

Adapting Language Styles in Classroom Interaction: Insights from Lecturers at the State Tourism Polytechnic of Makassar

Muh. Al Fachrizah Fitra

muhalfachrizahfitra@gmail.com

State Tourism Polytechnic of Makassar, Indonesia

Ulvah Sari

ulvah.sari23@gmail.com

Kurnia Jaya Persada Palopo Institute of Health and Business, Indonesia

Muh. Soghirun

oghisupm@gmail.com

Fisheries and Marine Polytechnic of Bone, Indonesia

Sitti Ufairah

sittiufairah1996@gmail.com

Department of English Education Program Pascasarjana, Universitas Negeri Makassar, Indonesia

Nirmawati

nirmawati597@gmail.com

Department of English Education Program Pascasarjana, Universitas Negeri Makassar, Indonesia

Abstract

This study investigates the language styles employed by lecturers at the State Tourism Polytechnic of Makassar during classroom interactions, focusing on their implications for the teaching and learning process. Using a qualitative research design grounded in classroom discourse analysis, the study employs a postpositivist approach to explore the nuanced communication dynamics between lecturers and students. Data were collected through observations, document reviews, and audio-visual recordings and analyzed using the Interactive Model of Data Analysis by Miles, Huberman, and Saldana. The findings reveal the absence of the frozen style, typically associated with ceremonial contexts, in classroom settings. Instead, four language styles were identified: formal, consultative, casual, and intimate. The formal style was the most prevalent, used by five lecturers to maintain structure and professionalism. The consultative style, observed in four lecturers, fostered dialogue and collaboration, while the casual style, used by three lecturers, facilitated a relaxed and approachable classroom atmosphere. The intimate style, employed by one lecturer, highlighted its role in building personal connections and providing individualized support. These findings underscore the critical role of language styles in shaping classroom interactions and enhancing student engagement. The study emphasizes the importance of linguistic adaptability and cultural sensitivity in teaching, providing practical implications for teacher training and pedagogical practices. By strategically employing diverse language styles, educators can create dynamic,

inclusive, and effective learning environments. Future research should explore student perspectives and cross-cultural variations in language styles to broaden the understanding of their impact on education.

Keywords: *Language styles, classroom interaction, teaching and learning process, discourse analysis, qualitative research.*

INTRODUCTION

Effective communication in the classroom is fundamental to the teaching and learning process, especially in higher education institutions. It not only facilitates the transfer of knowledge but also shapes students' cognitive and social development. Communication in this context involves both verbal and non-verbal interactions between lecturers and students, which are influenced by cultural, institutional, and situational factors. As Wood (2014) highlights, communication is a transactional process where individuals influence each other, create shared understanding, and build relationships. In classroom settings, these dynamics are often mediated by the language style employed by educators.

Language style, a reflection of individual and contextual factors, plays a pivotal role in classroom interaction. It encompasses verbal choices, tone, and the level of formality adopted by lecturers. According to Wong & Nunan (2011), language style is deeply ingrained, shaped by personal preferences and the social environment. In educational settings, these styles range from highly formal to informal, contingent upon the nature of the institution, the subject matter, and the relationship between educators and students.

The variations in language styles adopted by lecturers at the State Tourism Polytechnic of Makassar can significantly influence student engagement and learning outcomes. Research indicates that aligning teaching styles with students' learning preferences enhances educational effectiveness (Fitria, 2023; Hamed & Almabruk, 2021; Lee, 2015). For instance, students who experience a mismatch between their learning styles and the instructional methods employed may face challenges in academic achievement (Hamed & Almabruk, 2021; Alhourani, 2021). Furthermore, the psychological impact of lecturers' language styles on students' attitudes and engagement has been documented, suggesting that a more personalized approach could foster a conducive learning environment (Batmang et al., 2018; Riasari, 2021). In specialized contexts like tourism polytechnics, where practical engagement is crucial, understanding these dynamics is essential for optimizing teaching strategies and improving student experiences (Noviska, 2023; Amiruddin & Jannah, 2022). Thus, further exploration of language styles in this specific educational setting is warranted to enhance pedagogical practices and student outcomes.

