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## A CORPUS-BASED STUDY OF QASIM ALI SHAH'S SPEECHES: A TRANSITIVITY ANALYSIS

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### **Abstract**

The present study aimed to study transitivity processes employed in Qasim Ali Shah's motivational speeches. The study also aims to explore the purposes achieved from the employed transitivity processes. A mixed-method approach, both quantitative and qualitative, was employed to explore and analyze transitivity processes utilized in Qasim Ali Shah's motivational speeches. For this study, selected speeches were obtained from the YouTube channel of Qasim Ali Shah. Selected speeches were translated into English from the Urdu language. Speeches were transcribed, and Corpus Linguistics was used as a tool to find the frequencies of certain words through AntConc 3.5.9 software. Halliday's model of transitivity has been used as a theoretical framework as well as an analytical framework to study the selected speeches. In the present research study, 25 clauses selected from Qasim Ali Shah's speeches have been analyzed. After rigorous examination, the study found 212 process types in the speeches. The most intriguing finding is that relational and material processes have been employed dominantly in motivational speeches. It is surprising given the fact that verbal and behavioral processes have been used very infrequently. This study mainly puts forward the notion that transitivity processes play a distinct role in the motivational speeches of Qasim Ali Shah in persuading, convincing, and motivating the public regarding their ideologies and commitments.

### **Key Words:**

Discourse Analysis; Motivational Speeches; Qasim Ali Shah; Systematic Functional Grammar; Transitivity Analysis

### **1.1 Introduction**

The current research study attempts to investigate transitivity processes in Qasim Ali Shah's motivational speeches on social issues. The study aims to explore the transitivity processes concerning their functions and employment in Qasim Ali Shah's speeches concerning social issues. Halliday's (1985) model of transitivity has been used as a theoretical framework as well as an analytical framework to study the selected speeches. In this study, a mixed-method approach, both qualitative and quantitative, has been employed.

Motivation plays an essential role in enhancing the lives of people. By listening to motivational speakers, people get encouraged and motivated. There are several motivational speakers around the globe as well as in Pakistan. Qasim Ali Shah is one of the well-known motivational speakers in Pakistan. In Pakistan, Qasim Ali Shah is a motivational speaker and a famous educator. He is

renowned for his exceptional ability to discuss and argue. For example, accomplishment, happiness, logical thought, time management, threat management, polished approach, enthusiastic expertise, child-rearing, vocation structure, career chasing self-awareness, etc., Shah addresses different people of different categories. The emphasis of his training relies on progression to be rewarded.

## **1.2 Literature review**

Several previous studies focused on transitivity analysis. Different studies focused on different data to carry out the transitivity analysis. Anjum and Javed (2019) study transitivity in 'TO The Lighthouse.' by Virginia Woolf. They used corpus-based techniques to study transitivity in the respective novel. It was clause analysis that analyzed all manner of processes, participants, and circumstances. The thesis is intended for language scholars to examine and translate text from multiple literary genres.

In addition, through transitivity analysis Manzano and Orquijo (2020) studied political commitments and ideologies in Philippine presidents' inaugural speeches. In the inauguration speeches of the Filipino presidents, the results found that both processes were clear. It was further disclosed that the material method was the most commonly utilized of these styles of processes by the Filipino presidents in providing alternatives to current issues, representing a new government under their leadership, and appealing to God as divine providence in operating the government. The relational method was adopted, which was used to clarify ideas, highlight the primary duty of the government and the citizens, and identify the problems confronting the government; whereas the mental process was primarily used by the Filipino presidents to communicate their dispositions and political values, to manifest their passion for people's well-being, and to encourage them.

Moreover, Yuqiong and Fengjie (2018) conducted a research study to explore a transitivity review of the rhetoric of David Cameron in the retention of Scotland. The goal is to figure out the distributions and roles of the systems of transitivity and the key participants. The study produces two key conclusions as follows: both six forms of the process can be contained in Cameron's voice. Among them, in his voice, the relational system and content process are the most commonly occurring process forms, rendering his speech more analytical and convincing; the pronouns of "we, us and our" first plural forms are the key participants in Cameron's voice, which indicates that he needs to shorten the gap with his viewers.

Further, Naz, Alvi, and Baseer (2012) investigated the art of linguistic spin in one of Benazir Bhutt's political speeches. The findings revealed that she could employ linguistic choices quite perfectly according to the situation. Similarly, Anggraini (2018) explored the transitivity system trend that exposes the linguistic techniques as well as the ideological construction of the speeches of Donald Trump in the 45th presidential election of the United States. The mechanisms of transitivity ultimately showed that, during his remarks, Donald Trump tried to build political views. Besides, Megah (2020) studied Transitivity in Jokowi's New Vision Speech. This study concluded that Jokowi tended to use material processes, in contrast with verbal and behavioral processes which have no occurrences in his speech, it shows that he prefers to action to show his action.

Moreover, Agbo, Ngwoke, and Ijem (2019) examined clause structures of President Buhari's My Covenant with Nigerians to reveal the transitivity processes employed by the President in this famous campaign speech in the 2015 presidential election. The study indicated that President Muhammadu Buhari used perception, affection, cognition and volition, mental and verbal processes, and verbal processes to relate to the masses and to devote himself to serving Nigerians. To encrypt his philosophy, convince the public, and gain political victory, he similarly used content and emotional methods.

