MOOD ANALYSIS IN TEACHER'S SCAFFOLDING TALKS: A STUDY OF INTERPERSONAL MEANING IN ENGLISH CLASSROOM COMMUNICATION

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Abstract: This study investigates the role of interpersonal meaning in English classroom communication, examining how teacher-student interactions influence the learning environment. Utilizing systemic functional linguistics, it explores the construction of social relations through language, focusing on the communicative strategies employed by teachers. The research highlights the use of mood systems—declarative, interrogative, and imperative—in scaffolding talks to reflect teachers' intentions and pedagogical goals. It also assesses the impact of teachers' English proficiency and teaching styles on classroom communication and interpersonal relationships. Findings reveal that a teacher's mood choice in scaffolding dialogues significantly affects classroom dynamics, student engagement, and learning outcomes. Additionally, the analysis of 154 and 147 scaffolding talk clauses in two classes shows a predominance of the declarative mood, emphasizing information delivery as the primary speech function. This study underscores the importance of strategic linguistic resource deployment in creating effective educational interactions.

Keywords: *classroom communication; learning outcomes; interpersonal meaning; systemic functional linguistics; scaffolding talks; teacher-student interaction.*

INTRODUCTION

The importance of mood analysis within teachers' scaffolding talks, particularly in English language teaching, is increasingly recognized for its significant impact on classroom dynamics, student engagement, and the effectiveness of learning processes. This emphasis on linguistic choices, specifically mood, sheds light on how nuanced communication strategies can enhance the educational experience.

Meyer's (2023) exploration into the scaffolding of student self-regulation provides critical insights into the role of mood in instructional discourse. By analyzing how different moods facilitate or impede students' self-regulatory abilities, Meyer highlights the nuanced ways in which mood choices can support or hinder educational outcomes, emphasizing the need for strategic mood utilization in teaching practices (Meyer, 2023).

In diverse educational contexts, Chen and Adams (2023) delve into the challenges and opportunities presented by remote instruction during the COVID-19 pandemic. Their study on preschool teachers' scaffolding strategies reveals the profound impact of mood in addressing the unique needs of remote learning, particularly in fostering social and emotional learning among young children. This research underscores the adaptability required in teachers' communicative strategies to ensure effective teaching and learning in unconventional settings (Chen & Adams, 2023).

Brataas and Jenset (2023) examine the transition of teacher candidates from theoretical understanding to practical application of scaffolding strategies, highlighting the essential role of mood in these educational interactions. Their findings suggest that a deep understanding and application of appropriate mood choices are crucial for the successful implementation of scaffolding practices in real-world teaching scenarios, pointing to the necessity of mood analysis in teacher education (Brataas & Jenset, 2023).

Further emphasizing the significance of mood, Lepola et al. (2023) investigate its role in

shared reading sessions, particularly in mediating children's engagement and comprehension. The study illustrates how declarative and interrogative moods employed in teachers' scaffolding talks can significantly influence narrative listening comprehension, suggesting the potential of mood-focused strategies to enhance literacy and narrative skills among learners (Lepola et al., 2023).

The intricate role of mood in teachers' scaffolding talks, particularly within the evolving landscape of education that encompasses emotional regulation, technology-enhanced learning environments, and culturally diverse classrooms, has garnered increasing scholarly attention. Drawing on a broad spectrum of recent studies, this synthesis aims to delineate how mood analysis contributes to our understanding of effective teaching practices and scaffolding strategies across different educational settings.

Li and Walsh (2023) and Cao (2023) emphasize the transformative potential of technology in teacher development and instructional scaffolding, respectively. Li and Walsh highlight a student teacher's journey through technology-enhanced reflection, suggesting that mood in digital discourse plays a crucial role in teacher development. Cao's exploration of a Large Language Model-Powered Intelligent Tutoring System in scaffolding CS1 Courses points to the importance of understanding mood in the development and delivery of intelligent tutoring systems, illustrating the impact of technological tools on mood conveyance and student engagement.

