EXPRESSIONS OF APPRAISAL SYSTEMS ON STUDENT-TEACHER INTERACTION IN EFL CLASS

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Abstract

This study investigates the function of assessment systems in student-teacher interactions in English as a Foreign Language (EFL) classrooms, specifically examining how these linguistic resources influence the educational experience. Using a qualitative case study methodology, we gathered data by observing classrooms, making audio recordings, and conducting semi-structured interviews with English as a Foreign Language (EFL) teachers and students in Majalengka. The analysis, based on Systemic Functional Linguistics, showed significant patterns in the use of assessment language, encompassing statements of attitude, tactics of involvement, and degrees of intensity. The results demonstrate that positive evaluations greatly improve student involvement and drive, while the deliberate utilisation of involvement and achievement in feedback contributes to the establishment of an inclusive and supportive educational setting. Teachers' affirmative attitudes and acknowledgement of students' efforts cultivate a feeling of inclusion and self-assurance among learners. On the other hand, few unfavourable evaluations might have a detrimental impact on student morale and involvement. This study emphasises the crucial significance of subtle and encouraging communication in English as a Foreign Language (EFL) instruction. This resource provides instructors with practical guidance to improve their tactics for interacting with students. It highlights the significance of positive reinforcement, inclusive participation, and calibrated feedback. This study highlights the necessity for additional research to investigate appraisal systems in various educational environments and their enduring influence on student achievements. This project seeks to improve teaching methods in English as a Foreign Language (EFL) classrooms by connecting linguistic theory with educational practice.

Keywords: Appraisal systems, student-teacher interactions, EFL Class

INTRODUCTION (11 PT)

The dynamic between students and teachers in the English as a Foreign Language (EFL) classroom is crucial in influencing the learning experience and results. Efficient communication not only enables the transfer of information but also cultivates a supportive and inspiring learning atmosphere. An essential element of this connection is the utilisation of assessment systems, which comprise the diverse methods in which language is deployed to convey attitudes, feelings, and evaluations. The success of the instructional process relies heavily on the level of interaction between teachers and students. It also signifies the verbal exchanges and methods employed by individuals during the process of teaching and learning English. Moeller et.al (2015) align with the notion that teaching English as a foreign language influences the ideological framework and social activities of individuals involved in the study. This impact extends to students' learning and acquisition of the foreign language, encompassing both scientific and theoretical aspects.

Appraisal theory, which falls under the umbrella of Systemic Functional Linguistics, offers a structured approach to examining how language expresses interpersonal meanings and influences social connections. The approach primarily emphasises three key subsystems: Attitude (which involves the expression of emotions), Engagement (which indicates the origin of attitudes), and Graduation (which measures the intensity or concentration of attitudes). These technologies have a substantial impact on the dynamics of classroom communication, affecting student participation, drive, and overall educational experience. An attitude or appraisal system centres on affective responses, encompassing emotional reactions, behavioural judgements, and evaluations of various entities. The concept is comprised of three emotional domains: affect, judgement, and appreciation (Martin & White, 2005). Across three domains of disposition, it encompasses the writers' concepts pertaining to their sentiment towards the subject. This text explores the various methods that writers employ to