In addition, Seo (2013) studied the transitivity of The Battle for Tripoli in the headlines of two newspapers. The findings illustrate how the discursive choices in their news headlines affirm differences in the political contexts of these two publications. These studies further illustrate the

conceptions of positive self and destructive self, built in line with these two newspapers' national roles in the global political power system.

The above is the review of studies conducted concerning transitivity analysis. There are several studies concerning transitivity analysis. However, transitivity in motivational speeches is still unexplored. Therefore, the present research thesis attempted to explore the transitivity process employed in Qasim Ali Shah's motivational speeches.

The core point of the transitivity system is that the “goings-on” of doing, happening, feeling, and becoming comprises of our most strong perception of truth. In the semantic system of the text, these goings-on are worked out and articulated via the clause grammar (Halliday, 1994). Therefore, the clause is evaluated for its capacity to reflect both the outside and the inner world of human beings. The portrayal of truth, along with its actors, is done by a series of processes and the situations under which they unfold (Filho, 2004). This represents what is going on, what is being achieved, what is being thought, and in what shape it is (Cheng Yumin, 2007). Six phases are used in the transitivity system: material, mental, relational, behavioral, linguistic, and existential. In an extended context, the word ‘method’ is used here to include all phenomena and everything conveyed by a verb; this may be an occurrence, whether physical or not, state or relationship. All these six processes are,

### **1.2.1 Material (Action) Processes**

In the real universe, material processes are processes of doing things. They have two members participating with them who are inherent. The first is the Actor, a mandatory part, who communicates the doer of the phase (Halliday & Matthiessen, 2004). The second is the purpose, which is an optional aspect that communicates whether the process is animate or inanimate to the individual or entity.

### **1.2.2 Relational process**

The process of being in the field of abstract relations is associated with relational processes (Thompson, 2004). An abstract interaction between two participants involved with the procedure is generally considered. However, a participant does not influence the other participant physically, unlike the case of a substance process. It is important to distinguish relational processes into two types: attributive and naming (Thompson, 2004).

### **1.2.3 Mental Processes**

Neural processes encode the definitions of emotion or perception. Unlike the externalized systems of performing and communicating, they are internalized processes. Halliday and Matthiessen (2014) note that mental processes often include at least one individual participant who has the mind through which the phase happens, unlike material processes. The respondent participating in the mental phase is referred to as Sensor. An anomaly is an object that the sensor senses, believes, or perceives.

### **1.2.4 Verbal process**

This process, including saying and meaning, communicates the interaction between ideas constructed in human consciousness and ideas implemented in language type (Thompson, 2004). The person speaking is called Sayer, Target is the addressee to whom the procedure is guided, and Verbiage is what is said. Verbal processes entail verbal activity (Eggins, 2004, p. 235) and thus apply to all instances of saying and, more commonly, “any type of symbolic exchange of meaning” (Halliday, 1994, p. 140; Halliday & Matthiessen, 2014, p. 303).

### **1.2.5 Existential Processes**

They reflect current and occurring procedures. Typically, existential phrases include the verb be, and the word as a topic is important, but it has no representational purpose (Halliday & Matthiessen, 2014). The entity or occurrence that is claimed to happen is defined as the Existent. A current phenomenon may be some type of phenomenon, such as a thing, person, entity, organization, abstraction, behavior, or occurrence.

### 1.2.6 Behavioral Processes

Behavioral procedures are physiological and social behavior systems. They are the least significant of the six forms of systems, and the limitations of behavioral processes are infinite, partially material, and partially emotional (Halliday & Matthiessen, 2004). Outer representations of inner workings, the acting out of consciousness systems and bodily conditions, are behavioral processes. Behavior is the name of the participant who is acting.

To identify each process, a verb is the key tool to determine the kind of each process. Material verbs mark the material process, verbal verbs mark the verbal process, mental verbs mark the mental process, linking verbs mark the relational process, behavioral verbs mark the behavioral process, and there and non-referent it marks the existential process. Each process is also composed of its participants. The material process has Actor, Goal, and Affected participants. The verbal process has Sayer, Receiver, and Verbiage participants. The mental process has Sensor and Phenomenon participants. The relational process has Carrier-Attribute, Identifier Identified, and Possessor-Possessed participants. The behavioral process has behavior participants. The existential process has an existing participant.

### 1.3 Statement of the Problem

The use of language can have a particular influence on the vocabulary used in the speeches because of the interrelated design of the language and ideational or experiential meta-function. In speeches, words are used very methodically due to the required functions to be fulfilled. Previously, several studies have been conducted to explore transitivity in speeches and written texts. However, in the Pakistani context, there is very little research produced on transitivity analysis. In particular, motivational speeches are still unexplored. Therefore, the present study attempted to explore the transitivity analysis of Qasim Ali Shah's speeches. This study has investigated the transitivity processes employed in Qasim Ali Shah's speeches. This study can be of great help when it comes to future research studies conducted in the area and concerning English for specific purposes.

### 1.4 Research Objectives

- To explore the concordance of the transitivity process in Qasim Ali Shah's speeches. To explore the specific strategies of transitivity and how these strategies have motivational and inspirational effects on the audience.
- To analyze purposes achieved from the employed transitivity processes in Qasim Ali Shah's motivational speeches.

### 1.5 Research Questions

- What is the concordance of the transitivity process used in the motivational speeches of Qasim Ali Shah?
- How transitivity processes are effective in achieving the different motivation processes in his speeches?
- For what purposes does Qasim Ali Shah use transitivity process types in his motivational speeches?

