CONSTRUCTING KNOWLEDGE AND RESPECT IN WHATSAPP EDUCATIONAL GROUPS: AN SFL MOOD AND MODALITY ANALYSIS

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Abstract
This research analyzes 50 WhatsApp group chats of Postgraduate students in Pakistani University. Through Systemic Functional Linguistics (SFL) framework, a qualitative approach was used to focus on mood and modality to explore the collaboration and respectful communication between teachers and students. The findings show that teachers mostly used declarative sentences to give information, provide feedback and share relevant lecture materials. On the other hand, Imperative sentences are used less than declarative sentences, they are usually softened by polite utterances to order students to complete their responsibilities and organize their tasks well. Interrogative sentences are rarely used to promote conversation and encourage students to give responses to enhance their active participation in WhatsApp educational groups. The use of deontic modality (show certainty, possibility)and epistemic modality(show obligation, permission) expresses persistent authority conflicts, respect and diversity between groups. This study explores that it is very important to use language carefully to maintain peace and clarity of messages in text based learning groups of technology such as WhatsApp to enhance cooperation and polite interactions between students and teachers.

Keywords: Imperative sentences, declarative sentences, Interrogative sentences, deontic modality, epistemic modality

Introduction

Through Systemic Functional Linguistics, an analysis of mood and modality, the study focuses on how language is used to construct knowledge and respect between learners and instructors. In digital era replacing traditional classrooms, students receive WhatsApp notifications of greetings and study related materials such as lecture slides and feedback from their teachers. A huge number of students and teachers use Whatsapp to ask questions, remind each other about their tasks, provide instructions and help to solve problems.

These choices often involve specific grammatical and lexical elements such as modal verbs (*must*, *should*, *may*), modal adjuncts (*probably*) and clause types like declaratives, interrogatives and imperatives. These tools do more than just convey academic content they also signal levels of authority, express politeness and help establish mutual respect in interactions. Existing research acknowledges value of WhatsApp in education, particularly in promoting group coordination (Tawiah et al., 2014), peer collaboration (Yeboah & Ewur, 2014) and higher engagement levels (Church & de Oliveira, 2013; Bouhnik & Deshen, 2014). However, most of these studies focus on the technological or behavioral aspects of WhatsApp usage often overlooking a key dimension, how language is strategically used in these environments to foster respectful communication and shared academic understanding especially when nonverbal cues like voice and expression are missing.

Systemic Functional Linguistics (SFL) offers a helpful perspective for investigating how language performs interpersonal functions in learning environments. Earlier research within the SFL framework has demonstrated that Mood (declarative, interrogative, imperative) and Modality (expressions of obligation, permission, certainty or possibility) are crucial in constructing classroom interactions and sustaining respectful relationships among students and teachers (Berry, 1981; Eggins & Slade, 1997; Halliday et al., 2014). However, how these interpersonal strategies function in asynchronous, text-based WhatsApp group conversations where individuals have to depend entirely on word use and syntax to convey both academic material and courtesy is still relatively uninvestigated.

Statement of the Problem

Despite the growing reliance on WhatsApp for academic communication, there is still limited understanding of how participants use grammatical Mood and Modality to co-construct knowledge while navigating interpersonal dynamics such as respect and authority. Without intentional use of sentence structures and modal expressions, digital communication can easily lead to misunderstandings where instructions may seem overly direct, requests for clarification may come off as abrupt and students may feel discouraged from engaging in discussion.

This study focuses on two central areas of inquiry:

- **Knowledge Construction:** In what ways do WhatsApp users utilize various Mood types such as declaratives, interrogatives and imperatives to explain concepts, reinforce ideas and collaboratively support academic learning within group settings?
- **Respect and Authority Negotiation:** How are deontic modalities (expressing duty, permission) and epistemic modalities (indicating certainty or possibility) employed to maintain respectful teacher-student relationships, express politeness and foster a supportive communicative environment?

