

MINISTRY OF EDUCATION AND TRAINING  
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**AN INVESTIGATION INTO LINGUISTIC FEATURES  
OF TEACHERS' REPRESENTATIVES WITH  
DEFINING FUNCTIONS IN LECTURES  
IN ENGLISH**

**Field: THE ENGLISH LANGUAGE**  
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**M.A THESIS IN SOCIAL SCIENCES AND HUMANITIES  
(A SUMMARY)**

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## CHAPTER 1 INTRODUCTION

### 1.1. RATIONALE

In the teaching and learning course, two most essential factors that bring success to a lecture is what to deliver in the lecture and how to deliver the content points in the lecture. In delivering the content points of the lecture, a crucial point that the lecturer and the learners as audience should take into consideration is the introduction of the topic or main idea of lecture. Very often, to facilitate the learners as audience's understanding, the speaker as lecturer make an act of defining a term or concept right in the introduction. This can help to lead the learners to an easier approach and a better access to the lesson. Let's consider the example below.

#### 0.8. Health

**W:** Today, I'd like to talk about infectious diseases. Have you heard of those before? *An infectious disease is a disease that a person can get from environmental factors, that is, from the surroundings or where he or she lives. For example, if a person drinks dirty water, he or she can become sick.*

As we can see from the example, an act of defining can consist of a series of sub-acts that serve as clarifying the content and illustrating an object or entity. These sub-acts can serve to explain and make a concept or abstract idea more visualized. They are interrelated and should be treated as an act of delivering a unified chunk of information and at the same time clarifying this piece of information. With the help of this act, the lecturer can create a better condition for the learner's cognitive process and accordingly, a better comprehension to the other content points or details that are related to the key idea or key term previously defined.

In attending a lecture and listening to content points of the lecture, the learners as audience may fail to pay attention to the lecturer's act of defining to a key point and thus may not bring much of his/her cognitive efforts to have a smooth access to the content of the lesson. As for the teacher as lecturer, if he/she does not invest in his/her act of defining with deliberate planning, he/she may not earn expected result for delivering the lecture as a whole and a key point or term in particular. Thus, making an act of defining and listening to the key point or key term of lesson is by no means an easy task. This requires the teacher as lecturer to master the structure of an act of defining as well as the functions of its components in both delivering the information of content of the term to be defined and the modification of its supportive components. As for the learner what components and how these components of an act of defining they should pay attention to for the comprehension is also a question to be pondered. However, still little has been written about this topic, particularly in lecture in English.

For these reasons, I decided to choose to carry out the research with the title: An Investigation into the Linguistic features of Teacher's Representative with Defining functions in lectures in English.

## **1.2. AIMS AND OBJECTIVES**

### **1.2.1. Aims**

This study aims to examine the teachers' representatives with defining functions in lectures in terms of syntactic, semantic and pragmatic features to provide the Vietnamese teachers and students of English with an insightful knowledge concerning the use and interpreting the meaning of this kind of speech act in lectures in English.

### **1.2.2. Objectives**

To achieve the aim of the study, the following objectives are intended

- 1) To examine the linguistic features of teachers' representatives with defining functions in lectures in terms of syntax, semantics and pragmatics;
- 2) To put forward some implications to the English teaching and learning concerning the use and interpretation of teachers' representatives with defining functions in lectures

### **1.3. RESEARCH QUESTIONS**

To fulfill the objectives mentioned above the study seeks the information for the following questions

- 1) What are the syntactic features of teachers' representatives with defining functions in lectures in view of Functional grammar?
- 2) What are the semantic features of teachers' representatives with defining functions in lectures?
- 3) What are the pragmatic features of teachers' representatives with defining functions in lectures?

### **1.4. SCOPE OF STUDY**

In the scope of this study I focused on such issues of syntax like clausal structures of the representative utterance in view of Functional grammar whereby the syntactic functions of lexical items used in teachers' representatives with defining functions were examined in clause as message and clause of material. Also, the syntactic features of the modification of the act of defining will be dealt with. The study looked into issues of semantics like the semantic functions of the components of an act of defining. These are the semantic functions of Genus and Differentia included in the

Definiens of a typical definition. The semantic analysis also explored the attitudinal meaning of the modal markers used in teachers' representatives with defining functions. Finally, issues of pragmatics like the interpersonal functions of the teachers' representatives with defining functions and the modification as hedges used in this kind of speech act were examined.