### 1.6 Significance of the Present Study

This study will uncover the transitivity processes with their purposes employed in Qasim Ali Shah's motivational speeches. To understand what is being said, language is a social phenomenon. Transitivity analysis is very advantageous in the ideational function of language to explain the experiential implications of the document consistently. Transitivity is seen as a valuable tool for examining the forms in which ideologies, themes, and definitions are constructed by expression. It is an important system for building human existence in a language-encoded inner and outer universe. For language scholars and statisticians, this analysis may be substantive in examining and decoding

written texts in various literary genres. To investigate the discourse and style of corpus-based methodologies, the thesis opens fresh insights for scholars to examine diverse genres of literature.

### **1.7 Methodology**

The present study employs a mixed-method approach, incorporating both qualitative and quantitative research methods to explore and analyze the transitivity processes utilized in Qasim Ali Shah's motivational speeches. Moreover, this study is descriptive/exploratory in nature, conducted to explore the transitivity processes used in Qasim Ali Shah's speeches. This type of research aims to explain a phenomenon's fundamental reasons. The method of description provides a satisfying image of a circumstance (Burns & Grove, 2003). In other words, the quantitative approach included the process of evaluating the frequencies of the occurrences of the expression, while understanding the findings was inferred by the qualitative method.

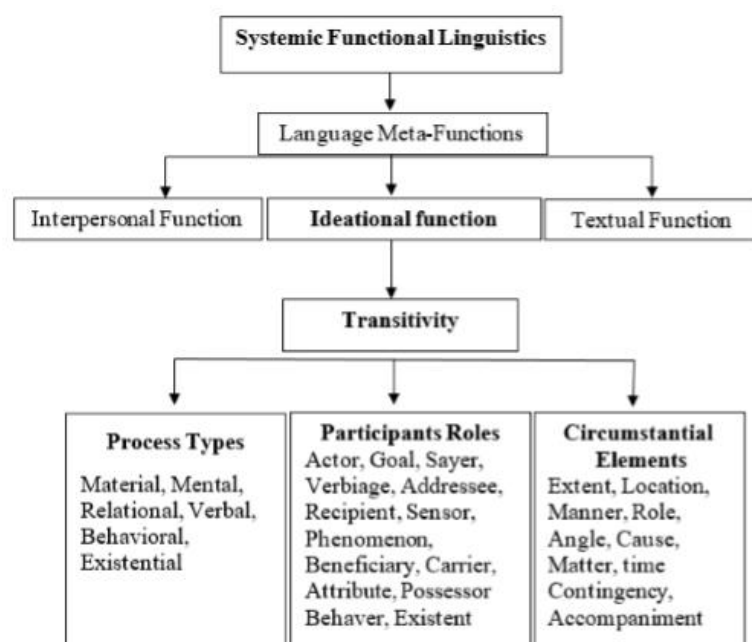
#### **1.7.1 Data collection**

This research study is a transitivity discourse analysis of Qasim Ali Shah's speeches on social issues. So, for the present study, speeches by Qasim Ali Shah on social issues have been collected for analysis. The focus of this study is to explore strategies by Qasim Ali Shah concerning transitivity analysis. Therefore, the purposive sampling technique was used to collect the desired speeches: speeches concerning social issues. Once the desired speeches were collected, then those speeches were translated from Urdu into English for analysis purposes.

A specialized corpus was constructed from the texts of 10 speeches to achieve the objectives of the present study and to answer particular research questions. Text files were run on AntConc software to know the frequently occurring words and their frequencies. The most frequent words are then analyzed concerning their linguistic context.

#### **1.7.2 Theoretical Framework**

In this research study, Halliday's (1985) transitivity model has been used as a theoretical as well as analytical framework. The thesis was focused on the SFL theory that sees language as a means of meaning-making. The belief that language is used as a system of meanings is focused on it. Three meta-functions known as ideational, interpersonal, and textual functions were described by Halliday (1985). The ideational meta-function is split into two parts, the experiential and the rational, both provide transitivity that helps the human perception of the inner and outer universe to be more established by configuring it into clauses (Halliday, 2014). It interprets a manageable series of processes into the universe of interactions.



### 1.8 The data Interpretation

The data of the research is taken from the lectures of Qasim Ali Shah. The clauses extracted from these lectures were further analyzed under the transitivity system which includes the Process type and participant functions. The Process types include the processes of Material, Relational, Mental, Behavioral, Verbal, and Existential. The circumstantial existence of the clause is optional.

The material process is the process of happening or doing a thing or activity. There are several clauses of material process in this text. The software used in the analysis process is AntConc 3.5.9. The software revealed the data with word occurrences of 1931 word types with word tokens 10580. The high-frequency words were sorted out in different lists under the headings of Material process, mental process, Verbal process, relational process, behavioral process, and existential process. In the tables given below, the word type, Rank No. and the Frequencies are given

