. H	56 years old	Female	Master's degree (S2)	22 years	Research on ELT (3 study credits)	Toraja
Miss. R	32 years old	Female	Master's degree (S2)	10 years	Cross Culture Understanding (2 study credits)	Toraja
Mr. A	38 years old	Male	Master's degree (S2)	15 years	Pronunciation Practice (2 study credits)	Toraja

The researcher also chose the students who are taught by the lecturers to overview the effects of power in language on students' learning attitudes. In the case of selecting informants from learners, the technique of sampling applied is snowball sampling. Snowball sampling as [41] defines as a type of deliberate sampling that occurs after a study has begun and occurs when the researcher asks participants to propose other people to be sampled. This request may be made by researchers as a question during an interview or in casual chats with persons at a study location. Data for this study were obtained and evaluated through interviews. The sort of research instrument employed is used to review the technique of data analysis to be used in this investigation. To analyze the interview data in this study, the researcher used [42] thematic analysis, which describes an iterative approach for going from jumbled data to a map of the most relevant themes in the data. Observation analyzed based on [36] says that the power can be revealed from the language used. Theory and practice used to see the relationship between language and society are started from description analysis and continued to interpretation analysis and the last is the explanation.

RESULTS AND DISCUSSION

Result

Lecturers' attitude in supporting language power in their Classroom practices

1. Mr. N:

"*Saya menggunakan* powerful language *dalam pembelajaran agar mahasiswa yakin dengan pengetahuan yang saya share kepada mereka. Ketika mereka sudah yakin maka mereka dengan mudah menyerap pengetahuan. Misalnya, ketika saya membagikan pengalaman hidup semasa studi tentang perjuangan menyelesaikan kuliah dengan keadaan ekonomi saya saat itu yang terbatas dan akses sumber belajar yang terbatas namun bisa menyelesaikan studi tepat waktu. Itu dari segi pengalaman hidup*, powerful language *lainnya yang saya gunakan misalnya dengan memuji mahasiswa yang menunjukkan kemajuan akademik. Saya tidak ragu memuji dengan kata-kata agar mahasiswa yang lain bisa termotivasi juga. Jadi demikian, saya berusaha menciptakan suasana belajar yang tidak menegangkan, santai, dan saya juga memanfaatkan kreatifitas mahasiswa dalam pembelajaran*"

[I use powerful language in learning so that students are confident in the knowledge I share with them. When they are sure, they easily absorb knowledge. For example, when I shared my life experience while studying the struggle of completing college with my economic circumstances at that time was limited and access to limited learning resources but could complete my studies on time. That's in terms of life experience, other powerful languages that I use for example by praising students who show academic progress. I do not hesitate to praise with words so that other students can be motivated as well. So, I try to create a learning atmosphere that is not stressful, relaxed, and I also utilize the creativity of students in learning]. (Interview with Mr. N, 22/04/2020).

"*Saya melihat* language power *ini penting sebagai stimulus untuk menciptakan suasana pembelajaran yang menyenangkan. Ketika suasana kelas menjadi kondusif maka mahasiswa pasti bisa terlibat secara aktif belajar dan tidak ada waktu untuk menciptakan suasana yang gaduh di kelas. Dengan demikian, mereka bisa memahami materi pelajaran*".

[I see this important language power as a stimulus to create a pleasant learning atmosphere. When the classroom atmosphere becomes conducive then students can be actively involved in learning and there is no time to create a rowdy atmosphere in the classroom. Thus, they can understand the subject matter]. (Interview with Mr. N, 22/04/2020).

"Language power *dalam pembelajaran, setahu saya, secara umum itu ada dua. Yang pertama adalah yang memberikan perubahan secara positif kepada siswa. Dan yang ke dua itu adalah yang justru* demotivated *mahasiswa sehinggah berdampak kepada* outcome, *tidak mencapai tujuan pembelajaran . Ada banyak pendidik yang lupa bahwa tugas pendidik itu adalah memperbaiki bagian yang kurang pada* learners *bukannya membangun malahan tambah merusak, miasalnya motivasi mahasiswa menjadi menurun*".

[Language power in learning, to my knowledge, in general, there are two. The first is the one that gives positive change to students. And the second is precisely demotivated students so that it has an impact on outcomes, not achieving learning goals. Many educators forget that the educator's job is to improve the part that is lacking in learners instead of building even more destructive, but the motivation of students becomes decreased.]. (Interview with Mr. N, 22/04/2020).