express their emotions, evaluations, and admiration towards different subjects, with a particular focus on the issue they are writing about. The initial aspect of attitude is effect. Affect refers to the expression of emotions, encompassing both positive and negative sentiments. It encompasses the experience of happiness or sadness, confidence or anxiety, and interest or boredom. The emotions or sentiments can be categorised into four distinct types: inclination, happiness, security, and satisfaction. The inclination refers to the writers' emotional desires towards certain things, such as hope, want, longing, and caution. Happiness encompasses the emotional experience of both joy and sorrow, as well as the capacity to have positive or negative attitudes towards many phenomena, such as love, cheerfulness, hatred, and sadness. Security encompasses the range of emotions experienced in response to one's surroundings, such as confidence, comfort, fear, and unease. Satisfaction pertains to the emotional response individuals experience in regard to their engagement in various activities, such as enjoyment, busyness, boredom, and anger, as well as the attainment or frustration of their goals. (Martin & White, 2005). The second aspect of attitude pertains to the assessment of individuals' actions, encompassing both admiration and criticism, as well as praise and condemnation. The evaluations of judgement are categorised into five types: normality, capacity, tenacity, honesty, and propriety. Normality encompasses the assessment of an individual's behaviour in terms of its uniqueness or peculiarity, such as being familiar, fortunate, traditional, or peculiar. Capacity refers to the assessment of an individual's capacity in their conduct, such as being influential, skilled, feeble, or unproductive. Tenacity refers to the degree of reliability and consistency with which someone performs a task. It encompasses qualities such as adaptability, bravery, unreliability, and impatience. Veracity refers to the degree of truthfulness exhibited in someone is behaviour, encompassing qualities such as honesty, tactfulness, deceitfulness, and manipulativeness. Propriety refers to the assessment of one's conduct in terms of its ethical nature, encompassing qualities such as goodness, politeness, arrogance, and avarice. (Martin & White, 2005). The third aspect of attitude is gratitude. It pertains to the various methods by which someone assesses all things, including man-made products, performances, and natural events. It is categorised into three distinct categories: reaction, composition, and appraisal. Reaction involves assessing the influence and level of excellence in various aspects, such as positive, negative, thrilling, and expected. It encompasses the assessment of things in terms of their equilibrium and intricacy, such as being effortless, consistent, challenging, or conflicting. Valuation is the process of assessing the worth or value of various things, such as creative works, real estate, authentic items, and trivial objects. (Martin & White, 2005).

Prior research on appraisal analysis has focused on students in an English as a Foreign Language (EFL) context. The researchers cite several research studies in their argumentation articles, including those by Mei & Allison (2003), Xinghua & Thompson (2009), Jalilifar & Hemmati (2013), Liu (2013), and Yang (2016). Xinghua and Thompson (2009) and Liu (2013) conducted a theoretical evaluation of attitude resources in the argumentative writing of EFL students. Xinghua and Thompson (2009) conducted a study to examine the appraisal resources used in argumentative writing. However, their focus was specifically on one aspect of appraisal, namely attitude resources. This research aims to conduct a comparative analysis of argumentative writing in English and Chinese by examining the performance of a Chinese EFL student who uses Chinese as both their first language (L1) and second language (L2). The data suggest that there is a comparable level of appreciation, however there are varying percentages of affect and judgement across their first language (L1) and second language (L2) compositions. This implies that the vocabulary employed in both their first language (L1) and second language (L2) argumentative writing is comparable in terms of expressing their evaluative appraisal or appreciation of the given issue. In addition, Liu (2013) conducted a study on the assessment of English argumentative writing among Chinese University EFL students. This study seeks to examine the utilisation of evaluative language in relation to attitude in high- and low-rated English argumentative essays written by two Chinese university students studying English as a foreign language (EFL). The findings indicate that well-rated essays effectively communicate their arguments by employing argumentation techniques to assert a position and construct compelling persuasion. In addition, past studies investigating students' narrative writing have primarily concentrated on analysing the students' mistakes and errors (e.g., Kusumawardhani, 2015; Luthfiyati, Latief, & Suharmanto, 2015; Qomar, 2016). The scholars do study to identify the challenges faced by students in writing narratives, with the aim of improving their writing proficiency. In his 2003 study, Horarik examined the importance of appraisal systems in narrative discourse, specifically from the perspective of the writer and reader. In his research, he incorporates the theories of Martin (2000) and White (2000). The data consists of concise written narratives used in official English examinations for Australian students. The results indicate that the narrative enhances the readers' ability to empathise and make judgements by utilising emotional and evaluative resources.