#### Material Processes in Qasim Ali Shah's Speeches

| Material Process | Frequency | Ranks       |
|------------------|-----------|-------------|
| <b>Gotten</b>    | <b>1</b>  | <b>1316</b> |
| <b>Came</b>      | <b>3</b>  | <b>10</b>   |
| <b>Come</b>      | <b>5</b>  | <b>297</b>  |
| <b>Going</b>     | <b>5</b>  | <b>10</b>   |
| <b>Left</b>      | <b>4</b>  | <b>388</b>  |
| <b>Done</b>      | <b>2</b>  | <b>706</b>  |
| <b>Take</b>      | <b>13</b> | <b>132</b>  |
| <b>Get</b>       | <b>21</b> | <b>32</b>   |

|                 |           |             |
|-----------------|-----------|-------------|
| <b>Give</b>     | <b>8</b>  | <b>201</b>  |
| <b>Working</b>  | <b>2</b>  | <b>2</b>    |
| <b>Good</b>     | <b>89</b> | <b>20</b>   |
| <b>Sitting</b>  | <b>1</b>  | <b>1763</b> |
| <b>Help</b>     | <b>6</b>  | <b>257</b>  |
| <b>Did</b>      | <b>8</b>  | <b>198</b>  |
| <b>Happened</b> | <b>1</b>  | <b>1335</b> |
| <b>Changed</b>  | <b>10</b> | <b>159</b>  |
| <b>Fail</b>     | <b>1</b>  | <b>1248</b> |
| <b>Passing</b>  | <b>2</b>  | <b>838</b>  |
| <b>Gone</b>     | <b>3</b>  | <b>528</b>  |

#### Mental Processes in Qasim Ali Shah's Speeches

| <b>Mental Process</b> | <b>Frequency</b> | <b>Ranks</b> |
|-----------------------|------------------|--------------|
| <b>Think</b>          | <b>5</b>         | <b>348</b>   |
| <b>Thought</b>        | <b>13</b>        | <b>133</b>   |
| <b>Belief</b>         | <b>7</b>         | <b>215</b>   |
| <b>Saw</b>            | <b>9</b>         | <b>148</b>   |
| <b>Introvert</b>      | <b>1</b>         | <b>1396</b>  |
| <b>Extrovert</b>      | <b>1</b>         | <b>1244</b>  |
| <b>Feeling</b>        | <b>1</b>         | <b>1260</b>  |
| <b>Watching</b>       | <b>1</b>         | <b>1899</b>  |
| <b>Lust</b>           | <b>1</b>         | <b>1449</b>  |
| <b>Remember</b>       | <b>5</b>         | <b>335</b>   |
| <b>Wishes</b>         | <b>1</b>         | <b>1920</b>  |
| <b>Discuss</b>        | <b>4</b>         | <b>366</b>   |
| <b>Found</b>          | <b>1</b>         | <b>1289</b>  |
| <b>Liked</b>          | <b>1</b>         | <b>1433</b>  |

## Verbal Processes in Qasim Ali Shah's Speeches

| <b>Verbal Process</b> | <b>Frequency</b> | <b>Ranks</b> |
|-----------------------|------------------|--------------|
| <b>Say</b>            | <b>8</b>         | <b>211</b>   |
| <b>Said</b>           | <b>16</b>        | <b>103</b>   |
| <b>Asked</b>          | <b>15</b>        | <b>105</b>   |
| <b>Tell</b>           | <b>4</b>         | <b>433</b>   |
| <b>Told</b>           | <b>8</b>         | <b>212</b>   |
| <b>Read</b>           | <b>7</b>         | <b>231</b>   |
| <b>Ask</b>            | <b>6</b>         | <b>242</b>   |
| <b>Speak</b>          | <b>2</b>         | <b>885</b>   |

## Behavioral Processes in Qasim Ali Shah's Speeches

| <b>Behavioral Process</b> | <b>Frequency</b> | <b>Ranks</b> |
|---------------------------|------------------|--------------|
| <b>Look</b>               | <b>1</b>         | <b>1442</b>  |
| <b>Read</b>               | <b>7</b>         | <b>231</b>   |
| <b>Watch</b>              | <b>1</b>         | <b>1899</b>  |
| <b>Mind</b>               | <b>13</b>        | <b>125</b>   |
| <b>Understand</b>         | <b>9</b>         | <b>188</b>   |
| <b>Behavior</b>           | <b>28</b>        | <b>54</b>    |

## Relational Processes in Qasim Ali Shah's Speeches

| <b>Relational Process</b> | <b>Frequency</b> | <b>Ranks</b> |
|---------------------------|------------------|--------------|
| <b>The</b>                | <b>1</b>         | <b>397</b>   |
| <b>And</b>                | <b>2</b>         | <b>276</b>   |
| <b>To</b>                 | <b>3</b>         | <b>274</b>   |
| <b>Of</b>                 | <b>4</b>         | <b>225</b>   |
| <b>That</b>               | <b>8</b>         | <b>207</b>   |
| <b>Have</b>               | <b>12</b>        | <b>115</b>   |
| <b>For</b>                | <b>16</b>        | <b>89</b>    |
| <b>His</b>                | <b>21</b>        | <b>75</b>    |



|              |           |           |
|--------------|-----------|-----------|
| <b>Will</b>  | <b>24</b> | <b>65</b> |
| <b>On</b>    | <b>27</b> | <b>55</b> |
| <b>There</b> | <b>31</b> | <b>53</b> |
| <b>or</b>    | <b>41</b> | <b>43</b> |
| <b>him</b>   | <b>37</b> | <b>46</b> |
| <b>then</b>  | <b>35</b> | <b>48</b> |

Existential Processes in Qasim Ali Shah's Speeches.