"*Saya kadang menyelipkan Bahasa Toraja dalam pembelajaran yang terkait dengan budaya Toraja. Saya meyakini apa yang saya lakukan ini bisa membantu mereka dalam pemahaman materi pelajaran. Ada banyak pengetahuan dalam budaya Toraja yang bisa diadopsi dalam pembelajaran. Saya menyadari bahwa learners di UKI Toraja adalah mayoritas penduduk asli Toraja, jadi ketika materi dikaitkan dengan budaya mereka maka akan lebih mudah mencapai tujuan pembelajaran. Mereka yang bukan penduduk asli Toraja tetap saya minta berbagi pengethuan budaya dan Bahasa mereka masing-masing dalam rangka memahami budaya daerah lainnya*"

[I sometimes slip the Toraja language in learning related to Toraja culture. I believe what I am doing can help them in understanding the subject matter. There is a lot of knowledge in Toraja culture that can be adopted in learning. I realized that learners in UKI Toaraja are the majority of Toraja natives, so when the material is

associated with their culture it will be easier to achieve the learning goals. Those who are not natives of Toraja still ask me to share their own culture and language knowledge to understand the culture of other regions]. (Interview with Mr. N, 22/04/2020).

2. *Mr. A and Miss. R*

   "*Saya mengakui bahwa bahasa yang digunakan oleh dosen dalam pembelajaran penting dan positif bagi perkembangan peserta didik, namun terkadang dalam aplikasinya sering diabaikan. Penting memang untuk melihat kembali rencana pembelajaran yang sudah disusun sebagai pedoman dalam pembelajaran. Namun, menurut saya, selain aspek kebahasan, penting juga untuk mengejar target atau rencana yang telah disusun sehinggah pembelajaran per semester berjalan secara efektif*"

   [I recognize that the language used by lecturers in learning is important and positive for the development of learners, but sometimes its application is often ignored. It is important to look back at the learning plan that has been prepared as a guideline in learning. However, in my opinion, in addition to the aspect of the disaster, it is also important to pursue targets or plans that have been prepared so that learning per semester runs effectively.]. (Interview with Miss. R, 12/05/2020).

   "*Dulu ketika saya masih kuliah, saya bangga sekali saat mendapatkan pujian dari dosen. Hal ini saya lakukan kembali ketika mengajar bahkan sekecil apapun prestasi yang dicapai oleh mahasiswa saya. Tapi saya tetap menjaga jarak dengan mahasiswa, saya agak ragu jika mereka kebablasan dan tidak memperhatikan lagi soal nilai kesopanan dalam kelas sehinggah tidak bisa menghargai dosennya*"

   [When I was in college, I was very proud when I got praise from lecturers. This I do again when teaching even the slightest achievement achieved by my students. But I keep my distance from the students, I'm a bit doubtful if they are going too far and do not pay attention anymore about the value of politeness in the classroom so that they can not appreciate the lecturer.]. (Interview with Miss. R, 12/05/2020).

   "*Kekuatan Bahasa atau yang saya pahami sendiri adalah bahasa yang mendidik dan wajib digunakan oleh dosen dalam pembelajaran. Saya gunakan kadang-kadang dalam pembelajaran, namun karena banyaknya aktifitas dan aspek dalam pembelajaran yang harus dilakukan maka hal ini sering saya lupakan namun esensi mendidik tetap saya laksanakan*".

   [The strength of language or what I understand myself is a language that educates and must be used by lecturers in learning. I use it sometimes in learning, but because of the many activities and aspects in learning that must be done, this is often forgotten but the essence of educating still I carry out.]. (Interview with Mr. A, 14/05/2020).

   "*Mencairkan suasana kelas bisa dengan berbagai cara, saya pernah memberikan kejutan ke mahasiswa dengan menggunakan Bahasa to minaa dalam mengawali aktivitas belajar. Mereka bisa focus belajar dan menarik perhatian mahasiswa. Ya, walaupun seperti yang bapak lihat sendiri dalam kelas saya, apresiasi jarang saya gunakan karena hal tersebut sudah termuat dalam bentuk penilaian dan evaluasi tugas mereka*".