Research Objectives

This study sets out to achieve the following objectives:

1. To explore how declarative, interrogative and imperative mood structures are used in academic WhatsApp chats to construct and reinforce subject knowledge.
2. To examine how deontic and epistemic modality choices expressing obligation, permission, certainty and possibility are employed to negotiate civility and maintain respectful teacher-student interactions.
3. To identify patterns of engagement, as reflected through Mood and Modality that reveal underlying power dynamics, expressions of solidarity and mutual respect in asynchronous WhatsApp-based learning environments.

Research Questions

1. How do declarative, interrogative and imperative Mood types support the collaborative construction of academic knowledge within WhatsApp learning communities?
2. How do teachers and students use deontic and epistemic modality choices to manage deadlines, express permissions and uncertainties, and maintain civility and mutual respect in asynchronous academic discussions?
3. How do Mood and Modality choices reflect dynamics of respect, solidarity, power and in what ways do these linguistic patterns support collaborative learning and group cohesion?

Significance of the Study

This research makes both theoretical and applied contributions through a scrutiny of how mood and modality function in scholarly WhatsApp groups. It extends the interpersonal metafunction of Systemic Functional Linguistics (SFL) to computer-mediated, text-based

environments, demonstrating how users construct authority and maintain respectful communication in the absence of nonverbal signals. In practice, the results can assist teachers in writing concise, respectful messages and assist students in communicating in ways that are conducive to group cohesion and academic cooperation. The study also gives valuable feedback on teacher education and online communication courses, encouraging proper and respectful online interaction. Finally, it points to WhatsApp's promise as an arena for constructive, respectful and learning-oriented conversation.

Scope and Limitations

This research is concerned with English-language WhatsApp communication among postgraduate students and faculty at a single Pakistani university. The results of this study may not hold entirely in undergraduate contexts, other nations, or alternative linguistic and cultural environments. The sample restricted to three academic groups is comparatively small and the range of interpersonal tactics seen may be limited by this. Pakistani higher education cultural norms, and specifically the priority put on respect and hierarchy are probably going to shape politeness and authority usage in ways that could vary in more equal academic cultures. The study confines its analysis to text, ignoring features such as emojis, voice notes and media that also convey meaning in online communication. Furthermore, WhatsApp's minimalist interface (e.g., no reaction buttons or threaded replies) can influence users' capacity to structure responses or control politeness as compared to interfaces like Slack or Microsoft Teams. Subsequent research might expand on this study by examining other education levels, online platforms and cultural environments, alongside other communicative cues to determine how language, power and respect function in online academic communication.

2. Literature Review

This research offers an exhaustive analytical model that seeks to investigate how academic knowledge and respect for one another are co-constructed in educational WhatsApp groups. Based on a detailed analysis of 50 authentic chats drawn from actual conversations, the study reveals the particular language habits and grammatical options used by participants to create a respectful and collaborative online learning environment.

2.1 WhatsApp in Educational Contexts

WhatsApp has developed into an active tool where students and teachers can communicate with each other, sharing information outside of classroom. Studies by Church and de Oliveira (2013) and Bouhnik & Deshen (2014) emphasizes that we can use WhatsApp for educational purposes everywhere and at any time. When teachers are added in groups, it increases concentration of students in academics and reduces the diversions such as off topic conversation.(Bouhnik & Deshen, 2014; Baishya & Maheshwari, 2020). Tawiah et al. (2014) observed its application in planning work and confirming assignments for Ghanaian students. But there are still concerns: Ahad and Lim (2014) cautioned against possible distractions, and Yeboah and Ewur (2014) associated excessive use with spelling errors and informal conduct. Güler (2016) warned that the informal tone is likely to influence the gravity of scholarly discourse. Although most of these studies concentrate on thematic patterns like participation and collaboration, few examine the particular linguistic strategies such as modal use or clause types used in such settings. This research fills that void by considering how grammar forms interaction within WhatsApp academic groups.