| <b>Existential Process</b> | <b>Frequency</b> | <b>Ranks</b> |
|----------------------------|------------------|--------------|
| <b>There</b>               | <b>14</b>        | <b>53</b>    |

Total SUM of the Processes of Qasim Ali shah's speeches

| <b>Process Types</b> | <b>Material Process</b> | <b>Mental Process</b> | <b>Verbal process</b> | <b>Behavioral Process</b> | <b>Relational Process</b> | <b>Existential process</b> |
|----------------------|-------------------------|-----------------------|-----------------------|---------------------------|---------------------------|----------------------------|
| <b>SOF</b>           | <b>185</b>              | <b>51</b>             | <b>66</b>             | <b>59</b>                 | <b>262</b>                | <b>14</b>                  |
| <b>%</b>             | <b>18.43%</b>           | <b>15.43%</b>         | <b>15.77%</b>         | <b>15.61%</b>             | <b>20.16%</b>             | <b>14.60%</b>              |

Note: SOF=sum of frequencies, % is the percentages

Transitivity analysis of clauses

Clause No. 1. You have to keep sticky notes with you.

|              |                   |                |             |               |              |             |               |
|--------------|-------------------|----------------|-------------|---------------|--------------|-------------|---------------|
| <b>You</b>   | <b>have</b>       | <b>To</b>      | <b>keep</b> | <b>Sticky</b> | <b>notes</b> | <b>with</b> | <b>You</b>    |
| <b>Actor</b> | <b>relational</b> | <b>process</b> |             | <b>goal</b>   |              |             | <b>sensor</b> |

Clause No. 2. Allah is doing so much good for you.

|              |                |              |           |             |             |            |               |
|--------------|----------------|--------------|-----------|-------------|-------------|------------|---------------|
| <b>Allah</b> | <b>is</b>      | <b>doing</b> | <b>so</b> | <b>much</b> | <b>good</b> | <b>for</b> | <b>you</b>    |
| <b>Actor</b> | <b>Process</b> | <b>Goal</b>  |           |             |             |            | <b>Sensor</b> |

Clause No. 3. Mind does not have a helicopter view.

|              |                |            |             |          |                         |                  |
|--------------|----------------|------------|-------------|----------|-------------------------|------------------|
| <b>Mind</b>  | <b>Does</b>    | <b>Not</b> | <b>Have</b> | <b>A</b> | <b>helicopter</b>       | <b>View</b>      |
| <b>Actor</b> | <b>Process</b> |            |             |          | <b>Circ: phenomenon</b> | <b>location,</b> |

Clause No. 4. telescope view is fit at the washroom so does your mind.

|                  |             |                   |                |           |            |                 |           |               |              |                |
|------------------|-------------|-------------------|----------------|-----------|------------|-----------------|-----------|---------------|--------------|----------------|
| <b>Telescope</b> | <b>view</b> | <b>Is</b>         | <b>Fit</b>     | <b>at</b> | <b>the</b> | <b>Washroom</b> | <b>so</b> | <b>does</b>   | <b>your</b>  | <b>Mind</b>    |
| <b>Carrier</b>   |             | <b>relational</b> | <b>Process</b> |           |            |                 |           | <b>Mental</b> | <b>actor</b> | <b>process</b> |

Clause No. 5. today you have to learn different things.

|                      |              |                   |                          |              |                  |               |
|----------------------|--------------|-------------------|--------------------------|--------------|------------------|---------------|
| <b>Today</b>         | <b>You</b>   | <b>Have</b>       | <b>to</b>                | <b>learn</b> | <b>different</b> | <b>Things</b> |
| <b>Circumstances</b> | <b>Actor</b> | <b>relational</b> | <b>Process, material</b> |              | <b>Verbiage</b>  |               |

Clause No. 6. Human don't get to know he just keep on walking.

|                |              |                |           |              |           |             |                   |           |                |
|----------------|--------------|----------------|-----------|--------------|-----------|-------------|-------------------|-----------|----------------|
| <b>Human</b>   | <b>don't</b> | <b>get</b>     | <b>to</b> | <b>know</b>  | <b>he</b> | <b>just</b> | <b>keep</b>       | <b>on</b> | <b>Walking</b> |
| <b>Carrier</b> |              | <b>process</b> |           | <b>actor</b> |           |             | <b>behavioral</b> |           | <b>process</b> |

Clause No. 7. Try to understand how life works.

|                  |                |                   |            |             |                |
|------------------|----------------|-------------------|------------|-------------|----------------|
| <b>Try</b>       | <b>To</b>      | <b>understand</b> | <b>how</b> | <b>Life</b> | <b>Works</b>   |
| <b>Attribute</b> | <b>process</b> |                   |            | <b>Goal</b> | <b>Mental</b>  |
|                  |                |                   |            |             | <b>process</b> |

Clause No. 8. We think profit and loss with the money.

|              |                |                 |            |             |                      |            |              |
|--------------|----------------|-----------------|------------|-------------|----------------------|------------|--------------|
| <b>We</b>    | <b>think</b>   | <b>profit</b>   | <b>and</b> | <b>Loss</b> | <b>With</b>          | <b>the</b> | <b>Money</b> |
| <b>Actor</b> | <b>process</b> | <b>Verbiage</b> |            |             | <b>circumstances</b> |            |              |

Clause No. 9. Profit means idea.

