

Nghĩa kinh nghiệm trong các bài TED talks về giáo dục

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TÓM TẮT

Các bài thuyết trình TED luôn hút sự chú ý của công chúng vì tính giá trị giáo dục cao. Bài báo này được thực hiện với mục đích nhận diện nghĩa kinh nghiệm của 20 bài thuyết trình trên TED dựa trên khung lý thuyết ngữ pháp chức năng hệ thống. Phương pháp định tính và định lượng được sử dụng để phân tích hệ thống chuyển tác từ đó luận giải được nét nghĩa kinh nghiệm của thể loại văn bản này. Kết quả cho thấy tất cả những diễn giả trong khảo sát sử dụng quá trình quan hệ và quá trình vật chất nhiều hơn các quá trình khác. Nét nghĩa kinh nghiệm nổi bật lên từ bài báo thể hiện qua việc các diễn giả thích sử dụng quá trình quan hệ nhiều hơn để giải thích các định nghĩa, khái niệm của các thuật ngữ và dùng quá trình vật chất để diễn tả các hoạt động mà các diễn giả quan sát được.

Từ khóa: *Ngữ pháp chức năng, bài thuyết trình TED, nghĩa kinh nghiệm.*

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Experiential meaning in TED Talks on Education

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ABSTRACT

TED talks have never ceased to draw public attention because of their high educational values. This paper is conducted with the aim to realize the experiential meaning in the light of Systemic Functional Grammar framework. The combination of qualitative and quantitative approach is employed to analyze transitivity system from which the author explains the experiential meaning of this text type. The results reveal that all speakers in the investigation prefer to use relational processes and material processes rather than the others. The experiential meaning emerging from the article shows that presenters are in favor of using relational process to explain definitions or concepts of terminologies and employing material process to express activities that the presenters observe.

Keywords: *Functional grammar, TED talks, experiential meaning.*

1. INTRODUCTION

TED, standing for Technology, Entertainment and Design, is a nonprofit organization serving to spread ideas with the form of short and inspirational talks. It is founded in 1984 by Richard Saul Wurman with the core motto “*ideas worth spreading*” (<https://www.ted.com/about/our-organization/history-of-ted>). TED is actually a global community where renown or well qualified speakers including experts, celebrities, academics and a variety of individuals from every discipline and culture can come and share gripping knowledge. The outstanding feature of TED is that it is free for the viewers and the talks have been translated into more than 100 languages thanks to the assistance of volunteers from all over the world with various professional and academic topics consisting of technology, business, science, education, entertainment,

politics, environment, food, global issues, etc. Regarding studies relating to TED Talks, there are a great number of researches conducted with different approaches. By using genre analysis and Hoey’s framework, Ratanakul (2017) investigates on the move structures consisting of stages, problem-solution moves and the features of these moves with the data set of 50 TED Talks. What emerges from the study is that certain move features are utilized rhetorically more than on stage, which contributes to materials design and practice in oral presentation and courses occurring in class. Chang and Huang (2015) examine the rhetorical structure in TED Talks to explore the possibility in embedding them into the instruction of oral presentation in English language classrooms. The highlight features that are drawn from the study are the identification of seven move types and the establishment of a genre prototype based on move. Furthermore,

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Uicheng and Crabtree (2018) carry out a research on the macro discourse markers in TED Talks. In relation to Appraisal framework, Drasovean and Tagg (2015) study about the evaluative language and its solidarity - building role on TED.com by using the combination of Appraisal and Systemic Functional Grammar framework. The study results reveal that online participants use evaluative language to align with certain ideas and form connections described by sociability and solidarity. Although many studies are carried out to discover the language characteristics, there has still been a lack of studies into the experiential meaning that TED presenters tend to adopt in the light of Systemic Functional Grammar. This study, therefore, is born to address this gap with the hope of analyzing and revealing experiential meaning used in Ted talks on education under the Systemic Functional Grammar framework.