   [Diluting the atmosphere of the class can be in various ways, I once gave a surprise to students by using Bahasa to minaa in starting learning activities. They can focus on learning and attract the attention of students. Yes, although as you see for yourself in my class, appreciation is rarely used because it is contained in the form of assessment and evaluation of their duties.]. (Interview with Mr. A, 14/05/2020).

3. *Mrs. H*

   "*Mungkin saja secara sadar atau tidak, mungkin saja saya pernah menggunakan language power ketika mengajar, yang saya yakini dan paling penting adalah proses pembelajaran efektif dan terlaksana sesuai dengan target*"

   [Maybe consciously or not, maybe I have used language power when teaching, which I believe and most importantly is the learning process is effective and carried out following the target.]. (Interview with Mrs. H, 16/05/2020).

   "*Cara saya berbicara memang begitu, terlihat tegas. Itulah cara saya mendisiplinkan mahasiswa. Komunikasi di kelas antara saya dan mahasiswa selama ini aman-aman saja, tidak ada yang komplain*"

   [The way I speak is, it looks tough. That's how I discipline students. Communication in the classroom between me and the students has been safe, no one complained.]. (Interview with Mrs. H, 16/05/2020)

Characteristics of the Lecturers' Approach in their Classroom Practices

1. *Mr. N*:

   "*Sebelumnya, mahasiswa bingung-bingung tentang sensitive issues dalam penelitian, saya memberikan kesempatan mereka diskusi namun belum ketemu intinya. Sebagai solusi, saya menganalogikan budaya bulangan londong sebagai sebuah issue yang sensitive di Toraja. Mereka paham setelah itu.*

   [Previously (previous meeting), learners were confused about the topic of lectures that was sensitive issues in research, I gave their opportunity to discuss but not yet maximal. As a solution, I directed them by analogizing the culture of *Bulangan Londong* Toraja as a sensitive issue in Toraja. They understood after that.]. (Interview with Mr. N, 19/06/2020).

   "*Saya memberikan otonomi kepeada mahasiswa untuk belajar secara berkelompok agar mereka bisa lebih mandiri dan kreatif*"

   [I give students the autonomy to study in groups so that they can be more independent and creative.]. (Interview with Mr. N, 19/06/2020)

2. *Mr. A and Miss. R*

   "*Demi penggunaan waktu yang maksimal, saya sering memotong presentasi dan diskusi mereka. Kadang-kadang mahasiswa menggiring ide terlalu jauh sehinggah membutuhkan waktu lebih saat diskusi. Mereka juga perlu dikontrol supaya ide mereka bisa semakin terarah dan berkembang*".

   [For maximum time use, I often cut their presentations and discussions. Sometimes students herd ideas too far so it takes more time during discussions. They also need to be controlled so that their ideas can be more directed and developed]. (Interview with Miss. R, 3/06/2020).

   "*Saya tetap memberikan pujian ke mahasiswa atas apapun itu, jika berhasil dalam bidang akademik. Tapi, saya tidak terlalu sering memberikan pujian, saya khawatir mereka lupa diri dan cepat puas. Perlu juga menjaga jarak dengan mereka, jangan sampai nilai kesopanan menjadi hilang*".

   [I still give praise to students for whatever it is, if successful in the academic field. But, I don't give compliments very often, I'm afraid they forget themselves and are quickly satisfied. It is also necessary to keep a distance from them, lest the value of modesty be lost]. (Interview with Mr. A, 29/06/2020)

3. *Mrs. H*

   "*Ya, saya mempersiapkan RPS dengan baik agar semua bisa berjalan dengan efektif. Seperti yang bisa dilihat pada pertemuan kali ini, semua terstruktur. Saya menjelaskan materi, tugas saya sebagai dosen, dan pertemuan yang tersisa di akhir semester, mahasiswa yang presentasi lalu saya berikan feedback*"

   [Yes, I prepare a lesson plan well so that everything can run effectively. As can be seen at this meeting, everything is structured. I explained the material, my duties as a lecturer, and the remaining meetings at the end of the semester, with students who presented and then, gave feedback.]. (Interview with Mrs. H, 09/04/2020).

