

Analyzing the introduction of TED Talks: A corpus-based analysis of discourse organization

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บทคัดย่อ

วาทศิลป์มีบทบาทสำคัญยิ่งในการพูดในที่ชุมชน การตระหนักถึงความสำคัญของวาทศิลป์นั้นสามารถช่วยให้ผู้พูดสื่อสารได้อย่างมีประสิทธิภาพ งานวิจัยชิ้นนี้ใช้ การวิเคราะห์ห้วงภาค (Move Analysis) และ การวิเคราะห์คำสำคัญ (Keyword analysis) เพื่อศึกษาโครงสร้างและลักษณะทางภาษาของบทนำในการพูด TED Talks ข้อมูลของงานวิจัยนี้คือบทพูด TED Talks ภาษาอังกฤษภายใต้หัวข้อด้านชีวิต ใน 20 อันดับแรกที่มีผู้ชมสูงสุด ผลงานวิจัยชิ้นนี้แสดงให้เห็นว่าบทนำของ TED Talks ประกอบไปด้วยโครงสร้างหลักสองส่วนซึ่งทำหน้าที่แตกต่างกันไป การวิเคราะห์คำสำคัญแสดงให้เห็นว่า ในบทนำของ TED Talks ผู้พูดมักจะใช้คำที่สื่อความหมายในห้ากลุ่ม (1) การพูดถึงตนเอง (2) การใช้คำที่ไม่เจาะจงและการใช้คำเพื่ออ้างอิง (3) คำที่แสดงความตั้งใจ (4) คำที่เกี่ยวกับการกระทำและความคิด และ (5) คำที่เกี่ยวกับการบอกกล่าวหรือได้รับฟังมา

คำสำคัญ: บทนำ, การวิเคราะห์คำสำคัญ, การวิเคราะห์ห้วงภาค, การพูดในที่ชุมชน, TED Talks

Abstract

Rhetoric plays a powerful role in public speeches. Recognizing the rhetorical power can help speakers achieve successful communications. This study investigates the rhetorical move structure and the linguistic features in the introduction part of TED Talks. The selected talks were the top 20 talks in the most viewed category on the topic of 'Life' which are diverse in terms of speakers' backgrounds and experiences. In this study, (1) the rhetorical move structure was investigated by using a move analytical approach and (2) the linguistic features, lexical characteristics in particular, were analyzed through keyword analysis. The findings show that the introduction part of TED Talks consists of two main moves which serve different functional purposes. Moreover, the analysis of keywords shows that in the introduction part, speakers used words which are associated with the concepts of (1) self orientation, (2) being unspecific and referencing, (3) intention, (4) action and mental orientation, and (5) being told/informed.

Keywords: *introduction, keyword analysis, move analysis, public speech, TED Talks*

Introduction

Using eloquent and expressive language can help produce successful communications. To achieve such outcomes, merely giving information is not sufficient. A rhetorical move should be taken into consideration. In this sense, it is important to understand a rhetorical move in public speeches which can have an impact on a wide group of audience.

TED Talk, the focus of this present study, is one type of public speeches. It is a very popular speech event in which idea and knowledge are shared by experienced speakers. TED is a nonprofit foundation, started in 1984 from a conference in the fields of Technology, Entertainment and Design (website: ted.com). Nowadays, it covers various

topics of global and social issues. TED talk receives attention from those people who suffer from unpleasant experience and need encouragement, inspiration, and optimistic suggestion. Its communicative purpose is to spread ideas widely, which will inspire and persuade people to think differently or think of something new. To achieve this purpose, a speaker's strategies in storytelling are one of the important factors. TED speakers have to refine and express their knowledge and life experiences into the form of 18 minutes (or less) speech, using their skills to present their stories in the way of message sharing. Even though they specialize in different fields, they can manage their talks and arrange their speeches in the general words to inspire and persuade audiences (Karia, 2013).

This paper investigates (1) the move structure and (2) linguistic features of the introduction of TED Talks through move analysis and keyword analysis. This study sheds light on the organization of persuasive language, based on an analysis of moves and steps in TED Talk which are used to inspire and persuade the audience. This paper will benefit researchers or anyone who are working or interested in the field of public speaking. For the educational implications, this paper provides useful information with teachers who are going to design a public speaking course that help to develop and improve their students' creative thinking and presenting skills.