### **1.5. JUSTIFICATION OF STUDY**

The study is expected to provide an in-depth analysis of the syntactic, semantic and pragmatic features of an act of defining to the lecturers who use English in their lectures. Such issues as what semantic aspects

### **1.6. ORGANIZATION OF THE STUDY**

The thesis consists of 5 main chapters.

Chapter 1: Introduction

Chapter 2: Literature Review and Theoretical Background

Chapter 3: Methodology and Procedures

Chapter 4: Findings and Discussions

Chapter 5: Conclusion and Implications

## **CHAPTER 2**

### **LITERATURE REVIEW AND THEORETICAL BACKGROUND**

#### **2.1. LITERATURE REVIEW**

In recent years, many researches have been done on lecture discourse and on representatives as well.

Research into lecture discourse had primarily effects on the *what* of teaching and learning, providing about the linguistic and features of discourse of lectures. Those have been of valuable help for both lecturers and learners in the learning process of content lectures. Goffman (1981) or Dudley-Evans and John (1981) classified different types of lectures. How syntax is presented and the organization of lectures and some of the structural pattern proposed were also shown.

In an attempt to examine the function of representative speech act in lecture discourse, Nguyen Thi Tra My (2009) found out some other functions of representatives besides its main function of imparting or communicating information in English lecture discourse. As for the discourse analysis of teacher's language in discourse, Lê Thị Kim Dung (2011) examined the structural forms manifesting in teacher's language in lectures. Trần Thị Thanh Thanh (2012) analyzed imperative sentences used in lectures in English and examined the pragmatic features of imperative sentences in lectures in English.

Regarding the study of definition, Flowerdew (1991) claims that the act of defining by a representative can be subject to modification. His study revealed that the performance of an act of defining can reflect the interpersonal dimension rather than the conveyance of truth or falsehood.

Researchs on definition have seen an expanding into political aspects where Veisbergs (2002) views treatment of definitions of political terms in monolingual English, Russian and Latvian desktop (including learners') dictionaries over the last 50 years.

In the same vein of the issues of defining act, Temmerman (2009) studies the interactive structure and the interactive meaning of definitions in primary school classroom interaction where the definitions might have a special importance for the pupils in their second language acquisition.

The research on definition has recognized the most recent work by Adamska-Sałaciak (2012) who dealt with the problems and solutions of dictionary definitions.

However, there is still little concern in representatives defining functions in English lecture discourse in view of semiotics and pragmatics which gives us a chance to discover deep, interesting and useful information of the art of teaching.

## **2.2. THEORETICAL BACKGROUND**

### **2.2.1. Representatives and Structure of a Speech Act**

### **2.2.2. Concepts of Defining**

### **2.2.3. Genus and Differentia**

### **2.2.4. Descriptive definitions**

### **2.2.5. Extension and Intension**

### **2.2.5. Functional Grammar**

## **2.3. SUMMARY**

This chapter presents the literature of the issues of study where previous researchs on discourse analysis, speech acts of discourse lectures and act of defining were reviewed. Such instrumental concepts as speech acts, clause as message, clause as representation and modality are introduced as components of a descriptive framework for the analysis presented in chapter 4.



## **CHAPTER 3**

### **RESEARCH DESIGN AND METHODOLOGY**

#### **3.1. AN OVERVIEW OF RESEARCH DESIGN**

To fulfil the objectives and answer the research questions set up in chapter 1, the study is chosen as descriptive and conducted with qualitative manner.

#### **3.2. RESEARCH METHOD**

With the purpose of examining the linguistic features of representatives used by teachers in lectures, I conducted the thesis with a descriptive and qualitative approach.

#### **3.3 SAMPLING AND POPULATION**

##### **3.3.1. Sampling**

The sampling was made with the searching for instances of teachers' representatives with defining functions of a wide range of linguistic structures in lecture discourses. These instances of the teacher's representatives with defining function can be found in utterances in English. 200 examples were collected from different sources of lectures both in form of text in paper and in form of electronic texts on the internet as well. The sample can be instances of a simple or complex or compound sentence with the function that fits the working definition of a representative with defining function.