|                       |  |                |  |             |
|-----------------------|--|----------------|--|-------------|
| <b>Profit</b>         |  | <b>Means</b>   |  | <b>Idea</b> |
| <b>Circumstances:</b> |  | <b>Process</b> |  | <b>goal</b> |
| <b>accompaniment</b>  |  |                |  |             |

Clause No. 10. We have limited mind.

|              |                   |                  |                      |
|--------------|-------------------|------------------|----------------------|
| <b>We</b>    | <b>Have</b>       | <b>Limited</b>   | <b>Mind</b>          |
| <b>Sayer</b> | <b>relational</b> | <b>Attribute</b> | <b>Process, goal</b> |

Clause No. 11. You try to hope ever.

|              |                   |           |                  |                |
|--------------|-------------------|-----------|------------------|----------------|
| <b>You</b>   | <b>Try</b>        | <b>to</b> | <b>hope</b>      | <b>Ever</b>    |
| <b>Actor</b> | <b>relational</b> |           | <b>attribute</b> | <b>process</b> |

Clause No. 12. We don't know the things we demand.

|               |              |                |            |                 |              |                      |
|---------------|--------------|----------------|------------|-----------------|--------------|----------------------|
| <b>We</b>     | <b>don't</b> | <b>know</b>    | <b>the</b> | <b>Things</b>   | <b>we</b>    | <b>Demand</b>        |
| <b>Actors</b> |              | <b>Process</b> |            | <b>Objects:</b> | <b>Sayer</b> | <b>Circumstances</b> |

Clause No. 13. Person keeps on complaining why I got here.

|                |                |           |                    |            |              |                       |                          |
|----------------|----------------|-----------|--------------------|------------|--------------|-----------------------|--------------------------|
| <b>Person</b>  | <b>keeps</b>   | <b>On</b> | <b>complaining</b> | <b>why</b> | <b>I</b>     | <b>got</b>            | <b>Here</b>              |
| <b>Carrier</b> | <b>Process</b> |           | <b>attribute</b>   |            | <b>Sayer</b> | <b>Mental process</b> | <b>Circus: Situation</b> |

Clause No. 14. Redefine the meaning of your life.

|                     |                |                       |           |                |             |
|---------------------|----------------|-----------------------|-----------|----------------|-------------|
| <b>redefine</b>     | <b>The</b>     | <b>meaning</b>        | <b>of</b> | <b>your</b>    | <b>Life</b> |
| <b>Circ: Extent</b> | <b>Process</b> | <b>Attribute</b>      |           |                |             |
|                     |                | <b>Mental process</b> |           | <b>Carrier</b> | <b>Goal</b> |

Clause No. 15. God has planned something good for you.

|              |                |                |                  |             |            |               |
|--------------|----------------|----------------|------------------|-------------|------------|---------------|
| <b>God</b>   | <b>Has</b>     | <b>planned</b> | <b>something</b> | <b>good</b> | <b>for</b> | <b>You</b>    |
| <b>Actor</b> | <b>process</b> |                | <b>attribute</b> |             |            | <b>Sensor</b> |

Clause No. 16. Expand the approach of your brain.

|                       |                |                 |           |                         |              |
|-----------------------|----------------|-----------------|-----------|-------------------------|--------------|
| <b>Expand</b>         | <b>The</b>     | <b>approach</b> | <b>Of</b> | <b>your</b>             | <b>Brain</b> |
| <b>Circ: attitude</b> | <b>Process</b> |                 |           | <b>Receiver, mental</b> |              |

Clause No. 17. Our brain thinks about whole day not about the consequences.

|              |                       |                        |              |              |            |            |              |                         |                     |
|--------------|-----------------------|------------------------|--------------|--------------|------------|------------|--------------|-------------------------|---------------------|
| <b>Our</b>   | <b>Brain</b>          | <b>thinks</b>          | <b>about</b> | <b>whole</b> | <b>day</b> | <b>not</b> | <b>about</b> | <b>the</b>              | <b>Consequences</b> |
| <b>Sayer</b> | <b>Mental process</b> | <b>Circ: Situation</b> |              |              |            |            |              | <b>Material process</b> |                     |

Clause No. 18. People think only bad is happening.

|               |                |                        |            |                   |                  |
|---------------|----------------|------------------------|------------|-------------------|------------------|
| <b>People</b> | <b>Think</b>   | <b>only</b>            | <b>Bad</b> | <b>Is</b>         | <b>Happening</b> |
| <b>Actor</b>  | <b>process</b> | <b>Circ: situation</b> |            | <b>Relational</b> | <b>behavior</b>  |

Clause No. 19. Profit means to get the prayers

|                         |                   |                |            |                   |                |
|-------------------------|-------------------|----------------|------------|-------------------|----------------|
| <b>Profit</b>           | <b>means</b>      | <b>to</b>      | <b>Get</b> | <b>the</b>        | <b>Prayers</b> |
| <b>Material process</b> | <b>relational</b> | <b>Process</b> |            | <b>phenomenon</b> |                |

Clause No. 20. We always keep on thinking what did I get?

|              |                       |             |           |                   |                   |            |                 |             |
|--------------|-----------------------|-------------|-----------|-------------------|-------------------|------------|-----------------|-------------|
| <b>We</b>    | <b>always</b>         | <b>keep</b> | <b>on</b> | <b>thinking</b>   | <b>What</b>       | <b>did</b> | <b>I</b>        | <b>get?</b> |
| <b>Sayer</b> | <b>Mental process</b> |             |           | <b>Behavioral</b> | <b>locational</b> |            | <b>receiver</b> | <b>goal</b> |

