



Moods and Modality in Virtual Communication: The Study of Multimodal Analysis in Teaching Practice

Asnawi¹, Amrin Saragih², and Rahmad Husein¹

^{1,2,3}Universitas Negeri Medan, Indonesia

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ABSTRACT

The focus of the study was on moods and modality in virtual communication. The purposes of the research were to analyze the moods and modalities used by the lectures for virtual teaching to evaluate the manner of the moods and modalities realized in virtual teaching and to investigate reasons underlying the use of moods and modalities in virtual teaching. The sources of data for this research were verbal and nonverbal language from the interactions of virtual teaching. The data were utterances and gestures produced by the lecturers. The research design was qualitative research. The data were collected through recorded videos, observations, interviews, and questionnaires. The techniques of analyzing the data were applying interactive data analysis: data condensation, data display, and drawing and verification conclusion. It was found that the lectures used various kinds of moods. The declarative mood was dominantly used. In terms of modality, both modalization and modulation types of modality were used. The value of the modality selected was low, medium, and high. The manner of the mood system was realized by both marked and unmarked ones. The modalities were realized through the integration of verbal and verbal modalities. The modalities were used to manage the classroom and create a pleasant and understandable teaching and learning atmosphere. The result of this study gives a new insight into the function of language in teaching through online mode.

Corresponding Author: Asnawi, Universitas Negeri Medan, Medan - Indonesia. Tel. +62812-6599-8777.
E-mail: asnawi@umnaw.ac.id



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1. Introduction

Language becomes a purpose of communication between members of the community in the form of sound symbols produced by the speech organ. Language is also a tool of self-expression and functions as a tool to point out their identity as well. Through language, we can forward our perspectives, our understandings of the matter, the national origins and states, our education levels, and even our characters. Language becomes our mirror, either as a nation or as a self. In order for the communication goes well with it, the sender and receiver are supposed to master their own language.

In the capacity of teaching a language, teachers' understanding of linguistic components extensively determines how they teach a language. If they view language as a phenomenon that can be revealed into thousands of discrete pieces and those pieces programmatically taught one by one, they will attend carefully to an understanding of the discrete forms of language. If they think language is essentially cultural and interactive, their classroom methodology will be inspired with sociolinguistic strategies and communicative tasks.

Farrell (2009) states that teachers make use of communication in the classrooms so as to accomplish three things: to elicit relating knowledge from students, to respond to what students say and to explain the

classroom experiences that they share with students. It is expected that by referring to the classroom communication, the communicative skills of teachers will be recognized, and teachers will become more conscious of their communicative skills and communicative patterns that currently exist in their classrooms and will be able to evaluate whether these patterns give opportunities for their students to learn.

The way teachers communicate to the students is one of the many factors that help to decide effective teaching and how the students view the teachers' communication might influence their effective and cognitive learning and their feeling throughout the learning process. Peng Hong Li (2011) describes that essentially classroom teaching is a communicative activity between a teacher and the students through information transmission.

Over the past decade the education sector in Indonesia has experienced various changes in an attempt to respond to the challenges pointed by growth in the global and national economic, social and political systems. One of the key factors which has stimulated globalization has been the rapid expansion of information technology which resulted in increased demands for lifelong learning and worker mobility. Such changes have had implications for high and higher education. They have influenced the nature of the student population (in terms of age, prior knowledge and experience), the type of graduate skills, students' expectations of the facilities and learning modes.

To support the continuation of teaching and learning during the COVID-19 Pandemic, online teaching has been the fastest growing segment of the education in Indonesia. Most schools and universities organized virtual classrooms for conducting a teaching and learning process. This mode of instruction is relatively uncommon both to students and teachers. As a result, teachers require specific effort in attempt to gain successful communication during virtual teaching. Since it is so unlike traditional classroom-based instruction, many questions have been raised as to the quality of the education offered in the online modality, specifically, some teachers' use of semiotic resources in their lessons. The semiotic resources are realized by moods and modality in the area of interpersonal meaning. Owing to this, investigations and analysis on the deployments of moods and modality are required in order to reveal obstacles during the process of communication of teaching and learning through virtual way.