2.2 Interpersonal Metafunction and Digital Discourse

Modality and Mood are critical resources in the regulation of tone, authority and politeness in face-to-face and online communication. Deontic modals (should, must) convey obligation or permission, whereas epistemic modals (might, probably) indicate doubt or possibility (Halliday & Matthiessen, 2014; Herring, 2004; Sifianou, 2019). In classrooms, commands

direct activities and questions invite participation (Christie, 2002; Martin & Rose, 2003). Eggins and Slade (1997) mentioned that more powerful modals indicate authority, whereas less powerful ones promote equality. In computer-mediated communication, however, the lack of nonverbal features transfers more burden to vocabulary and syntax. Trinh (2021) saw declaratives reporting information and interrogatives facilitating collaboration in digital group work. Herring (2004) and Sifianou (2019) mentioned the employment of softeners to soften potential rudeness in online environments. Even with these conclusions, the majority of research does not invoke the SFL method in detail in WhatsApp academic environments. Studies such as Chen and Kan (2013) or Güler (2016) discuss mobile learning or evaluation, but not grammatical options that constitute respectful, authoritative discourse. This research seeks to bridge that analytical void.

2.3 Bridging the Gap: Mood, Modality and WhatsApp

The overlap of formality and academic authority in WhatsApp exchange constructs intricate dynamics in which both students and teachers need to negotiate respect and authority through language. Students try to give answers confidently without crossing boundaries, while teachers try to direct without seeming too directive. While earlier research examines WhatsApp's contribution to learning coordination, scant effort has been focused on examining how small-scale linguistic structures such as polite modalized questions shape tone and relational dynamics. The deployment of certain Mood types and Modality values is key to the balancing of clarity with courtesy. A request phrased in question form, for instance, can exercise power while maintaining politeness. However, how such fine-grained strategies negotiate power relations has not been fully explored. This research fills the gap by exploring 50 group chats between teachers and students and examine how they choose words to construct knowledge and respect with the use of mood and modality types, mainly focuses on interpersonal metafunction. Previous studies examine how teachers and students play an important role in sharing knowledge and enhance learning environment. Little attention was given to linguistic patterns used by teachers and students to build positive relationship with each other and promote learning environment.

3. Materials and Methods

3.1 Research Design

This research deals with qualitative methodology based on Systemic Functional Linguistics (SFL) to explore 50 educational group chats and examine how students interact with teachers to ask questions politely and request teachers to extend the deadline, while teachers help students to answer their queries, providing feedback and maintain their authority by using polite markers, focusing on mood and modality by emphasizing interpersonal metafunction.

3.2 Data Source and Participants

Data was gathered from three postgraduate WhatsApp groups about education or linguistics at a Pakistani public university, which included three professors (T1–T3) and forty-five students (S1–S45). Chats from January to March 2025 that were exported using WhatsApp's "Export Chat" feature. Written informed consent was given by each participant and codes were used in place of names and other identifiers to preserve anonymity. The university's review board gave the study ethical approval.

3.3 Data Extraction and Sampling

Knowledge sharing, information seeking, task management and politeness/solidarity were the four communicative functions that were used to classify the extracted messages, after the messages were filtered first for instructional or interpersonal relevance (e.g., academic reminders, clarifications, and expressions of gratitude). Every message was chosen for its functional value in forming online scholarly discourse and satisfied SFL's requirements as a unit of interpersonal meaning.

3.4 Coding Framework and Procedure

50 messages in all were coded for speaker role (teacher or student), interpersonal function (e.g., obligation, civility, or deference), modality realization (modal verbs, adjuncts, and metaphors), mood type (declarative, interrogative, imperative), and modality type (deontic or epistemic).

3.5 Ethical Considerations

The study complied with ethical guidelines, which include secure data handling, anonymization and informed permission. Transcripts were safely saved, and all identifiable information was eliminated and substituted with the labels of teacher and student only. The study's excerpts were thoroughly examined to guarantee participant privacy.

Having outline the methodological framework, the following section examines mood and modality types in 50 educational group chats of teachers and students.