The sampling is done with random manner so that every sample has the equal opportunity to occur in the corpus.

##### **3.3.2. Population**

To collect data for the linguistic features of teachers' representatives with defining functions in lectures, a corpus of 200 English samples were randomly gathered from extracts of lectures in form of electronic texts of transcripts.

#### **3.4. DATA COLLECTION**

This was be done by collecting instances of teacher's

representative act of defining in lecture discourse.

For the corpus of study, the instruments used for seeking data was survey with the search engine of Google to search extracts of lectures in form of electronic texts on the internet. These are transcripts of the lectures used as the listening test of TOEFL iBT. Specifically, 3 volumes of TOEFL iBT were used to build up the corpus of study.

### **3.5. DATA ANALYSIS**

The data were analyzed and classified into kinds of syntactic structures: clausal structures and lexical items used as the linguistic realizations of the functional and semantic components. Then they were employed to investigate the semantics and pragmatics of teachers' representatives with defining functions in the dimensions of epistemic modality and speech act theory.

The study sought the qualitative information regarding these aspects in the research questions:

- A taxonomy of the language realizations as linguistic structures and devices of hedges used in teachers' representatives with defining functions in English that occurred in the framework of Functional grammar;
- The syntactic behaviours of the language components of teachers' representatives with defining functions and their syntactic functions in clausal structure of Functional grammar;
- The semantic functions of the key components of a defining representative speech act;
- The semantic and pragmatic features of modification as hedges used in teachers' representatives with defining functions in view of epistemic modality and speech act theory.

### **3.6. RELIABILITY AND VALIDITY**

## CHAPTER 4

### FINDINGS AND DISCUSSIONS

#### 4.1. DEFINITION IN VIEW OF CLAUSE AS MESSAGE

As mentioned in the foregoing chapters, a clause can be represented as a unit in which meanings of three meta-functions are combined: ideational, interpersonal, and textual. In this section, the ideational meta-function is viewed as being mapped on to the clause as message and simultaneously represented linguistically into linguistic elements that realize the grammatical functions corresponding to each of their functional roles in the structure of a clause. The following part is devoted to the description of the thematic structure of a clause as message whereby a definition is built up. The analysis will deal with the information structure and textual meaning of the clause - thematic foregrounding (starting point), meaning derived from context. The first section of the presentation of the findings will talk about the concern of the message, what is in the speaker's mind as *Theme*.

##### 4.1.1. Theme – Rheme Structure of a Definition

As mentioned in Chapter 2, the Theme of a clause as message can be viewed as the starting point of departure with the function to locate and orient the clause within its context. By default, a definition typically starts with a term or key word to be defined or explained. This key term can be treated as a starting point to develop the definition which can be mapped onto the clause as its Theme.

Polyps	are small simple tube-shaped water animals
Tallgrass grasslands	have thick fertile soil
Biological	means a person can only process and retain so much information at a time
Theme	Rheme

*Fig. 4.1. Theme – Rheme Structure of Definition*

#### 4.1.2. Syntactic Realizations of Theme in Definition

##### a. Nominal group as Theme of Definition

The tundra	is a polar desert --- little precipitation, long cold
The simplest way to define ideology	is as a collection of ideas
Theme	Rheme

*Fig. 4.2 Nominal group as Theme of definition*

##### b. Adverbial group as Theme of Definition

Literally	It	is as a collection of ideas
Interpersonal	Topical	
Theme	Rheme	

*Fig. 4.3 Adverb group as Theme of definition*

##### c. Ing-Participial form as Theme of Definition

Taking a census	means getting information about every member of a population
Theme	Rheme

*Fig. 4.4 Ing form group as Theme of definition*

##### d. Prepositional group as Theme of Definition

According to Thoreau	there	is no need to physically fight the government as long as you and the government don't support each other in any way
Interpersonal	Topical	
Theme	Rheme	

