Male and Female EFL Teachers' Mood Structure in Classroom Interaction

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Abstract

This research study aimed to examine the talks of male and female EFL teachers. This study aims to determine how male and female EFL teachers realise mood differently and how they recognize it in their discussions and roles as teachers. The plan was to use a descriptive-qualitative research design. Observation, audio recording, and field notes were used to collect data. Mood structure analysis was used to analyze data. To provide a more detailed analysis, utterances are classified based on their description, meaning, and code. This study's findings are: (1) A male teacher found 26 statement mood utterances, 26 interrogative mood utterances, 20 declarative mood utterance variations, and 2 offer mood utterances. Meanwhile, female teachers identified 23 statement moods, 17 interrogative moods, 5 commands, and 1 offer moods (2) for using mood structures in male and female teacher discourse; statement and interrogative moods are the most often employed moods during the teaching and learning process. (3) the most widely utilized kind of mood structure is declarative. It happens because teaching is a teacher's primary responsibility.

Keywords: *Classroom Interaction, EFL Teachers, Gender in Language, Mood Structure*

Introduction

Every aspect of human life must be fulfilled by a language undergoing daily routines, such as signs, symbols, oral speech, etc, those belonging to a language. Language serves as a means of communication, among other things. Therefore, communication is a part of what people do every day. As a result, we may communicate with others to share our ideas and opinions. The act of conveying thoughts and emotions or giving information is known as communication by Ahmed (2015). Information-sharing refers to the speaker acting as the topic and the listener acting as the recipient of knowledge, facts, or news. Language and communication are crucial components of social life. Communicating ideas, expressing emotions, requesting things, giving directions, etc. Communication is a collaborative endeavor. Both participants' goals will be achieved if they discuss and reach an understanding. We frequently observe teachers and students interacting in the classroom. The teacher-student relationship is the most critical component of all classroom activities. Furthermore, Rangkuti et al. (2018) argue that the structure of a teacher's mood or interpersonal meaning may develop a peaceful environment while encouraging increased communication between teachers and students.

According to Halliday and Matthiessen (2004), mood analysis is a technique that highlights addition, complement, topic, limit, and predicator when assessing interpersonal meaning. The mood structure demonstrates how the positioned phrases perform the providing, demanding, expressing, and seeking interactional tasks. Because of the lexico-grammatical design of words, declarations in the declarative mood, questions in the interrogative mood, and orders in the imperative mood are realized. Interpersonal language functions are carried out when people interact in groups. Attitudes and modalities introduce interpersonal functions. The speaker's perspective conveys the interlocutors' respective roles in the communication. If the speaker gives an opinion or offers a prediction, it will be apparent from the modality.

Two degrees of conscious interpersonal function exist at lexico-grammatical and semantic (discourse) levels. Humans conduct two parts, Giving and Demanding, at this semantic level. Meanwhile, lexicogrammar trades products, services, or commodities like information. Four distinct speech activities or functions are generated after classifying roles and things. Four different speech functions, statement, question, offer, and command, are achieved, according to Halliday Matthiessen (2014). Tyas (2020) demonstrates that the majority of the speech that teachers create in this context takes the form of commands, indicating that the teacher's authority is more dominant. In addition, teachers attempt to balance students by utilizing a variety of declarative and interrogative moods. This affects both how well and how poorly students respond.

There were various issues with students' enthusiasm for learning English, according to the researcher's experience teaching at SMPN 176 Jakarta. First, students need help understanding the terminology teachers and students use. For example: *"Why don't you open the door?"* As a result of the demands or simple requests made by the performance, they are unable to understand the purpose of language in this situation, leaving them uncertain of the teacher's intended message. When talking with her students, this female teacher uses indirect speech. Female teachers very infrequently utilize this when interacting with others. Second, classroom conversations have numerous distinctions between male and female teachers. When they want to ask students for information, for example: (Female Teacher): *"Are you ill, Zalfa?"* Meanwhile, (Male Teacher): *"What is the matter with you?"* When women ask students, they utilize the declarative mood, whereas males ask them directly in the interrogative mood. Students understand male teachers' words better than female teachers' words from the teacher's words.