4.Analysis

Particular attention was given to interpersonal roles of modality types such as epistemic modality that indicate certainty and possibility, while deontic modality indicate obligation and permission, as well as mood types such as declarative, imperative and interrogative statements to demonstrate how teachers and students use language to construct knowledge and respect in WhatsApp learning environment. Both teachers and students show politeness through politeness hedges, such as teachers command students to submit the assignment on time, but they use softeners like please and kindly to seem less rude and more polite. In this way, they build positive relationship with students to maintain authority with kindness. On the other hand, students request to extend time with respectfully and for this, they use could, would, may to seem less resistant while using interrogatives or hedging.

Table 1

Speaker	Conversation	Mood	Modality	Respect Constructed Through
Teacher	Saturday is the final deadline, Ali. Please ensure it's submitted by then.	Declarative + Imperative	High obligation	Clear reminder, polite task enforcement
Teacher	Could someone summarize today's lecture in 5 key points for the group?	Interrogative	Request	Polite invitation for collaboration
Teacher	Absolutely, Zara. Please go ahead.	Declarative + Imperative	Permission	Encouragement, openness
Teacher	Kindly avoid posting unrelated material here. This group is strictly for academic discussion.	Imperative	High obligation	Softened directive, polite command
Teacher	Everyone is requested to revise Chapter 5 before our discussion tomorrow.	Imperative	Request	Polite request for preparation
Teacher	That's a fair request. Discussion will be moved to Thursday. Thank you for informing me.	Declarative	Agreement	Empathy, positive recognition of student concern

Teacher	I'll try my best, Raza. If not today, definitely by tomorrow.	Declarative	Medium possibility	Assurance with realistic expectation
Teacher	Please don't forget to cite at least 3 sources in your research report.	Imperative	High obligation	Polite reminder
Teacher	Let's maintain respectful tone in this group. Disagreements are fine, but politeness is a must.	Declarative	Normative obligation	Positive reinforcement, community norm setting
Teacher	Of course, Lina. Modality expresses degrees of certainty. I'll record a short audio note for everyone.	Declarative	Informative + offer	Willingness to help, accommodation
Teacher	I suggest we all reflect on today's discussion and write a paragraph in the group.	Declarative (suggestive)	Advisory	Polite suggestion, encouraging participation
Teacher	Everyone must complete the peer reviews by tonight.	Declarative + Imperative	High obligation	Clear, firm instruction
Teacher	It's better to keep a semi-formal tone. Please avoid slang.	Declarative + Imperative	Advisory + prohibition	Clear guidance with polite phrasing
Teacher	Let me remind you all: no plagiarism will be tolerated.	Declarative + Emphatic	Strong prohibition	Formal reminder, firm stance
Teacher	I hope you feel better soon, Adeel. You may take the quiz on Thursday instead.	Declarative + Permission	Permission	Empathy, accommodating tone
Teacher	Has anyone completed the fieldwork for the project yet?	Interrogative	Inquiry	Formal check-in
Teacher	Kindly mute your mics before entering the Zoom session.	Imperative	Request	Polite reminder
Teacher	That's acceptable, Kiran. Just mention your partner's name in your report.	Declarative + Instruction	Permission + condition	Clear permission and instructions
Teacher	I strongly advise everyone to read the article by Halliday before next class.	Declarative + Advisory	Strong suggestion	Encouragement, polite urging
Teacher	Good morning, everyone. Please remember, your assignment on	Declarative + Imperative	High obligation	Politeness in greeting, clear deadline

	sociolinguistics is due by Friday.			

 Above are 20 group chats of teachers using mood and modality to control classroom discourse and maintain social harmony. Teachers primarily combined declarative and imperative statements to show authority, set deadlines and organizes information. Declaratives help to state information, register approval or verify plans, whereas Imperatives, which are lessened by using polite markers like "please" or "kindly," help to give courteous but clear directions. Interrogatives are less common and are generally used to start collaborative activities or ask about work progress. This constant variety of mood shows a persistent effort to maintain access and power in text based learning groups.