2. SYSTEMIC FUNCTIONAL GRAMMAR

Adopting the huge contribution of Firth in his system-structure theory, Halliday continued to evolve an accomplished language system called Systemic Functional Grammar (SFG) in the early 1960s.

Since the definition of Functional grammar varies among researchers, it is vital to clarify what the term is. Functional grammar is defined by Halliday (1994) as “*the conceptual framework on which it is based is a functional one rather than a formal one.*” and it is designed to explain how the language is utilized. He also states that it is functional in three distinct senses “*in its interpretation (1) of texts, (2) of the system, and (3) of the elements of linguistic structures.*” Martin, Matthiessen, and Painter (1997) defines that “*Functional grammar is a way of looking at grammar in terms of how grammar is used.*”

Actually, experiential function uses language to talk about the world, interpersonal function uses language to interact with other people, textual function organizes language to fit in its context.

Experiential meaning is considered as a way of representing patterns of experience. It

allows human to build a mental picture of reality and to realize what happens around them.

Indeed, experiential function is realized through transitivity system. Interpersonal function is realized through mood system and textual function is found out by theme-rheme system.

In order to identify experiential meaning, it is necessary to figure out transitivity system which consists of six processes. There are six types of processes including material process, relational process, mental process, behavioural process, verbal process and existential process. Besides main participants in a process, circumstances also play a crucial role in a process. It is evident to see that most circumstances appearing are prepositional phrases. There are nine types of circumstances listed in the following table.

Table 2.1. Types of circumstances (Halliday and Matthiessen, 2004, p. 291)

No	Type of circumstance	Typical preposition	Transitive function	Questions for identifying the circumstance
1	Extent	For, over, across, etc.	Duration, frequency (temporal), distance (spatial)	How long? How far? How often?
2	Location	At, in, on, from, etc.	Time (temporal), place (spatial)	When? Where?
3	Manner	With, by, like, etc.	Means, quality, comparison, degree	How? What with? In what way? Like what? To what extent?
4	Cause	Through, for, etc.	Reason, purpose, behalf	Why? What for? Who for?
5	Contingency	In case of, etc.	Condition, concession, default	Under what conditions?
6	Accompaniment	With, besides, etc.	Comitation, addition	Who/what with? Who/what else?
7	Role	As, into, etc.	Guisse, product	What as? What into?
8	Matter	About, etc.		What about?
9	Angle	According to, to, etc.	Source, viewpoint	Who says? Who thinks?

3. METHODOLOGY

In order to conduct this article, qualitative and quantitative approaches were employed to process and describe the data. In details, the qualitative approach served to realise experiential meaning in TToE. The frequency of six processes was quantitatively investigated and compared to reveal an overall picture of the data found. In addition, twenty TED talks on education (TToE) were collected from this link <https://www.ted.com/talks?sort=newest&q=education>. All speeches selected are delivered in English by only one speaker and each lasts no more than 15 minutes and contains from about 2000 to 4000 words. Applauses, body languages, laugh or other effects were not included in the analysis. Clause was the unit for analysis and all embedded clauses were excluded from the analysis process.

Six types of processes (material, mental, behaviour, verbal, relational and existential process) were concentrated. The frequency of each type was counted and then illustrated by charts. In addition, some examples were also given to illustrate the analysis results and to serve the qualitative study.

Talk 1 to Talk 20 were coded with T1 to T20 and Clause 1 to Clause n were coded with C1 to Cn. After that, the author started identifying the components of experiential meaning in each clause.

Finally, the researcher analyzed the data collected by making statistics and demonstrating with charts to discuss the experiential meaning that was found.

4. FINDINGS AND DISCUSSION

An examination of the 20 educational TED talks in terms of Transitivity reveals many worth-considering results. The total clauses collected from 20 samples are 1621 clauses. However, only 1447 clauses are analyzed since 147 embedded clauses are ignored in this study. The frequency of six process types found in total 1447 clauses of TToE are presented in Figure 4.1 as follows.

