

تحليل الخطاب للوظيفة اللغوية الإضافية
بين الأشخاص في حديث مدرسي اللغة الإنكليزية كلفة
اجنبية المستوى المتقدم

Discourse Analysis of Interpersonal
Metafunction in EFL Instructors' Talk

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Abstract

This study aims to investigate the interpersonal metafunction of EFL university instructors' talk. Understanding and comprehending a speech serves as a means to convey ideas to the audience effectively. Nonetheless, previous research has emphasized that a successful speech should encompass all elements of interpersonal metafunction: mood, speech function, and modality. For this end, this study attempts to apply the systemic functional linguistics (SFL) in order to analyze the verbal lectures of

the university instructors. One spoken lecture in English literature namely 'drama course' is chosen and one spoken lecture in Applied linguistics namely 'writing course' is selected. These two spoken lectures are selected from the You Tube randomly. For the analysis of the data, this study follows qualitative (thematic analysis) and quantitative research method. The final results of this study show that declarative mood, statement speech function, and probability modality are often used in the instructors' talk. It is important to

maintain the communication between the teacher and the student vital. Some pedagogical implications are suggested at the end of this study.

Keywords:

Discourse Analysis, Interpersonal Metafunction, Systemic Functional Linguistics, EFL University Instructors.

المستخلص

تهدف هذه الدراسة إلى التحقيق في وظائف الخطاب لمحاضري اللغة الإنجليزية كلغة أجنبية في الجامعة. فهم واستيعاب الخطاب يعتبر وسيلة لنقل الأفكار إلى الجمهور بفعالية. ومع ذلك، أكدت الأبحاث السابقة أن الخطاب الناجح يجب أن يشمل جميع عناصر الوظيفة اللغوية الإضافية للغة: المزاج، ووظيفة الخطاب، والتوجيه. لهذا الغرض، تحاول هذه الدراسة تطبيق اللغويات الوظيفية النظامية (SFL) من أجل تحليل المحاضرات الشفهية لمحاضري الجامعة. تم اختيار محاضرة شفوية واحدة في أدب اللغة الإنجليزية بعنوان «مقرر الدراما، ومحاضرة شفوية واحدة في علم اللغة التطبيقي بعنوان «مقرر الكتابة». تم اختيار هاتين المحاضرتين الشفهيتين بشكل عشوائي من موقع YouTube. لتحليل البيانات، تتبع هذه الدراسة الأسلوب النوعي (تحليل مواضيعي) والأسلوب الكمي. تظهر نتائج هذه الدراسة النهائية أن المزاج التصريحي ووظيفة الخطاب البياني والتوجيه إلى الاحتمال غالباً ما تُستخدم في

حديث المحاضرين. من المهم الحفاظ على التواصل بين المعلم والطالب حيويًا. يُقترح بعض التداعيات التربوية في نهاية هذه الدراسة.

الكلمات الرئيسية:

تحليل الخطاب، الوظيفة اللغوية الإضافية بين الأشخاص، اللغويات الوظيفية النظامية، محاضري اللغة الإنجليزية في الجامعة.

1. Introduction

Language is a multifaceted tool that not only conveys information but also shapes social interactions, particularly within the educational context. In the realm of English as a Foreign Language (EFL) education, the discourse between university instructors and students is a dynamic interplay of linguistic choices, with the potential to influence the teaching and learning process profoundly. This academic paper embarks on an in-depth exploration of the Interpersonal metafunction within the discourse of EFL university instructors, employing the tenets of systemic functional linguistics (SFL) to unravel the intricate web of interpersonal relationships, power dynamics, and communicative strategies at play.

The Interpersonal metafunction, as conceptualized within SFL, offers a powerful lens through which to scrutinize the interpersonal aspects of language. Halliday's seminal work (1975)



laid the foundation for this approach, emphasizing the role of language in constructing and reflecting social roles, identities, and relationships. The EFL classroom is a microcosm where these linguistic interpersonal choices are magnified, as instructors navigate the complex terrain of instructing students from diverse linguistic backgrounds.

This study draws inspiration from the work of Halliday and Matthiessen (2014), who championed the application of SFL in educational contexts. Their framework underscores the significance of the interpersonal metafunction in understanding how language functions within the classroom, offering insights into how instructors employ language to establish rapport, provide guidance, and foster an inclusive learning environment.