Despite the growing body of research on language styles in educational settings, studies often generalize findings without considering the unique dynamics of professional institutions. For instance, previous research has emphasized the dominance of formal and consultative styles in academic contexts, yet little is known about how these styles are adapted to meet the practical and interactive demands of professional education (Bahrani et al., 2014; Hyland & Jiang, 2017). Furthermore, there is limited exploration of how informal and intimate styles, often considered

unconventional in academic environments, contribute to fostering a conducive learning atmosphere. Informal and intimate language styles, typically deemed unconventional, can play a crucial role in fostering an engaging learning environment, enhancing student participation and comfort (Chodkiewicz, 2023; Melendez, 2022). For instance, informal interactions during transitions between activities have been shown to facilitate academic discourse, suggesting that informal settings can effectively support language learning (Ryan et al., 2019). Moreover, the integration of informal language practices within formal educational contexts can enrich the learning experience, promoting a more dynamic and interactive classroom atmosphere (Abramo & Austin, 2014). Therefore, further investigation into the unique language dynamics at specialized institutions is essential to understand their impact on student engagement and learning outcomes.

Addressing this gap, the current study investigates the language styles employed by lecturers at the State Tourism Polytechnic of Makassar. By identifying the predominant styles and their contextual applications, this research provides insights into how lecturers navigate the balance between professional expectations and the need for effective student engagement.

This study aims to explore the types of language styles used by lecturers in classroom interactions and their implications for the teaching and learning process. Specifically, it examines the frequency and context of using frozen, formal, consultative, casual, and intimate styles, drawing on established theories of language and communication. The findings are expected to contribute to the literature on discourse analysis in education, offering practical recommendations for improving communication strategies in professional training institutions.

The significance of this research extends beyond its theoretical contributions. By shedding light on the nuanced use of language styles in tourism education, it informs policymakers, educators, and curriculum designers about the importance of aligning communication practices with institutional goals and student needs. Additionally, it serves as a resource for lecturers seeking to enhance their teaching effectiveness through strategic language use.

This study adopts a discourse analysis approach, utilizing theories of language style as a framework for analyzing classroom interactions. The five language styles—frozen, formal, consultative, casual, and intimate—serve as analytical categories (Joos, 1967). Each style is characterized by specific linguistic features and is employed based on the social context, relationship between participants, and the communicative intent.

Building on these theoretical foundations, this research investigates how language styles are manifested in real-life classroom scenarios at the State Tourism Polytechnic of Makassar. It examines the interplay between institutional norms, lecturer preferences, and student responses, providing a holistic understanding of communication in this specialized academic setting.

METHOD

Research Design

This study adopts a qualitative research design rooted in language education research (Creswell & Creswell, 2017). The theoretical framework is based on classroom discourse analysis, focusing on the exploration of language styles used by lecturers during classroom interactions. The research follows a postpositivist approach to gain a nuanced understanding of the dynamics

between lecturers and students. The researchers themselves serve as the primary instrument for data collection and analysis, utilizing observation and document review to interpret the findings. This approach ensures a direct and contextual examination of the subject matter.

Source of Data

The study relies on qualitative data derived from multiple sources to provide a comprehensive and validated perspective. Participants are lecturers from the State Tourism Polytechnic of Makassar, whose classroom interactions serve as the primary data source. Supporting documents, including notes, photographs, audio-visual recordings, and findings from related studies, contribute to the reliability and depth of the research. Observational data are collected during classroom activities to capture authentic interactions in real-time. Visual recordings serve as an additional layer of evidence, documenting the nuances of communication and behavior within the classroom environment.

Data Collection Technique

The data collection process integrates a variety of methods to ensure a thorough and credible analysis. A review of existing literature provides a foundational understanding of theories related to classroom discourse analysis. Observations conducted in classroom settings allow the researchers to gain firsthand insights into the language styles employed by lecturers. Audio-visual recordings of the teaching and learning process offer a detailed and objective record of classroom interactions. Transcriptions of these recordings are used to facilitate deeper analysis and interpretation. The collected data are further explored and cross-referenced to identify recurring patterns and unique instances of language use.