2. Literature Review

Human beings use language to interact with others to fulfill their needs. Interpersonal function of language makes people able to involve in the interactions result in exchange of experience. The interpersonal meaning concerns with the system of mood grammar where two roles are performed by human beings as called giving and demanding. Together with that, there are commodity being exchanged. They could be either information or goods & services. Four speech functions are formed if the two roles and the commodities are interconnected (Saragih, 2013).

Halliday and Matthiessen (2004) assert that there are two most fundamental kinds of speech role in modality, namely, giving and demanding. Giving means inviting to receive while demanding means inviting to give. There are four kinds of expression that appear, depending in the commodity that is exchanged. If it is good and services and the role in exchange is giving, the expression is an offer. If it is demanding, the expression is a command. If the commodity is exchanged is information and the role exchange is giving, the expression is a statement. If it is demand, then the expression is a question.

Table 1. Giving or Demanding, Good & Services or Information (Halliday and Matthiessen, 2004:107)

Role in Exchange	Comodity Exchanged	
	(a) Good and Services	(b) Information
(i) Giving	“Offer” Would you like to buy me something?	“Statement” He is opening the door
(ii) Demanding	“Command” Open the door	“Question” What is he opening?

From the table, above pattern the four speech functions are derived below.

- (1) [giving/information] = statement
- (2) [demand/information] = question
- (3) [give/goods & services] = offer
- (4) [demand/goods & services] = command

The four speech functions are realized in mood which belongs to parts of interpersonal meaning at the level of lexicogrammar (Halliday 1994). The realizations may be unmarked or marked. The unmarked realization

of the speech functions of *statement*, *question* and *command* are realized by *declarative*, *interrogative* and *imperative* Moods. The speech function of *offer* is potentially expressed by any one of the three moods. That is why it does not have an unmarked representation of Mood. The unmarked realizations of the speech functions are figured as the following.

Realization of speech function
in Moods

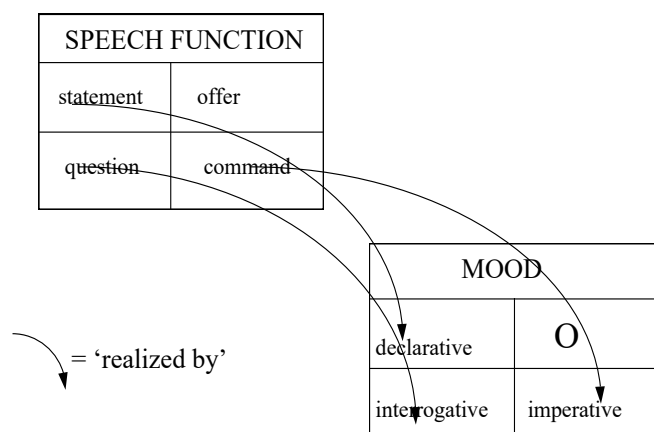


Figure 1. Realizations of Speech Functions in Mood

Modality is the deciding component of meaning of the clause, the opinions given by the speaker or sought from the listener regarding the likelihood (modalization) or desirability (modulation) of the thesis. It is best regarded along with polarity (positive/negative) as shaping a single, complex semantic space. Halliday (2004: 618) stresses that modality is the middle degree among the positive and the negative poles: the speaker picks out explicitly a band that locates between 'is' and 'isn't' (his judgment of how things are) or between "do!" and "don't!" (his judgment of how things should be). He further asserts that modality relates to the range of meaning that locates between yes or no. Modality plays a significant role in conducting the interpersonal metafunction of clauses pointing out to what degree the proposition is valid.

Modality involves degrees of value enclosed to the modal decision. The three basic values of modal decision are high, median and low. The dissimilar scales of modal decision head to dissimilar meanings. Halliday (2004) also asserts that modality is the speaker's decision of the probabilities, usualities or the obligations participated in what the people said. In our daily communication, some utterances or statements cannot be conveyed only by just "yes" or "no" but there also degrees between "yes" or "no". Modality is part of action conducted by the language users when they alter their linguistics experience to one another represented in a text.