Many texts include deontic modality indicate high obligation, necessity, permission, suggestions and requests by using verbs such as must, should, or passive forms such as "is requested." This modality minimizes harshness of words while reminding students to complete their academic tasks timely. In this way, mood and modality shows that teachers maintain polite and purposeful conversation with students by expressing their authority and tone mainly through text messages without any facial expressions.

Table 2

Speaker	Conversation	Mood	Modality	Respect Constructed Through
Student	Sure, I'll do it by 6 pm, sir.	Declarative	Willingness	Respectful acceptance
Student	Sir, may I ask a question related to Halliday's mood system?	Interrogative	Polite request	Politeness, direct address
Student	Sorry, sir. Won't happen again.	Declarative	Apology + commitment	Apology, acceptance of correction
Student	Sir, could we please postpone the discussion to Thursday? We have a test tomorrow.	Interrogative	Polite high request	Politeness markers, indirect request
Student	Ma'am, would it be possible to get feedback on my assignment today?	Interrogative	Polite request	Respectful, tentative phrasing
Student	Can we use online articles too, sir?	Interrogative	Request	Polite inquiry
Student	Miss, I didn't understand how modality works in academic writing. Can you explain again?	Interrogative	Polite request	Politeness, need for clarification
Student	That sounds good, sir. Shall we post them here directly?	Declarative + Interrogative	Polite inquiry	Collaborative planning, polite engagement
Student	Ma'am, I'm a bit confused about the rubric. Could you clarify point 3?	Declarative + Interrogative	Polite request	Politeness, indirect questioning

Student	Sir, is it okay if we use informal language in the reflection piece?	Interrogative	Polite request	Tentative and respectful
Student	Sir, can we check our reports with Turnitin before submission?	Interrogative	Polite request	Respectful inquiry
Student	Ma'am, may I request an extension for the quiz? I've been unwell.	Interrogative	Polite request	Politeness, indirect request
Student	We've finished collecting data, sir. We'll compile it tonight.	Declarative	Informative	Report on progress
Student	Sorry, sir. I'll ensure it doesn't happen again.	Declarative	Apology + commitment	Apology and acknowledgment
Student	Sir, would it be alright if we worked in pairs for the case study?	Interrogative	Polite request	Tentative, respectful
Student	Could you please share the PDF again? I can't find it.	Interrogative	Polite request	Politeness, indirect question
Student	Ma'am, is it necessary to write the report in APA format?	Interrogative	Polite request	Tentative inquiry
Student	Our group is finalizing the topic. May we submit it by tonight?	Declarative + Interrogative	Polite request	Tentative request with progress update
Student	Good morning, sir. Can I submit mine by Saturday? I'm still finalizing the references.	Interrogative	Polite request	Politeness markers, respectful address

If we look into chats of students it is clear that students mostly use interrogatives in a polite way to show respect and ask teachers to solve their queries, ask for permission and extend the deadlines. Declarative sentences are used to make apology, confirm tasks completion and show willingness. In terms of modality, students often use epistemic and deontic expressions to manage tone when requesting or expressing uncertainty.

Table 3

Speaker	Conversation	Mood	Modality	Respect Constructed Through
Teacher	That's a good idea, Mariam. We'll have a short session after tomorrow's class.	Declarative + Appreciative	Positive response	Encouragement, positive attitude
Teacher	Please check the folder I shared for sample essays. It'll help with your writing task.	Imperative + Declarative	Instruction + advice	Helpful and polite
Teacher	Of course, Noor. What	Declarative +	Permission +	Encouraging, open