Data Analysis Technique

The data were analyzed by using Interactive model data analysis, which was developed by Miles, Huberman & Saldana (2014) and analyzed through three procedures, namely: 1) data reduction, 2) data display, and 3) verification and conclusion. Here are the explanations below:

- 1) Data reduction is essential to the data analysis process, providing a pathway from raw data to actionable insights. By effectively summarizing, selecting, transforming, and compressing data, researchers can manage large datasets more efficiently and focus on the most critical aspects of their analysis. Properly executed, data reduction enhances clarity, efficiency, and the overall quality of research findings.
- 2) Data display is essential to the data analysis process, transforming complex datasets into precise visual representations that enhance understanding and facilitate communication. By adhering to principles of effective data display and carefully choosing suitable types of visuals, researchers can effectively convey their findings, leading to better insights and informed decision-making.
- 3) Verification and conclusion are crucial steps in the data analysis process. Verification ensures that the findings are accurate, reliable, and valid, providing a solid foundation for

conclusions. The conclusion synthesizes the data into meaningful insights, offering interpretations, implications, and recommendations to inform decision-making and future research. By rigorously verifying and thoughtfully concluding, researchers can ensure the integrity and impact of their analysis.

FINDINGS AND DISCUSSION

Findings

The validity of research data in this study is rooted in its alignment with the research problem, ensuring that the data meets credibility requirements and fulfills reliability criteria. To achieve this, We employed rigorous validation techniques, using documents as key data sources. These documents included notes, articles, theoretical frameworks, and prior research that served as benchmarks for developing this study. We applied source triangulation to validate the data, which involved cross-referencing similar data from different techniques and sources, enabling robust and reliable conclusions. Observer persistence techniques were also utilized, where the researchers, as instruments of the study, played a critical role in ensuring the trustworthiness and accuracy of the research findings. Additional measures included validating interview transcripts, classroom observations, and video recordings, which were systematically used as a database for analysis.

Data collected from fieldwork at the State Tourism Polytechnic of Makassar and video recordings of classroom sessions formed the core of the findings. The research focused specifically on lecturers' statements, categorizing the types of language styles observed in the classroom teaching and learning process. These findings revealed distinct patterns of language style interactions, providing insights into how lecturers communicate and engage with students.

The frozen style, typically associated with highly formal and ritualistic settings, was notably absent in the classroom interactions observed. This absence aligns with the nature of classroom discourse, which is more dynamic and less formal than the contexts in which frozen styles are traditionally used. The formal style, however, was the most frequently observed, reflecting its importance in establishing structure and authority in academic interactions. Formal style was primarily used in structured and professional communications, such as delivering instructions and managing classroom activities.

The consultative style, characterized by interactive and semi-formal communication, emerged as the second most common language style. It was predominantly used in contexts requiring dialogue, clarification, and collaborative problem-solving, fostering an engaging and participatory learning environment. Casual style, employed in informal and relaxed interactions, was observed as a tool to reduce communication barriers and create a friendly atmosphere conducive to open discussions. The intimate style, while least observed, highlighted its role in fostering personal connections and providing emotional support, particularly in small group or one-on-one interactions. The findings are summarized in the table below:

Table 1. Language Styles Used by Lecturers

No.	Lecturers	Language Styles				
		Frozen Style	Formal Style	Consultative Style	Casual Style	Intimate Style
1.	Lecturer 1	-	√	√	√	-
2.	Lecturer 2	-	-	√	-	-
3.	Lecturer 3	-	-	-	√	√
4.	Lecturer 4	-	√	-	-	-
5.	Lecturer 5	-	√	√	-	-
6.	Lecturer 6	-	√	-	√	-
7.	Lecturer 7	-	√	√	-	-

Analysis of the video recordings revealed that formal style was employed by five lecturers, making it the most dominant style. This was followed by the consultative style, used by four lecturers, casual style, used by three lecturers, and intimate style, observed in one lecturer's interactions. These findings underline the adaptability of language styles in addressing different classroom dynamics and the varying needs of students.

Detailed Analysis of the Lecturers' Use of Language Styles

The findings highlight that effective classroom interaction hinges on the communication skills of lecturers, which directly influence the learning experience. The relationship between lecturers and students is reflected in the choice and use of language, which serves as a medium for instruction, engagement, and connection. By employing a combination of formal, consultative, casual, and intimate language styles, lecturers adapt to diverse classroom scenarios, balancing authority with approachability to create an inclusive and dynamic learning environment. This adaptive use of language styles demonstrates their critical role in fostering student engagement and academic success.