To facilitate purposeful examination of the interpersonal metafunction, this research analyzes authentic discourse from EFL university instructors. A corpus of spoken lectures in English literature and English linguistics, selected from YouTube, serves as the primary data source. The choice of lectures from these diverse academic domains ensures a well-rounded exploration of linguistic choices within the broader EFL educational landscape.

2. Statement of the Problem

In the realm of English Language Teaching (ELT) at the university level, where English is taught as a foreign language, there exists a notable deficiency in our comprehension of the communicative strategies and interpersonal metafunctions that university instructors employ during face-to-face interactions or distance interactions. While prior research has delved into various facets of language pedagogy, scant attention has been dedicated to the subtle techniques through which instructors employ language to establish rapport, manage classroom dynamics, and effectively engage students in the learning process. Consequently, a compelling imperative exists for an investigation into the interpersonal metafunctions in operation within the discourse of EFL university instructors. This investigation places a specific emphasis on identifying discernible patterns, elucidating challenges, and pinpointing potential areas amenable to enhancement. The primary aim of this study is to bridge this gap by scrutinizing the interpersonal discourse strategies utilized by EFL university instructors, thereby shedding light on their implications for learning communication and providing valuable insights for elevating the quality of English language instruction at the tertiary level.

3. Research Questions

1. Do EFL university instructors in the fields of applied linguistics and literature incorporate all elements of the interpersonal metafunction in their communication?

- Are there similarities or differences in the utilization of interpersonal metafunctions in the discourse of EFL university instructors when comparing those in applied linguistics and literature disciplines?

4. Theoretical Framework

Systemic Functional Linguistics (SFL) is a well established linguistic framework that offers a unique perspective on language by examining not only its structure but also its function in communication. Two foundational works in the field of SFL are "Language as Social Semiotic" by M.A.K. Halliday, published in 1978, and "An Introduction to Functional Grammar" by Halliday and Matthiessen, which was published in 2014. These seminal works have significantly contributed to the development and understanding of SFL. In his 1968 work, Michael Halliday introduces the concept of "register" within SFL, which is analyzed through three key variables termed "semiotic functions." These functions encompass three core

aspects of language use First, "Field," which delves into the subject matter or external reality addressed by the text. Second "Tenor," focusing on the relationships among participants in the linguistic act, including aspects like formality, authority, and social dynamics. Third, "Mode," which encompasses the medium or channel of communication, such as spoken or written language, as well as non-verbal elements. SFL's framework provides a means to understand how the context, participants, and communication medium, shedding light on the role of language in conveying meaning within diverse social and cultural contexts, influence language choices. According to Eggins (2004), human interaction fulfills the fundamental purpose of generating meaning, aiming to grasp the surrounding world and achieve mutual comprehension. Essentially, the principal role of language can be described as semantic, with each communication instance functioning as a record of the meanings constructed within distinct contexts.

SFL operates on the premise that language functions as a resource for meaning making in diverse social and communicative situations. Furthermore, it delves into the systematic nature of language, examining the deliberate choices made by speakers and writers in their linguistic expressions.



These choices are analyzed across various linguistic subsystems, encompassing phonology, grammar, lexicology, and discourse (Halliday & Matthiessen, 2014).

Moreover, Halliday (1968) states that the emphasis of SFL is on the functional aspects of language, positing that language serves as a primary vehicle for the expression of meaning. This framework asserts that different language choices fulfill distinct communicative functions. These functions are categorized into three metafunctions: the ideational, interpersonal, and textual metafunctions. The ideational metafunction explores how language represents and construes the external world, encompassing processes, participants, and circumstances, thereby enabling the expression of experiences, actions, and states. In contrast, the interpersonal metafunction centers on the role of language in establishing and managing social relationships within communication. Elements such as mood, modality, and interpersonal meanings play a crucial part in this aspect. Additionally, the textual metafunction scrutinizes how language constructs cohesive and coherent texts, encompassing the organization of themes, information flow, and discourse structure.

Consequently, SFL underscores the significance of the context of situation in comprehending language usage (Halliday, 1978). This contextual perspective considers the broader social context, the roles and relationships of participants, and the specific communicative objectives inherent in a given discourse. Together, these core principles of SFL provide a comprehensive framework for understanding language as a dynamic, socially embedded, and multi-functional system, shedding light on how it conveys meaning and serves diverse communicative functions across a spectrum of contexts (Halliday & Matthiessen, 2014).