According to student interviews, female teachers use difficult-to-understand explanations and do not interpret the language delivered. In contrast, Male teachers speak in simple terms that students can grasp; however, male teachers use English while explaining and then attempt to interpret so that students understand what is said. As a result, it would be helpful if this study focused on examining the mood structure of interactions between male and female teachers in the classroom.

Method
Method and Design of the Research
A descriptive qualitative technique was created for this study using a descriptive phenomenon design. Through the use of this approach, the mood structure was found, identified, analyzed, and described. The analysis is composed of the following elements: residue (predicator, complement, and adjunct), mood (subject and finite), and mood types (interrogative, imperative, and declarative). The researcher may examine the

statements, questions, commands, and offers made by male and female teachers throughout their interactions in the classroom, thanks to the phenomenon design.

Participants

The data source was the classroom conversations that male and female teachers had with their students about English classes. The data originates from two types: a male teacher taught class VII, and a female teacher taught class IX.

Research Instruments

Male and female teacher's discussions regarding English classes in the classroom served as the data source. In educational settings, discourse analysis is employed to examine the mood structure of the following: subject and finite; residue: demonstrator, compliment, and adjunct; and analysis predicated on providing an answer to a query, making a request, delivering something to the students, and imparting information. Mood categories (declarative, imperative, and interrogative) should also be considered.

Technique of Data Collection

The information was primarily acquired through observation, record-keeping, and field notes.
1. Observation
In order to assess how teachers and students interacted in a one-classroom meeting, the researcher employed a notebook to record the learning process. Prior to data analysis, The study determined and classified whether data on male and female teachers' speech functions were obtained during classroom interactions.
2. Audio recording
Using audio recordings, encounters in which mood is manifested through speech function are analyzed. The whole classroom exchange between teachers and students was captured on audio during the teaching and learning process.
3. Field Note
Field notes are used to record observations made in the field in great detail, accurately, comprehensively, and thoroughly.

Technique of Data Analysis

Following the guidelines provided by Miles and Huberman (1992), this study employed the three phases of data analysis: data collection, data reduction, data display, and conclusion/verification.
1. Data collection
The process of gathering all the information is called data collection. Prior to doing this inquiry, the researcher collected data, assessed it by taking field notes, and then concentrated on the primary research issue. After data identification, it was categorized more straightforwardly. Thus, gathering data can help researchers access the data more easily when needed and help them describe it more clearly.
2. Data Reduction
Data reduction is choosing, concentrating, streamlining, removing, and altering the unprocessed data in recorded field notes.
   a. Selected: The researcher looked for language usage, ideology, and power statements, including discourse analysis on the tone structure of teacher-student talks in the classroom.
   b. Focusing: Researchers focus their entire attention on the crucial data.

Researchers in this study solely looked at how teachers interacted with students using speech, and they discouraged analysis based on mood structure; this contains several mood types and consonants.

c. Simplifying: The researcher could facilitate understanding of the data by making it less complex. The collected data was condensed to make it easier for the researcher to analyze.

d. Abstracting: To abstract is to condense the facts. In this study, the researcher examines the relationship between teachers and students concerning the mood structure of their classroom.

e. Transforming: Discourse analysis on mood structure was used to evaluate all the data.

3. Data display

A set of charts presenting the data shows all decision points, crucial pathways, and additional facts found during the information-gathering process at each location. The display aids in our comprehension of the situation and enables us to take appropriate action. In this phase, data has been gathered to address research questions related to speech function-limited teacher-student classroom communication.

4. Conclusion: drawing/verifying

In the last phase, conclusions are made regularly throughout the research. This procedure is a component of providing answers to the inquiries. Additionally, this part notes what the researchers may observe to free up time to compile the collected data into knowledge. Reviewing data to confirm or validate conclusions is a crucial step in the verification process; it involves coming up with conclusions. The researcher presents and discusses the findings in this section, which is the final step in concluding the data that has been analyzed.