*Fig. 4.5 Prepositional group as Theme of definition*

##### e. Adverb Clause as Theme of Definition

Simply stated	a desert	is a place where evaporation is greater than rainfall or snowfall
Interpersonal	Topical	
Theme	Rheme	

*Fig. 4.6 Adverbial clause as Theme of definition*

### 4.1.3. Quasi-Thematic Equative Structure of Definition with Complex Noun Group as Theme

A saying that's used too often	+ is (called) a cliché'
Theme	Rheme

*Fig. 4.8 Thematic equative structure of definition with nominalization as Theme*

### 4.1.4. Thematic Equative Structure of Definition with Complex Noun group as Rheme

Hemoglobin	is what picks up oxygen in the lungs, and then releases the oxygen to other parts of the body
The best and most recent example of this form of historical revisionism	is what has been dubbed, "Holocaust Denial"
Theme	Rheme

*Fig. 4.9 Thematic equatives (Complex Noun phrase as Rheme)*

## 4.2. DEFINITION IN VIEW OF CLAUSE AS REPRESENTATION

### 4.2.1. Definition Construed as Material clauses: processes of doing-and-happening

### 4.2.2. Definition with Transitive and Intransitive material clauses: Intransitive/Transitive

#### *a. Definition with Intransitive material clauses*

the hunt	Begins
the hunter	persists
something in the wood	changes
it (crude oil)	Leaks
oil	Spills
The lighter parts of the oil	disappear
only the heavier parts	Remain
your blood pressure	Rises

the blood flowing into your stomach	slows down
blood vessels tighten	Tighten
you	run/play/fight
Actor	Process: happening
Nominal group	Verbal group

*Fig. 4.10 Definition with Happening represented by an Intransitive Material Clause*

**b. Definition with Transitive material clauses**

the men	Find	the tracks of an antelope herd
they	Follow	them
They	Study	the animals
they (animals)	stop	breathing
they (animals)	have stored	extra energy and fat
Wood	has to reach	about 150 degrees Celsius
Oil	forms	long, narrow strips, called windrows
Actor	Process: Doing	Goal
Nominal group	Verbal group	Nominal group

*Fig. 4.11 Definition with Doing represented by a Transitive Material Clause*

**4.2.3. Definition with Transitive and intransitive material clauses: Creative/Transformative**

	Intransitive	Transitive
Creative	Actor + happen	Actor + do
	What happens? - Your muscles tighten up	What does gaze do? - glaze forms a protective shell around each piece of china
Transformative	Happens to + Actor/Actor+do	Happens to+Goal/Actor+do to+Goal

	What happens to your muscles? - Blood vessels tighten	What happens to your blood pressure? - Your blood pressure tightens the blood vessels
	What does the blood flowing into your stomach do? - The blood flowing into your stomach <i>slows down</i>	What does your blood pressure tightening the blood vessels do to the blood flowing into your stomach? - Your blood pressure tightening

*Fig. 4.12 Definition with Doing represented by an Intransitive & Transitive Material Clause*

#### **4.2.4. Definition Construed as Relational clauses: processes of identifying-and-classifying**

#### **4.2.5. Definition as Intensive clauses with attributive function**

The line	<i>is</i>	<i>continuous</i>
This	<i>refers to</i>	the reciprocal relationship between aperture and shutter speed
The psychological filter	<i>is like</i>	selective attention, or “you hear what you want to hear.”
Carrier	Process: Intensive	Attribute
Nominal group	Verb group	Nominal group

*Fig. 4.13 Definition as Intensive clauses with attributive function*

#### **4.2.6. Definition as ‘Intensive’ clauses with identifying function**

a point	is	a small dot, like a period at the end of a sentence
Identified/Value	Process: Intensive Identifying	Identifier/Token
subject		Complement

*Fig. 4.14 Definition as Intensive clauses with Identifying function of Value-Token*

Geometry	is	the study of points
Identified/Token	Process:	Identifier/Value
Subject	Intensive Identifying	Complement

*Fig. 4.15 Definition as Intensive clauses with Identifying function of Token-Value*