The interpersonal metafunction is a central concept within SFL, and it plays a crucial role in analyzing spoken discourse. This metafunction focuses on how language is used to establish and manage social relationships in communication. It encompasses various linguistic features and functions that speakers employ to interact with others effectively. The term “interpersonal metafunction” refers to a concept in systemic functional linguistics that focuses on how language is used in communication to express social relationships, interact with others, and convey the speaker’s attitude and stance. Different scholars have provided their definitions

and interpretations of this concept.

Interpersonal metafunction, as conceptualized by scholars in SFL, plays a pivotal role in understanding how language functions in interpersonal communication and discourse analysis. Michael A. K. Halliday, the pioneer of this linguistic framework, introduced this concept in 1978. He described it as the facet of language concerned with how individuals utilize language to enact social roles, express emotions, and negotiate interpersonal relationships. Building upon Halliday's foundational work, M. A. K. Halliday and Ruqaiya Hasan, in 1985, expanded the concept by highlighting its involvement in representing the roles of both speaker and listener, as well as managing the mood and modality within a communication. They emphasized its significance in the negotiation of meaning within discourse. In 2004, S. Eggins further contributed to our understanding of the interpersonal metafunction. In her book "An Introduction to Systemic Functional Linguistics," Eggins portrayed it as a means of creating meaning through language, with a focus on how language serves as a resource for expressing personal and social identities, roles, and relationships. Christian M. I. M. Matthiessen, in 2015, continued to elucidate this concept within systemic

functional linguistics, describing it as a system of resources for constructing speech roles, interactive meanings, and social functions in communication. Collectively, these scholars' perspectives underscore the multifaceted nature of the interpersonal metafunction, which encompasses not only the expression of interpersonal relationships but also the nuanced negotiation of social meanings and speech roles in diverse discourse contexts.

Mood, speech function, and modality are fundamental linguistic concepts of interpersonal metafunction that provide insight into how language is used to express various aspects of communication and discourse. Mood refers to the grammatical and functional features that help convey the attitude and stance of the speaker within a sentence. Speech function encompasses the diverse purposes for which language is employed in communication, ranging from making statements to asking questions or giving commands. Modality, on the other hand, deals with the expression of possibility, necessity, or probability within language, allowing speakers to convey their degree of certainty or commitment to a statement.

Mood in language, often discussed within the context of systemic functional



linguistics, pertains to the grammatical and functional choices made by speakers to indicate their attitude towards what they are saying. For instance, in English, mood is reflected through verb forms such as indicative, imperative, and subjunctive, which signal whether a statement is a fact, a command, or a hypothetical scenario. Modern linguistic research, such as Halliday's "An Introduction to Functional Grammar" (2014), continues to explore how mood influences the interpersonal metafunction in discourse, shedding light on how speakers convey their engagement and interpersonal relationships through language.

Speech function encompasses the diverse array of communicative purposes that language serves. From asserting facts and seeking information to expressing emotions and issuing directives, different speech functions reflect the multifaceted nature of communication. Research by pragmatics scholars like Deborah Tannen, in works such as "You Just Don't Understand" (2007), explores how speech functions play a crucial role in interpersonal communication by revealing how individuals use language to achieve their communicative goals and manage social interactions.

Modality is the linguistic tool that enables speakers to convey degrees of necessity, possibility, or desirability within their statements. It helps express the speaker's stance on the truth or likelihood of a proposition. Contemporary linguistic studies, such as Palmer's "Modality and the English Modals" (2001), delve into the intricate ways in which modality is encoded in language, examining modal verbs, adverbs, and other linguistic devices. This research offers insights into how speakers convey certainty, doubt, or hedging in their communication, thereby shaping the interpretation of their messages. Table (1) below shows the linguistic elements of interpersonal function:

Table (1)

Elements of Interpersonal Metafunction According to SFL

Element	Example
Mood	“.Declarative: “She is studying
	“?Interrogative: “Is she studying
	“.Imperative: “Study for the exam
Speech Function	“...Statement: “I believe that
	“...Question: “Do you think that
	“...Command: “Please provide
	Offer: “I offer you my help with your “.project
	Demand: “I demand an explanation for “.this behavior
Modality	“.Possibility: “It might rain later
	“.Necessity: “You must finish this
	“.Certainty: “It will certainly help

EFL instructors play a pivotal role in facilitating language learning in university settings, and their communication patterns are of utmost importance for effective language pedagogy (Basturkmen, 2006; Chang, 2019). In the EFL education, university instructors hold a pivotal role, as they are responsible for imparting essential language skills and fostering language proficiency in their students. Analyzing the discourse of EFL university instructors is of paramount importance in understanding and enhancing the EFL learning process. Basturkmen (2006) underscores

the significance of studying EFL instructors' discourse, highlighting how their instructional strategies, classroom interactions, and linguistic choices directly influence students' language acquisition and overall learning experiences. Furthermore, Chang (2019) delves into the modern perspective, emphasizing the evolving nature of EFL instruction and the need to investigate how instructors adapt their discourse to cater to diverse student populations and changing educational contexts.