Within the EFL context, where learners frequently encounter difficulties pertaining to language proficiency and cultural disparities, comprehending the utilisation of appraisal systems assumes heightened significance. Evaluations of teachers can have a substantial influence on students' self-assurance, inclination to engage, and understanding of their language proficiency. Favourable evaluations can inspire and incentivise pupils, whilst unfavourable evaluations may impede their advancement and engagement. This essay seeks to examine the manifestations of assessment systems in student-teacher interactions in English as a Foreign Language (EFL) classrooms. This study aims to provide insights into effective pedagogical practices by analysing how teachers

utilise linguistic resources to regulate classroom dynamics, provide feedback, and build a pleasant learning atmosphere. In addition, it will examine the manner in which students react to various forms of evaluations and the consequences for their language acquisition and participation in the classroom. This research enhances our comprehension of the function of appraisal systems in EFL teaching by conducting a thorough examination of classroom conversation. This emphasises the significance of subtle and supportive communication in fostering a favourable learning environment and proposes practical methods for teachers to improve their interactional skills. The primary objective of this study is to establish a connection between linguistic theory and educational practice, providing significant insights for both educators and researchers.

RESEARCH METHOD

Research Design
    This study utilises a qualitative research design to investigate the manifestations of assessment systems in student-teacher interactions in EFL (English as a Foreign Language) classes. This study utilises a case study methodology to conduct a thorough investigation of classroom discourse. The main focus is on the utilisation of assessment language by teachers and how it is interpreted by students. This approach enables a thorough analysis of the environmental and interpersonal subtleties that exist in encounters with English as a Foreign Language (EFL).
    The study involves English as a Foreign Language (EFL) teachers and students from a high school in Majalengka. More precisely, a total of 60 students will be chosen from three English as a Foreign Language (EFL) professors and their classrooms. The criteria for selecting teachers need a minimum of five years of teaching experience and a demonstrated ability to effectively use communicative teaching methodologies.

Data Collection
    Data are gathered via a blend of classroom observations, audio recordings of classroom interactions, and semi-structured interviews conducted with both teachers and students.
1. Classroom Observations:
    a) Observations will occur for a duration of four weeks, with each class being watched twice each week.
    b) Field notes will be recorded to document the surrounding circumstances, non-verbal cues, and patterns of interaction.
2. Audio Recordings:
    a) All classes that are observed will be recorded using audio technology to guarantee precise documentation of verbal exchanges.
    b) The recordings will be transcribed word for word for thorough analysis.
3. Semi-Structured Interviews:
    a) Post-observation interviews will be carried out with the teachers and a representative sample of students (10 students per class).
    b) The interview questions will centre around participants' perspectives on the encounters, the feedback they got, and the emotional and motivational effects of these interactions.

Data Analysis
    The data analysis entails a sequential and multi-faceted procedure:
1. Transcription and coding were conducted on classroom interactions using the appraisal framework derived from Systemic Functional Linguistics.
    a) The analysis specifically focused on the three subsystems: Attitude, Engagement, and Graduation.
    b) The coding method entailed the identification of instances of appraisal language and their subsequent categorisation according to their function and impact.

2. Thematic Analysis:
    a) The encoded data underwent thematic analysis to uncover recurring patterns and topics pertaining to the utilisation of appraisal systems in student-teacher interactions.
    b) The themes were compared across several classes to ascertain similarities and disparities in the utilisation of appraisal language.

3. Triangulation:
    a) The data obtained from observations, recordings, and interviews were cross-validated to confirm the accuracy and credibility of the findings.
    b) This procedure facilitated the verification of insights acquired from various data sources.

Ethical considerations

Prior to commencing the investigation, the necessary ethical permission was obtained from the appropriate institutional review board. Prior to the research, all participants obtained informed consent, which ensured that they were fully aware of the research's objectives, their right to withdraw from the study at any point, and the steps taken to maintain confidentiality and anonymity.