Zhu et al. (2024) and Sah (2023) delve into the emotional aspects of learning, exploring how emotions and metadiscourse facilitate knowledge building and how teachers navigate emotion management within English-medium instruction programmes. These studies underscore the significance of analyzing mood in scaffolding talks as it relates to emotional regulation and the negotiation of policies, highlighting the interconnectedness of knowledge advancement and emotional dynamics in the classroom.

Thwaite (2023) and Utthavudhikorn and Soontornwipast (2024) examine dialogic discourse and scaffolding techniques in diverse educational contexts. Thwaite's study on dialogic discourse with young children in Western Australia stresses the importance of mood in fostering effective dialogic interactions, while Utthavudhikorn and Soontornwipast's investigation into Thai primary school teachers' experiences with scaffolding techniques in an EFL classroom reveals how mood choices in scaffolding talks significantly influence teaching efficacy and student learning.

The role of mood in emotional development and emotion talk between teachers and preschoolers displaying externalizing behaviors is explored by Rochanavibhata and Marian (2023) and Alamos et al. (2023). These studies highlight the critical role of teachers' mood choices in socializing emotional development and engaging in productive emotion talk, further illustrating the impact of mood analysis in understanding and improving emotional scaffolding practices.

Moreover, studies by Nazari, Karimi, and De Costa (2023) and Montoya, Susperreguy, and Morrison (2023) on emotion and identity construction in teachers and self-regulation scaffolding behaviors, respectively, contribute to a nuanced understanding of the emotional dimensions of teaching and scaffolding. They demonstrate the intricate ways in which mood in teachers' talk influences identity construction and supports the development of self-regulation among learners.

Additional research by Petronzi, Schalkwyk, and Petronzi (2024) and Sun, Schleppegrell, and Monte-Sano (2024) extends the discussion to the normalization of math talk and the co-construction of knowledge in classroom discussions. These studies emphasize the utility of mood analysis in developing targeted interventions that normalize academic discourse and facilitate effective knowledge co-construction through strategic mood choices in teacher-student interactions.

Collectively, these studies illuminate the multifaceted role of mood in teachers' scaffolding talks, highlighting its pivotal importance in fostering effective teacher-student interactions, enhancing emotional and cognitive development, and navigating the challenges and opportunities presented by digital and multicultural learning environments. The synthesis of these findings underscores the need for incorporating mood analysis into educational research and practice, advocating for a nuanced approach to teacher communication that leverages mood strategically to support engaging, supportive, and effective learning environments.

The examination of mood in teachers' scaffolding talks has significantly contributed to our understanding of classroom dynamics and student engagement. However, there remains a notable research gap in the integration of technological tools in education and their influence on the conveyance and interpretation of mood in digital learning environments. As educational settings increasingly adopt online and blended learning models, the nuances of mood in these contexts require deeper exploration to comprehend its impact on student engagement and learning outcomes fully.

Additionally, the effect of cultural variability on mood usage in scaffolding talks represents a critical area that has been less explored in existing literature. In today's globalized classrooms, understanding how cultural backgrounds influence teachers' mood choices and the effectiveness of various scaffolding strategies is paramount. This gap underscores the need for a cross-cultural analysis of mood in educational discourse, aiming to unveil insights into culturally responsive teaching practices that cater to diverse student populations.

Moreover, the domain of emotion talk within subject-specific contexts, such as mathematics or science education, presents another underexplored area. While the general impact of mood on emotional development and classroom engagement is well-documented, less attention has been paid to how mood facilitates emotion talk in disciplines traditionally perceived as less emotive. Investigating this aspect could reveal innovative strategies for fostering emotional engagement and cognitive understanding in subjects that students often find challenging.

Lastly, the longitudinal analysis of mood evolution in teachers' scaffolding talks is a perspective largely absent from current research. Most studies offer a static snapshot of mood in educational discourse, missing out on the dynamic changes in teachers' mood choices over time and their long-term effects on student learning and engagement. A longitudinal approach would shed light on the evolving nature of teacher-student interactions and offer valuable insights into the sustained impact of mood-based scaffolding strategies.