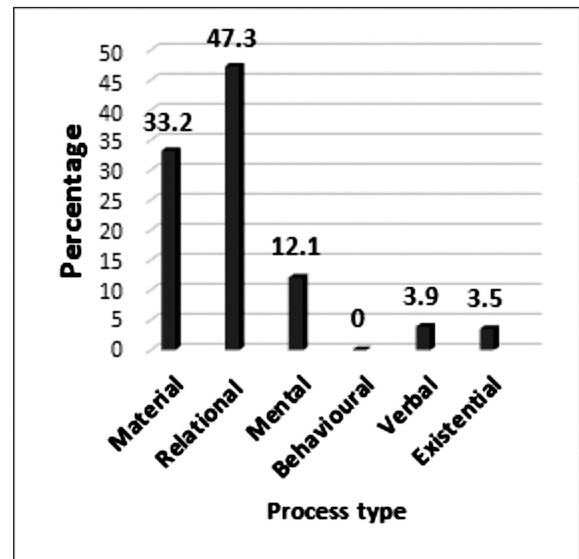


Figure 4.1. Frequency of process types in TToE

The most striking result to emerge from the data is that the occurrence of relational process is highest with 685 times of occurrence, making up 47.3%. Material process ranks second with 480 times of appearing under the investigation, which accounts for 33.2%, followed by mental process with 12.1%. In contrast, it is apparent that very few Verbal and Existential process appear in TToE, accounting for 3.9% and 3.5% respectively. There is no Behavioural process found in the data. In general, presenters in TED talks on education are in favor of employing relational process rather than other processes. This happened prevalently since presenters need to explain difficult definitions or concepts in the talks so that listeners can figure out what technical terms speaker mention. In order to clarify how these processes are used in TToE, these following parts will help to give more illustrations and examples of each type in detail.

4.1. Material process

Material process is a process of *doing and happening*. (Halliday and Matthiessen, 2004, p.179). In this process, the participants can be Actor, Goal and Beneficiary. Actor is the one that does the action and Goal is affected by the deed as in *The lion (Actor) caught (Process: Material) the tourist (Goal)* (Halliday, 1994, pp.102-103) and the Beneficiary is the one that benefits

from the process as in *I (Actor) gave (Process: Material) my love (Beneficiary) a ring that has no end (Goal)*. (Halliday, 1994, p.132). Although material process took second highest percentage under the investigation (33.2%), it is still a magical way to express speakers' experience about the world. These examples below will illustrate this process with Actor and Goal.

[T5.C19] *And sometimes we make real plans.*

As can be seen from clause 19 of talk 5, the speaker uses the verb "make" to tell the story about what the actor "we" did together with the children as in "We start from doodles and sketches. And sometimes we make real plans. And sometimes we just start building". Employing the plural first-person pronoun "we" can help listeners to realize that these stories are presenter's own experience about what presenter did.

[T2.C79] *But if no one invested in your idea.*

In talk 2, this clause is in "But if no one invested in your idea, if no one bought your product, for sure, there is something there that is your fault". It is clear that presenter makes an assumption involving a person's ideas and abilities. By using verbs like *invest* and *buy*, it becomes straightforward for audiences to figure out a picture of a market where the ideas are the products and the listeners are the sellers. Thanks to using material process with the actor "no one" - third person pronoun, the speaker has brought real experience from what he or she observes to all listeners and makes them turn into a character in his story.

Besides Actor and Goal, material process also has the participation of Circumstance so as to add more information for listeners.