Clause No. 21. Mind has a situational view

|              |                   |          |  |                                   |             |
|--------------|-------------------|----------|--|-----------------------------------|-------------|
| <b>Mind</b>  | <b>has</b>        | <b>a</b> |  | <b>situational</b>                | <b>View</b> |
| <b>Actor</b> | <b>relational</b> |          |  | <b>Circ: phenomenon, Location</b> |             |

Clause No. 22 most of have us have unguided thoughts.

|                 |           |                |           |                |                       |                 |
|-----------------|-----------|----------------|-----------|----------------|-----------------------|-----------------|
| <b>Most</b>     | <b>Of</b> | <b>have</b>    | <b>us</b> | <b>Have</b>    | <b>unguided</b>       | <b>Thoughts</b> |
| <b>Verbiage</b> |           | <b>Process</b> |           | <b>Process</b> | <b>Circ: behavior</b> |                 |
|                 |           |                |           |                | <b>Mental process</b> |                 |

Clause No. 23 we force our kids to think about the already thought-out things.

|              |                |            |             |           |                   |                   |               |                        |
|--------------|----------------|------------|-------------|-----------|-------------------|-------------------|---------------|------------------------|
| <b>We</b>    | <b>force</b>   | <b>our</b> | <b>kids</b> | <b>to</b> | <b>think</b>      | <b>about</b>      | <b>the</b>    | <b>thought- things</b> |
|              |                |            |             |           |                   |                   |               | <b>out</b>             |
| <b>Sayer</b> | <b>Process</b> |            |             |           | <b>Behavioral</b> | <b>Relational</b> | <b>Mental</b> | <b>Goal</b>            |

Clause No. 24 Behaviors are always generated from thoughts.

|                   |            |               |                  |             |                 |
|-------------------|------------|---------------|------------------|-------------|-----------------|
| <b>Behaviours</b> | <b>Are</b> | <b>always</b> | <b>Generated</b> | <b>from</b> | <b>thoughts</b> |
|-------------------|------------|---------------|------------------|-------------|-----------------|

|                |                    |                  |                |                   |                           |
|----------------|--------------------|------------------|----------------|-------------------|---------------------------|
| <b>Carrier</b> | <b>existential</b> | <b>condition</b> | <b>Process</b> | <b>relational</b> | <b>Behavioral process</b> |
|                |                    |                  |                |                   | <b>Mental</b>             |

Clause No. 25 Every field has a master.

|                        |                         |                   |          |               |
|------------------------|-------------------------|-------------------|----------|---------------|
| <b>Every</b>           | <b>field</b>            | <b>Has</b>        | <b>A</b> | <b>master</b> |
| <b>Circ: Condition</b> | <b>Material process</b> | <b>relational</b> |          | <b>sensor</b> |

|                  |                 |               |                   |               |                   |                    |
|------------------|-----------------|---------------|-------------------|---------------|-------------------|--------------------|
| <b>Processes</b> | <b>Material</b> | <b>Mental</b> | <b>Relational</b> | <b>Verbal</b> | <b>Behavioral</b> | <b>Existential</b> |
|                  | <b>21</b>       | <b>11</b>     | <b>24</b>         | <b>2</b>      | <b>8</b>          | <b>2</b>           |

|                     |              |             |               |                 |                  |                |
|---------------------|--------------|-------------|---------------|-----------------|------------------|----------------|
| <b>Participants</b> | <b>Actor</b> | <b>Goal</b> | <b>Sensor</b> | <b>Verbiage</b> | <b>Attribute</b> | <b>Carrier</b> |
|                     | <b>14</b>    | <b>7</b>    | <b>16</b>     | <b>10</b>       | <b>4</b>         | <b>7</b>       |

### 1.9 Major findings

The results of the Text show that the selected speeches of Qasim Ali Shah eloquently practiced the “ideal function” using all of its elements. In which the relational process is visible as it has (20.16%) of usage in speeches, the Material process (18.4%) stands second, the third most frequently used process is a mental process (15.7%), the fourth process used frequently is a behavioral process with sum of frequency (15.6%), verbal process used in the speeches is (15.4%) and the existential process is limited to the word ‘there’ which appears in the speeches (14.6%). However, he uses relational and material processes more frequently than the other processes. The results show the domination of the relational process in Qasim Ali Shah’s speeches. The relational process is the most frequent type found with 20.16%. There are 178 participants found in the speeches. The results of the participant data show that most participant type is related to the motivational mental type. The speaker often counts himself and the others in the speech, which is the 'actor', and the listeners or the message to who conveyed as the 'sensor'. That is why the majority of the participant type is related to the 'actor' and the sensor. The data was further analyzed into different constitutes under the transitivity system. This research analyzed 25 clauses selected from the speeches of Qasim Ali Shah. There are 212 process types in the speech data. These speeches consisted of 10561 words. Transitivity analysis shows that the relational process has been used 24 times in these clauses, the material process used in 21 clauses, the mental process has been used 11 times, the behavioral process 8 times, and the verbal and existential process has been used in a few clauses. In other words, he used processes for ideational function in his speeches. Therefore, it can be said that Qasim Ali Shah unconsciously

systematic functional grammar in his sentences to provoke the people about their social rights and issues. The relational process is used by Qasim Ali Shah to attach the sequence of objects in the observation of the listeners.