This research intends to address these gaps by focusing on the conveyance and interpretation of mood in technology-enhanced learning environments, the influence of cultural differences on mood in scaffolding talks, the role of mood in subject-specific emotion talk, and the longitudinal evolution of mood choices in educational discourse. By exploring these underinvestigated areas, the study aims to provide a more comprehensive and nuanced understanding of the role of mood in scaffolding talks, contributing novel insights to the field of educational research and practice. This endeavor not only seeks to fill existing research voids but also to enhance the effectiveness of teaching strategies across diverse and evolving educational contexts.

METHOD
This study adopts a qualitative research methodology to investigate mood analysis in teachers' scaffolding talks across various educational settings. Drawing on Creswell and Poth's (2018) interpretivist approach to qualitative research, this study emphasizes subjective interpretations of social phenomena, allowing for an in-depth exploration of mood in educational discourse. Employing a case study methodology, as advocated by Yin (2018), enables a detailed examination of classroom interactions within diverse contexts.

Data will be collected through a multi-modal approach, incorporating classroom observations, interviews, document analysis, and audio-visual recordings. Braun and Clarke's (2021) thematic analysis will guide the interpretation of collected data, providing a flexible and robust framework for identifying themes related to mood in scaffolding talks.

The thematic analysis will involve both deductive and inductive coding, as described by Saldaña (2021), to capture the nuances of mood in educational interactions. Multiple researchers will review coding and theme development to ensure reliability, following the validation processes outlined by Morse et al. (2002).

Adhering to the ethical guidelines for educational research set forth by the American Educational Research Association (AERA, 2011), this study will prioritize informed consent, confidentiality, and anonymity

This research fills a gap by exploring mood's influence on teacher-student interactions within digital and traditional classrooms, particularly focusing on how mood choices affect engagement and learning. Scheduled for July 29th to August 31st, 2023, the study includes an in-depth interview with English teachers on August 14th, 2023. By combining field and library research, this study aims to provide insights into the descriptive use of mood in

scaffolding talks, contributing valuable perspectives to educational research and practice.

RESULT AND DISCUSSION

The dominating mood method of scaffolding lectures by the English instructor in Massachusetts, mood analysis on spoken text, and three other issues are covered here. The dominating mood system and the elements influencing labor Jambi. The mood analysis of spoken texts is first explained in terms of how classroom English is implemented. The instructor identifies the prevailing mood system of the scaffolding talks in the second place. Lastly, the teacher's usage of the dominant mood method for scaffolding discussions was affected.

During the data evaluation process, the writer found the teacher's scaffolding lectures. A list of all the exchanges between the teacher and the pupils is made in this stage. The language utilized by the teacher is English. In order to help students take things carefully and expand their knowledge base without getting irritated, teachers can utilize scaffolding talks, which are expressions that show how to handle problems and manage the learning environment. Based on the clauses in the tables below, the scaffolding speeches were allocated. A sample table comprising a teacher's scaffolding lectures is displayed in the table below.

Table 1. *Scaffolding talk interactions in English classroom*

Turn	Speaker	Expressions	Scaffolding Talk
1	Teacher	Assalamualaikum	Greeting
2	Students	Waalaikumsalam	Responding to greeting
3	Teacher	Good morning, students	Greeting
4	Students	Good morning, Mom	Responding to greeting
5	Teacher	How are you today?	Inquiring about well-being
6	Students	I'm fine, and you?	Responding to well-being inquiry
7	Teacher	I'm fine too, thank you. Before we start our lesson today, I would like to check your present. I see that there are so many students are absent right? Because there are only four boys, here. Ok, let me check, Cakra? Yusuf? Melinda? Hani?	Checking attendance and noting absences
8	Students	Absent mom	Confirming absence
9	Teacher	Oh, Last meeting Mr. Safaruddin class, yesterday absence or not?	Inquiring about a previous session
9.1	Teacher	Oh, last meeting Mr. Safaruddin class, is He absence yesterday?	Clarifying previous inquiry
10	Students	No.	Responding to inquiry
11	Teacher	Tania? Tika? Willi? Ok, here I will give the material about suggestion and offering. Then, I want you to make some groups for practicing it. Actually, there are some material that I do not have discuss with you, but before that I will finish the material that I need to explain to you. Please, open your book page 63!	Introducing new material and instructions for group work
11.1	Teacher	I will give the material about suggestion and offering.	Highlighting the topic of the lesson
11.2	Teacher	Please, open your book page 63!	Directing students to the relevant material in their textbooks