[T2.C7-C8] *The tech guy built a mobile app and sold it very fast for a lot of money.*

As clearly seen from clause 7 and clause 8 of talk 2, "very fast for a lot of money" is a

circumstance which shows manner and purpose of the action "built" by the actor "the tech guy". The appearance of this circumstance of manner is aimed to offer additional information and clarify how a mobile app was built and sold. Besides circumstance factor, a striking point emerging from this sentence is that there is an ellipsis of the Actor in the clause 8. Omitting the Actor in clause 8 serves to avoid iterance, which enables the sentence to become smoother.

Similarly, clause 33 of talk 14 also employs circumstance of manner "for meaning", which indicates the purpose of speech in utilizing mood and intonation.

[T14.C33] *And because speech also uses mood and intonation for meaning.*

As shown in these above examples, Actor plays a role as a subject of the clause. Most verbs in material process are frequently *teach, build, work, make, create, use, give, go, do, write, etc.* Goal usually stands after verbs. Beneficiary also occurs in some cases as in T4.C18 and T10.C4. These following examples will prove that.

[T4.C18] *We teach our children the talk about biology, and mechanics, about pregnancy and safe sex.*

[T10.C4] *I'm not going to give her a soldering iron.*

From examples in talk 4 and talk 10, it is straightforward to see the ones who gain benefits in the process are "our children" and "her" respectively. In clause 18 of talk 4, "our children" get benefits from the action of teaching given by the actor "we". Likewise, "her" receives the benefit from the actor "I" in clause 4 of talk 10.

4.2. Relational process

As can be seen from figure 4.1, relational process accounts for the highest proportion in total with 47.3%. While material process construes the world of "dynamic", relational

process belongs to the world of “static”. With such a high frequency of relational process, we can see that most speakers are in favor of using definitions or concepts to explain or explicit their speeches. There are three main types of relational process: intensive, possessive and circumstantial. Each type is shown in two modes: attributive and identifying.

In the intensive process, there are intensive attribution and intensive identification. Some clauses of intensive attribution are presented with verb like “*be, get, stay, become, seem*”.

[T1.C1-C6] *The language I’m speaking right now is on its way to becoming the world’s universal language, for better or for worse. Let’s face it, it’s the language of the internet, it’s the language of finance, it’s the language of air traffic control, of popular music, diplomacy - English is everywhere.*

What emerges from talk 1 is that there is a great number of the verb “is” utilized in talk 1. By using “is” and the five-time repetition, the speaker not only desires to emphasize the imperative role of learning English language but also confirms certainly that it is the language of all fields as a sharp evidence or a detailed explanation as in “*it’s the language of the internet, it’s the language of finance, it’s the language of air traffic control, of popular music, diplomacy - English is everywhere.*” Listeners, therefore, have more beliefs and motivation in their learning English when they are inspired.

[T4.C6-C10] *Before language, we’re all sensation. As children, that’s how we learn to differentiate ourselves in the world through touch. Everything goes in the mouth, the hands, on the skin. Sensation - it is the way that we first experience love. It’s the basis of human connection.*

As can be seen from Talk 4, the presenter is in favour of employing “is” to explain the concept or to give the author’s judgement on

grammar. The structure with “be” not only appears in talk 4 but also occurs in other talks. Indeed, it is an effective way for the speaker to emphasize or give a fact to the audience when he talks about the project that he and his students do together and then encourages his kids by employing the relational process like “*And the kids soon learn that all projects go awry and become at ease with the idea that every step in a project is a step closer to sweet success, or gleeful calamity.*” [T5.C15-C17].

Relational process is also realized through other verbs showing states like: *get, stay, become, seem, etc.*

[T1.C15-C16] *All those things have in common the consonants sitting in the middle like pillars. They stay still, and the vowels dance around the consonants.*

[T6.C1] *In 1965, 7-year-old high school student, Randy Gardner stayed awake for 264 hours.*

[T7.C15-C16] *Don’t have sex; you will get pregnant and die*

[T12.C26-C33] *When I was teaching at a middle school, we asked our students to build a robot from a standard technology kit. And I noticed that a lot of them seemed bored. Then a few of them started taking pieces of paper and decorating their robots. And then more of them got into it, and they became more interested in the project. So I started looking for more creative ways to introduce technology to students.*

Relational process is a wonderful tool to describe the state of human or things. The examples of Talk 6 and Talk 7 are an indication of showing the human’s state. Besides, “stay” is also used for things like in example Talk 1. “Seem” and “become” are usually accompanied with the adjectives belonging to the emotions or feelings as in Talk 12.