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	would you like to ask?	Invitational	solicitation	stance
Teacher	Please remember to submit your annotated bibliographies by tomorrow morning.	Imperative	Request	Polite reminder
Teacher	Yes, as long as they're properly cited.	Declarative	Permission + condition	Permission with requirement
Teacher	Kindly respond to Junaid's post by tonight, so he can compile everyone's feedback.	Imperative	Request	Polite framing of a group request
Teacher	We will have a quiz on Friday at 10 am. Please be prepared.	Declarative	Informative + imperative	Clear scheduling, mild instruction
Teacher	Sure, here it is: [link]. Let me know if you still can't access it.	Declarative + Imperative	Instruction	Prompt assistance, polite offer
Teacher	Reminder: final presentations are next Wednesday. Time slots will be assigned tomorrow.	Declarative	Informative	Polite reminder, organizational clarity
Teacher	Please read pages 45–60 of the textbook for Monday's class.	Imperative	Request	Polite instruction
Teacher	Of course. Please label it clearly so others know whose work it is.	Declarative + Instruction	Permission + condition	Encouraging, polite instruction
Teacher	Let's keep off-topic discussions to DMs or a separate group. This one is for academic use only.	Declarative + Imperative	Normative obligation	Clear directive with polite tone
Teacher	Yes, but only for educational purposes. Please don't share outside the group.	Declarative + Imperative	Permission + prohibition	Permission with restriction
Teacher	I encourage you all to form study pairs for the next assignment.	Declarative + Advisory	Encouragement	Polite suggestion, collaborative orientation
Teacher	Sure. Check this tutorial video: [link]. Also, I'll share some sample code tomorrow.	Declarative	Informative	Helpful, supportive response
Teacher	Reminder: your mid-term grades are in. Please check your email	Declarative	Informative	Polite notification

Teacher	for details.			
Teacher	Everyone must submit the ethics approval form before conducting interviews.	Declarative + Imperative	High obligation	Polite but firm requirement
Teacher	Yes—see the example I posted last week. Look under "Digital Sources" heading.	Declarative	Informative	Politeness, referencing previous guidance
Teacher	Please ensure your responses to peer reviews are constructive. Critiques should be respectful.	Imperative + Advisory	Request + advice	Polite instruction with interpersonal sensitivity
Teacher	I recommend everyone revisit their notes from Week 3 before Monday's test.	Declarative + Advisory	Suggestion	Polite recommendation

According to content analysis of next 20 educational group chats of teachers, it shows that teachers used declarative sentences with the combination of other mood feature such as declarative with advisory such as using "recommend" word to show polite suggestion. They mostly used declarative statements with imperatives, instructions, invitational and appreciative to give orders, to encourage and for polite requests.

Table 4

Speaker	Conversation	Mood	Modality	Respect Constructed Through
Student	Ma'am, could we have a revision session for Chapter 7?	Interrogative	Polite request	Respectful and tentative
Student	Sir, the folder is asking for access permission.	Declarative	Reporting issue	Polite notification
Student	Miss, may I clarify one point from today's lecture on modality?	Interrogative	Polite request	Respectful inquiry
Student	Sir, could we submit a draft first for feedback? We're still working on some sections.	Interrogative	Polite request	Politeness, indirect suggestion
Student	Ma'am, is it okay if we use images in our presentation?	Interrogative	Polite request	Tentative question
Student	Will do, sir.	Declarative	Acceptance	Respectful acknowledgment
Student	Sir, could you clarify if it's open-book or closed-book?	Interrogative	Polite request	Politeness, seeking clarification
Student	Ma'am, I'm having trouble downloading the article.	Interrogative	Polite request	Politeness, indirect questioning