Modality includes consideration, perspective, attitude or decision of the addresser to the information, goods and services they view, or they face. Halliday (2004) and Eggins (2004) state that there are two types of modality, namely modalization and modulation. When modality is applied to argue about the probability or the preposition frequency, it is related to as modalization. When modality is applied to argue about the inclination or obligation of proposals, it is related to as modulation.

According to Eggins (2004: 172), modalization is one half of the general grammatical area of modality, a complex area of English grammar which has to do with the different ways in which a language use can intrude on the message, expressing attitude and various kinds of judgment. He states that modalization is the expression of the speaker's attitude towards what she/he is saying. It is the way the speaker gets into the text, expresses a judgment about the certainty, likelihood or frequency of something happening or being. Modalization always expresses the implicit judgment of the speaker. Halliday (1994) notes that modalization concerns with the meaning ranging between the positive and negative poles or between asserting and denying. Modalization is the speaker's judgment to proposition of information commodity which is used in communication or interaction. Halliday and Mattiessen (2004:147-150) present that modalization involves the expression of two kinds of meanings, they are probability and usuality.

Probability is where the speaker expresses judgments as to the likelihood or probability of something happening or being. It is used by the speaker to express judgments or prediction of something happened, is happening or will happen in the future. For example: Linda is in the library. She must be studying.

Usuality is where the speaker expresses judgments to the frequency with which something happening or being. For example: Linda is in the library. She is always there after lunch time. Both probability and usuality can be expressed through three ways (Halliday and Matthiessen 2004:147), they are:

- 1) By a finite modal operator in the verbal group, example: That will be Smith.
- 2) By a modal adjunct, example: That's probable Smith.
- 3) By both together, example: That'll probable be Smith.

Modulation according to Eggins (2004: 181) is a way for speakers to express their judgments or attitudes about actions and events. As a part of interpersonal realization, modulation always deals with demanding, direction, advice, permission, undertaking, or capability.

Further, Eggins (2004: 181) states that modulation deals with the expression of asking, directing or expression of our willingness to get somebody to do something. These can be realized into asking for someone, offering declarative statement, advising statement, or even directing imperative statement.

There are two types of modulation, they are obligation and inclination. Those are explained as follows:

- 1) Obligation occurs when the speaker gives command, suggestion, demand, and advice to the listener that must be done. For example: You can bring this book.
- 2) Inclination represents the tendency of speakers in doing something, and the capability from his or her own feeling. In inclination, the speaker may signal ability, willingness and determination. Ability implies someone's ability to do something with minimum inclination; willingness implies stronger inclination; and determination is the strongest inclination.

Halliday (2014: 694) classifies modalization and modulation according to the degree of realization in English into three levels: high, median and low.

Table 2. The Degree of Modality (Halliday and Matthiessen, 2014: 694)

	Probability	Usuality	Obligation	Inclination
High	Certain	Always	Required	Determined
Median	Probable	Usually	Supposed	Willing
Low	Possible	Sometimes	allowed	Keen

- 1) High degree is the action closest to 'yes' poles (positive polarity) and becomes the most possible to happen. The word expressions included to modalization and modulation expressions are: (i) Probability (certain, must be, should be, must, possible, certainly), (ii) usuality (always), (iii) obligation (required, must, have to, ought to, need), (iv) inclination (determine to, need to).
- 2) Median degree is the action occurs between high and low level or in the median of the polarity. The word expressions included to modalization and modulation expressions are: (i) Probability (probable, probably, possible), (ii) usuality (usually, often), (iii) obligation (Supposed, should, shall, will, would), (iv) inclination (keen, want to).
- 3) Low degree is the action closest to no poles (negative polarity) and most possible not to happen. The word expressions included to modalization and modulation expressions are: (i) probability (possible, may be, may) (ii) usuality (sometimes, occasionally, ever, never), (iii) obligation (may, might, can, could), (iv) inclination (willing).

3. Method

This study applied qualitative research method. The research was conducted in 22nd of March 2020. The location of the research was at Muslim Nusantara Al Washliyah University Medan, North Sumatera Indonesia. The subjects of the research were lecturers and students who were purposively selected. The object of the research was the recorded virtual teaching discourse. The instrument of collecting data were observation, interview, questionnaire, documentation and triangulation.