In addition, possessive subtype of relational process is also expressed in some

talks. This subtype frequently appears with the verb “have”. Actually, there is a popularity and flexibility of presenters in employing “have” in their talks.

[T14.C10] *Different languages **have** different patterns.*

[T12.C25] *So before Flappy Bird Box, I **had** the idea of using creative engineering projects to teach students.*

The last subtype is the circumstance relational process. It is displayed in these following examples.

[T2.C103] *We’re **at the top!***

[T4.C48] *We were **at the beach.***

In relation to the attributive mode, some examples appear in several talks as follows.

[T8.C22] *Homework **is** stressful*

[T10.C62] *We **have** a website*

It is obviously seen from the two above examples, there is only one participant in the attributive clauses. In clause 22 of talk 8, “homework” is the carrier and “stressful” plays a role as an attribute of the clause. Likewise, “we” is the carrier and “a website” is an attribute of clause 62 in talk 10.

Regarding the identifying mode, “one entity is used to identify another” (Halliday, 1994). In talk 4 and talk 3, “it” is known as the “Token” and “the basis of human connection” and “the language of the internet” are “Value”.

[T4.C11] *It’s the basis of human connection.*

[T1.C3] *It’s the language of the internet*

4.3. Mental process

Mental process relates to activity of perception, cognition and affection. Four different subtypes of mental process are perceptive, cognitive, desiderative and emotive. Senser and Phenomenon are two main participants. In

TToE, Mental processes are usually employed to express the speaker’s belief, ambition, their expectations and emotions towards educational matters. As clearly shown in Figure 4.1, Mental processes are the third priority of speakers under investigation. Verbs employed most in mental process in TED talks are *want, hear, see, enjoy, know, think, believe, remember, etc.* Some cases are found in TToE to illustrate this process.

[T2.C5-C6] *One: **Believe** in overnight success. You **know** the story, right?*

[T2.C66-C70] *Fourth tip, and that’s really important: **Believe** the fault in someone else’s. I constantly **see** people saying, “Yes, I had this great idea, but no investor had the vision to invest.”*

By using cognitive verbs like “believe”, “know” and perceptive verb like “see” in talk 2, the speaker would like to motivate audience in the journey of reaching the dream and to express his own experiences by giving advice like: “**Believe** in overnight success” and “**Believe** the fault in someone else’s”.

[T7.C2-C6] *I’m a high school student, and today we’re going to talk about sex. It won’t be too scary. Operating on the assumption you’re human, you’ve certainly **heard** of sex.*

[T7.C11-C6] *We **want** our children to grow up to have healthy intimate relationships.*

[T7.C37-C41] *When teens **see** someone like me instead of someone older, they’re quite open to the information I have to offer them. At lunch once, some friends **wanted** to know the difference between hormonal and copper IUDs. So I brought this to the table. Another day, my teacher didn’t **understand** how emergency contraception works.*

In talk 7, there is a diverse usage of verbs that belongs to mental processes. Besides cognitive verbs like “see”, “hear”, “understand”, desiderative verb like “want” is also used. As usual, sensers are frequently human. As can be seen in clauses of mental processes, the sensers

are “you”, “teens”, “some friends” and “my teacher”. Here, in these mentioned processes, when employing these cognitive verbs, speaker wants to describe how students at the age of teens know and feel about sex. Then, the speaker will give some techniques or lessons to teach them about sex education.