   "*Ketika saya kuliah jaman dulu, dosen saya mengajar dengan pola seperti itu. Memang kunci keberhasilan adalah giat belajar, disiplin, dan menghormati dosen. Mahasiswa perlu dibimbing tidak hanya dalam hal belajar, sikap terutama. Banyak yang pintar namun tidak sopan pada orang di sekitarnya apalagi kelak mereka mau jadi guru juga*".

   [When I went to college, my lecturer taught in that pattern. Indeed, the key to success is enterprising learning, discipline, and respect for lecturers. Learners need to be guided not only in terms of learning, attitude especially. Many are smart but disrespectful to people around them, especially someday they want to be teachers as well.]. (Interview with Mrs. H, 09/04/2020)

Discussion

Lecturers' attitude in supporting language power in their Classroom practices

The four EFL Lecturers of the English Education Study Program of FKIP UKI Toraja demonstrate different ways of supporting language power in their classroom practice. Their approaches have been classified into three types: (1) Strongly supportive of language power; (2) Fairly supportive of language power; and (3) Weakly supportive of language power.

According to *Mr. N* (from group A) on strongly supportive of language power, he confirmed that there are several characteristics of lecturers' language power practices in EFL classroom, such as a Constructivist approach to language power use in EFL Teaching, using creative and innovative activities, for instance, Toraja cultural aspects as referent power in teaching to connect learners' affective, behavioral, and cognitive aspects, supportive of Pro-social power (reward, referent, and expert power) and avoid anti-social power (coercive and legitimate ower) in EFL Teaching, and view Pro-social power (reward, referent, and expert power) positively related to learners' cognitive, behavioral, and affective learning and anti-social power (coercive and legitimate) negatively related to learners' cognitive, behavioral, and effective learning.

Next, *Mr. A* and *Miss. R* (from group B) fairly supportive of language power stated that there are several characteristics of lecturers' language power practices in EFL classroom, such as Varied approaches to language power use in EFL Teaching from students-centered to a more teacher-centered, positive attitude to pro-social power in EFL teaching, supportive of Pro-social power (reward, referent, and expert power) but not as much as in group A for connecting learners' affective, behavioral, and cognitive aspects. They also avoid anti-social power (coercive and legitimate power) in EFL Teaching and are more likely to view reward power as a potential barrier to learners' negative affection, but view the significance of referent and expert power in EFL Teaching. They also view anti-social power (coercive and legitimate) negatively related to learners' cognitive, behavioral, and effective learning.

Last, *Mrs. H* (from group C) weakly supportive of language power confirmed that there are several characteristics of lecturers' language power practices in EFL classroom, such as Teacher-centred approach to language power use in EFL Teaching, she does not care if she ever used language power (referent power) in class. Focus on discipline learners, entirely focused on teaching and learning and implemented the anti-social power (coercive and legitimate), and supportive of anti-social power (coercive and legitimate) and not supportive of prosocial power (reward, referent, and expert).

1. Strongly Supportive of Language Power

One EFL Lecturer, *Mr. N*, has been categorized as being strongly supportive of language power. He perceived language power as something significant and valuable in the learning process. He understands very well what language power is and how he uses it in the classroom which starts with the process of creating a conducive classroom atmosphere, then providing learning motivation to learners. He also claimed that sharing life experiences with learners is something powerful so that learners have confidence in the lecturers who teach them. In addition, the reward in the form of praise of words to learners does not forget to give learners to feel appreciated and important in class. He also conveyed that he so believes in the ability of learners as evidenced by allowing them to be creative in the learning process.

Besides this, *Mr. N* perceived that language power is significant to make an impact for learners in learning. He said that at the beginning of learning, he tried to create a comfortable and free feel atmosphere for learners. According to him, when the classroom atmosphere is conducive, learners will actively participate in learning. Thus, he believes that this atmosphere will have an impact on the cognitive process of learners. It is seen that *Mr. N* views language power as the process of connecting learners' affective, behavioral, and cognitive aspects.

Related to the dimensions of language power, *Mr. N* reviewed that in general two dimensions are often used by lecturers in learning. The first dimension is the language power that has the potential to motivate learners and the other dimension is that can demotivate learners. He is more supportive in the first dimension. He claims that using it in the classroom has the potential to improve learners' understanding of the subject matter. Furthermore, he criticized other lecturers who did not pay attention to class conditions to create a conducive atmosphere.