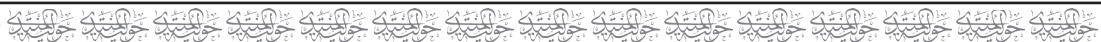
EFL university instructors are not only language teachers but also facilitators of cross-cultural communication and intercultural competence. Their discourse patterns, teaching methods, and communication styles impact students' language development, motivation, and engagement. Consequently, contemporary research in the field, such as Edge's "Teaching and Researching: Listening" (2015), explores the multifaceted roles of EFL instructors and how their discourse strategies can enhance listening comprehension skills, one of the crucial aspects of language learning.

Moreover, in an era of technological advancement and digital learning platforms, EFL instructors' discourse extends to online environments. Recent works like Sun and Cheng's "Teaching English to Chinese Learners in U.S. Colleges" (2020) delve into the challenges and opportunities that EFL instructors encounter when navigating virtual classrooms, shedding light on the ways instructors adapt their discourse for effective online instruction.

The present study employs discourse analysis as the primary methodological approach to examine the talk of EFL university instructors. Discourse analysis focuses on the structure and function of language in context (Paltridge

& Starfield, 2013). Discourse analysis is a highly suitable methodological approach for examining spoken discourse due to its focus on understanding how language functions in context, particularly in spoken interactions. This approach allows researchers to delve into the intricate nuances of spoken language, revealing not only what is said but also how it is said, the power dynamics at play, and the sociocultural influences shaping the discourse. Paltridge and Starfield (2013) provide a strong foundation for this methodological choice, emphasizing the significance of discourse analysis in understanding spoken communication.

Spoken discourse often relies heavily on contextual cues, such as tone, pitch, and nonverbal cues like gestures and facial expressions. Discourse analysis enables researchers to consider these contextual elements, providing a holistic understanding of spoken interactions (Jaworski & Coupland, 2006). Besides, spoken discourse is inherently social and interactional, involving turn-taking, interruptions, and shifts in power dynamics. Researchers can employ discourse analysis to uncover how speakers negotiate meaning, establish rapport, and manage the social aspects of communication (Hutchby & Wooffitt, 2008). It is



dynamic and flexible, with language users adapting their speech to different contexts, interlocutors, and communicative purposes. Discourse analysis allows for the exploration of how speakers navigate this variability (Gee, 2011). From sociocultural perspective, it is deeply influenced by sociocultural factors, such as gender, ethnicity, and social class. Discourse analysis enables researchers to examine how these factors shape language use and identity construction (Bucholtz & Hall, 2005).

5. Review of Related Studies

A series of seminal works have significantly advanced the application of Systemic Functional Linguistics (SFL) and the analysis of the interpersonal metafunction in various contexts. Hasan's (1984) research highlighted the importance of the interpersonal metafunction in maintaining textual coherence through the examination of thematic structures, conjunctive relations, and reference, providing a foundational framework for understanding communicative effectiveness. Eggins' (2004) useful introduction to SFL extended its application beyond written texts, encompassing spoken language and multimodal discourse, making it invaluable for researchers exploring diverse research domains. Tang and John's

(1999) study applied SFL and interpersonal metafunction analysis in a critical discourse analysis (CDA) framework, uncovering power relations and ideologies embedded in language use within public discourse, particularly in university contexts. Martin and Rose's (2003) work, "Working with Discourse," emphasized the examination of larger discourse structures and genres to comprehend language's role in various social and cultural contexts, contributing insights into the analysis of interpersonal metafunction at the discourse level. Lastly, Hood's (2010) research in "Appraising Research" explored the application of SFL's appraisal theory within academic writing, focusing on how writers use the interpersonal metafunction to position themselves and evaluate others' work in scholarly texts, showcasing the evolving applications of SFL in contemporary research contexts. Collectively, these studies have expanded the scope of SFL and interpersonal metafunction analysis, offering valuable insights into discourse coherence, critical discourse analysis, genre-specific language use, and academic writing, thus enriching the field of linguistics and discourse analysis.