4. Results

During online teaching the lecturers used unmarked mood systems of declarative, interrogative and imperative. They were purposely used by the lecturers for communication during virtual teaching in conveying their lessons. The unmarked realization of moods is presented as the following.

4.1 Declarative mood

Declarative mood is dominantly used by the lectures when explaining the lessons and concepts. The language used was mixed between English and Indonesian particularly to avoid misconceptions of certain information delivered as shown in the following clause.

“Listening lagi itu (adalah) paling penting”

It is an utterance used as declarative mood to emphasize the importance of listening in the teaching process. The noun phrase *‘listening lagi itu’* functions as Subject, meanwhile the verb *‘[adalah]’* functions as Elliptical Finite in the form of simple Present, and the word *‘paling’* as mood adjunct to reinforce the adjective *‘penting’* as Complement.

The following clauses are other examples of declarative mood used by the lecturers in explaining their lessons.

” But you have to make it into wholeness”

It is an utterance used as declarative mood to guide the students in making good lesson plan. The word *‘but’* functions as conjunctive adjunct, meanwhile the word *‘you’* functions as Subject, and the word *‘have to’* as as Finite in simple present, the word *‘make’* as Predicator, and *‘it’* as Complement, *‘into wholeness’* as adjunct.

“What I mean by the wholeness, you have to pour it a lesson plan/a complete lesson plan”

It is a declarative mood utterance in which the teacher used to guide the students in making good lesson plan. The word *‘what I mean by the wholeness’* functions as commentative adjunct, meanwhile the word *‘you’* functions as Subject, and the word *‘have to’* as as Finite in simple present, the word *‘pour’* as Predicator, and *‘it’* as Complement, *‘a lesson plan/a complete lesson plan’* as Complement.

4.2 Interrogative Mood

Interrogative mood was also used to realize speech function in expressing interpersonal meaning. The variations were applied to make the virtual classroom interactions to be more communicative and interactive for gaining intended meaning as shown in the following clause.

“Hallo, are you listening to me?”

It is an interrogative mode utterance in which the teacher used to know whether his students still listen to him or not. The verb *‘are’* functions as a finite in the form of simple present, meanwhile the word *‘you’* functions as subject and *‘listening’* as Predicator, and *‘to me’* as Complement.

4.3 Imperative Mood

“.....kamu dengar saya dulu”

It is a sentence that consists of two clauses in which the teacher used them as imperative moods to make the students listen to him. In the first clause, the word *‘kamu’* functions as Elliptical Subject, meanwhile the verb *‘dengar’* functions as Predicator in the form of simple present, and the word *‘dulu’* as adjunct to furnish the utterance. On the other hand, in the second clause the structure is almost the same, the only thing is there is an additional word *‘saya’* that functions as Complement.

In relation to modality, there were 15 types of verbal modalities used by lecturers with respect to the values modalities during virtual interaction with the students. The modalities were categorized into 5 types of modalization and 5 types of modulation. The value of modalities chosen were vary. The started from low to high modality. However, medium value of modality was mostly selected during communication through online way. They were presented below:

Table 3. Modalities in Virtual Communication

Types of Modalities	Values		
	High	Medium	Low
Modalization			
Probability		√	√
	√	√	√
Usuality		√	
			√
Modulation			
Obligation		√	
	√		√
	√		
Inclination		√	
	√		
		√	

Language functions to fulfill human needs. The language users were served with various modes to utilize language as means of exchanging experience. This includes the practice of virtual teaching. It was found that

the marked realization of moods was deployed. The following clauses showed how speech function of command is embodied through a question or interrogative mood or a question is used as an imperative, and declarative used as an imperative as in:

4.4 Interrogative expresses command (demanding: goods and services: command: interrogative).

“Hallo, are you listening to me?”

The clause is in the form of question or interrogative moods which commonly functions to demanding for information. Nevertheless, the above clause implies the meaning of commanding which functions to demand goods or services. This is to say that the lecturer chose marked realization system of mood, interrogative expresses command. The unmarked realization of expressing command was supposed to be by imperative.