#### 4.2.7. 'Possessive' clauses: 'attributive'

Tallgrass grasslands	<i>have</i>	thick fertile soil
Deserts	get	less than 250 millimeters of rain or snow each year
the continent	<i>contains</i>	87 percent of the world's ice
Mechanical weathering	<i>involves</i>	the disintegration, or destruction, of rocks by mechanical processes
This (Chemical weathering)	<i>includes</i>	the processes of oxidation, carbonation, and hydration
Carrier	Process: Possession	Attribute: Possessed
Nominal group	Verb group	Nominal group

*Fig. 4.16 Definition as Intensive clauses with Possessive function*

### 4.3. THE SEMANTICS OF DEFINITION

#### 4.3.1. Definition by Genus and Differentia

A living fossil	a species of plant or animal	that has existed since far back in the geological record and has never disappeared
	Genus	differentia
definiendum	deffiniens	

*Fig. 15 The Semantics of Definition by Genus and Definiens*



### 4.3.2. Intensional definition and Extensional definition

#### 4.3.3. Intensional definition

Linguistic realizations			
Nominal group	Nominal group	Post-modifier	
A system	a process	that is a result of its parts and their interactions	Relative clause
The food chain system	the system	of energy moving around in the ecosystem	Prepositional group
a loom	a kind of machine	that helped them weave the cotton into cloth more quickly and easily	Relative clause
Hyponym	genus	differentia	
Definiendum	Hypernym/ Superordinate	Distinctive features	
	deffiniens		

*Fig. 4.19 The Semantics of Intensional Definition*

#### 4.3.4. Extensional definition

Definiendum	Culture						
Definiens	<i>all those ways of thinking, feeling, and behaving that are socially transmitted from one generation to the next</i>						
Extension of members in the set	knowledge	beliefs	arts	morals	laws	customs	other habits & capabilities

Fig. 4.20 The Semantics of Extensional Definition

Definiendum	Chemical weathering process		
Members of the set of chemical weathering	<i>oxidation</i>	<i>carbonation</i>	<i>hydration</i>

Fig. 4.21 The Semantics of Extensional Definition

### 4.4. SPEECH ACT OF DEFINING AND ITS MODIFICATION

#### 4.4.1. Internal Modification of an Act of Defining

#### 4.4.2. Internal Modification with Personal Pronouns

Table 4.2 Pragmatic functions of intermodification of an act defining with Pronoun

Personal pronouns	Examples of intermodification	Pragmatic function
you	The psychological filter is like selective attention, or “ <i>you</i> hear what <i>you</i> want to hear.”	- create an atmosphere of closeness, cooperativeness between the participants involved in the process of experience
you	If a play makes <i>you</i> laugh, it’s a comedy	- create a feeling of involvement - shorten the distance between the students and the state-of-affairs mentioned in the context
Your	Caffeine interferes with a chemical in your brain called adenosine	- create more direct experience between participants and world
We	An actuator could be an electric motor, or a hydraulic system, or	- create a feeling of more responsibility, trust to an act of defining

	compressed gas, which we call a pneumatic system	
We	We use “rat” to describe medium- or large-sized rodents with long, thin tails	
I	By body language <i>I mean</i> things as simple as the way you stand, or, say, folding your arms across your chest	

#### 4.4.3. Internal Modification with Modal Expressions

*Table 4.3 Pragmatic functions of intermodification of an act defining with Modal Verb*

Modal expression	Examples	Pragmatic functions
Can	Two line segments can be the same length	- inherent ability, possibility
	your skin can become red and sore	- speaker’s certainty on neutral level scale
Must	it must be in a solid state	- property as necessity - denial of other property as necessity
can’t	it can’t be man-made	
has to	it has to be inorganic	
Need	it needs to have a fixed composition	- speakers’ certainty on high level scale

#### 4.4.2. External Modification of an Act of Defining

*Table 4.3 Pragmatic functions of External modification of an act defining with Modal Verb*