Literature Review

Public speech

Public speech is perceived as speaking activities in which speakers provide the audience with information and knowledge through the language use (Naji, 2016). Public speech can be categorized into three types, which are (1) informative speech, (2) persuasive speech, and (3) speeches for special occasions (Telg, 2011). These three types are determined in a speech event, depending on the objective and purpose of the speakers. Various public speeches are investigated in the field of spoken discourse; mostly emerge in the political field (e.g. Naji, 2016; Pu, 2007; Ghilzai, Din & Asghar, 2017), news report (e.g. Strangert, 2005; Cebrat, 2016; Zou, Hou & Anna, 2006), and business communication (e.g. Zanolà, 2016; Kumbhar, 2013). Besides, different theoretical frameworks are used as the analyzing approaches to explore those speeches. Ghilzai, Din and Asghar (2017), for example, use Critical Discourse Analysis (CDA) analyzing Imran Khan's first speech in the parliament to present the speaker's ideological and persuasive components of loyalty, religious, patriotism, and others through his linguistic means by firstly pointing out the problem and telling the audience that he will certainly shape their city in an impartial way. In addition to the analytical approaches, public speeches are investigated through Genre Analysis (Swales, 1990) in the special occasion's speech 'it can be otherwise' by Drew Gilpin Faust, Harvard Professor and President, to see the characteristics and rhetoric used within the theme of woman empowerment, injustice, and education (Khaled, 2015). In the field of news report, a prosodic analysis (Gussenhoven, 2002; Hirschberg, 2002) is used to find the function of prosody in news announcement comparing with political interview, and the researcher concludes that the prosody is effectively used both in informative demand and expressive acts (Strangert, 2005). At the same time, many studies show that those types of speech are not clear-cut (e.g. Disanza & Legge, 2005; Hammilton, 2012; Koch, 2007; O'Hair, Rubenstein & Stewart, 2007). They can be mutualized depending on the objective of the speech. For example, the informative speech can be spoken in persuasive style, or speeches for special occasions can be in the form of persuasive, informative, or both (Morgan, 2012). Nonetheless, researchers analyze public speeches based on the main speech organization, which are introduction, body, and closure to see the characteristic or any factors in each part of them.

The introduction, which is the focus of this study, plays an important role to help achieve a successful speech. In a general speech activity, introduction is the first element of speech structure which is used to start the overview containing various rhetoric types by the speaker (O'Hair, Rubenstein & Stewart, 2007). In accordance with its significance, many rhetoricians, professional speakers and speech instructors (e.g. Morgan, 2012; Flora, 2004; Aristotle, 1982; Fisher, 1987; Garlick, 1993) have highlighted and stated that providing an interesting speech with a good strategy at the opening will catch audience's attention and keep them concentrated on the speech thoroughly. However, compared to written discourse, the specific study of on the introduction of public speeches is barely found. It is superficially mentioned to see the overall of speech organization, for example, the political speech provides a salutation, mentions the importance of the topic, starts telling a short story, and makes a purpose referring to patriotic ideology in the introduction section of the speech (e.g. Naji, 2016; Pu, 2007; Liu, 2012). Nevertheless, there are some scholars who present the study of the introduction. De Decker (2015), for example, conducts a morpho-syntactic analysis in the Homeric speech introduction. The findings reveal that verbs of speaking, addressing, and answering are mostly used in the introduction part. Moreover, in terms of tense usage, the speech introduction refers to three past tenses of aorist, imperfect, and pluperfect. As another example of research on the speech introduction, groups of students and teachers were interviewed and observed to see the opening move of classroom activity (Ginting, 2017). The data were analyzed based on Sinclair and Coulthard model (1975) describing the speech by teachers talking to their student. It concludes that the speaking activity in the classroom begins with asking a question, revising the question related to previous lesson, and previewing the next lesson. The results of each speech introduction are shown in Table 1 below:

Table 1 The organization of different speech introduction

Activity	The organization of the introduction part
Political Speech (Naji, 2016; Pu, 2007; Liu, 2012)	Giving salutation, mentioning the importance of the topic, starting telling a short story, and making a purpose referring to patriotic ideology.
Literal Speech (De Decker, 2015)	Using verbs of speaking, addressing, and answering in three past tenses of aorist, imperfect, and pluperfect.
Classroom Speech (Ginting, 2017)	Begin with asking question, revising the question related to previous lesson, and previewing the next lesson.

From the analysis of all studies above, the findings show that the styles and characteristics of introduction vary and its organization can be shaped depending on the occasion of those speeches.

Move Analysis

Move analysis is a part of genre, which holds primary concerns on studying three principles (Heuboeck, 2009) as (1) a rhetorical strategy (Bazerman, 1988; Freedman & Medway, 1994), (2) register and genre in systematic function linguistics (Martin, 1985; 1992; Christie & Martin, 1997; Eggins & Martin, 1997), and (3) social standard of communication (Swales, 1990).

The focus of this present study is on a rhetorical strategy in which rhetorical move is regarded as a means to study text. Move Analysis, which will be used for this present study, has been widely used to unfold macro and micro structures of written and spoken discourse in a specific genre of communicative field. Initially, a move analytical

paradigm known as the CARS model, which features three main moves, was created by John Swales (1990) to uncover the move structure of the introduction section in research articles (Swales, 1981). Many scholars use Swales' CARS model as their primary framework to create their own models on move analysis (e.g. Salom, Monreal & Olivares, 2008; Briones, 2012; Devitt, 2015). Nevertheless, there is some gap from the model which was later analyzed and developed by other researchers. In Bhatia's study (1993), he commented that Swales has presented different versions of move structure in his analysis (1981, 1990), but he has not clarified how his framework can be used for other types of text apart from research articles.

Bhatia (1993) further argued that the structure of move analysis is applied not only to research articles, but also in other fields of communication. He developed his model using Swales' framework and created several dynamic models for analyzing various types of text such as sales promotion letters, job application letters, student laboratory reports, and legislative writing (e.g. Paramasivam & Rahim, 2016; Parkinson, 2016; Rasmussen & Engburg, 2017).

Move analysis in public speeches

In terms of move analysis in public speeches, move analysis has predominantly been conducted in the field of written discourse, especially in the academic area, such as in Adjina and Hadjadj (2016)'s work on published research articles; Agudelo (2016)'s work on book reviews in English and Spanish; Wang (2016)'s work on EFL speech scripts. An analysis of public speeches through this perspective has rarely been paid attention to.