Results

The data analysis depends on the mood structure application of Halliday's theory. Declarative, interrogative, and imperative moods are the three categories of moods. A conversation included 49 statements, 43 interrogative phrases, 25 command sentences, 3 offer sentences, and other speech functions. The data provided the student's interactions with the male and female English teachers and the outcomes of the teaching and learning process. In teachers' utterances, there are 120 clauses in all. In interaction classrooms, statement, inquiry, and command are the same realizations of speech function. Realize the statement as declarative, the offer as imperative, the query as interrogative, and the command as imperative.

Table 1. Analysis Dialog Male and Female Teacher

Statement

Utterances	Description	Meaning	Code
Good Morning, students	It is determined that the word "good morning" is a declarative mood that belongs to the adjunct category, whereas the subject is the students.	The female teacher used this expression to welcome the class before beginning the session, considering that it can aid in preparing the children to study. This expression became apparent when every student showed up for class.	St.D1.FT
Good	This sentence has a declarative mood.	The teacher saw this greeting as	St.D2

Morning, Class	Every word has a category; for example, "good morning" is categorized as an adjunct and "class" as a topic.	an indication that the students were prepared to begin studying and should be greeted so they could maintain eye contact with the teacher in front of the class.	.MT
I am good, thanks.	This mood is declarative. In this case, I can be considered a topic of analysis, even if I am finite. However, this phrase serves as a complement and is good.	This phrase recognized the value of the student's questions and provided the best response to satisfy them. It also enhanced student participation in the learning process by having them pay attention to the teacher's explanation.	St.D3 .FT
Before that, I will check your classroom first.	This is about definitive. Sentences like "before that" indicate an adjunct, "I" indicate "subject," "will" indicate finiteness, "check" indicates a predicator, and "your classroom" indicates a complement.	The male teachers delivered the remarks before the start of class. As a result, each student could pay closer attention in class.	St.D4 .MT
I will review what we learned last week.	The tone of this phrase is declarative. I am the topic, and volition is finite in the mood. The phrase "residue" refers to the complement, a repetition of last week's instruction.	Prior to the commencement of the learning process, this phrase was utilized. The teacher's act of cheating on the class attendance was cruel.	St.D8 .FT
I hope you are ready.	A mood structure analysis of the clause can be used. Like in the word "I," "hope," "ready," and "are," which serve as adjuncts. Predicator and complement serve as residue in a declarative mood, whereas the topic is the mood.	To help students be ready before beginning the topic, the male teacher explained the significance of his words. Students should concentrate on the content according to the teacher's expectations.	St.D1 0.MT
As time has passed. Next week, we resume. Try it at home.	This is a declarative sentence. The sentence contains three clauses. The first sentence is identified as an adjunct, because, and over, whereas time is the complement and is limited. In the meantime, the second phrase uses us as the subject and next week as the predictor. Additionally, the final clause has the phrase "try it" as finite, while "at home" is a complement."	This statement alerted students to the session's conclusion and the homework assignment from their teachers.	St. D27. FT
Thank you for your time, students	It is a declarative mood type. Some classifications that may be found in this sentence are: temporary your time students as a complement, you as subject, and thank you as a predictor.	The students who made this statement indicated that the lesson was over and thanked them for their attention during the instruction.	St.D3 3.MT
I think it is enough for now.	The mood is declarative. The fact that the word "I" contains a Subject, a personal pronoun, allows one to discern the declarative mood. Then, the term "think" has predicates. The adage "enough for now" has an adjunct, however.	The male and female teachers use the utterance to close the learning process.	St.D4 8.MT &FT

Question

Utterances	Description	Meaning	Code
How are you doing this morning?	The clause has an interrogative mood. Whereas "this morning" is recognized as a complement, the sentence "how" is investigated as a complement, and "you" is the subject.	The utterance aimed to inquire about the students' situation at the beginning of the learning process.	Qu.D1. FT
Is there anyone not coming today?	This clause is questioning. All words can be analyzable, finite, contain "anyone" as a subject, "not coming" as a predicate, and are complemented with "today."	The male teacher recognized that the student's condition and attendance were known to him. It can draw the teacher's attention to them.	Qu.D2. MT
Do you get it?	This is an interrogative of mood. Every word has a meaning, such as comprehend as the predicate, do as the finite, and you as the subject.	Two teachers made this remark possible. They were requesting student comprehension. It was utilized to highlight the question about each student's instruction comprehension.	Qu.D3. FT&MT