4.5 Declarative expresses command (demanding: goods and services: *command: declarative*)

The following clause showed that another marked realization of mood.

“....this is my question to everybody.....”

The clause is in statement or declarative mood. It is commonly used to give information. However, the clause means to command. In other words, the choice of declarative mood in the clause above does not mean to give information but it means to command the students to answer the lecturer's questions. Such kind of clause the context is the marked realization of declarative mood expresses command. The unmarked realization of command is coded by imperative mood.

Further, it was also found that lectures were using nonverbal mode to realize speech function of offering and demanding. It means than offering can also be realized by nonverbal language as represented by the following images:

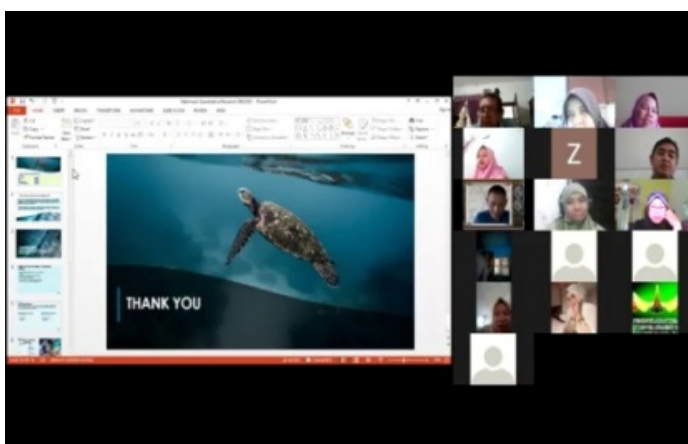


Figure 2. Image Caption (SDA03, fixed)

The image demonstrated the lack of eye contact between the viewer and the represented participant presents this image as an 'offer'. The represented participant is offered to the viewer as objects of interpretation. These modalities enable the teacher to make the viewer interested in the presentation. They are helpful in teaching speaking and presentation skill.



Figure 3. Lighting (PDKc01, 00:25)

In addition, Images also represents demand in exchanging experience. They came in complementary to verbal language as coded in the following:

Based on the image above, the presented participant with the good lighting looks directly at the viewers through the computer screen. As a result, this image can be considered as a demand image in which the represented participant demands the viewer to get into her world. She makes herself clearly seen by the viewers.

During interaction in virtual classroom, particular system of modality was shaped. The system pictured the distinction practice of virtual teaching at the school. It can also be regarded as example of system of modality applied which would be a descriptive practice for conducting similar activity. The systems of verbal modalities gained from the virtual teaching at UMN Al-Washliyah were:

Table 4. Modalization and Modulation

Modalization	Modulation
1) Modalization probability Medium	1) Modulation Obligation Medium
2) Modalization Probability Low	2) Modulation Obligation Low
3) Modalization Probability High	3) Modulation Obligation High
4) Modalization Usuality Medium	4) Modulation Inclination Medium
5) Modalization Usuality Low	5) Modulation Inclination High

The lectures realizing moods during virtual class for certain reasons.

First, virtual teaching and learning were unusual for both lectures and students. Moods and modality help lecture to manage classroom in order to set a pleasant learning atmosphere. Second, virtual teaching and learning is potential to build a communication gap. The use of moods and modality bridges the gap and makes communication run smoothly.

5. Discussion

With reference to Thompson and Muntigl (2008) described that in the interrelated set of preferences that adjusts language, that some systems are specifically suitable with the interpersonal meaning expressions. At the layers of lexico-grammar the systems of mood and modality are found while at the layers of semantics the system of speech function is also found.

By merging preferences in these systems, the teachers are capable of interacting with their certain students by clarifying what they actually expect from them in the online presentation. These systems also enable the teachers to communicate their attitude and build their status of relative power, for instance getting information without conveying their dominance to the students, letting them do something extensively, keep being online to clarify something for discussion.

At first, within the mood system the teachers have the preference of imperative mood against indicative mood, and within indicative mood a further preference of declarative and interrogative is found. At last, within interrogatives the teachers may select between a yes/no question and a wh-question. In the second place, at the layers of semantics it was revealed that the system of speech function (Halliday, 1985). Within this system the teachers are able to select between 'give' and 'demand' and also 'goods and services' as well as 'information', yielding in the possibilities, such as (1) Give information = statement; (2) Give goods and services = offer; (3) Demand information = question; and (4) Demand goods and services = command.