Mr. N also acknowledged that one form of power that he uses to increase motivation, student participation in the classroom, and improve academic learners is to utilize Toraja's local hypotension. He believes that cultural aspects are so important in learning that they can help learners achieve learning goals. The majority of learners in UKI Toraja

are ethnic Toraja and only a few percent are immigrants in Toraja. To support the development of learners, he also asked non-native Toraja learners to share cultural and language experiences and knowledge in the learning process.

2. Fairly Supportive of Language Power

Two EFL Lecturers *(Mr. A and Miss. R)* have been categorized as fairly supportive of language power because they view language power positively and encourage its use but they see another important side in learning that is the achievement of the learning plan.

Besides, *Miss. R* was also inspired by the power in the form of rewards given by her lecturers when she was in college that could make her proud and motivated to learn. He also does this when teaching. But on the other hand, she kept her distance from the learners. According to him, when too close to learners can have negative consequences, namely the value of politeness. Learners potentially do not appreciate lecturers.

Similarly, it is perceived by *Mr. A* that language power is important in learning. However, when in the learning process, he sometimes does not realize or forget to apply it because there are several aspects that he focuses on.

In addition, *Mr. A* also claimed that when teaching, he used referent power by using the local wisdom of Toraja, namely to manage language. The to minaa language he uses is in the form of ma'parapa'. In the context of Toraja culture, ma'parapa' is used by protocol/host in customary activities to calm the atmosphere so that guests become focused. In the context of learning, *Mr. A* uses ma'parapa' activities to create a calm atmosphere, and learners can focus on learning. *Mr. A* also admitted that he rarely uses reward power because he considers that it is included in the process of assessing and evaluating the results of learning learners.

3. Weakly Supportive of Language Power

One EFL Lecturer, *Mrs. H*, has been categorized as being Weakly Supportive of Language Power as she does not pay attention to language power use in the classroom. She claimed that maybe he had used language power or not when teaching. She does not care about that. This condition also shows that *Mrs. H* does not know about the language power, significance, and dimensions of language power. In addition, he said that the main thing when teaching is the implementation of the learning process effectively and following the semester plan.

Mrs. H also perceived that she had not noticed the way she communicated in class. She said there had been no negative reaction to the way he communicated with the learners. According to her, what she did was good to discipline learners. As he said as follows:

Characteristics of the Lecturers' Approach in their Classroom Practices

The characteristics of the lecturers' classroom practices seem to relate to their attitudes to language power use in the classroom, and their understanding of the relationship between language power and learners' affective, behavioral, and cognitive aspects.

1. Lecturer Strongly Supportive of Language Power

The lecturer, *Mr. N,* who is strongly supportive of language power generally adopts approaches based on a student-centered view of teaching and learning. This dimension of the student-centered approach is the same as in the approach based on the constructivist view promoting independent learning, inquiry-driven learning, and self-directed learning. *Mr. N* acts as a facilitator and a supervisor who supervises and helps students who need assistance, guides the learners' work, and support the learners' idea. *Mr. N*, for instance, implemented his constructivist view in guiding the learners who were having difficulty understanding the course topic. He used aspects of Toraja culture as an analogy. He did not exclusively give direct answers to learners but allowed learners to think critically and learn independently.

Building rapport through interacting with learners in an open and accessible manner is one of the qualities of lecturer behaviors that form relationships as communication methods related to reference power. Rapport is defined as a relationship or connection, particularly one based on mutual trust or emotional affinity [37]. Mr. N made every attempt to incorporate real-world examples into their lectures. Some information that looks dry and dull can be enlivened by linking it to everyday life. Therefore, analogizing the culture of *Bulangan Londong* Toraja aims to emphasize the engagement of learners in enjoyable and meaningful activities.

In addition, *Mr. N* also applies a constructivist view by applying self-learning to learners. He entrusted learners to work on projects outside the classroom in discussion groups, each member consisting of 5 members. Learners are given the task of putting together a research proposal and when it is completed it will be presented in the classroom. *Mr. N* asked learners to submit a weekly report on the task. If there is a difficulty then *Mr. N* will provide feedback in the form of corrections. According to *Mr. N*, learning that gives autonomy to learners has the potential to make learners more creative and independent.