Constraints

Some possible constraints of this study encompassed the subjective nature of qualitative analysis and the restricted applicability of findings due to the specific environment and sample size. Nevertheless, the comprehensive understanding acquired through this technique is anticipated to make significant contributions to the comprehension of the significance of appraisal systems in EFL instruction. This study aims to use this methodology to examine how assessment language influences the dynamics of EFL classrooms. The findings will provide practical recommendations for educators to improve their communication skills.

FINDINGS AND DISCUSSION

Table. 1 Students-teacher interaction in pre-activity

Clause	Speakers	Excerpt	Mood Subject Finite	Type of Clause	Appraisal
1.	Teacher	Okay, Look! There is a dialogue (Ok perhatikan disini ada dialog)	There is	declarative	The clause nvokes engagement (projection)
2.	Teacher	I (she) will explain how to to read it. (nanti ibu kasih tahu bagaimana cara membacanya)	I will explain	Declarative	The cluase inscriibes engagement (projection)
3.	Teacher	After that, you all read simultaneously (Setelah itu kalian baca bersama-sama)	You all read	Declarative	The clause belongs to engagement
4.	Teacher	Repeat after me (teacher) (Ulangi setelah ibu)	Repeat	Imperative	The clause is related to engagement (projection)
5.	Students	Alright mam, we understand it (Baik, bu. Kami paham)	We **understand**	Declarative	The clause represent positive affect which is derived from 'we understand'

In the aforementioned student-teacher interaction, the teacher issued a direct command to the pupils to open the material, without engaging in any form of greeting, verifying attendance, or reviewing previously covered content. The teacher initially presented a declarative clause to introduce the discourse to the pupils, which sparked their interest and engagement. Furthermore, she utilised the declarative sentence to elucidate the process of reading the dialogue to the pupils, so demonstrating the teacher's active involvement (projection). In order to engage the pupils in the activity, the teacher instructed them to repeat what she read from the discussion using imperative clauses. The students demonstrated their comprehension of the teacher's teaching by making a declarative remark that indicated their positive understanding.

Table 2 Students-teacher interaction in whilst activity

Clause	Speakers	Excerpt	Mood Subject Finite	Type of Clause	Appraisal
6.	Teacher	Those who have just come please open your book (Yang baru datang silakan buka buku paket kalian)	Those who have **just** come	Declarative	The clause inscribes engagement: consession ('just')
7.	Teacher	For those who bring two books please lend them to ones not bringing them. (Bagi yang bawa buku paket dua silakan dipinjamkan ke yg tidak membawa buku)	Those who bring and **lend**	declarative	The clause invokes Positive affect on the teacher's initiative to ask the students to lend their books to others.
8.	Students	Mam, we bring two books(Bu, kami bawa dua)	We **bring**	Declarative	The clause represent positive affect on the students' respond
9.	Teacher	on what day is my subject? (pelajaran ibu hari apa lagi?)	In what day is my subject	interrogative	The clause points out engagement (projection)
10.	Students	Your lesson is on Friday, Mam (pelajaran ibu di hari jumat)	Your lesson is	Declarative	The clause also devotes engagement (projecttion)
11.	Teacher	Most importanly, the book is required to be brought on Friday (pokoknya buku paket harus dibawa pada hari jumat)	The book is	Declarative	The clause invokes positive affect (most importanly)
12.	Teacher	Please, the class secretary helps the others who do not have the book (Tolong sekertaris kelas Nabila, membantu teman kelas lain yang belum punya buku)	The class secretary **helps**	Declarative	The clause also covers positive affect on the teacher's instruction