We found data about the types of verbal interaction used by the lecturer. The data is arranged into several tables and descriptions. The language styles are visible below:

Table 2. Formal Style Descriptions of Lecturer 1

Lecturer 1					
Room	Date	Time	Language	Language Style	Participants
GL 105	March 4 th , 2024	08.00 – 09.40 A.M.	English	Formal Style	Lecturer, 24 students

We found so many formal styles used by the lecturer, but only a few are shown:

1. *Forgive me because I am coming late. If the road were not jammed, I would not be late.*
2. *Persuasive text or media are written to convince you to do something.*
3. *Read the following newspaper article on the slide.*
4. *If you have finished reading the article, answer the questions by circling the correct answer.*

Table 3. Consultative Style Descriptions of Lecturer 1

Lecturer 1					
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Room	Date	Time	Language	Language Style	Participants
GL 105	March 4 th , 2024	08.00 – 09.40 A.M.	English and Indonesia	Consultative Style	Lecturer, 24 students

We found a few consultative styles used by the lecturer. The statements are shown:

1. *Which hotel has the best restaurants based on the scenarios?*
2. *Excuse me, researcher! How many times do you should take observations?*
3. *Ada yang bisa berikan saya penjelasan terkait artikel yang tadi?*

Table 4. Casual Style Descriptions of Lecturer 1

Lecturer 1					
Room	Date	Time	Language	Language Style	Participants
GL 105	March 4 th , 2024	08.00 – 09.40 A.M.	English	Casual Style	Lecturer, 24 students

We found that the lecturer used a little casual style. The statements are shown:

1. *Open your book in page sixty-five.*
2. *If you feel difficult to understand the scenarios, you can ask me or discuss with your friends.*
3. *Remember it, nak, and Close your book.*

Table 5. Consultative Style Descriptions of Lecturer 2

Lecturer 2					
Room	Date	Time	Language	Language Style	Participants
GL 105	March 19 th , 2024	00.30 – 02.20. P.M.	English and Indonesia	Consultative Style	Lecturer, 28 students

We found only consultative styles used by the lecturer, from the class until the end; even though the lecturer used the Indonesian language, the language was interactive and structured, and politeness and respect each other between the students and the researchers. The statements are shown:

1. *Dimateri sebelumnya kita sudah membahas tentang Reading Strategies kan?*
2. *Oke, kita lakukan kembali tutor sebaya yah, tolong masing-masing chief of group membantu teman kelompoknya for the materials yah.*
3. *Si kakak peneliti ini sudah ketawa, dosennya banyak tanya yah.*
4. *Rehan, why you don't sit with your group? Mau bikin kelompok baru mungkin yah.*
5. *Setelah berdiskusi bersama teman kelompoknya you must be able to look for bias pada wacana yang telah Ma'am sediakan. Bisa yah?*
6. *Sepertinya Tiara belum paham tentang pelajaran kita, jawabannya masih keliru yah teman-teman. Ada jawaban yang lain?*

Table 6. Casual Style Descriptions of Lecturer 3

Lecturer 3					
Room	Date	Time	Language	Language Style	Participants
GL 108	March 22 nd , 2024	09.40 – 11.30 A.M.	English	Casual Style	Lecturer, 33 students

We found that the lecturer used Casual style, and the statements are shown:

1. *Open back up the materials, while your peer tutors give you a little explanation about it.*
2. *Okay everyone, your time is ended. It is time to show the show.*

Table 7. Intimate Style Descriptions of Lecturer 3

Lecturer 3					
Room	Date	Time	Language	Language Style	Participants
GL 108	March 22 nd , 2024	09.40 – 11.30 A.M.	English and Indonesia	Intimate Style	Lecturer, 33 students

The study found so many Intimate styles used by the lecturer because the lecturer is a native speaker of Makassarnese, which is why the lecturer seldom used English in the class. She preferred to use the local language, whether to students or researchers, in the class teaching and learning process. The statements are shown:

1. *Saya itu orangnya dek, asli murah senyum sama semua orang. Tapi, saya senyum kalo ada orang ji, nanti na kira ka orang gila senyum sendiri gang.*
2. *Oke nak, kerja mih tugas ta semuanya. Ma'am keluar dulu sebentar nah. Don't go anywhere. Ada kakak mahasiswa pay attention to you.*
3. *I am coming back darlin'. Sudah selesai nak tugasnya?*
4. *Mana tanggalnya ineh tugas ta nak? Write it please the date.*

Table 8. Formal Style Descriptions of Lecturer 4

Lecturer 4					
Room	Date	Time	Language	Language Style	Participants
GL 107	April 23 rd , 2024	08.00 – 09.40 A.M.	English and Indonesia	Formal Style	Lecturer, 18 students

We found only formal styles used by the lecturer from the class start until the end, and even though the lecturer used the Indonesian language, the language was still formal. The statements are shown:

1. *Ladies and Gentlemen, let me remind you about the task that I have submitted in EdLink in the previous meeting.*
2. *I hope you all, remember your tasks because, in accordance with the University's policy, all students are required to submit their tasks in Edlink.*

3. *Well, ladies and gentlemen. Apakah Anda masih mengingat tentang kejadian mahasiswa yang tengah viral akibat video yang beredar yang terjadi pekan lalu? It was so ashamed.*
4. *Apa yang Anda dapatkan dengan memperlakukan diri Anda in the front of the public? Maybe you can be viral, there are many people who sees your video, but do you know what? Anda akan menanggung malu sepanjang hidup Anda.*
5. *It is one of the reasons why foreigners always underestimate us.*

Table 9. Formal Style Descriptions of Lecturer 5

Lecturer 5					
Room	Date	Time	Language	Language Style	Participants
GL 109	May 6 th , 2024	09.40 – 11.30 A.M.	English and Indonesia	Formal Style	Lecturer, 21 students

We found a few formal styles used by the lecturer in the classroom teaching process only at the beginning of the meeting. The statements are shown:

1. *Izinkan Saya untuk memeriksa kehadiran Anda para Mahasiswa terlebih dahulu.*
2. *Oke, before we start the following material, I would like to ask you all about what we have discussed in the previous meeting.*
3. *If you cannot answer my question, I will pass it on to your friends or whoever can answer the questions, and I will give you an additional score for today. Sangat menarik bukan?*

Table 10. Consultative Style Descriptions of Lecturer 5

Lecturer 5					
Room	Date	Time	Language	Language Style	Participants
GL 109	May 6 th , 2024	09.40 – 11.30 A.M.	English and Indonesia	Consultative Style	Lecturer, 21 students

We found that the lecturer used many consultative styles. Even though the lecturer used the Indonesian language, the language was interactive and structured, and politeness and respect each other between the students and the researchers. The statements are shown:

1. *If you have read the discourse, I sent you in the WhatsApp group. Silakan tutup hpnya. Ingat kembali apa yang telah kalian baca. If you have a question, ask Ma'am!*
2. *Hayoloh, anyone can answer pertanyaan dari Ian?*
3. *Betul sekali jawabannya. Any other answer? Who never speak? Angkat tangannya. Jangan malu dan ragu berbicara. Give us your argument.*
4. *Is that all of the answer? No. Masih ada lagi jawaban yang lain. Ayo cari lagi.*
5. *Permisi yah dek, kelasnya agak ribut. Tetap semangat menelitinya yah.*

Table 11. Formal Style Descriptions of Lecturer 6

Lecturer 6					
Room	Date	Time	Language	Language Style	Participants
GL 306	May 13 th , 2024	08.00 – 09.40 A.M.	English and Indonesia	Formal Style	Lecturer, 25 students

We found a few formal styles used by the lecturer at the beginning and the end of the meeting. The statements are shown:

1. *As usual, in the even week all the students must have collected their phones. None can take their phones. If I see any one of you take your phone, Miss akan ambil hp Anda tanpa terkecuali akan dikembali setelah ujian akhir semester berakhir, cukup jelas?*
2. *Baik, before we end this discussion session today, Miss will re-explain the material as the reflection today after you have taken all of your phones.*

Table 12. Casual Style Descriptions of Lecturer 6

Lecturer 6					
Room	Date	Time	Language	Language Style	Participants
GL 306	May 13 th , 2024	08.00 – 09.40 A.M.	English	Casual Style	Lecturer, 25 students

We found so many casual styles used by the lecturer, from the class to the end of the session, because the lecturer was close enough to her students. The statements are shown:

1. *Why both of you take time too long going to toilet? Were you taking a pee or taking a shit?*
2. *Hilman sneezed. Luckily, his snot did not come out.*
3. *My age is still twenty, sis.*
4. *You cannot go anywhere, you always cheat your friends' tasks.*

Table 13. Format Style Descriptions of Lecturer 7

Lecturer 7					
Room	Date	Time	Language	Language Style	Participants
GL 202	May 13 th , 2024	02.20 – 04.00 P.M.	English	Formal Style	Lecturer, 24 students

We found a few formal styles used by the lecturer at the beginning and the end of the meeting. The statements are shown:

1. *Good morning, brothers and sisters. How are you today?*
2. *Descriptive texts are standard in the workplace as you may have to describe a place, a person or a thing to someone, or somebody else may have to describe something for you.*
3. *The more specific language you can utilize, the more precise your descriptions will be.*
4. *I worried I would get lost, so I rang Mr. Harbi when I arrived.*

5. *If I don't see the time, maybe we will still be learning in this class. Thank you for the researcher. Thanks for reminding me.*
6. *Well, our meeting today is enough. Thank you very much, brothers and sisters. Miss hopes you can understand the materials.*

Table 14. Consultative Style Descriptions of Lecturer 7

Lecturer 7					
Room	Date	Time	Language	Language Style	Participants
GL 202	May 13 th , 2024	02.20 – 04.00 P.M.	English and Indonesia	Consultative Style	Lecturer, 24 students

We found a few consultative styles but more than formal styles used by the lecturer in the middle of the teaching and learning process in the classroom. The statements are shown:

1. *Miss heran ini. Kenapa makin hari makin kurang saja ini teman kelasnya yang masuk kuliah. Why?*
2. *Actually, belajar Bahasa Inggris itu easy. Nothing to worry about, as long as you have intention to study, semuanya akan berjalan dengan baik dan lancar.*
3. *Miss was like you all, too, when I was younger. Hingga saat ini, sometimes Miss think that, if I were you, I will learning focusly so that Miss bisa mendapat nilai yang bagus.*

Discussion

This study explores the dynamics of language styles employed by lecturers at the State Tourism Polytechnic of Makassar, offering nuanced insights into how these styles impact classroom interactions and learning outcomes. The findings reveal the prevalence of four distinct language styles—formal, consultative, casual, and intimate—each serving specific functions within the classroom and contributing to the overall teaching and learning process.

The frequent use of formal language style highlights its importance in maintaining structure and professionalism during classroom interactions. Formal language fosters clarity, authority, and respect, which are essential for effective communication in academic settings. By providing explicit instructions and maintaining a serious tone, lecturers ensure that their messages are understood and their authority is upheld. This aligns with traditional norms of education, where structured communication is valued for promoting an orderly learning environment. Research indicates that formal language in educational contexts enhances clarity and reinforces the authority of educators, thereby facilitating a more effective learning atmosphere Qasserras (2023). Furthermore, the use of formal language is associated with improved student comprehension and engagement, as it sets clear expectations and boundaries within the classroom (Moradkhani & Rahimi, 2019). This structured approach is particularly vital in professional institutions, where the integration of formal communication practices is essential for preparing students for future career demands (Sözer, 2023).

The consultative style has emerged as a prominent language style, characterized by semi-formal interactions that encourage dialogue and feedback. This style bridges the gap between formal lectures and informal discussions, fostering collaboration and active student participation.

Lecturers employing this style create opportunities for students to ask questions, share ideas, and engage in meaningful discussions, thus enhancing the learning experience. As past students supported that consultative interactions contribute positively to a supportive classroom climate, which is essential for motivating students and improving their academic outcomes Petřík & Vašáková (2022). This interactive approach supports the development of critical thinking and problem-solving skills, essential for professional education, as it encourages students to actively participate in their learning process and apply their knowledge in practical contexts (Ghassemi et al., 2021). Moreover, the consultative style has been shown to enhance student-teacher relationships, further promoting a positive learning environment (Barnes et al., 2019).

The use of casual language style, though less frequent, plays a vital role in reducing hierarchical barriers between lecturers and students. Casual language fosters a relaxed and approachable classroom atmosphere, encouraging open communication and active participation. By integrating informal expressions and conversational tones, lecturers make themselves more relatable and accessible to students, creating a supportive environment conducive to learning. This approach aligns with sociocultural theories of learning, which emphasize the importance of social interactions in cognitive development. Studies argued that the use of casual language styles can significantly enhance student engagement and participation, as students often feel more comfortable expressing their thoughts in less formal settings (Riasari, 2021; Riehemann & Jucks, 2018). Furthermore, studies have shown that casual interactions in educational contexts can reduce anxiety and promote a sense of belonging among students, which is crucial for effective learning (Riehemann & Jucks, 2018; Kartal, 2010). This informal communication style not only facilitates better understanding but also encourages collaborative learning, as students are more likely to share ideas and ask questions in a relaxed environment (Kartal, 2010; Salsabila & Permanasari, 2022).