On the other hand, several studies have delved into the application of the interpersonal metafunction in Iraqi Arabic



discourse, offering valuable insights into various aspects of communication and sociolinguistic dynamics. Al-Jaberi's (2007) research explores politeness strategies in Iraqi Arabic, employing an SFL framework to understand how interpersonal metafunction choices contribute to politeness in communication. Al-Ali (2009) focuses on the realization of interpersonal meanings, specifically analyzing the speech act of refusal in Iraqi discourse, shedding light on linguistic choices made in refusing requests or invitations. Al-Sadir's (2017) study applies SFL to analyze political discourse in Iraq, emphasizing how language choices within the interpersonal metafunction play a crucial role in establishing power relations and persuading different audiences. Al-Khazraji (2018) investigates gender and power dynamics in Iraqi Arabic conversations, demonstrating how interpersonal choices reflect and reinforce gendered power relations in everyday discourse. Lastly, Al-Tai (2020) examines the rhetorical structure and persuasive strategies used in Iraqi political speeches, highlighting the significance of the interpersonal metafunction in political communication and its reflection of the sociopolitical context of Iraq. Collectively, these studies contribute to our understanding of how interpersonal meaning is constructed

and utilized in the Iraqi sociocultural context, encompassing various domains from politeness to political discourse and gendered interactions.

6. Research Methodology

6.1 Sample

The present study comprises two distinct talks delivered by instructors specializing in EFL at the University of Basrah, specifically within the College of Arts, Department of English. The first talk caters to EFL instructor specializing in applied linguistics, with a particular focus on teaching writing skill to first-year students and its topic is 'Problems'. The second talk is tailored for EFL instructor with expertise in English literature, specifically focusing on drama, again targeting second-year students and act 5 of she stoops to conquer is its topic. In consideration of ethical principles, the names of these instructors remain undisclosed. The topic under discussion of writing course is 'problems' and the topic under discussion of drama course is 'she stoops to conquer' Both talks are of considerable length, each spanning approximately 5000 words. This substantial length led the current paper to select only these two talks for analysis. Notably, these academic lectures were delivered during the 2020-2021



academic year, coinciding with the unprecedented challenges posed by the COVID-19 pandemic. Consequently, traditional classroom learning and face-to-face interactions were supplanted by electronic and distance learning methods. Each of these talks had a projected duration of approximately 60 minutes. The participants in these lectures consisted of second-year students and first year students enrolled in the morning study program at the University of Basrah, within the College of Arts and specifically the Department of English. The age range of these participants typically fell between 19 and 21 years old, representing a mix of both male and female students originating from various regions within Basrah governorate.

It is worth mentioning that finding two lectures with exactly the same length and wording in the Iraqi EFL context can be challenging for various reasons, especially during the time of distance learning amid the COVID-19 pandemic. Many of these challenges arise from issues related to the availability and quality of internet connectivity. Consequently, the two talks, often referred to as academic prose by several scholars, may differ in terms of the number of clauses. However, they do convey, through their linguistic structures and lexical choices, the various elements

of the interpersonal metafunction (see Appendix A).

6.2 Procedures

The present study utilized data from two university instructors' discussions found on YouTube for its analysis. This study employed a mixed-method approach, combining qualitative and quantitative methods. Qualitatively, it conducted content analysis of the data at the clause level, which serves as the foundational unit of SFL. In addition, it took a quantitative approach by categorizing and classifying the interpersonal metafunction into three primary elements: mood, speech function, and modality, presenting the results in organized tables. To facilitate the analysis, both talks were transcribed into written texts using the online tool <https://downsub.com/>. The talks are too long that contain large number of clauses which certainly lead to very excessive analysis. This excessive analysis requires more than one tables to display the results of clauses analysis. Thus, this study extract one clause example to represents the interpersonal metafunction that are used in each talk. In the same time, the detailed analysis is attached in separate link in appendix B (see Appendix B). The study aimed to dissect each text into discrete clauses, the fundamental



linguistic units for SFL analysis. Subsequently, the researcher manually analyzed each text to extract the pertinent interpersonal metafunction elements. The findings of this analysis are presented in accessible tables, as detailed in the forthcoming discussion.