	Could you resend the link?			
Student	Sir, could we swap between groups if ours conflicts with another course?	Interrogative	Polite request	Politeness, seeking negotiation
Student	Sir, is this optional for those who've already read it?	Interrogative	Polite request	Politeness, seeking clarification
Student	Ma'am, may I post my group's survey results here for feedback?	Interrogative	Polite request	Politeness, respectful framing
Student	Understood, sir. We'll create a separate group for socials.	Declarative	Acceptance	Politeness, cooperative compliance
Student	Sir, can we record today's Zoom session for review?	Interrogative	Polite request	Politeness, tentative phrasing
Student	Sir, may we choose our own partners?	Interrogative	Polite request	Politeness, seeking autonomy
Student	Ma'am, I'm having difficulty with the data analysis. Can you recommend resources?	Interrogative	Polite request	Politeness, respectful inquiry
Student	Sir, could I discuss my grade during office hours?	Interrogative	Polite request	Politeness, seeking discussion
Student	Sir, could you clarify what constitutes an "approved" interview question?	Interrogative	Polite request	Politeness, seeking clarification
Student	Ma'am, I'm confused about the citation style for online sources. Do you have an example?	Interrogative	Polite request	Politeness, respectful inquiry
Student	Understood, sir. We will be constructive.	Declarative	Acceptance	Politeness, showing understanding
Student	Thank you for the reminder, sir. Will the test be MCQs or short questions?	Declarative + Interrogative	Politeness + inquiry	Gratitude, respectful question

The analysis of the twenty student messages reveals a significant reliance on the interrogative mood in conjunction with the polite, epistemic modality, which reflects continuous attempts to maintain civil and productive conversation inside the university WhatsApp group. Using modal verbs like could, may, and can, which show hesitancy and respect for the teacher's authority, the majority of the utterances are portrayed as polite requests or questions. These inquiries cover a wide range of academic topics, including requesting permission, forming groups, obtaining resources, and explanation. Occasionally, declaratives are used to demonstrate compliance and reaffirm instructions. These are often brief and assenting (e.g., "Understood, sir" or "Will do, sir").

Table 5

Speaker	Conversation	Mood	Modality	Respect Constructed Through
Teacher	Reminder: this Friday is a holiday—no class. Enjoy your break!	Declarative	Informative	Politeness, friendly closure
Teacher	For those submitting research proposals, please follow the template I attached.	Declarative	Instruction	Polite instruction
Teacher	I've uploaded the grading rubric. Please review before submissions.	Declarative	Informative	Politeness, facilitating clarity
Teacher	Dear all, welcome me to the class. Books have been given to Hassan. Get the hard copies till Monday. I have told the class about the introduction of the subject. Rest on Monday.	Declarative + Directive	Invitation + instruction	Friendly tone with clear instructions
Teacher	Please submit all the projects on May 10th. We don't have time to extend further.	Directive	Command	Firm instruction with time constraint
Teacher	Please log in early, follow the new exam instructions carefully and avoid opening multiple tabs. Best of luck!	Directive + Advisory	Command + advice	Formal detailed reminder and encouragement
Teacher	Dear all: Please fill out this brief questionnaire as soon as possible.	Polite command	Request	Politeness with urgency
Teacher	Please visit my office to review your papers. In case you'd prefer to review your papers as a whole class, we can schedule a time slot.	Polite request	Suggestion + offer	Politeness with flexibility
Teacher	You may get your papers from me at 12:30.	Permissive	Permission	Politeness with clear instruction
Teacher	Next week's guest lecture requires pre-reading: two chapters of Martínez (2019).	Declarative	Informative	Polite notification

The analysis of the 10 messages of teacher shows the deliberate and skillful use of declarative and directive moods, which are commonly combined with informative, advisory and permissive modality to provide guidance, direction and handle academic assignments within the WhatsApp group. In a courteous and professional manner, the majority of the messages are written to provide information, reminders, or assignments. Phrases like "please" are also commonly used to foster politeness and informational comments are usually combined with softer needs to find a balance between purposeful politeness and dominance.

Table 6

Speaker	Conversation	Mood	Modality	Respect Constructed Through
Student	Thank you, sir. Enjoy your break too!	Declarative	Gratitude + well-wishing	Politeness, reciprocal courtesy
Student	Sir, could you extend the proposal deadline by a day?	Interrogative	Polite request	Politeness, tentative asking
Student	Thank you, ma'am.	Declarative	Gratitude	Politeness, succinct acknowledgment
Student	Sure – it's understandable. But sir, can you please, at least, give us a little more time till Friday the 13th or Saturday the 14th? Please sir.	Declarative + Interrogative	Request	Politeness with polite request
Student	Thank you, Ma'am.	Declarative	Gratitude	Politeness
Student	Done sir.	Declarative	Acceptance	Polite acknowledgment
Student	Sir, we would like to review our papers as a whole class. As a suggestion, we are available today from 12:30 PM to 1:00 PM. Kindly let us know if this time is convenient for you.	Declarative + Polite request	Proposal + inquiry	Polite negotiation and cooperation
Student (Group)	Okay sir.	Declarative	Acceptance	Politeness
Student	Sir, is there a digital copy of Martínez (2019)?	Interrogative	Polite request	Politeness, seeking access