13.	Student	Alright, mam. I will help them soon (baik bu, saya akan membantu teman lainnya)	I will **help**	declarative	The clause devotes modality representing positive affect on the students' reponses
14.	Teacher	All of you ,please open page 19 (Semuanya buka hal 19).	All of you, **please** open	Imperative	The clause containe the liinguiatics resources representing positive affect
15.	Teacher	Those who likes talking with others will be punished to read the dialogue (Yang ngobrol dihukum suruh baca didepan).	Those who likes talking	Declarative	The clause belongs to negative judgment on the teacher's punishment
16.	Students	Billy and Reno make a noise as usual(Billy dan Reno ribut saja).	Billy and Reno make	Declarative	The clause devotes negative judgment, as well as engagement:projection
17.	Teacher	I ask one student to be a role model with me (saya minta satu orang saja laki2 aja jadi contoh sama ibu)	I **ask**	Declarative	The clause invokes positive affect from the teacher's command
18.	Teacher	You please come forward and bring your book. (Kamu ya kesini dan bawa bukunya)	You **please** come and bring	Declarative	The clauuse inscrbes positive affect from the teacher's command as well
19.	Teacher	I **become** the first speaker meanwhile you become the second speaker (Ibu jadi speaker 1 sementara kamu jadi speaker 2)	I become	Declarative	The cluase contains engagement (projection)
20.	Teacher	The others, please pay attention to us (Yang lain perhatikan kami)	The others, please **pay attention**	Imperative	The clause also devotes positive affect from the teacher's instruction

Referring to Table 2, the teacher instructed the just-arrived students to open the material by utilising an imperative phrase that includes the engagement concession "just". Nevertheless, a few

pupils failed to bring their textbooks, prompting the teacher to request that they loan their books to their classmates. The teacher's proactive approach fostered a good impact, allowing the students to successfully complete the tasks assigned to them. Consequently, the teacher's positive attitude influenced the emotional state of the pupils when it came to assisting their peers. This finding aligns with Horarik's (2003) study, which asserts that effect is a primary area for describing attitudes and emotions towards characters. Simultaneously, the teacher enquired about the student's teaching day, which constituted an interrogative clause involving the assessment systems of involvement. The teacher prompted the students by asking them questions and reminding them to bring their textbooks on that particular day. In doing so, she aimed to elicit a positive response, emphasising the importance and helpfulness of bringing the textbooks. Essentially, the naturally occurring positive influences had a beneficial impact on people's thoughts. In the upcoming task, the teacher instructed the students to turn to page 19 while cautioning them about her disapproval of those who consistently disrupt the lesson with noise. Regarding the teacher's unfavourable assessment, the other students also expressed the same opinion regarding the topic discussed, characterised by the students' negative evaluation and involvement in the instructional process. Subsequently, the teacher designated a student to portray the speaker in the dialogue, while she herself assumed the role of the teacher, providing positive guidance to one of the students and instructing them to be her partner in rehearsing the discussion. Prior to engaging in the dialogue, the students received instructions on how to assume the role in the conversation, which demonstrates the teacher's involvement in the activity. During this stage, the instructor additionally emphasised the beneficial impact of her lesson ("pay attention") in order to encourage other pupils to actively participate in the activity.

Table 3 Students-teacher interaction in post-activity

Clause	Speakers	Excerpt	Mood Subject Finite	Type of Clause	Appraisal
21.	Teacher	Okay, next. I **ask** Gilang to appoint one of his classmates to read the dialogue with the female classmates(ok selanjutnya. Ibu meminta gilang untuk menunjuk salah teman kelas laki2 utk membaca dialog dengan salah satu teman kelas perempuanya).	I ask	Declarative	The clause also belongs to positive affect from the teachers' instruction
22.	Student	I have **objection** in it Mam (saya tidak mau bu)	I have	Declarative	The clause devotes negative affect which is stated by the student as their responses towards the teachers' instruction
23.	Student	I **am with** billy Mam (Saya dengan Billy saja bu)	I am	Declarative	The clause refers to engagement (projection)

24.	Teacher	After this, I **want** the boy and the girl come forward to read the dialogue (setelah ini, ibu pengen laki2 dan perempuan yg maju membaca dialog)	I want	Declarative	The clause invokes positive affect from the teacher and also engagement (projection)
25.	Teacher	I ever **commanded** Intan to create the drawing glass to select the students' turn to perform (Ibu pernah bilang ke intan buat koclokan seperti arisa utk memilih siswa/i utk maju ke depan).	I ever commanded	declarative	The clause belongs to positive affect which is committed by the teacher when instructing the class secretary
26.	Teacher	Your shirt must be tidied up before coming forward (baju kamu dimasukan dulu sebelum maju ke depan)	Your shirt must be	Declarative	The clause contains appreciation from the teacher to the students' shirt