Table 2. *Classroom interaction and scaffolding talk table*

Turn	Speaker	Expressions	Scaffolding Talk
1	Teacher	Assalamualaikum.	Greeting

2	Students	Waalaikumsalam	Responding to greeting
3	Teacher	Hello guys.	Greeting
4	Students	Hello Sir.	Responding to greeting
5	Teacher	What's up guys?	Inquiring about well-being
6	Students	Good sir, and you?	Responding to well-being inquiry
7	Teacher	I'm great today. Thank you. Guys, I will check your present in my class now. Ok, let me check, Bobi? Deni? Sofia? Herly?	Checking attendance and noting absences
8	Students	Bobi is absent mom, about 1 days ago.	Informing about an absence
9	Teacher	Izzah? Mira? Husnul? Naira? Tasfiansyah? Nurul? Roni? Aisyah?	Continuing attendance check
10	Students	Present mom	Confirming presence
11	Teacher	Last meeting, we have some teachers from UIN, right?	Recalling previous class event
12	Students	Yes Sir	Confirming recall
13	Teacher	Ok, this is the materials today about opinion and thought. Then, I want you to make some groups for practicing it. Actually, there are some texts that you must read first. Please, see the text on 93!	Introducing new material and instructions for group work
13.1	Teacher	This is the materials about opinion and thought.	Highlighting the topic of the lesson
13.2	Teacher	Please, see the text on 93!	Directing students to the relevant material in their textbooks

The study aims to unveil the language components (clause by clause) that form the basis of scaffolding dialogue. The analysis focuses on the mood displayed in each clause of the teacher's scaffolding dialogue to identify the linguistic elements. Behaviors such as negotiating a proposal, providing information, requesting information, and demanding and supplying products and services serve as examples of mood types. The position of the subject and finite in a clause indicates mood in English.

In this analysis, the mood and residue structure is used. Classification is based on the order of the subject and finite. The usual mood sequence is subject followed by finite, indicating a declarative mood. The mood shifts to interrogative with the sequence of finite followed by subject. If the mood sequence consists only of finite without a subject, then the mood is imperative. The author reviewed various teacher scaffolding dialogues recorded in the transcription and found some expressions that were grammatically inappropriate, which were then corrected before being evaluated based on the mood system. These expressions were divided clause by clause because the clause is the unit of analysis. The following table presents a mood analysis of a teacher's scaffolding dialogue based on examples.

Table 3. *Turn 9- It could be: Oh, last meeting Mr. Safaruddin class, is He absent yesterday?*

Oh	Last meeting Mr. Safaruddin Class.	Is	He	Absent	Yesterday?
Adj: Cont	Adj : circ	F	S	C	Adj : circ
	Residue	Mood Interrogative		Residue	

Table 4. *Turn 11.1 and 13.1*

I	Will	Give	the material	About suggestion and Offering

Thi s	Is	-	the material	About opinion and thought
S	F	P	C	Adj : circ
Mood Declarative			Residue	

Table 5. *Turn 11.2 and 13.2*

It could be ─open your book, please! ‖ And ─see the text on 93, please!

Open	Your book		please!
See	the text on 93		Please
F	P	C	Adj, cont
Mood imperative	Residu		

As the mood system analysis was carried out clause by clause, the complicated clauses were disassembled. Mood system actualized in the first analysis. The study concentrated on residue and mood. The theme and the finite make up the mood. The finite functions to denote tense, polarity, and modality, while the subject bears the weight of the phrase as an interacting event or the center of the argument. Conversely, the residue is the part that is still present.