Other examples of desiderative subtype are also with *long to*, *decide*, *want*, *plan*, etc. in TToE as follows.

[T9.C11] *But she **longed to** be back in Poland.*

[T2.C40-C41] ***Decide** to settle when growth is guaranteed.*

[T19.C23-C24] *I **wanted** to help the kids understand that the same muscle that they used to **plan** the next goal can also be used to navigate the next block.*

Enjoy, love, etc. belonging to emotive subtype mostly used in TED talks are illustrated with these following examples.

[T2.C107-C109] *Life is never about the goals themselves. Life is about the journey. Yes, you should **enjoy** the goals themselves.*

Inserting the emotional element by using emotive verbs like “*enjoy*” in clause 109 of talk 2 contributes to making the distance between speaker and audience closer. Therefore, the talk will easily enter into audience’s mind and create a strong impression on listeners. In addition, the senser in this case is “you”, who senses the process of enjoyment and the phenomenon is “the goal themselves”.

[T16.C1-C2] *So, I teach college students about inequality and race in education, and I **like** to leave my office open to any of my students who might just want to see me to chat.*

It is clear to see that the occurrence of “like” in this case creates the friendly atmosphere. Additionally, it makes listeners feel

the author’s honest inner emotions through his story, therefore, increasing the persuasiveness of the talk. In talk 7, emotive subtype is also found in the following example.

[T7.C26] *I love the Internet.*

4.4. Verbal process

Verbal process involves diverse modes of saying such as asking, offering, commanding, etc. The participant of this process is Sayer. In TToE, *speak*, *say*, *talk and tell* are used to express the saying. Verbal process expresses the relationship between ideas constructed in human mind and the ideas enacted in the form of language. Figure 4.1 reveals that verbal process takes only 4.1% in total and they are analyzed in below examples in TToE.

[T1.C106-109] *Second reason: it’s been shown that if you **speak** two languages, dementia is less likely to set in, and that you are probably a better multitasker.*

[T7.C3-C4] *I’m a high school student, and today we’re going to **talk** about sex.*

[T14.C1] *You’re **telling** a friend an amazing story,*

[T20.C17-C18] *But spacecraft measurements **revealed** a different story.*

These above examples show that the speaker rarely focuses on reporting the information by using reported word like “ask” but tends to pay attention to the current information he or she presents. This can express partially that the content he or she conveys contains update information.

4.5. Existential process

Standing between Material process and Relation process, Existential process represents states of being, existing and happening. Some typical verbs are frequently employed Existential process are the verb *be* or *exist*, *occur*. Like verbal process, there is a small number of the

occurrences of existential process identified in TToE, which takes only 3.3% in the data set. Existent is the only participant in this process and usually follows *there is/there are*. The Existential clauses are identified not only with “There is”, “There are” but also with “exist”, “appear”.

These below examples of existential process are found in TToE.

[T1.C10-C15] *Last I heard, **there are** two dozen universities in China right now teaching all in English. English is taking over. And in addition to that, it’s been predicted that at the end of the century almost all of the languages that **exist** now. **there are** about 6,000 will no longer be spoken. **There will only be** some hundreds left.*

[T18.C39] *as it would **appear** in nature.*

[T19.C25] *For me, freedom **exists** in the body.*

It is clearly seen that the Existential clauses mainly offer information or to introduce the topic. For instance, to introduce enhancing our opportunities in life, presenter in talk 17 uses Existential clause to mention critical thinking as a useful tool as in “*But **there are** many ways to improve our chances and one particularly effective technique is critical thinking.*”. Additionally, sometimes Existential process contains presenter’s individual ideas as in clause 25 of talk 19 “*For me, freedom **exists** in the body.*”

4.6. Circumstances

Besides process and participants mentioned in the previous part, circumstance is also a typical component of the clause found in most talks. There are nine Circumstantial types appearing in the data: Extent, location, manner, matter, role, cause, accompaniment, contingency and angle. All of them occur in TToE and the total number of circumstances identified in TToE is 370 instances. Figure 4.2 will illustrate the occurrence of them in TToE.