Regarding table 3, the teacher instructed the remaining students to take turns practicing. However, some pupils expressed their disagreement with this instruction, citing their unfavourable affect towards it ('I have objection with it'). During the class, a student designated another student to engage in dialogue practice using a declarative clause. The teacher took the initiative to instruct both male and female students to take turns rehearsing the dialogue. Additionally, the teacher assigned the class secretary the responsibility of creating a drawing glass to randomly select students for either dialogue practice or assisting the teacher with assignments. The favourable effect observed in the clause ('I wish the boy and the girl to practise...') was noted. According to Fry and Fountoukidis (2000), the most fundamental English terms are listed in a rare order. The textbook in this current research includes a list of the 1000 most frequently used words that students utilise. Consistent with the results of this study, children exhibit a preference for utilising elementary English vocabulary that is readily understandable. Examples of such words are beautiful, clever, rich, special, old, powerful, and so forth. This finding aligns with the research findings of Luthfiyati, Latief, and Suharmanto (2015); Fareed, Ashraf, and Bilal (2016); and Qomar (2016).

In conclusion, the student-teacher interactions described above played a role in imparting different values or traits to the pupils, as evidenced by the comments made by both the teachers and students. Furthermore, the values mentioned in this context encompassed the assessment systems, such

as emotions, evaluations, and recognition, expressed by both students and teachers during the many stages of the school reading initiative.

CONCLUSION

This study examined the complex function of assessment systems in student-teacher interactions in the EFL (English as a Foreign Language) classroom, emphasising their influence on the educational experience. The results indicate that the use of evaluation language has a substantial impact on the environment in the classroom, affecting the level of student involvement, drive, and overall educational achievements. The views expressed by teachers, whether good or negative, were discovered to have a significant influence on the emotional states of pupils and their motivation to engage. Positive evaluations, such as commendation and motivation, cultivated a nurturing educational setting, enhancing pupils' self-assurance and engagement. In contrast, unfavourable evaluations, albeit less common, had the capacity to reduce student morale and impede active participation. The study found that teachers' implementation of engagement tactics, such as recognising and attributing ideas to students from various perspectives, was essential in creating an inclusive and engaging classroom environment. These tactics were effective in verifying students' contributions and fostering a sense of ownership in their learning experience. The incorporation of graduation in assessment language, which modifies the intensity or emphasis of attitudes, played a crucial role in refining feedback and instruction. Teachers achieved the ability to give detailed feedback that was helpful and encouraging to students by adjusting the intensity of their evaluations, taking into account each student's specific requirements. The findings obtained from this research emphasise the significance of employing appraisal systems strategically in EFL education. Teachers can improve the effectiveness of their interactions by placing emphasis on positive appraisals. Consistent utilisation of affirmative feedback and support has the potential to cultivate a more optimistic atmosphere in the classroom, which in turn can enhance student involvement and active involvement. Utilising inclusive engagement techniques: Proactively acknowledging and incorporating students' viewpoints helps foster a dynamic and all-encompassing educational atmosphere. By utilising calibrated feedback, educators can provide feedback that is accurately adjusted in intensity, which can enhance their ability to properly address the unique learning needs of each student. Subsequent investigations could enhance this research by examining evaluation systems in other educational environments and with more extensive sample sizes. Furthermore, doing research on the enduring effects of assessment language on student outcomes could yield more profound understanding of its influence on educational paths. Ultimately, this study enhances our comprehension of the functioning of assessment systems in English as a Foreign Language (EFL) classrooms, providing practical insights for educators to improve their communicative practices. Teachers can have a big impact on their students' language learning journey and academic success by creating a supportive and dynamic learning environment and using evaluative language strategically.

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