In weekly report activities, each group is very enthusiastic about conveying ideas through the results of their tasks. Several groups show satisfactory results, this is evident from the appreciation of the praise of words given by *Mr. N* after the group presented their duties. For groups that experience obstacles, *Mr. N* provides corrections that he delivered orally in discussion activities and written notes containing input.

The reward given by lecturers in the form of words is the embodiment of one of *Mr. N's* language power to increase the learners' motivation to learn. Reward power maintains the students to work hard, give positive evaluations, and engage in other positive classroom behaviors, [38]. Reward Power is a power that a teacher owns through delivering presents or praise to students as a form of recognition to students who have carried out the wishes and desires of instructors during the learning process [1, 25].

2. Lecturers Fairly Supportive of Language Power

Mr. A and *Miss. R* who is Fairly Supportive of Language Power tends to combine student-centered and teacher-centered approaches. In addition, the use of language power (pro-social power) in learning although used but limited. Miss. Retha, for instance, implemented small group discussion in teaching whose role switches from facilitator to source of information. She explained the topic of the defense for about 10 minutes and continued with the giving of topics about the culture shock that will be discussed by the group. The discussion group consists of 3 people in the group. When the group had already started the discussion for 5 minutes, *Miss. R* takes part in each group. She also discussed the issues the group was discussing. It appears that when the group needed guidance, Miss Retha instead explained in detail. That is what she does to every group. Then, *Miss. R* asked representatives from each group to convey their ideas in class. Whenever anything has not been maximally explained by the group representative, she immediately gives a correction. From this small group discussion situation, it is seen that not all learners participate actively both in discussion groups and in-class discussions. According to *Miss. R* that learners need to be controlled in discussions for the effectiveness of time in addition to directing the ideas they have built.

Miss R's way of giving feedback to learners is also somewhat different. When discussions in a group require guiding, she provides feedback by recounting her own life experiences. For example, when recounting the experience of culture shock, she experienced while living in the Netherlands. At first, she explained only a little about the experience, but because the learners were curious, there was a question-and-answer interaction. *Miss. R* shares her life experiences abroad in the Netherlands. She said she prefers to stay in his hometown compared to the rest of the Netherlands because of the high cost of living. She mentioned the price of mineral water which she thinks is expensive compared to those in Indonesia. Then, to socialize, she saw westerners (Netherlands) as individualists. This makes her stressed because it is not like in his village, Toraja. In Toraja, people can simply visit and make *kapurung*, the typical food of Toraja. But in the Netherlands, everyone has to promise to meet because it is limited by their busy lives, even if they are a close family. In response, she said that not too much stress is needed. Another experience she shared was frustration when she wanted to pick up a blanket when she was going to bed. She said it was an unpleasant experience because she had to ask permission first and then take it. In the past, he immediately took without asking. She thinks that it does not matter as it used to be in Toraja. She shared tips to students that avoiding frustration and being happy is in an open-minded way. From that experience, *Miss. R* is no longer fully guided by books to explain the concept of culture shock but through its own experiences becomes an example that can be learned directly by students.

From the exposure of the explanation, *Miss. R* looks to master and expert in the field of culture, especially in the courses she teaches, namely CCU. The theory of culture shock stemming from the reference book she used is explained by giving examples related to her previous life experiences in the Netherlands. Thus, the existence of power in this context is stated through the way of explaining the material accompanied by examples of sharing experiences of life abroad (Netherlands) to give influence or impact to students to achieve learning goals at the meeting at that time. Based on the discourse excerpts and interview data above, *Miss. R* applies expert power in the learning process. Reid and Kawash [37] state that one of the characteristics of expert power is when lecturers try to develop teaching materials by taking real self-experience and having a direct connection to the topic of learning. Thus *Miss. R* can be said that she is an expert in the field she imprisoned, namely Cross-Cultural Understanding Course.

Miss. R also gives appreciation in the form of praise of words to learners who can answer the questions and challenges they provide. He realized that reward is important in motivating and improving the spirit of learning learners. Reward power is a power that the teacher owns through delivering presents or praise to students as a sign of recognition to students who have carried out instructors' wants and desires in the learning process [37]. According to [39], the role of reward power in learning contributed favorably to self-perceptions of empowerment for both ELLs and non-ELLs. The similarity shows that an instructor can gain from leveraging incentive power in the classroom and contribute favorably to ELLs' and non-ELLs' self-perceptions of empowerment. Furthermore, reward power will assist ELLs in increasing their low levels of self-competence by generating encouragement and the belief that they can achieve academically.