External modification expressions	Examples	Pragmatic function
According to X	According to Thoreau, there is no need to physically fight the government as long as you and the government don't support each other in any way	<ul style="list-style-type: none"> <li>- introducing an authorial definition</li> <li>- adding authoritative force to the points defined</li> </ul>
Simply performative verb	Simply stated, a desert is a place where evaporation is greater than rainfall or snowfall	<ul style="list-style-type: none"> <li>- giving style of speaking</li> <li>- narrowing down the point defined</li> </ul>
we have the belief that	we have the belief that genes are more important than the environment in determining human behavior	<ul style="list-style-type: none"> <li>- introducing a subjective opinion</li> <li>- adding certainty to the validity of proposition</li> </ul>
I want you to understand that	I want you to understand that the term cult, as we are using it here, does not have the same negative connotation that it has today	<ul style="list-style-type: none"> <li>- adding the salience to restriction of the points defined</li> <li>- adding subjective force to the points</li> </ul>
let me just tighten up your definition a little	let me just tighten up your definition a little. A system is defined as a process that is a result of its parts and their interactions. We call these parts "elements."	

#### **4.4. SUMMARY**

This chapter has presented the qualitative information about the syntactic features of the representative speech act of defining in view of Functional grammar with the functional components in clause as message, clause as representation with material and relational processes. The semantic features of a typical definition such as *Definiens* which involves *Genus* and *Differentia*, *Intension* and *Extension* were also clarified with the examination of their roles in shaping the sense relations between what is defined and what is used to specify the thing defined. The pragmatic function of the modification of the act of defining dealt with the internal modification and external modification whereby a definition is modulated to facilitate the audience's comprehending of a definition.

## CHAPTER 5

### CONCLUSIONS AND IMPLICATIONS

#### 5.1. CONCLUSIONS

Syntactically, a typical definition can be structurally realized in the clause as message and clause as representation where such linguistic structures as nominal group can assume the position of a Theme and a Rheme in the clause. The Theme is realized with a nominal group functioning as Subject denoting the entity to be defined and this is a starting point to develop a definition. This Rheme can be syntactically realized with the other structural units such as adjectival group, verbal group plus a complement signaled by a nominal group.

Semantically, a typical act of defining comprises a Definiendum as the entity to be defined as a key term or concept to make clear mostly in the introduction or occasionally in the body. The Definiens which is the specification of the characteristics of the entity defined consists of 2 essential semantic components: the Genus and the Differentia in which the former serves to state the class to which the entity/concept belong, and the latter as distinctive specification that helps to identify and distinguish this subtype from the those belong to the same class. In this semantic

Pragmatically, apart from the typical function of a representative speech act of defining in reflecting the ideational or experiential meaning about the scientific knowledge or external world, ie. imparting the information or knowledge of the content of lecture, this act of defining can be modified with some expressions functioning as hedges to facilitate the speaker's explanation of the key term and the audience's comprehending of the definition. This can be achieved with the internal modification and external modification of the act of defining.

## 5.2. IMPLICATIONS TO THE LANGUAGE TEACHING AND LEARNING

### 5.2.1. Suggestions to the teaching and learning

First, the teacher should be aware of the key term as topic or main ideas of the lecture and decide to make this term or concept as the salient point to be defined right at the first place of the introduction of the lecture. This can create more audience attention in focusing on the topic or central idea of the lecture, so that they can follow what is developed by this definition. The choice to pin down the term or concept to be defined should be restricted to the introduction although very often the act of defining a key term is presumed to occur at the introduction of the lecture. Sometimes and somewhere in the body of the lecture, this act of defining a key term can be resorted to for a necessary explanation of what is a key for the comprehension of a subordinating idea.

Second, the thing to be defined should come first as a starting point and the specification is the thing that follows. Typically, a common model of definition for a lecturer is the pattern with indispensable components like *Definiendum* (thing to be defined) + *Definiens* including *Genus* (class) and *Differentia* (specifier). Because of the familiarity of the pattern or model of definition, it is likely easier for the students as audience to comprehend the key term by following a familiar cognitive path of this model of definition.

The common models of definition can be listed here as the one with the semantic patterns like *x is a* and *x has a* where *x* is the thing or entity to be defined and *a* is the equivalence to *x* or a value to specify *x*, or a token to identify *x*, or a possession that *x* possesses. It is presumed that the learners have already been familiar with these semantic models/patterns and therefore, it is easier for them to get a positive transfer of the knowledge about the name of the thing (*x*) to be defined and the characteristics (*a*) to help to identify the thing or

concept in question.