For the studies on public speeches through move analysis, they can be categorized into three main groups: political speeches, teachers' talk in the classroom, and inspirational talks. The first one is the political speeches. Based on the previous studies, political speech is constitutive of various discursive strategies and rhetorical moves to persuade and win the trust of the audience. Liu (2012), for instance, analyzed 35 inaugural speeches of American presidents drawing on the move analysis framework from Swales (1990) and Bhatia (1993). The results suggest that general organization of American presidential inaugural speeches can be illustrated within eight moves: salutation (M1), announcing entering upon office (M2), articulating sentiments on the occasion (M3), making pledges (M4), arousing patriotism in citizens (M5), announcing political principles to guide the new administration (M6), appealing to the audience (M7), and resorting to religious power (M8). Another example is from Al-Saaidi and Al-Shaibani (2015), who are interested in the political public speeches of leaders. They studied speeches from two leaders of the terrorist groups by investigating linguistic relation using Bhatia's cognitive structuring model (1993) to find strategic moves. They found three significant moves used by these two leaders which are opening (M1), argumentative (M2), and closure (M3). The study by Khany and Hamzelou (2014) is the last example of a political speech. They created a move-based model to explore 20 speeches of historical dictators following Systematic Functional Grammar theory of language by Halliday and Hasan (2014). The results show that the analysis is divided into three moves consisting of highlight commonality (M1), justify current policy (M2), and state order (M3). All these three studies reveal that the first part of the political speeches was embedded with salutation which was related to ideological issues in terms of a religions (e.g. the statement of "Praise be to God, revealer of the Book") and nationalistic ideology (e.g. the statement of "My Beloved People of Tamil Eela"; "Fellow-citizens of the United States").

In addition to political speeches, teacher talk in the classroom is another area in which rhetorical move is investigated. Teachers' rhetorical moves have been analyzed in various studies (Ginting, 2017; Petrovic, 2012; Yaseen, 2016; Shamsudin & Ebrahimi, 2012). For example, the whole lecture participated by foreign lawyers at US law school was analyzed to unlock move structure (Petrovic, 2012). The results reveal that there are three large

moves consisting of content introduction, content development, and session closing. Instead of the whole talk, Shamsudin and Ebrahimi (2012) focused on only the introduction part of engineering lectures in Malaysian University to find moves and steps. The findings show that there are three main moves: warming up (M1: four steps included), setting up the lecture framework (M2: six steps included), and putting the topic in context (M3: four steps included). The introduction move of these two studies (Petrovic 2012; Shamsudin & Ebrahimi 2012) consisted of the three steps of (1) announcing the topic, (2) reviewing the topic, and (3) referring to the previous lesson.

Apart from political speeches and teacher talk in the classroom, an inspirational talk, which includes Ted Talks, the focus of this study, is another interesting area of communication which has been explored in various studies (e.g. Compagnone 2015; Chang & Huang 2015; Samayoa, 2017), but it has rarely been analyzed in terms of its structure through move analysis. One study which explored the moves of Ted Talks was conducted by Chang & Huang (2015). With the analysis of 58 Ted Talks from various topics (e.g. arts, medical, science, history, business, and others), their works reveal that there were seven major move types and 14 steps in Ted Talks. Although their move structure presented covers the whole parts (introduction, body, and conclusion) of the talk, the boundary between two parts has not been yet identified. In addition, this work did not take into consideration the difference between different types of talks. The current study therefore will focus only on the introduction part of Ted Talks of one special topic (Life) with the aim to gain insight into its move structure and linguistic features.

Keyword analysis in public speeches

Keyword analysis is considered as a crucial approach to investigate linguistic features of text and speech in academic research. In terms of public speeches, several studies reveal that keyword analysis can be used to uncover both grammatical and lexical characteristics of text (e.g. Sinclair, 2004; Teubert & Čermáková, 2007; Wierzbicka, 1997; Schroeter & Veniard, 2016). One study (Ghilzai, Din & Asghar, 2017), for example, analyzed the political speech by using keyword analysis as a tool with the aim to investigate the word use and its functions. Its results show that the politician concentrated on electoral situations due to the fact that the name of country and political terms (Pakistan, Election, and Nation) are the first three ranks of frequently used word. The most frequently use of phrases are intentional expressions (we will, we must) which researchers presented that it is the symbol of hope and promise, and it is a very good rhetoric in the beginning of the speech. For this present study, the use of keyword analysis specifically focuses on lexical characteristics of the introduction of Ted Talks.

Research questions

1. What is the move structure of the introduction part of Ted Talks?
2. What are the lexical features of the introduction part of Ted Talks?

Methodology

Data collection

The data of this study were 20 speeches in English in the topic of 'Life' which were taken and retrieved the transcription from TED's website (www.ted.com), sorted by "Most – viewed" category. The selection of the topic of 'Life' rather than other more specific topics of 'language' or 'science' was based on the aim of this study, i.e., to analyze how speakers used certain language patterns in the introduction part to start, grab attention as well as engage and inspire the general audience from different backgrounds in terms of life lessons.