The same is done by *Mr. A* in implementing approaches in learning. *Mr. A* utilized small group discussion in instructing. In the small group work, the understudies have a greater amount of chance to talk about the hints and inductions, yet in the entire social scene, just a few understudies are chosen to react to the instructor's inquiries. Interest is restricted to the little gathering work time. From that point onward, *Mr. A* assumes control over the homeroom, and becomes a wellspring of data and information in the study hall, or learning focused on the lecturer.

At the beginning of the lesson, *Mr. A* as usual greeted the learners and checked their presence. After that, when he saw a less conducive class atmosphere then he calmed the learners by using the Local Toraja Language. The local Language of Toraja managed to attract the attention of learners because it is not a Toraja language that is commonly used daily in communication in the community. *Mr. A* uses the language of minaa which is ma'parapa' Toraja which is specifically used in traditional Toraja rituals.

The use of Toraja language in greeting and calming the students can be said to be very different. Rarely found in the context of education and teaching in Toraja, a teacher uses Toraja language in the form of *ma'parapa'* oral literature of Toraja. Apparently by using such language managed to attract the attention of lecturers in the discourse above, instantly the students were a bit surprised. They enjoy listening to the language that is not commonly used by lecturers. In the socio-cultural context of Toraja, oral literary speech ma'parapa' is used in the traditional rituals of *rambu solo'* [funeral ceremony] and *rambu tuka'* [thanksgiving ceremony]. In calming learners at the beginning of learning, teachers generally use ordinary language more.

Ma'parapa' is an activity to calm everyone who attends an event. Speakers of Ma'parapa' activities are people entrusted by the family, usually a "to mina*"* (expert in literature, customs, and Toraja culture), in conveying matters related to the activities that are being carried out. *Ma'parapa'* comes from the word *rapa'* which means calm and *ma'* which means to do, it means when the word is put together with the prefix to calm the condition. *Ma'parapa'* is usually carried out in various traditional ceremonies in Toraja, both traditional ceremonies of *rambu solo'* [funeral ceremony] and *rambu tuka'* [thanksgiving ceremony]. The language variation used in *ma'parapa'* is a register. *Ma'parapa'* speech uses a special vocabulary related to the type of ritual / traditional Toraja party and is used by those who have language skills *to minaa*. It is clear that when *Mr. A* used the language register *to minaa* when teaching surprised and amazed his learners. They were surprised because it is not usually the language to mina *ma'parapa'* used when teaching only in religious activities and Toraja customs. But behind that, *Mr. A* managed to make the classroom atmosphere calm and ready to learn.

Mr. A uses referent power in calming the classroom situation. Referent power is the foundation for the relationship between two people, in class culture, it is based between a teacher and a student [1]. If a student feels attracted to the strengths and advantages of a teacher then the stronger A teacher possesses Referent Power. Referent Power is a teacher of trust, conduct, and perception, and it is this that is attempting to imitate and attract pupils. Mr. A used Ma'parapa' Oral Literature of Toraja to settle the class environment. One of the lecturer's linguistic features as communication tactics related to the referent power is the usage of Ma'parapa' Oral Literature of Toraja to pacify pupils.

However, on the other hand, *Mr. A* is limiting in rewarding learners, he assumes that he still appreciates the achievement of learners but not too often. He reasoned that if too often give praise, then learners become forgetful and quickly satisfied, besides, he is worried if learners do not pay attention to the distance between learners and lecturers. This has the potential to decrease the value of politeness learners in lecturers.

3. Lecturer Weakly Supportive of Language Power

Mrs. H who is weakly supportive of language power generally adopts approaches based on teacher-centered instruction. Teacher-centered teaching is the instructor controlling what is taught and under what conditions [40]. Someone entering a teacher-centered classroom would be able to recognize the following elements: During instruction, teacher talk outnumbers learner talk, instruction is mostly with the entire class, textbooks guide what is taught in class, the Teacher determines each episode within the lesson, desks, and chairs are usually arranged in neat

rows facing the chalkboard, and students are not free to move from their seats. Mrs. H teaches ELT Research, which is for two units of credit (2x50 minutes). Mrs. H used the lecturer technique for 14 face-to-face interactions in class, from the first to the sixth meeting. The seventh meeting was held mid-semester. Furthermore, from the eighth to the thirteenth meeting, learners present research proposals that are done independently. Mrs. Helena systematically and structurally followed the lesson plan she put in. This according to him becomes the key to the effectiveness of the learning that he carried out.