6.3 Data Analysis

In order to answer the research questions of the current study, data analysis was conducted. Table (2) below shows the using of interpersonal function of EFL university instructor in the field of linguistics especially writing skill of first year students:

Table (2)

The Frequencies and Percentages of Interpersonal Metafunction of University Instructor 'Talk in Writing Skill

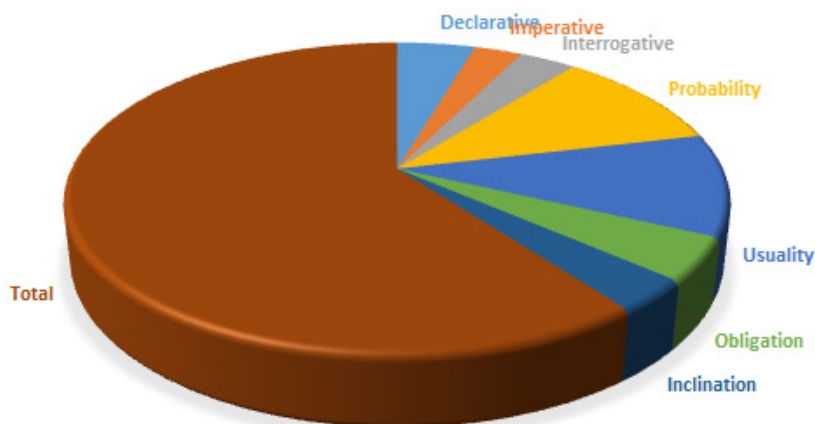
Mood	Number of Clauses	Percentage	Example
Declarative	43	79.63%	“.We may start with the first point”
Imperative	5	9.26%	Complete these sentences with the correct “form of want to, would like to, and have to
Interrogative	6	11.11%	Which of these details and examples could “?be added
Probability	19	35.19%	Maybe you face a problem with one of the “family members or with one of the friends
Usuality	19	35.19%	“.We all have problems”
Obligation	8	14.81%	Parents have to talk to their kids about “their feelings
Inclination	6	11.11%	“...Now I want you to”
Total	108	100%	

This table contains mood, number of clauses, percentage, and example. It presents various linguistic features and functions often encountered in both spoken and written communication. Thus, table 2 reflects the kind of interactions between first year students and

their instructor in discussing the topic 'problems' as part of their 'Writing Course'. First, it is observed that the majority of these sentences are in the declarative mood, serving as statements or descriptions. They are used to convey information, express opinions, or make

general observations related to the topic under discussion. Additionally, several sentences fall into the interrogative mood, functioning as questions to solicit information or engage the EFL students in dialogue. The speech function of these sentences varies widely, encompassing statements, questions, commands, offers, demands, and inclinations. This demonstrates the versatility of language in enabling diverse forms of communication. Furthermore, different linguistic devices mark the modality of these sentences. Some express probability, indicating the likelihood of a statement being true or an event occurring. Others convey obligation, suggesting a

sense of duty or necessity. Additionally, inclinations are expressed, reflecting personal desires or preferences. Overall, this table displays how language can be adapted to serve various communicative purposes, ranging from providing information and seeking clarification to issuing commands and expressing personal inclinations. Understanding the nuances of mood, speech function, and modality in language is essential for effective communication in both academic and everyday contexts. The frequencies and percentages of interpersonal metafunction of university instructor talk in writing skill are displayed in the following pie chart:



Pie Chart (1)

The Frequencies and Percentages of Interpersonal Metafunction of University Instructor Talk in Writing Skill



On the other hand, the present study examines the frequency and distribution of interpersonal metafunction in the EFL university instructors' talk in English drama and the topic under discus-

sion of this lecture is Act 5 of the play *she stoops to conquer*. Table (3) below shows the analysis of the collected data:

Table (3)

The Frequency and Percentage of Interpersonal Metafunction by EFL University Instructor' Talk in English Literature (Drama)

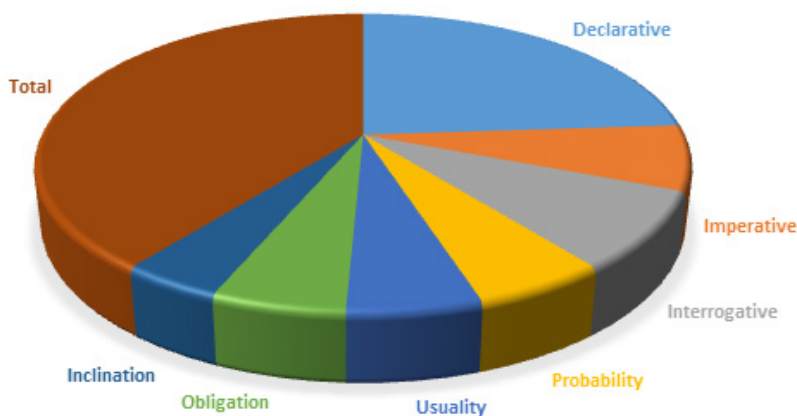
Mood	Number of Clauses	Percentage	Example
Declarative	17	60.17%	At the very beginning of act 5, we" "...see
Imperative	5	17.86%	"Now Tony comes on the stage"
Interrogative	6	21.43%	How many times did you meet Mar-" "?low
Probability	4	14.29%	"Mrs. Hardcastle is extremely frightened."
Usuality	4	14.29%	".Tony never goes back on his words"
Obligation	4	14.29%	Hastings ask" ".s for her consent
Inclination	3	10.71%	"...I entreat you, do not ruin"
Total	28	100%	