### **5.2.2. Implications to the English teachers and English learners**

Once the learners and teachers are familiar with the semantic patterns of the common or typical definition, the crucial things that they should pay attention to is the language resources for the syntactic realizations of the functional components and semantic components to be present in a definition.

In the encoding of the definition the teacher should make use of a nominal group or clause – finite or non-finite, and even a nominalization to realize a Theme as a starting point. Usually, a single noun is employed as a key term to denote a concept or entity to be defined, and if a nominalization or clause is used, this complex unit will consequently substituted with a pronoun or noun phrase as a referent to the entity defined that has been mentioned earlier. This can help the audience keep track of the components in the definition as well as the cohesion of the discourse. A lecturer with a better competence can make use of multiple Theme to facilitate the audience's comprehending. Such interpersonal Themes serving to make an appeal to the topic or key concept of the definition and simultaneously help to narrow down the scope of the intensional meaning of the entity. He/she can also utilize various means of modification to hedge the attitude towards the content of the proposition of the definition and towards the hearer right inside the definition itself or outside the clausal structure of the definition. This is just necessary because a bald statement of definition sometimes is hard to accept due to its complicated content meaning and the feeling or mood of too scientific or academic voice to be decoded.

As for the language learners, or learners who may use English as a means to attend the lectures in English, they should be aware of the language resources accessible for the decodification of the



message conveyed in the representative speech act of defining. Apart from the nominal group with simple or basic noun phrase, the lecturer may utilize or even resort to some complex nominal group, nominalization or complex clauses to realize the entity to be defined in the position of a Theme. This may leave the mediocre learners of English as audience confused and make a lot of cognitive efforts to interpret the long chunk of information. In this case, it is expected that the learners should recall their language competence to decode the language realizations of the Theme and Rheme, the Definiendum and the Definiens, the Genus and the Differentia. In this context, a competent language learners can be aware of the boundary between the Theme and the Rheme, the Definiendum and the Definiens ... He/she can easily decode a clause as message with the boundary of the Theme and the Rheme, the boundary between the Genus and the Differentia. Also, he/she can easily grasp the semantic functions of the components of a clause as representation with the pattern  $x$  is a or  $x$  has a relationship. He or she can identify which nominal group functions as a Token or a Value, which is the Identified and which is the Identifier, which is the Possessor and which is the Possessed. In this context, a list of the verbs that denote a wide range of processes should be factored into the building of the language learner's competence to decode and interpret a definition.

Regarding the pragmatic competence of the learners in dealing with a representative speech act of defining, he/she should be aware of the lecturer's modification used as hedges to the proposition of the definition and to the hearer. Once he/she can understand the lecturer's intention in modulating the scale of certainty towards the message with the use of modal verbs, he/she will not take the truth of definition as a matter of fact, which is desirable for the shaping of his/her critical thinking ability. Also, the ability to interpret the use

of personal pronouns helps the learner to be more motivated in the decodification of the message in the definition with more involvement, more cooperativeness and more responsibility as if he/she were the one who delivers this act of defining in the lecturer.

Last but not least, the ability to catch the phrases or clauses used as the external modification of the representative speech act of defining can help the learners to take these language expressions as hedges which function to redress for a categorial statement of definition. This can help create a feeling of confidence for the hearer who may see that the definition is not so hard as it is expected or it is as simple as the lecturer sees it.

### **5.3. LIMITATION AND RECOMMENDATIONS FOR FURTHER STUDIES**

#### **5.3.1. Limitation of the study**

The study has had a touch on the definition in view of Functional grammar with a focus on some common models of Theme – Rheme structure. Also, the examination of definitions was just restricted in the clause as representation where only relational processes and some of material processes were dealt with. A small corpus did not enable the study to list out a full range of verb groups to denote a variety of processes.

It is expected that a further research will carry out an in-depth analysis on one of the following issues.

- An Investigation into the verb groups used in the definition of lecture in English;
- An investigation into the Hedges used in the representative speech act of defining in lectures in English;
- An investigation in to Verbal Processes in Clause as Representation of an act of defining;
- A study of prototypical definitions in lecture in English.