The analysis of the ten student messages reveals that interrogative and declarative moods are frequently used in academic WhatsApp conversations to convey manners, sincerity and participation. Typically, modal forms like "could" and "please" and respectful address phrases like "sir" or "ma'am" limit the majority of learners use of polite requests. These are used to respectfully request an extension of deadlines, offer replace plans, or request clarification. Declaratives are frequently utilized to express satisfaction or credit completion of a work, ensure respectful collaboration and attention to the teacher's guidelines. Students frequently show leadership and preserve suitable scholarly manners through including respectful inquiries to requests.

5.Discussion

Studies suggest that in the WhatsApp learning group, people relied significantly on mood and modality selection to control interpersonal interactions due to the shortage of in-person feedback. In order to give orders in a polite manner, teachers most frequently used declaratives and softened imperatives. Although they were used less frequently, interrogatives were strategically used to test understanding or provoke reflection. In reference to Halliday and Matthiessen's (2014) argued in gradience in modality, modal verbs must, should, and may serve to communicate various levels of necessity and choice. In order to

build relationships and soften dominance, ambiguity and politeness indicators like "please," "kindly," and "I suggest" were essential.

Additionally, learners primarily used epistemic and deontic interrogatives to make requests, seek explanation, or obtain permission. Their cautious use of polite address expressions (e.g., sir, ma'am) and modal verbs (could, may, would) reflect an understanding of the power dynamic and their dedication to working together. Declarative statements were commonly used to convey approval, affection or devotion. Politeness techniques have been applied by educators as well as students to construct a cooperative online learning environment. These word selections highlight how modality and mood are tools for promoting society information and dignity in online asynchronous classes in addition to being linguistic devices.

6. Conclusion

In order to investigate communication, the presentation of academic material, and the polite development of relationships, this study looked at how participants reacted to the usage of mood and modality in WhatsApp-based learning groups. Declarative mood was most commonly used, especially by teachers to give instructions or transfer knowledge. Declaratives were also used by students to show knowledge or reinforce tasks. Students were more likely to use the interrogative mood, elaborate their demands in polite language and modal verbs. Teachers and students were able to maintain an interactive tone since imperatives were less common and usually softened by hedging or inclusive wording.

The findings also show that the modality was strategically used. Different levels of obligation were communicated by deontic modalities like must, should, may, and can, while the epistemic modalities facilitated the statement of politeness or misunderstandings. In order to establish a positive online atmosphere, politeness indicators such as "please," "thank you," and address phrases of respect were essential. Furthermore, the study shows that even in the absence of physical interaction, participants co-constructed an online learning environment based on conciseness, reverence and interpersonal skills through deliberately linguistic choices, especially mood and modality.

Limitations and Future Research

This study examined English-language text communication within postgraduate WhatsApp groups at one Pakistani institution, offering a narrow view of broader educational or cultural contexts. Multimodal features like voice notes, images, and emojis were not included, and it only covered a three-month period. Future research might explore the educational group chats of undergraduate students and other cross cultural settings. It might also examine at how verbal and nonverbal cues such as voice notes, images, emojis and reaction buttons combine to create meaning, and how they emphasize the interpersonal meanings. it might also explore other platforms such as (Telegram and Slack) to compare mood and modality use across academic levels or fields and observe relationships as time passes. Despite these limitations, the study shows how mood and medium choices promote polite communication and offers practical suggestions for enhancing discourse in online learning environments.

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