Dominant mood in scaffolding talks
Declarative, interrogative, and imperative moods were the three main groups into which the sentences were divided after the scaffolding conversations were examined using mood analysis on spoken text. Since the clause was the unit of analysis, expressions were dissected clause by clause. The data analysis and interpretation are outlined below. This analysis identified the following mood types:

Descriptive
The term indicative refers to the exchange of information. It is divided into two types:

Declarative
Declarative clauses are ones where the subject's structural element comes before the clause's finite element. Declarative clauses are typically used to submit information for negotiation in order to start a discourse. They are able to communicate both objective judgment and factual information. Only statements related to information supply in the speech function are appropriate for use in the declarative mood. The teacher's scaffolding talks exhibit interaction patterns related to information provision, including "while I am waiting on my midterm exam." The question is similar to the and 10 esays, and you will have 35 chances to write it down." According to this finding, the declarative

was utilized 85 times per frequency in the bulk of the teacher's scaffolding lectures (A).

She frequently used it to provide examples and explanations to her students. In class A, there were 74 declarative clauses. Below are excerpts from the teacher's declarative scaffolding talks:
(1) Poster is like printed graphic. (2) Ok, this is the example of poster. (3) It is different with pamphlet and brochure. (4) I would like to explain about banner and poster. (5) That is a suggestion and that is an offering. (6) Instant noodle is good for your health. (7) I am afraid that I have to disagree with you, because instant noodle has many chemical things inside it.

The teacher also employed declarative scaffolding dialogue to offer feedback, specifically in the form of praise, following a student's successful completion of a task. Here are the paraphrased examples: (1) That is good. (2) Yes, you are right. (3) (it is) very good. (4) I agree with what you are saying.

Interrogative
Polar interrogative and Wh-interrogative are the two categories of interrogative.

Polar interrogative
Yes-no questions, often known as polar interrogatives, are frequently utilized to initiate conversations by seeking information from others. This form of questioning positions the speaker as reliant on the responses of other participants. The teacher used polar interrogatives for multiple reasons, such as encouraging student engagement and enhancing clarity of student comprehension. Here are paraphrased examples of how polar interrogatives were applied: (1) Is it clear? (2) Have you been in page 63? (3) Is it a suggestion? (4) Have you asked your mom offering? (5) Did you do that? (6) Would you like to point out the

text on 93? (7) Do you agree about Nurul's opinion?

Polar interrogatives are clauses in which the finiteelement comes before the subject.

Wh-Interrogative
Wh-interrogatives consist of wh-question words and are employed to search for a specific missing element in clause construction. For instance, the word "who" is used to inquire about the subject, among other uses, when a circumstantial adjunct is being questioned. Wh-interrogatives create an anticipation that the answer will complete the missing part of the clause's structure. The teacher used wh-interrogatives to foster students' understanding or knowledge regarding the content that had been presented. Here is a paraphrased excerpt from the application of wh-interrogatives: (1) What do you know about suggestion and offering? (2) Why should it be interesting? What will picture be there? (3) How could you take that? (4) What do you want to say? (5) What is your opinion about instant noodle? (6) What is the ingredient of instant noodle?

In Mrs. Desi's class, the frequency of using interrogative mood, whether it's polar interrogatives or wh-interrogatives, totals 50 clauses. In Mr. Safaruddin's class, it amounts to 58 clauses.

Imperative
The imperative mood is concerned with commands that request goods or services. In these observations, it typically lacks the subject element and consists only of a finite or predicator. The absence of the subject in an imperative is due to the understanding that all imperatives are implicitly directed at the listener. Mrs. Desi used the imperative mood in her classroom in 19 clauses, while Mr. Safaruddin used it in 15 clauses. Here are examples of the imperative: (1) Please give applause! (2) Open your book please! (3) Please be quite and keep silent for a while! (4) Let's start it from you! (5) Tania, come forward, please! (6) Slow down please!

In such instances, the imperative mood positions the teacher as possessing a degree of authority over the students. Moreover, the imperative form serves as potent advice, distinctly more assertive than the more advisory should-form.