Data analysis

(1) An analysis of the move structure in the introduction part of Ted Talks

To analyze the move structure of the introduction part of TED Talks, this study adopted the framework of analyzing the discourse organization by Upton and Cohen (2009) which was in turn based on the Biber Connor approach (Biber, Connor & Upton, 2007). Based on this framework, this study is guided by following steps:

- 1) The transcripts of the 20 most-viewed TED Talks on 'Life lesson' were retrieved and recorded.
- 2) The possible functional categories of each part of the talk were determined (e.g. Introduction. Body and Conclusion).
- 3) The transcripts of the 20 Ted Talks were segmented as having three main parts of speech structure (introduction, body, and conclusion parts).
- 4) The introduction parts of the 20 Ted Talks were analyzed in terms of move structure.
- 5) The introduction part of the 20 Ted Talks was segmented and classified according to their functional categories. The percentage of each category was also calculated in order to show how often the talks fit into the move structure categories which were created in the previous stages.

(2) An analysis of the lexical features in the introduction part of TED Talks

To analyze the lexical features of the introduction part of TED Talks, this study used Keyword analysis. Keywords can be defined as the words whose frequency is exceptionally high in comparison with a reference or benchmark corpus (the rest of transcription apart from the introduction). In this study, the target corpus, whose lexical features we aimed to find, is "the introduction part of the 20 Ted Talks" and the reference corpus is the rest of the talks (the body and the conclusion parts of the 20 Ted Talks). Keyword analysis was processed by using the computer software AntConc 3.5.7. The texts of the introduction parts were compared against the reference corpus which is the rest of talks. Then, the lexical features of the introduction part of Ted Talks were described based on the keyword list.

In order to find the lexical features based on keyword analysis, the three criteria of keyword selection were set up: (1) keyness value, (2) the minimum frequency, and (3) occurrence across the text. Firstly, the keyness value must be in top 40s. Secondly, the minimum frequency of the keyword is 6. Thirdly, the keyword must occur across at least 4 texts (out of 20 texts in this study). Then, from the lists, the keywords were grouped according to themes and then discussed.

Results

Research question 1: The move structure in the introduction part of TED Talks

The structure of the introduction part of Ted Talks consists of two main moves as presented in Figure 1. The introduction part was determined by the time a speaker starts the talk until right before the body section. From the analysis, the introduction part is found to be constituted of a certain pattern of moves, which perform certain functions in the talk. Namely, the introduction part consists of two main moves which are Topic Introduction (M.1) and Purpose or Main Idea Identification (M.2). In Topic Introduction, two steps are included, which are Topic Initiation (S.1) and Topic Expansion (S.2). In Move 2, purpose and main idea identification can occur interchangeably.

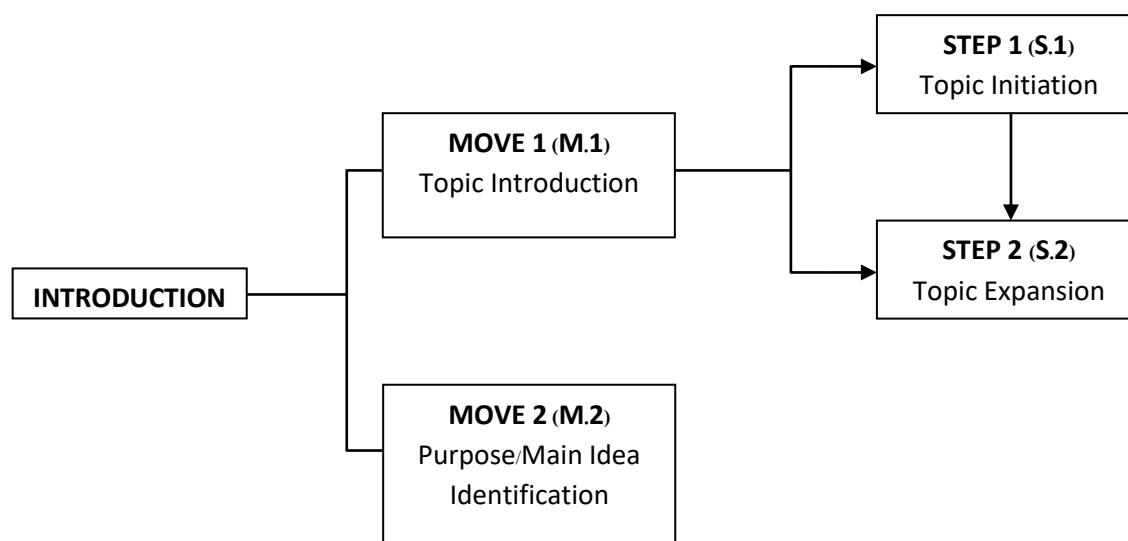


Figure 1 Moves and steps in the introduction part of TED-Talks

The frequency for which the move and step in Figure 1 occur in the data was presented in Table 2. Almost all the talks have the move of Topic Introduction (M 1) and the steps of Topic Initiation (S1) as well as Topic Expansion (S2) and all the talks feature the move of Purpose/ Main Idea Identification (M2).

Table 2 The number of appearances of move and step in the data

Move / Step	Number of appearances (20 times)	Total (%)
Topic Introduction (M.1)	19	95%
(S.1) Topic Initiation	19	95%
(S.2) Topic Expansion	19	95%
Purpose/Main Idea Identification (M.2)	20	100%

The further explanation of the two moves was provided in the following sections.