Command

Utterances	Description	Meaning	Code
Please open your book on page 2!	The tone is crucial. Where the subject is "your," the predicator is "open," and the complement is "book on page 2!"	Two teachers utilized the phrase "Please Open your book" as a command to provide information, making it easier for students to understand the topic being explained.	Co.D 1.MT &FT
Could I please borrow your book?	This sentence is essential. It may be said to be necessary. The word "could" has one finite, followed by "I" as the subject, "borrow" as the predicate, and "your book" as the complement.	The word "may" has one finite element, "I" is the subject, and "borrow" is the predicate. This makes it evident that the sentence is imperative. "Your book," however, is a commendation. The statements explain how the male teacher asked a student for assistance in borrowing a book.	Co.D 2.FT

Offer

Utterances	Description	Meaning	Code
Are you able to read about telling stories?	This attitude is essential. Every word may be described in this way: "are" is a finite word, "you" is a subject and predicate, "able" is an adjunct, and "telling the story" is a complement.	The teacher realized what she had said. The teacher asks students to participate actively in their education by reading the stories aloud in this question-and-interrogative statement.	Of.D 1.FT
Would you kindly speak louder, please?	This is an important step. Each word may be described as follows: "would" as finite, "you" as subject, "speak" as a predicate, "louder" as a complement, and "please" as a complement.	The male teacher's statement indicates that he is asking the class to speak up so that other students may hear them.	Of.D 2.MT

| Please ask any questions you may have concerning our lesson! | Emotion is crucial. Derivatives include predicate, adjunct, and complement; mood relates to subject and finite. Words like "ask," "any question," "you may have," "concerning," "our lesson," and each function as an adjunct, subject, and predicate. Using the predicate "please." | Teachers use the word "please" to assist students who do not grasp the material they are teaching. | Of..D 3.MT |

Table 2. Realization of Speech Function by Male and Female Teachers in Classroom Interaction

No.	Speech Functions Initiating	Teacher	
		Male	**Female**
1.	Statement	26	23
2.	Question	26	17
3.	Command	20	5
4.	Offer	2	1
Total		**120**	

Discussion

Three moods were present during the classroom interaction: imperative, declarative, and interrogative. The discussion's conclusions were reached based on speech functions, including 49 statements, 43 interrogative phrases, 25 command sentences, and 3 offer sentences. The students' interactions with the male and female English teachers and the outcomes of the teaching-learning process provided the data. In teacher utterances, there are 120 clauses in all. It was discovered that the realization of speech function in the interaction classroom was statement, inquiry, and command. It is possible to realize the assertion as declarative, the query as interrogative, and the offer and order as imperative. The classroom interactions between male and female instructors display the number of sentences, including initiating and responding to speech functions.

Interpersonal Meaning Recognition During the discussion, the male teacher talked more declaratively than interrogatively. This study's one-sided communication predominates between the male teacher and the students. The male teacher uses declarative language, in which the speaker aims to convey information to the addressee. Instead of fostering a solid relationship with his students through spoken exchanges, the instructor would maintain a specific barrier between them. How male and female teachers interact in the classroom using speech functions reveals that female teachers do not entirely apply the fundamental theories Lakoff (2005) put forward regarding what makes female language unique from males.