Mrs. H implements teacher-centered instruction with controls on what is taught and under what conditions. The characteristics of the teacher-centered instruction implemented by Mrs. H are the first, teacher talk exceeds learners' talk during instruction. This is evidenced by lecture activities interspersed with question-and-answer activities initiated by Mrs. H. In addition, when learners present their assignments in class, Mrs. H always early gives an evaluation in the form of corrections for learners' errors such as mispronunciation, vocabulary use, and the format of writing research proposals. The way used by Mrs. H in correcting errors is to use coercive and legitimate power. Coercive power by [1] is a power based on learners' perception that they will be punished by lecturers if they do not do the will of the teacher in the learning process. And one of the characteristics of coercive power by [37] is lecturers draw attention to students if they do not perform up to expectations. Mrs. H corrects learners by using harsh words and makes learners anxious, unmotivated, and hesitant in conveying their ideas.

In addition, the implementation of teacher-centered instruction by Mrs. H is characterized by instruction is mostly with the entire class. She dominates the class and it appears that he controls every behavior. Mrs. H is seen banning learners from moving too much in the seat, forbidding learners from making too loud noises, warning loudly of undressed learners. Then, another feature is textbooks guide what is being taught in class. He always brought two reference books to the classroom as a source of learning. He always instructs learners to open a specific page according to the topic of learning. At reading activities, Mrs. H closely monitored the behavior of learners. If anyone does not focus immediately reprimanded by her. Mrs. H controls the class because learners need to be disciplined in a maximum supervised manner. He reflects on his learning experience during college that he lived by studying hard, being disciplined, and being obedient to lecturers.

Mrs. H's way of fully controlling the class is a reflection of legitimate power. Per [1] that legitimate power is a power that belongs to teachers because they are tasked with carrying out the role of a teacher, so in carrying out the role, the teacher has the right to make certain demands and requests associated with Learning and teaching. The characteristic of this power by [37] is lecturers communicate to learners to never disobey instructions or ignore requests.

CONCLUSION

Based on the finding and discussion in the previous section, it can be concluded that The EFL lecturers of the English Study Program of FKIP UKI Toraja perceive language power into three categories: strongly supportive of language power (SSLP), fairly supportive of language power (FSLP), and weakly supportive of language power (WSLP). The characteristics of the SSLP lecturer's approach in his Classroom Practices are the constructivist approach to language power use in EFL Teaching, using creative and innovative activities, for instance, Toraja cultural aspects as referent power in teaching to connect learners' affective, behavioral, and cognitive aspects, supportive of Pro-social power (reward, referent, and expert power) and avoid anti-social power (coercive and legitimate power) in EFL Teaching, views pro-social power (reward, referent, and expert power) positively related to learners' cognitive, behavioral, and affective learning and anti-social power (coercive and legitimate) negatively related to learners' cognitive, behavioral, and effective learning. FSLP lecturers' approach in their Classroom Practices is varied approaches to language power use in EFL Teaching from students-centered to a more teacher-centered, positive attitude to pro-social power in EFL teaching, supportive of Pro-social power (reward, referent, and expert power) but not as much as in group A for connecting learners' affective, behavioral, and cognitive aspects. They also avoid anti-social power (coercive and legitimate power) in EFL Teaching, more likely to view reward power as a potential barrier to learners' negative affection, but view the significance of referent and expert power in EFL Teaching. They also view anti-social power (coercive and legitimate) negatively related to learners' cognitive, behavioral, and effective learning. WSLP lecturer's approach in her Classroom Practices is the teacher-centered approach to language power use in EFL Teaching, she does not care if she ever used language power (referent power) in class. Focus on discipline learners, entirely focused on teaching and learning and implemented the anti-social power (coercive and legitimate), and supportive of anti-social power (coercive and legitimate) and not supportive of prosocial power (reward, referent, and expert).

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