Move 1: Topic Introduction

The Topic Introduction move occurs when speakers link the story to the topic of the talk to grab attention, establish credibility, introduce the speaker and inform the audience of the topic they are going to talk about. Topic Introduction takes two steps, which are Topic Initiation and Topic Expansion.

Topic initiation can be established or appear in the forms of interrogation (the question or doubt), aphorism (expression or idiom), key consideration (opinion, reflection or idea), personal experience narration (experience or observation), and statistic exemplification (research information). These forms perform the role of attention grabbing and link the story to the key or main idea of the talk. Examples of Topic Initiation were presented in Table 3:

Table 3 Examples of topic initiation

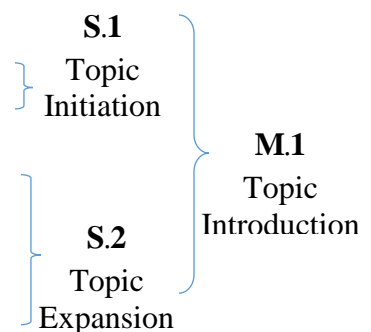
Form	Example
Interrogation	“What’s the scariest thing you’ve ever done? Or another way to say it is, what’s the most dangerous thing that you’ve ever done? And why did you do it?” (<i>What I learned from going blind in space by Chris Hadfield/TED2014</i>)
Aphorism	“The good Lord in his infinite wisdom didn’t create us all equal as far as intelligence is concerned, any more than we’re equal for size, appearance.” (<i>The difference between winning and succeeding by John Wooden/TED2011</i>)
Key consideration	“Well, we all need a reason to wake up. For me, it just took 11,000 volts. I know you’re too polite to ask, so I will tell you.” (<i>What really matters at the end of life by BJ Miller/TED2015</i>)
Personal experience narration	“When I was six years old, I received my gifts. My first grade teacher had this brilliant idea. She wanted us to experience receiving gifts but also learning the virtue of complimenting each other...” (<i>What I learned from 100 days of rejection by Jia Jiang/TEDxMtHood</i>)
Statistic exemplification	“Something called the Danish Twin Study established that only about 10 percent of how long the average person lives, within certain biological limits, is dictated by our genes. The other 90 percent is dictated by our lifestyle...” (<i>How to live to be 100+ by Dan Buettner/TEDxTC</i>)

Topic expansion occurs after the topic initiation. Topic expansion breaks down the key idea in specific details. Topic initiation and topic expansion usually maintain a close relational function. For instance, if the topic initiation is formed through interrogation, topic expansion may provide answer and explanation for the interrogation as shown in Example 1 below.

Example 1 Move 1 and 2 steps in TED – Talk’s introduction part

Why do so many people reach success and then fail?

One of the big reasons is, we think success is a one-way street. So we do everything that leads up to success, but then we get there. We figure we’ve made it, we sit back in our comfort zone, and we actually stop doing everything that made us successful.



Success is a continuous journey by Richard St. John/TED2009

Five main patterns of Topic Initiation and Topic Expansion are identified in this study. They were presented in Table 4.

Table 4: The patterns of topic initiation and topic expansion

Topic Initiation	Example – Topic Initiation	Topic Expansion	Example – Topic Expansion

Interrogation (Question)	"What's the scariest thing you've ever done? Or another way to say it is, what's the most dangerous thing that you've ever done? And why did you do it?"	Answer	"I know what the most dangerous thing is that I've ever done because NASA does the math...." (<i>What I learned from going blind in space by Chris Hadfield/TED2014</i>)
Aphorism (Idiom)	"...The good Lord in his infinite wisdom didn't create us all equal as far as intelligence is concerned, any more than we're equal for size, appearance."	Explanation	"Not everybody could earn an A or a B, and I didn't like that way of judging...." (<i>The difference between winning and succeeding by John Wooden/TED2011</i>)
Key consideration (Opinion)	"Well, we all need a reason to wake up."	Personal experience	"For me, it just took 11,000 volts. I know you're too polite to ask, so I will tell you. One night, sophomore year..." (<i>What really matters at the end of life by BJ Miller/TED2015</i>)
Personal experience narration (Experience)	"When I was six years old, I received my gifts. My first grade teacher had this brilliant idea. She wanted us to experience receiving gifts but also learning the virtue of complimenting each other..."	Analysis of experience	"Well, as I'm describing this you, you probably know I remember this really well...." (<i>What I learned from 100 days of rejection by Jia Jiang/TEDxMtHood</i>)
Statistic exemplification (Research data)	"Something called the Danish Twin Study established that only about 10 percent of how long the average person lives, within certain biological limits, is dictated by our genes. The other 90 percent is dictated by our lifestyle..."	Statistic explanation	"But if you ask the average American what the optimal formula of longevity is, they probably couldn't tell you...." (<i>How to live to be 100+ by Dan Buettner/TEDxTC</i>)

Table 4 presents five strategic patterns found in this study. Firstly, the interrogation is followed by an answer. For example, the speaker asked the question about the scariest thing the audience had ever done and why they did it. And then the speaker gave an answer that in his/her case it is his/her work at NASA. This relates to the theme of the talk on how to overcome your own fear. The second pattern is aphorism and explanation. For instance, the speaker started with a short saying which is intended to express the general truth that "God did not create us equally" and then further explained the saying by telling the audience that it is impossible for all children to get the same grade. The third pattern is key consideration and personal experience; for example, the speaker said that "we all need a reason to wake up" and then told the audience about his own experience of an electrical shock and why it made him want to wake up everyday. The fourth pattern is personal narration and an analysis of the experience. For example, the speaker started the talk about his own experience in the past, and then he analyzed the experience and told the audience the lesson he learned from his experience. The fifth pattern is statistic exemplification and statistic explanation. For example, the speaker cited the statistic number of factors contributing to longevity (10% for genetics and 90% lifestyle contributing to longevity from a Danish Twin Study) and then explained that the statistics did not tell us about the details on what kind of lifestyle can lead to longevity.