Table (3) above presents the discussion of a play's plot and character interactions. The data reveals several intriguing linguistic patterns and insights. Firstly, the table illustrates the rich variety of sentence types employed in the speech. Declarative statements are predominant, serving to convey information and narrate events in a straightforward manner. For instance, sentences such as "Tony deceived Mrs. Hardcastle" and "Hastings has poured

his heart out" provide narrative clarity. Secondly, interrogative questions play a crucial role in seeking information and engaging the audience. Questions like "How many times did you meet Marlow?" and "Do you think that Mrs. Hardcastle is gullible?" serve to prompt reflection and discussion. Imperative commands are also strategically employed to direct action or emphasize a point. Phrases like "Now Tony comes on the stage" and "Take her and elope at

once” represent authoritative directives within the context of the play. Furthermore, the speech includes imperative offers and demands, which contribute to the overall dramatic tension and plot development. For example, “Let’s go back in retrospect” presents an offer to reconsider events, while “Take her and elope at once” embodies a firm demand to take immediate action. The modality choices within the table add depth to the analysis. They encompass probabilities, usuality, obligations, and inclinations. These modalities help convey the characters’ perspectives and motivations. For instance, the statement “She thinks she is 40 miles away from her house” includes the modality of probability, indicating a character’s belief.

Conversely, “Tony never goes back on his words” presents usuality, emphasizing a recurring trait. Lastly, the table reveals an interplay between different speech functions and modalities. For instance, questions are used to probe characters’ beliefs and actions, while declarative statements convey straightforward narrative information. Imperative commands and requests drive the characters’ decisions and responses. Accordingly, the EFL instructor attempt to convey the information about the characters, events, and plot of the play to the students throughout various linguistic means concerning interpersonal metafunction. Pie chart (2) below summarizes the frequencies and percentages of these linguistic devices:



Pie Chart (2)

The Frequency and Percentage of Interpersonal Metafunction by EFL University Instructor' Talk in English Literature (Drama)

6.4 Discussion

Tables (2) and (3) above present data on the distribution of different moods (linguistic forms expressing attitudes or intentions) in a set of clauses. These tables provide insights into how language is used in terms of mood within two distinct datasets. In terms of the similarities, both tables analyze clauses based on similar mood categories, including declarative, imperative, interrogative, probability, usuality, obligation, and inclination. This consistency in categorization allows for a direct comparison between the two datasets. Besides, both tables provide percentages, making it easier to compare the distribution of moods within their respective datasets. This percentage representation allows for a standardized assessment of how different mood types are used in each dataset. In terms of differences, Table 2 includes 108 clauses, while Table 3 includes only 28 clauses. The larger sample size in Table 2 potentially provides a more robust representation of mood distribution, whereas Table 3's smaller sample may result in more variability. The distribution of moods varies between the two tables. For example, in Table 2, declarative mood clauses dominate, making up 79.63% of the dataset, whereas in Table 3, declarative mood clauses make up a smaller portion at 60.17%. This difference suggests that

the datasets may represent different styles or genres of speech. In fact, Table 2 includes separate categories for probability and usuality, while Table 3 does not. Instead, Table 3 combines these into one category, which could indicate differences in how the two datasets classify or interpret these mood types. Table 2 also distinguishes between obligation and inclination, whereas Table 3 combines these into a single category. This indicates potential variations in how the datasets handle mood nuances. In both tables, interrogative moods are present, but their percentages differ. In Table 2, they make up 11.11% of the dataset, while in Table 3, they represent 21.43%. This could indicate varying degrees of inquiry or questioning in the two datasets.