There are three circumstances in the clauses, Phenomenon, location, extent, and situation. According to the results, the relational process is used to show that, the two entities bind together and are placed in different sentences. The speaker quotes, 'Today you have to learn' It refers to learning, but the word 'have' is relational and it connects the sensor and the material process. Similar is the case with 'Mind does not have a helicopter view', where it resembles a material with a mental process through a relational process. The relational process is used by Qasim Ali Shah to attach the sequence of objects in the observation of the listeners. In the clause, we learn behavior from parenting, the learning is a material process, and the parenting is a material process as well as verbiage. The word 'we' signifies the receivers or the audience. Another clause that signifies the mental process, our perception is built on our beliefs. Here, the beliefs are the goals or verbiage as the beliefs aren't clear words. It may be religious beliefs, moral or social beliefs, that's the reason it has been put in 'verbiage'. The 'perception' is the mental process and the build is the material process, which signifies the relation between them. Qasim Ali Shah used the relational and material process to build up examples of the moral standards of the society. The reason to use the verbal process at the end is; Qasim Ali Shah concludes his speech by signifying the words 'ask', 'inquire', 'talk', listen' etc.

### 1.10 Discussion on the Findings

The finding shows the idealization meta-function work in Qasim Ali Shah's speeches which indicates that he practiced "systematic functional grammar" in his speeches. Qasim Ali Shah is not only the most influential motivational speaker and author of his age but also the revolutionary as well as the reformer of Pakistani youth. He very ingeniously carried out the motivational discourse while being much more careful in the selection and arrangement of the words. He has the quality to choose the words according to the mentality of his listener. The findings of the research indicate that in all of his speeches, the element of idealization meta-function is extremely used which makes him an influencing motivational speaker of his age. Moreover, the transitivity analysis of Qasim Ali Shah's speeches shows that he uses relational and material processes more than other processes. That is employed according to Halliday's relational assertion of being and having. He uses this process to relate himself and his struggle with the youth of his nation. Secondly, he uses material process, the process of happening or doing in the real world. He makes use of mental processes to understand the psychological situation related to the social issues of the people of his nation. Thus, it confirms Ali et al. (2021) idea that in political or motivational speeches, the use of relational and material processes is a good choice. The study indicates that material and relational processes are used more enormously than the other processes. It can be said that with these processes Nelson Mandela wants to realize the Africans that their existing state is not fated. The findings of the research show that collectively, in all of his four speeches, the elements of

Halliday's ideational function is used to provoke the Africans for freedom and get civil rights from the Whites. In addition, Manzano and Orquijo (2020) studied political commitments and ideologies in Philippine presidents' inaugural speeches, the finding shows that the material process was the most commonly utilized of these styles of processes by Filipino presidents in providing alternatives to current issues. The relational process was used to clarify ideas and highlight the primary duty of the government and the citizens whereas the Filipino presidents communicate their dispositions and political values primarily using the mental process. Moreover, Yuqiong and Fengjie (2018) researched to figure out the distributions and roles of transitivity and the key participants. The finding reveals two key conclusions as follows: both six forms of the process can be contained in

Cameron's voice. Among them, in his voice, the relational system and material process are the most commonly occurring process forms, rendering his speech more analytical and convincing. Similarly, Anggraini (2018) explored the transitivity system trend of the speeches of Donald Trump. The mechanisms of transitivity showed six processes that, during his remarks, Donald Trump tries to build political views. Further, Megah (2020) studied Transitivity in Jokowi's New Vision Speech. This study concluded that Jokowi tended to use material processes, in contrast with verbal and behavioral processes, which have no occurrences in his speech, it shows that he prefers to action to show his action. It confirms the research findings of Agbo, Ngwoke, and Ijem (2019) examined clause structures of President Buhari's speech to reveal the transitivity processes. The finding indicates that the President used perception, affection, cognition and volition, mental and verbal processes, and behavioral processes to relate to the masses and to devote himself to serving Nigerians. To encrypt his philosophy, convince the public, and gain political victory.

The study affirms that Halliday's transitivity analysis help user to represent their perceptions of reality. It means that the transitivity system is a useful way of finding out the participants in the process and the entities where the process is extended. It can uncover the relationship between meaning and wording in political discourse.

### 1.11 Conclusion

The research has been carried out to analyze the discourse of Qasim Ali Shah's speeches on social issues in the light of Halliday's Systematic Functional Grammar; the idealization of meta-functions. The study has also proved the hypothesis that the effectiveness of his discourse is based on SFL, particularly the idealization meta-functions. The findings of the research indicate that collectively, in the majority of speeches, the element of idealization meta-function has been used enormously. It proves that he has considerably practiced the element of systemic functional grammar in his speeches and indeed that was the lurking secret of his thrilling words being much more effective and revolutionary. Moreover, the findings show that the ratio of using idealization meta-functional element vary from speech to speech and ever situation to situation. Therefore, the study concludes that Qasim Ali Shah uses the idealization meta-function according to systematic functional grammar to make his speech effective.

### 1.12 Recommendation

First, it is highly suggested that linguistics students, first they have to learn about transitivity theory to understand how motivational speakers arrange their sentences to convey their ideology and construct the meaning, especially the sentences used in their speeches because the style of the speaker in speaking can be shown by their linguistic choices.

Secondly, this research is limited to the speeches of Qasim Ali Shah on social issues so different aspects and issues can be taken to study more.

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