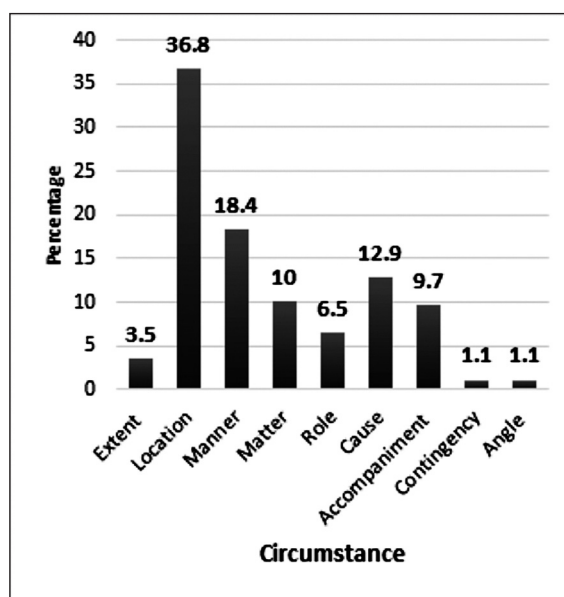


Figure 4.2. Occurrence of Circumstances in TToE

As Figure 4.2 shows, the most surprising aspect of the data is in the instances of Circumstances of Location, which accounts for nearly 40% in total. Circumstances of Manner ranks second with 18.4%. Circumstances of Cause, Matter and Accompaniment account for 12.9%, 10% and 9.7% respectively. However, the rest ones are realized with low rate. In details, Circumstances of Role only takes up 6.5%, leaving the Circumstances of Contingency and Angle to share the same percentage with 1.1% and Circumstances of Extent with 3.5%. Some examples of nine types of Circumstance occurring in TToE are as follows:

In terms of Circumstance of Extent, it is obvious to see that the use of circumstance of extent serves to give the detailed information about the length of time.

[T2.C15] *He has been working on the topic **for 20 years.** (Time)*

[T13.C7] *Well, **in the last few decades,** neuroscientists have made enormous breakthroughs in understanding how our brains work by monitoring them in real time with instruments like MRI and PET scanners. (Time)*

Regarding the Circumstance of Location, the appearance of circumstance of location

contributes to adding more information of the place and time of the events, which can help listeners to figure out the context of the talks or the stories that presenter wants to share or to impart his knowledge.

[T1.C7] *Now, Mandarin Chinese is spoken by more people. (Time)*

[T1.C91] *In the hospital, they have to speak English. (Place)*

As in talk clause 7 of talk 1, many people speak Mandarin Chinese at present but not in the past or in order to emphasize the role of English that is spoken everywhere, the speaker gives an example about speaking English by emphasizing the use of it even in hospital in clause 91 of talk 1.

In relation to Circumstance of Manner, their existence also plays an imperative role in giving concrete information including the quality of the things mentioned in the talk. For instance, in talk 1, “slowly” is employed to show the speed of the speech. By using the comparison with melody and rhythm, audiences can imagine and figure out how elements are. In talk 3, the way of using calculus is also mentioned.

[T1.C80-C95] *Now, they speak English but it's not their native language, they'd rather not speak English and they speak it more **slowly**. (quality)*

[T13.C13] *as they processed the sound, took it apart to understand elements **like melody and rhythm**, and then put it all back together into unified musical experience. (comparison)*

[T3.C18-C19] *But I'm here to say as a professor of mathematics, that very few people actually use calculus **in a conscious, meaningful way** and in their day-to-day lives. (quality)*

By using Circumstance of Matter, speaker can easily claim about events or the topic of his speech, which leads listeners to pay attention to the topic.