According to Goffman, (2004), learners will be far more proficient if declarative language is used often. By using questions a lot, however, the female teacher hopes to direct the class toward the material that will be easiest for them to understand. She explains the lesson in the form of requests since she employs many more interrogative clauses in her speech than in other mood structure kinds. This indicates that, compared to the male teacher, the female teacher is more severe and serves as a mentor in the classroom. This aligns with the explanation Fishman (1978) provided, who states that "the way that men and women use questions as a tool in conversation differs significantly." Alaei (2010) states that interrogatives involve a two-way exchange of information where the addressee can either answer the inquiry or indicate that he is unaware of it. Teachers could find it helpful to elicit information from their students on

the subjects of the teachers in order to get them ready for class and understand their perspectives and backgrounds. Using this tactic might result in the teacher developing unplanned connections with her students and being intimately aware of their thinking. This is consistent with the argument made by Goffman (2004:45) that interrogatives are structured in a way that allows the speaker to steer the conversation toward information transfer from the listener to himself. The speaker attempts to motivate the listener to learn specific information about the topic of discussion by creating motivation. The female teacher's direct communication with the kids aims to build a strong bond. This contradicts Mulac's (1999) statement.

In the controller role, the teacher leads the class in all activities, reading aloud, explaining things as needed, and managing and observing the students. When the teacher is in command, these are the typical roles seen (Harmer, 2001). The findings indicate that in order to provide further explanation, the male teacher uses declarative words. On the other hand, the female teacher typically gets the students to explain themselves using interrogative phrases. The teacher may control students' language, what they say and do when they talk, and other things (Harmer, 2007). Harmer (2001) makes the case that teachers who support knowledge transfer feel comfortable assuming the controller role since they are also the source of knowledge in the classroom. In order to effectively educate, the male teacher must take the lead role and provide the material. He must also pay close attention to the questions. In contrast to the female teacher who poses questions to allow her students to clarify, the teacher serves as an assessor. Checking student's performance and development is the assessor's responsibility (Harmer, 2001). The questions asked after the teacher are often intended to evaluate the learner, correct faults, and provide feedback following the lecture explanation based on the responses to the questionnaire. A female teacher demonstrates her leadership qualities by often giving commands and asking pointed questions. She chooses what subjects to cover and never allows her students to ask questions. In the classroom, she does not cooperate or feel like a group member; instead, she is the dominating person.

According to Harmer (2001), the male teacher is a participant. If a teacher encourages students to speak and listen to one another instead of leading the entire conversation, he participates in the learning process. She encourages the students to act as lecturers by providing answers in response to her queries, which serves as a prompter or motivator. Teachers must support their students when needed (Harmer, 2001). According to Dagarin (2004), classroom engagement is a two-way process in which the teacher impacts the learners and vice versa. According to Chavez (2000), teachers of different genders have classrooms with distinctive characteristics. Gender refers to the values, rights, and obligations that are socially and culturally allocated to someone based on their gender, with rights and responsibilities connected with each position. Female teachers are believed to be more involved, encouraging, and patient with their students than male teachers. As a result, teachers must address correct language usage in the classroom to help them provide students with more possibilities to take on more responsibilities. Teaching and learning may be accomplished effectively with incentives. A teacher who is driven can inspire students and educate them more effectively. Teaching and learning may be accomplished effectively with incentives. A teacher who has motivation can inspire students and educate them more effectively.

Conclusion

The following conclusion is reached after the data have been evaluated in this study: Declarative, interrogative, and imperative mood forms are typical in classroom discourse among male and female teachers. Classroom interactions often occur in the declarative mood, occasionally in the interrogative mood, and frequently in the imperative mood. The mood structures of male and female teachers can be realized by describing utterances. These lines are realized in the declarative mood; the order and offer are realized in the imperative mood; the question is realized in the interrogative mood. After analyzing the mood structure of the conversations between male and female teachers, the researcher discovered that declarative mood structure is most frequently utilized in this study. It happens because the teacher's primary responsibility is to inform the students. There are some suggestions for more studies based on the previously mentioned results. Given that this research aims to examine how male and female teachers converse in the classroom, the following researcher recommendation was made: 1) To investigate mood patterns depending on language users' ethnic backgrounds further. 2) To do more investigation from modalities standpoint. Textual modality investigates how the addresser's subjective assessment adds flavor or seasoning to an experienced material or speech function. 3) To investigate the modality and mood structure in more detail from the viewpoint. The study of a text's mood and modality structures reveals the organizational patterns of several sentence components, including subject, finite, predicator, adjunct, and complement.

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