Halliday (1985, 1994) considers utterances that deal with the exchange of information propositions, and those that deal with the exchange of goods and services proposals. Commonly the teachers associate a speech function to a certain mood, in order their questions are commonly embodied by goals of interrogatives, commands by goals of imperatives, statements by goals of declaratives, and many more. These are considered as the unmarked options. Anyway, we often find what in SFL is considered the mismatches of form-function, and in pragmatics is related to as the acts of indirect speech. It can be seen when a command is embodied through a question, or a question as an imperative, as the examples are provided here.

- (a) (APa144, 57:43) : *Hallo, are you listening to me?*
- (b) (VOa74, 34:21) : *Why should you do that?*
- (c) (KOa101, 46:31) : *What should you teach to the students actually?*
- (d) (AUa100, 46:26): *Okay for everybody, this is my question to everybody.*

- (e) (KOa28, 21:39) : What I mean by the wholeness, you have to pour it a lesson plan/a complete lesson plan
- (f) (AOa135, 56:03(i),(ii)): (*kamu*) *dengar dulu*, (*kamu*) *dengar saya dulu*.

Sentences (a,b,c) are interrogatives that express commands, and Sentences (d,e,f) are imperatives that may be interpreted as offers or questions. As Thompson and Muntigl (2008) affirm, these marked preferences are particularly meaningful. A command embodied as a question causes politeness and calms the interaction. On the opposite, a question embodied as a command asserts authority and dominance in online presentation. Accordingly, the mismatches of form-function are very exposing about the way the teachers in online presentations place themselves connecting to their students.

A third set of preferences available to the teachers in the interpersonal meaning expression is modality system (Halliday 1985). Through modality the teachers can conform the power of a proposition according to probability and usuality (modalization) and proposals relating to inclination and obligation (modulation).

It can be summarized that SFL indicates how each preference the teachers use at the moment communicating is full of meanings. The above explanation has given the dissimilar systems as operating at the layers of lexico-grammar and semantics. However, how the teachers embody their preferences in the dissimilar systems is not frequently verbal in form. Intonation may embody meaningful preferences in the system of modality, for instance, changing a declarative utterance into an interrogative one (Halliday and Greaves, 2008).

5. Conclusion

Moods in virtual communication were expressed by declarative, interrogative, and imperative moods. Declarative mood was dominantly used. Verbal modalities of modalization which included probability and usuality and modulation which covered obligation and inclination were used. The values of modality used were ranging from low to high modality. The lecturers were mostly applied medium level of modality. Both marked and unmarked realization of moods were employed by the lectures. The mood system was realized both through verbal and nonverbal mode. Moods and modality in virtual interaction functions for classroom management and reducing communication blocked.

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The Authors:

Asnawi is a student of postgraduate study of applied linguistics at the state university of Medan and is a lecturer at the English department faculty of teacher training and education, Muslim Nusantara Al Washliyah University, Medan, Indonesia. His research interests are functional grammar, Learning Styles, discourse analysis, teaching strategies and language and culture. Email: awi.umn2005@gmail.com. ORCID: <https://orcid.org/0000-0003-0385-6309>.

Amrin Saragih is a Professor at English Applied Linguistics Department, Post graduate study, State University of Medan, Indonesia. His research interests are systemic functional linguistics, ecolinguistics, sociolinguistics, semiotics, discourse analysis, language variation, English for Specific Purposes and Translanguaging. Email: amrin_saragih@yahoo.com. ORCID: <https://orcid.org/0000-0002-3914-8569>

Rahmad Husein is an associate Professor at English Applied Linguistics Department, Post graduate study, State University of Medan, Indonesia. His research interests are Teaching Models, Methods and Strategies, Classroom Discourse Analysis, English for Young Learners, and English for Specific Purposes. email: rhnapitupulu@yahoo.com. ORCID: <https://orcid.org/0009-0008-5265-6999>.