Move 2: Purpose/Main Idea Identification

Purpose or Main Idea Identification usually occurs at the end of the introduction part or right before the beginning of the body section. This move specifies purpose as well as provides a summary of the key idea of the talk (See Example 2).

Example 2 Moves and Steps in the introduction part of TED–Talk’s

What I thought I would do is I would start with a simple request. I'd like all of you to pause for a moment, you wretched weaklings, and take stock of your miserable existence. (Laughter)

Now that was the advice that St. Benedict gave his rather startled followers in the fifth century. It was the advice that I decided to follow myself when I turned 40. Up until that moment, I had been that classic corporate warrior --I was eating too much, I was drinking too much, I was working too hard and I was neglecting the family. And I decided that I would try and turn my life around. In particular, I decided I would try to address the thorny issue of work-life balance. So I stepped back from the workforce, and I spent a year at home with my wife and four young children. But all I learned about work-life balance from that year was that I found it quite easy to balance work and life when I didn't have any work. (Laughter) Not a very useful skill, especially when the money runs out. So I went back to work, and I've spent these seven years since struggling with, studying and writing about work-life balance.

And I have four observations I'd like to share with you today.

10

S.1
Topic
Initiation

S.2
Topic
Expansion

M.2
Purpose/main idea
identification

M.1
Topic
Introduction

It should be noted that Purpose Identification (M2) often appears in a short form of sentence in which the speaker states the actual purpose of the talk and creates the link to the body section.

Research question 2: The lexical features of the introduction part of TED Talks

Keyword Analysis was used to analyze linguistic features to see the linguistic characteristics of the introduction of the Ted Talks on the Life topic. In TED Talks, keyword analysis can give the list of words which were outstandingly used in the introduction part as opposed to the other parts of the talks. From the analysis, there were only six keywords that met the three criteria ((1) keyness value in top 40s, (2) the minimum frequency of 6, and (3) occurrence across at least 4 texts). The keywords were categorized according to five themes as shown in the table below:

Table 5 Results of the keyword list

RANK	Freq	Keyness value	Occurrence across texts	Keyword	Theme
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1	285	21.91	19	I	Self - orientation
2	81	15.04	14	my	Self - orientation
3	25	11.26	10	something	Being unspecific and referencing
4	15	9.79	5	wanted	Intention
5	13	7.85	12	come	Action and mental orientation
6	6	7.5	4	heard	Being told/informed

According to the table, the themes of keyword were divided into five groups, which are (1) self – orientation, (2) being unspecific and referencing, (3) intention, (4) action and mental orientation, and (5) being told/informed. The first theme is self-orientation with the highest keyness value and frequency. It includes the two keywords: 'I' and 'my'. To start with 'I', the Ted Talk speakers used the word 'I' in the introduction in three main ways: (1) self-identification, (2) providing the purpose, and (3) talking about the experience. The speakers identified themselves by informing the audience of their occupations, position, status, or thought. When 'I' was used to identify the speaker, it frequently appeared in the form of 'I am...', 'I was...', and 'I became...', for example:

Example 3: The use of keyword 'I' on self - identification

I am a game designer

I am a physician now

I was a senior in college

I was a very confident boy

I became very methodical about testing different ways

The second way of the use of 'I' is to provide the purpose. In this case, the speaker's purpose can be the purpose of the talk, life purpose and others. Speakers started giving the purpose with 'I would like...', 'I want...', 'I am going to...', and 'I will...'. The examples are as below:

Example 4: The use of keyword 'I' on providing the purpose

I would like all of you to pause for a moment

I want to change the way you think about forests

I am going to try to increase the life span of every single person in this room by seven and a half minutes

I will build the biggest company in the world, and that company will buy Microsoft

Another way to use 'I' is to talk about the speakers' experience. In this way, the word 'I' is used with action verb to explain the activity or performance that the speaker has joined or participated in, for example:

Example 5: The use of keyword 'I' on talking about experience

I did write that letter

I went onstage to accept a Webby award for Best Blog

I have made quite a habit of encouraging people to spend more time playing games

I started my own company

Apart from 'I', the word 'my' is another keyword which indicates the self-orientation theme which is more frequently used in the introduction part than the rest of talk. 'My' shows the sense of belonging which can be separated into five main groups as (1) the speaker's affiliation – mentioning family members, friends and other relatives, (2) the speaker's origin – mentioning the hometown, company, country, and relevant places, (3) the speaker's organs – mentioning the parts of the body, (4) the speaker's opinions – mentioning thoughts, ideas, and purposes, and (5) the speaker's owned things – mentioning an object the speakers own.