From the data analysis, it is evident that a total of 154 clauses from Class A's scaffolding talks and 147 clauses from Class B's scaffolding talks were analyzed. Additionally, the analysis of the mood system in the scaffolding talks revealed several key findings. 85 clauses, or 55% of the instances in Class A, included the declarative mood. There were 50 clauses (32%), with the interrogative mood, and 19 clauses (12%), with the imperative mood. In Class B, 74 clauses (or 50%) had the declarative mood, 58 clauses (or 39%), and 15 clauses (or 11%), the interrogative mood. Declarative mood accounted for 55% and 50% of the mood systems in the different classes during the scaffolding conversations. This suggests that the instructor was making a sincere effort to instruct and mentor the students, as the declarative mood or declarative scaffolding tilles are inextricably associated with statement functions in speech.

Looking back at the analysis, the main emphasis was on mood and residue to determine the urgent, questioning, and declaratory moods. When the prevailing tone in scaffokling conversations is declarative; it makes the teacher's ability to transfer knowledge evident.

Table 6. *Mood types and examples*

Mood Types	Examples
Declarative	That is a suggestion and that is an offering
Interrogative	Have you been in page 63?
Imperative	Please give applause!

Display data is also tested using Percentage Agreement (PA). Percentage Agreement (PA) is a percentage of value agreement between the first appraiser and the second appraiser on an instrument.

Percentage Agreement (PA) = (A-B/A+B) 100%

Table 7. *Mood type on spoken text of teacher's scaffolding talks*

Mood type	Number of Clauses (A)	Percentage	Number of Clauses (B)	Percentage
Declarative	85	55%	74	50%
Interrogative	50	32%	58	39%

Imperative	19	12%	15	11%
TOTAL	154	100%	147	100%

Statements are the only sentences that belong in the declarative mood. Speech positions in the commodity trade are both giving and demanding. Information and goods and services are the two key things they offer and want. When they provide or request information, they construct propositions. When they give or demand goods and services, they create a proposal.

Factors affecting mood in teachers' scaffolding talks

English is used to take advantage of modern science and technology. The aim of English language instruction in Indonesia is to enable learners to converse fluently in the language. To reach such levels of literacy, it's essential for teachers to possess a high level of fluency in spoken English, enabling them to interact seamlessly with students. This interaction helps enhance students' abilities to create and understand texts across various contexts. Primarily, the quality of the teacher's English, including skills in listening, reading, speaking, and writing, significantly influences the mood of scaffolding talks. By employing a dominant mood system in their scaffolding dialogues, teachers can effectively facilitate and support student development in all language skills.

Another determinant of the mood system in scaffolding dialogues is the teacher's instructional style. Every teacher brings a unique teaching style to the classroom, which is distinct from the instructional method. This style refers to a consistent way of engaging with students that can complement various teaching methods. For example, task-oriented teachers focus on prescribed materials and demand specific student performance, while cooperative planners involve students in planning instruction. Child-centered teachers allow students to explore their interests, and subject-centered teachers emphasize content delivery. Learning-centered teachers balance curriculum objectives with student needs, fostering autonomy in learning.

From classroom observations and interviews with English teachers of eleventh-grade students at MA. Labor Jambi, it was noted that teachers often use declarative scaffolding talks for teaching grammar, requiring more information for understanding. For speaking skills, imperative scaffolding talks were prevalent, directing students to perform specific tasks. The variation in scaffolding talk styles is attributed to each teacher's unique teaching approach.

Effective classroom organization and clear instruction delivery are crucial for student comprehension. An efficient teacher organizes the classroom to ensure that students understand the material, with clear and understandable instructions being paramount. The use of precise expressions for instructions, group formations, and activities enhances classroom efficiency.

This research highlights the mood analysis in English teachers' scaffolding talks, differing from previous studies by categorizing mood usage and noting how classroom situations influence teacher utterances. The findings underscore the importance of mood analysis in understanding the dynamics of classroom instruction in English teaching, with declarative, interrogative, and imperative moods playing key roles in facilitating learning. These moods, related to commands, offers, statements, and questions, reflect the teacher's role in providing or requesting information and services, with the dominant mood varying according to classroom situations. Factors influencing the use of dominant mood systems include the teacher's English proficiency and teaching style, both of which significantly impact student engagement and understanding.

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