The intimate language style, while rarely used, demonstrates its significance in building personal connections between lecturers and students. This style is most effective in small group settings or one-on-one interactions, where personalized communication can foster trust and emotional rapport. The occasional use of intimate language, particularly in local dialects, underscores the importance of cultural relevance in teaching (Zaborniak-Sobczak, 2022). By acknowledging students' linguistic and cultural backgrounds, lecturers enhance relatability and inclusivity, which are critical for fostering a positive learning environment (Baş, 2021; Morales-Martínez et al., 2022).

The absence of the frozen style is consistent with the interactive and dynamic nature of classroom teaching. As a language style associated with ritualistic and formalized contexts, the frozen style is unsuitable for the flexible and responsive demands of classroom interactions. This finding emphasizes the adaptability of language use in educational settings, where communication is tailored to meet the diverse needs of learners.

These findings have significant implications for pedagogical practices. Lecturers should strategically balance their use of formal, consultative, casual, and intimate language styles to address the diverse needs of students. Such adaptability can enhance engagement, promote inclusivity, and improve learning outcomes. Furthermore, integrating local languages and cultural

elements into classroom communication reinforces the importance of cultural sensitivity in teaching.

Teacher training programs should emphasize the strategic use of language styles, equipping educators with the skills to navigate different contexts and student needs effectively. Policies that encourage linguistic flexibility and cultural relevance can further support educators in creating inclusive and dynamic learning environments. By recognizing the impact of language styles on communication and learning, institutions can foster a more supportive and engaging educational experience for students.

CONCLUSION

This research aimed to explore the language styles employed by lecturers at the State Tourism Polytechnic of Makassar during classroom interactions. By analyzing verbal communication, this study investigated the prevalence and contextual use of formal, consultative, casual, and intimate language styles, while highlighting the absence of the frozen style in educational interactions. Through this exploration, the study provides a deeper understanding of how lecturers' language choices shape the teaching and learning process.

The findings reveal that formal and consultative styles dominate classroom interactions, reflecting their importance in maintaining structure, authority, and engagement. Formal language facilitates clarity and professionalism, ensuring that instructions are conveyed effectively, while consultative style encourages interaction and collaboration, fostering a participatory learning environment. The occasional use of casual style helps build rapport and create a relaxed atmosphere, reducing communication barriers. Meanwhile, the limited use of intimate style emphasizes its role in establishing personal connections and addressing individual student needs. The absence of frozen style underscores the dynamic and interactive nature of educational discourse, which contrasts with the rigid and ceremonial contexts where this style is typically employed.

In addressing the research objectives, this study has demonstrated how lecturers strategically use diverse language styles to adapt to the needs of their students and the demands of the curriculum. The findings confirm that the effective deployment of these styles enhances communication, supports inclusivity, and promotes a positive learning environment. Furthermore, the research highlights the significance of cultural and contextual factors in shaping language use, as seen in the integration of local dialects and cultural expressions.

The significance of this research lies in its contribution to understanding the nuanced role of language in education. By analyzing the interplay of different language styles in classroom settings, this study extends existing knowledge on discourse analysis and pedagogy, particularly within the context of professional education. These findings have practical implications for teacher training and institutional policies, emphasizing the need for educators to develop linguistic adaptability and cultural sensitivity. By aligning language practices with student needs and institutional goals, lecturers can enhance their teaching effectiveness and foster meaningful learning experiences.

The theoretical implications of this research suggest a need to further explore the relationship between language style and learning outcomes. Future studies could investigate the long-term impact of language styles on student engagement and academic performance, offering insights into best practices for language use in diverse educational settings. Additionally, research

could expand to include student perspectives, providing a holistic understanding of how language influences the teaching and learning dynamic.

This study also opens avenues for exploring the implications of cultural and linguistic diversity in education. As globalization continues to shape the educational landscape, understanding how language styles adapt to multicultural contexts will be crucial for developing inclusive and effective teaching strategies. Future research should examine how language styles vary across different cultural and institutional settings, contributing to a more comprehensive framework for discourse analysis in education. Overall, the strategic use of language styles in classroom interactions is pivotal for effective teaching and learning. This study underscores the importance of linguistic flexibility and cultural awareness in fostering inclusive and dynamic educational environments. By embracing the diverse needs of their students, educators can create meaningful connections, promote active participation, and support academic success. As education evolves in response to societal and cultural shifts, understanding the role of language in shaping these changes will remain a critical area for research and practice.

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