Example 6: The use of keyword 'my' on self-orientation theme

*Dad tried to teach me and **my brothers** that...*
*...when **my mom and my dad** came to Canada*
***My friend** Chris, who I just showed you a picture of*
*Bill Gates came to **my hometown** -- Beijing, China*
*That superflock, that's **my company***
*...and the bully of the camp grabbed **my ankles***
*I am missing **my leg***
*Well, that was **my idea** that I was going to try...*
*...but in **my opinion**, not necessarily indicative of success*
***My marriage** wasn't going well*
*Or That's **my life***

The second theme is being unspecific and referencing whose keyness value and frequency are in the third rank of keyword use. 'Something' is the keyword of this theme which is used for vague reference or notice. The word 'something' can be categorized into four groups of use as: (1) referring to the general thing, (2) referring to something unspecific, (3) introducing the new point about the talk, and (4) referring to the thing already mentioned.

Example 7: The use of keyword 'something' on referring to the general thing

*You are in the grip of **something** that is vastly more powerful than yourself*
*And I think you should do **something** unusual with them*
*...be it in athletics or the English classroom, **something** to which to aspire*

Example 8: The use of keyword 'something' on referring to something unspecific

*...like an elephant getting up off its knees or **something***
*...the attainment of a position of power or prestige, or **something** of that sort, worthy*
accomplishments perhaps
*It feels like someone's pouring cement on you or **something***

Example 9: The use of keyword 'something' on introducing the new point about the talk

*...when I heard **something** even more heartbreaking*
*...and they become **something** that somebody who is ""normal"" might want to actually have*

Example 10: The use of keyword ‘something’ on referring to the thing already mentioned

*We have made leadership into **something** bigger than us; **something** beyond us.*
*He was interested in productivity -- I think it's **something** that concerns all of us*
*That is **something** that I did not get over*

Intention is the third theme with the fourth – rank of keyness value and frequency. The term ‘wanted’ in this corpus is used and followed by ‘to’ (infinitive structure with ‘to’) to express a desire and willing of speakers or the third person whom speakers referred to.

Example 11: The use of keyword ‘wanted’ on intention

*I **wanted** to come up with something I hoped could make me a better teacher*
*I said I **wanted** to do three things with you today*
*She **wanted** us to experience receiving gifts but also learning the virtue of complimenting each other*
*He **wanted** to know what could make his chickens more productive*

The fourth theme is action and mental orientation which consists of the term ‘come’. Speakers use ‘come’ to explain the process of physical and mental action. In terms of action orientation, ‘come’ is used to describe the activity of physical or body movement. On the other hand, ‘come’ describes the sense of mind and thinking process through the concept of mental orientation.

Example 12: The use of keyword ‘come’ on action orientation

*It's the closest I have ever **come***
*...and they **come** up and they say things to me*
*...and as you **come** around the corner at the Kennedy Space Center, it's normally predawn*
*And I tried to **come** up for air, and my lower back hit the bottom of the inner tube*

Example 13: The use of keyword ‘come’ on mental orientation

*...and I wanted to **come** up with my own definition*
*So I wanted to **come** up with something of my own*
*I wanted to **come** up with something I hoped could make me a better teacher*
*If we can find the optimal lifestyle of longevity we can **come** up with a de facto formula for longevity*

The fifth theme is ‘being told/informed’ with the keyword ‘heard’. Speakers used the word ‘heard’ when they told audience about the story that they have received or heard from others.

Example 14: The use of keyword ‘heard’ on being told / informed

*...it was one of the most painful things I'd ever **heard***

...that the number one unsolicited comment that I have **heard** from people all over the world
 Every time I **heard** someone's name called, I would give out the heartiest cheer
 ... when I **heard** something even more heartbreaking

Discussion

The study sheds light on the move structure and linguistic features of the introduction part of TED Talk speeches in two main aspects.

The move structure in the introduction of TED Talks

This study contributes to research on the move structure of public speech by showing some interesting features of the move structure of the introduction of TED Talks. The first one is the absence of the greeting move which is obligatory as part of the introduction in all other types of speech (e.g. political and classroom speeches) (e.g. Liu 2012; Al-Saaidi & Al-Shaibani 2015; Khanya & Hamzeloub 2014). In this study, the Ted Talks do not include the greeting move at all. This can be attributed to the fact that in most Ted Talks on the topic of "Life", Ted Talk speakers may be introduced by others before their talk.

The second interesting feature of Ted Talks found in this study is the five patterns of Topic Initiation and Topic Expansion in the introduction part. All of these five patterns seem to serve the functions of (1) attention grabbing and/or (2) providing the information leading to the main point of the talk. It should be noted that these two functions are quite similar to the two moves (out of five) identified in the introduction part of the argumentative essays by Hyland (1990). Hyland (1990) stated that in the argumentative essay (one type of persuasive essays), the writer introduces the proposition to be argued through the first two moves 1) Gambit or Attention Grabber and/or 2) Information or presentation of background material for topic contextualization. Although the mode of communication in this study (spoken discourse) is different from the work of Hyland (1990) which focuses on the written form (one type of persuasive essays), they both are similar in terms of the purpose of persuading the audience. Arguably, the moves of grabbing attention and providing information leading to the main point of the text are important and obligatory in certain types of persuasive texts whether they are spoken or written ones.