[T2.C4] *So I'm here to talk to you today **about five ways how not to follow your dreams**.*

[T2.C107] *Life is **about the journey**.*

In terms of Circumstances of Role, the sign to identify them is the word “as”. In this kind of circumstance, listeners are able to know the role or think about a familiar things or objects like “**feminine**” or “**a CD**” appearing in clause 34 and clause 162 of talk 1.

[T1.C34] *So for example, in French and Spanish the word for table is, for some reason, marked **as feminine**.*

[T1.C162] *There was only so much data on a record, or a cassette, or even that antique object known **as a CD**.*

When it comes to Circumstance of Cause, most cases show the purposes instead of reasons. For example, “**for your life**”, “**for meaning**”, “**for formal contexts**” are the phrases that indicate the purpose of the sayings.

[T1.C34] *No one else has the perfect answers **for your life**.*

[T14.C33-C34] *And because speech also uses mood and intonation **for meaning**, its structure is often more flexible, adapting to the needs of speakers and listeners.*

[T14.C42-C43] *This is important, not only **for formal contexts**, but it also makes communication easier between non-native speakers from different backgrounds.*

In relation to Circumstance of Accompaniment, as it is named, it has the function of showing the appearance of something which plays a role as offering more information for the speech. In detail, in talk 12, by using the phrase “*With the money made from the viral video*”, presenter describes the tools for students to learn in class. Likewise, the example of talk 11 also shares the same function of Circumstance of Accompaniment.

[T11.C57] *These days, students usually know a little bit more than teachers **with the technology**.*

[T12.C21] *With the money made from the viral video, we were able to let students in our classroom all make their own game in a box.*

Regarding Circumstance of Contingency, it is added to show the contrast between clauses in speech. It is expressed clearly by the phrases “*despite my wonderful curiosity*” and “*despite feeling lonely*” in these examples of talk 15 and talk 16.

[T15.C53] *A month into kindergarten, my teacher wrote a page-long memo noting that I was impulsive, had a short attention span, and despite my wonderful curiosity, I was exhausting to work with.*

[T16.C24] *I asked him how he was coping with feeling isolated. And he said that despite feeling lonely, he just threw himself at his work that he built strategies around his grit and his desire to be successful.*

As for Circumstance of Angle, it usually begins with someone’s viewpoints or basing on the foundation of a reliable source. The examples of talk 14 and talk 20 indicate that listeners can realize from what source that speaker bases on thanks to the use of Circumstance of Angle like “*From the point of view of linguistics*” and “*From these lessons from our own solar system*”.

[T14.C9] *From the point of view of linguistics, grammar is a set of patterns for how words are put together to form phrases or clauses, whether spoken or in writing.*

[T20.C23] *From these lessons from our own solar system, we’ve learned that a planet’s atmosphere is crucial to its climate and potential to host life.*

In summary, Relational and Material processes are employed most in TToE, which indicates that TToE mainly involves in giving the information and concepts of many discussed topics in order that audiences can take in what speakers want to share. Mental processes used in TToE express author’s feelings and his attitudes in his story. Although verbal and existential processes account for low percentage in total, they contribute to making the talks become more lively and interesting. Furthermore, speakers use a significant number of Circumstances to add more specific information like when the story happens, where it takes place, how it is judged and from which points of view it is judged in the talks.

5. CONCLUSION

Some features in terms of experiential meaning revealed in TToE have been uncovered. Relational process is the typical process used most in TToE, which aims to offer truth, concepts of related issues in each topic and describe the happening events. Although material processes are employed less popularly than Relational processes, activities and events taking place in outer world and the doers who carry them out are exposed vividly in the talks. A variety of Circumstances occur in TToE but Circumstances of Location (time and place) are the most favorable ones that speakers employ. From the detailed analysis of experiential meaning in the light of functional grammar, this study is expected to help researchers, learners of English and those who concern have more information about the linguistic features of language employed in TED talks on education.

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