The interpretation of the results of the present study would reveal that the differences in mood distribution between the two tables may suggest variations in the contexts, genres, or purposes of the texts they represent. For example, the higher percentage of declarative mood in Table 2 might indicate a more informational or descriptive style, while the higher percentage of interrogative mood in Table 3 could suggest a greater focus on questions or dialogue. Additionally, the differences in how the two tables handle mood categories such as

probability, usuality, obligation, and inclination highlight potential differences in linguistic analysis and categorization. The text or corpus from which Table 2's data was extracted may primarily consist of a particular genre or type of discourse that naturally lends itself to declarative statements, that is writing course for first year EFL students. Declarative statements are commonly used to convey information, describe events, or provide explanations. If Table 2 is based on a dataset that primarily consists of informational or expository writing, it would naturally have a higher proportion of declarative sentences. Declarative statements are associated with an objective tone, where the speaker presents information in a straightforward, factual manner. If the dataset in Table 2 is intended to be objective or impartial, it may favor the use of declarative statements over other mood types. The context and purpose of the communication can influence the choice of mood. If the communicative context of Table 2's dataset prioritizes conveying information or stating facts, declarative statements would naturally be more prevalent. Moreover, some EFL university instructors may have a preference for using declarative sentences to convey their ideas, while others may use different moods more frequently. It's important to note that the frequency of

declarative statements in Table 2 is not inherently good or bad; it reflects the linguistic characteristics and communication goals of the dataset. Justifying the higher frequency involves considering the specific context, genre, and objectives of the language or text under analysis. Researchers and linguists often use such frequency data to gain insights into the nature of the text and the communicative patterns within it.

In the same vein, courses pertaining to applied linguistics, especially the writing course, tend to emphasize objectivity over subjectivity. This translates to a limited scope for personal commentary from instructors during lectures, as their focus predominantly revolves around conveying scientific and academic facts related to the topics at hand. For instance, EFL university instructors in this context often provide guidance on following specific steps to craft a well-structured composition, possibly accounting for the frequent use of the declarative mood as illustrated in Table 2, which is associated with the writing course. Conversely, courses linked to English literature, such as the drama course, lean more towards subjectivity rather than objectivity. Here, EFL instructors offer their students comments, ideas, and insights from



other writers and critics, and they also express their own beliefs. Consequently, this fosters increased teacher-student interaction characterized by the use of the interrogative mood, as evident in Table 3 above. Therefore, it ultimately boils down to a matter of style and genre, shaping the nature of discourse within these educational contexts.

7. Conclusion

This study possesses several constraints when applied to a specific university setting, and its results cannot be extrapolated to different environments. Considering the primary aim of enhancing student learning in foundational university lectures, scholars operate under the assumption that lectures should go beyond what can be acquired through textbook reading. Whether in various courses or at different points within the same course, the specific learning objectives may vary, encompassing anything from mere fact retention to fostering a shift in how students organize their knowledge, or even igniting greater enthusiasm for the subject. Nevertheless, the overarching objective remains consistent: to elevate the level of learning. It is evident that there are notable distinctions between face-to-face classroom interaction and distance learning. One significant difference lies

in the fact that face-to-face interaction encompasses both verbal and nonverbal communication, whereas the latter may lack these essential elements in distance learning. Successful and effective interaction plays a pivotal role in the learning process. This discourse analysis of the interpersonal metafunction in EFL university instructors' talk has shed light on the complex and multifaceted nature of communication within the academic context. Through a meticulous examination of linguistic structures and interpersonal strategies, it has uncovered valuable insights into the ways in which instructors navigate their roles and relationships with students. The findings have demonstrated that EFL university instructors employ a diverse range of linguistic resources to establish rapport, manage classroom interactions, and convey instructional content effectively. The pedagogical implications of this study are poised to make a meaningful contribution to the field of distance learning, particularly by emphasizing the significance of style, genre, and environment in shaping teacher-student interaction.



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Appendix A

- https://youtu.be/zsALSSEjy-c0?si=OH4NX1XluEAg8_0H First Year/ Writing Course.
- https://www.youtube.com/watch?v=Xp8jbG39IZw&list=PLldAp-dACsEVBSEexk3AnVhVBEu0Ax-lYl_&index=1 Second Year/ Drama.

Appendix B

- https://drive.google.com/file/d/1yxGQIcLAHiytv5Jh-ma3trYvCXRxCfFO2/view?usp=drive_

[link](#) The Analysis of EFL University Writing Course Instructor's Talk According To SFL.

- https://drive.google.com/file/d/1ehLNmddAM_jyzHgN-CL-RJRnF_qLDWR2R/view?usp=drive_ link The Analysis of EFL University Drama Course Instructor's Talk According to SFL.