The third feature is the ending part in the introduction. Unlike Chang and Huang's (2015) study which did not specifically determine the boundary between the introduction and the body of Ted Talks, this study reveals that the boundary can be determined by identifying Move 2 (purpose/main idea identification). In this study, the introduction always ends with Move 2 (purpose/main idea identification). Move 2 in the introduction serves two main purposes. Firstly, it helps inform the audience of the structure of the talk, for example, from "*and I have four observations I'd like to share with you today...*", the audience may predict that they are going to hear about four ways of making effective work-life balance (from the talk "How to make work – life balance work" by Nigel Marsh/TEDxSydney) and the speaker is likely to structure his talk into four main groups. Another example is "*So, this is a story about how we know what we know...*". From this, the audience may expect to hear more on the story which helps them understand how knowledge is aimed for (from the talk "You have no idea where camels really come from" by Latif Nasser/TED Talk Live) rather than other types of structure. Secondly, the purpose/main idea identification helps the audience understand the key idea of the talk, for example, "*I said I wanted to tell you the Awesome story, I wanted to share with you the three As of Awesome, and I wanted to leave you with a closing thought...*". According to the example, the

audience understands that the main point of the talks is about what 3A's are, and why they are awesome (from the talk "The 3A's awesome" by Neil Pasricha/TEDxToronto 2010).

Linguistic features of the introduction of TED Talks

Unlike the previous studies on move analysis of spoken discourse which focused on move structures only (e.g. Ginting, 2017; Petrovic, 2012; Chang & Huang, 2015), this study used keyword analysis to investigate lexical features of the introduction part of TED Talks. There are five themes of keyword which were prominently used in the introduction part as opposed to other parts of the talk: (1) self – orientation, (2) being unspecific and referencing, (3) intention, (4) action and mental orientation, and (5) being told/informed. These themes were potentially influenced by the topic of TED Talks "Life" selected for this study.

The theme of self-orientation which featured the highest frequency and keyness value indicates that the speakers tended to use their own experience to present the topic of life lessons. The speakers frequently used the word "I" and "my" in the introduction part to link the story of their own experience to the main idea of the talk. For example, the speaker in the topic of "*What really matters at the end of life*" talked about his own near-death experience (being electrocuted) which made him think about the really important thing in life which is the main topic of his talk. Another example is the talk by Jia Jiang under the topic of "What I learned from 100 days of rejection". Jiang talked about her own childhood experience of being rejected and this leads to the main topic of her talk which is the lessons she learned from being rejected.

The second theme is unspecific and referencing through the keyword "something". The speakers tended to use this word (1) to encourage the audience to think of certain aspects of their life (e.g. "You are in the grip of something that is vastly more powerful than yourself" and "And I think you should do something unusual with them"), (2) to introduce the new point or refer to the thing already mentioned (e.g. "And she said, "I don't love you anymore," and it was one of the most painful things I'd ever heard ..., until only a month later, when I heard something even more heartbreaking" and "He was interested in productivity -- I think it's something that concerns all of us").

The third theme is intention through the use of the keyword "wanted". Although only the word "wanted" was counted as the keyword, the word "want" also appeared frequently in the introduction part. The speakers tended to use the keyword signifying their intention in order to reveal their purpose of the talk (e.g. "I said I wanted to do three things with you today") or their desire in life which is related to the topic of life lessons (e.g. "I wanted to come up with something I hoped could make me a better teacher").

The fourth theme is action and mental orientation through the keyword "come". The speakers tended to use the word "come" (1) to convey the action of going to certain directions as part of the story of their own experiences (e.g. "...and they come up and they say things to me" and "...and as you come around the corner at the Kennedy Space Center, it's normally predawn") and (2) to convey the mental concept of thinking (e.g. "and I wanted to come up with my own definition").

The fifth theme is 'being told/informed' with the keyword 'heard'. The speakers used the word 'heard' to signify that they heard some stories in the past, and this time during the talk, they would share it with the audience. This would then lead to the topic of the talk. For example, in the talk of "3A's awesome" by Neil Pasricha, the speaker referred to the experience that his wife said she did not love him anymore by using the word "heard" in his speech. He said, "it was one of the most painful things I'd ever heard and certainly the most heartbreaking thing I'd

ever heard". This was part of his miserable experiences from his past and the speaker went on to the main point of the talk how he can find happiness in life.

Conclusion

To conclude this, the introduction part of Ted Talks in 'Life' topic was analyzed to investigate its move structure and linguistic features. The findings of the introduction part of 20 Ted Talks displayed two essential moves (topic introduction and purpose/main idea identification) which contained different steps. The first move consisted of two steps (topic initiation and topic expansion) which was used to link the story to the topic. In the first step of this move, speakers introduced themselves, their story and also their opinion by using strategic patterns (e.g. interrogation; aphorism; statistic exemplification). During the second step, speakers gave the explanation depend on the way Topic Initiation was used (e.g. interrogation was explained with answer; statistic exemplification was explained with statistic explanation). The second move was used at the end of the introduction part for purpose or main idea specific. Moreover, this move was a factor to indicate the boundary between introduction and body part in Ted Talk. Besides, the keyword use was examined, and the result showed that in Ted Talk, words of self – orientation (I, my) were mostly used in the introduction part rather than other parts.

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