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THE PECULIARITIES OF METATEXT ELEMENTS IN PUBLIC SPEAKING «TED TALKS»

This article is devoted to the study of metatext elements in public speaking «TED Talks». Generally, metatext organizes the main text, structures it, helps to understand the main information and has the property of reflection. The reflexivity of metatext is manifested in its secondary nature in relation to the main text. Metatext in its narrow sense can be considered as metatext elements the function of which is auxiliary. Metatext elements are connected with the scientific text and establish a logical connection between its elements. On the basis of the typology suggested by A. Crismore metatext elements are divided into textual and interpersonal. Metatext elements are used at every stage of public speaking. The analysis of 150 metatext elements in public speeches «TED talks» starts with the examination of their introduction, body and conclusion sections. The emphasis is focused on public speeches in the field of modern technology. According to the analysis it is proved that the use of textual and interpersonal metatext elements in public speaking makes it more logical, having a positive impact on every step of preparing a speech, its structuring, and presentation to the audience, improvisation and success.

Keywords: metatext, metatext elements, public speaking, typology, analysis, communication.

Introduction

At present, having reached a certain, sufficiently high level of development, scientific knowledge finds new channels of communication in the form of various compressed texts, acquiring their metatext character. This group of texts includes

secondary texts, which ones are dictionaries, encyclopedias, annotations, popular lectures, conferences, interviews, advertisements, etc. [1, p. 49]. A metatext function is implemented on the basis of metatext and metatext elements. Generally, metatext organizes the main text, structures it, helps to understand the main information and has the property of reflection. The reflexivity of metatext is manifested in its secondary nature in relation to the main text.

Metatext correlates with such elements of pragmatic content as the intention of the addresser of the text, the text as a physical object, the fact of text perception, pragmatic, referential time of deployment or perception of the text, etc. Situational-pragmatic content is the characteristic of metatext. It performs a text-forming function, forming a “metatext frame” of the main text or its fragment, which is filled with the main text [2].

According to the communicative-pragmatic approach, *metatext* as a special linguistic text can be associated with *metatext in a text* as an obligatory component of a communicative metalinguistic skill [3, p. 98]. Within the context of the given research study the main aim is to analyze the peculiarities of metatext elements in their narrow sense, as a metatext in a text, how they function in public speeches «TED Talks».

Materials and methods

The role of public speaking «TED Talks» is still increasing, where metatext elements, performing an organizing, connecting function, affect the mental sphere of the recipient’s attention, thereby, stimulating semantic perception, seeking to control his / her verbal behavior [4, p. 261]. The source of the language material is a media-content «TED Talks» [5]. The analysis of 150 metatext elements in public speeches «TED talks» starts with the examination of their introduction, body and conclusion sections. Public speeches are related to the field of modern technology.

Methodological and theoretical basis of the research study are the works of the following foreign and home scientists who study the problem of metatext and its role in linguistics: C. Anderson, A. Crismore, A. G. Gurochkina, K. Hyland, N. K. Ryabtseva, V. A. Shaimiev, A. Vezhbitskaya, A. Kh. Azamatova, A. M. Akhmetbekova, etc.

To achieve the main aim of the research study various linguistic methods and techniques are used. The method of linguistic description is used for identifying the basic concepts on the research topic; a qualitative analysis – to analyze the main characteristics of metatext elements and their role in public speaking «TED Talks»; a quantitative analysis – to determine the frequency of metatext elements in public speaking.

Results and discussion

Metatext in its narrow sense can be considered as metatext elements the function of which is auxiliary. Metatext elements are connected with the scientific

text and establish a logical connection between its elements. Metatext in the text is expressed by coordinating conjunctions (*and, but*) and connecting adverbs (*thus, in addition*), but not by subordinating conjunctions (*because, which*). The reason is that subordinating conjunctions are necessary in the text for grammatical correctness, while coordinating conjunctions and connecting adverbs as metatext elements affect the text semantically, contributing to the complete understanding of the material presented by the sender. If metatext elements are omitted, the meaning of the text in most cases does not change [6, p. 26]. Metatext elements establish links between the elements of the main text, rather than complement its content. As with metatext, there are different classifications of metatext elements.

A. Vezhbitskaya identifies metatext threads with the semantic element «to speak»; «meta-organizers» indicating the topic of the utterance; «meta-organizers» signaling the order in a logical sequence; metatext elements establishing equivalence or quasi-equivalence within the text [7, p. 404].

K. Hyland and A. Crismore distinguish a typology of metatext elements, which are subordinate elements in the communicative interaction. K. Hyland divides metatext elements into *interactive means* and *means of interaction*. Interactive tools help the reader navigate through the text, and the means of interaction involve the reader in the discussion. Later, A. Crismore [8, p. 47] calls them *textual* (interactive means) and *interpersonal* (means of interaction). The means of textual metatext definitions comprise: transitions, expressing semantic relationships between sentences; *frame markers* related to speech actions, sequences, or parts of text; *endophoric markers* related to information in other parts of the text; *evidentials* related to the source of information from another text; and *code-glosses* that help readers better assimilate perceived material. The means of interpersonal metatext include the following elements: *hedges*, which keep the writer interested in the judgment; *boosters*, emphasizing the writer's confidence in judgments; *attitude markers*, expressing the writer's attitude to judgment; *engagement markers*, building relationships with readers; and *self-mention* – an open link to the author [9, p.169].

Therefore, the mentioned above metatext elements are closely related to public speaking, as they are often used for successful interaction of the speaker with the audience. Without metatext elements, speech (the main text) will seem less complete. The classification suggested by A. Crismore is explicit and may serve for further analyzing metatext elements in public speaking.

Metatext elements are used at every stage of public speaking. Thus, the process of public speaking repeats the structure of the communication process, consisting of three stages:

- 1) establishing contact with the audience;
- 2) maintaining contact and transferring information;

3) exit from contact.

At the stage of establishing contact, a disconnection from previous activities, from one's internal problems and switching to the interaction of the speaker with the audience is carried out. Special efforts must be made to capture the attention of the audience and establish emotional contact. The function of establishing contact is performed (greetings, personal communication, addressing a question that lies in the sphere of interests of the listeners) and non-verbal means of communication (a smile, a nod of the head, etc.).

During the communication phase, continuous efforts should be made to maintain the attention and interest of the listeners. The reasons for the decrease in interest may be the monotony of the speech style, the monotony of argumentation techniques, etc.

Getting out of contact requires a number of preparatory actions. Preparation for leaving the contact goes on two levels – on the verbal (thus, summing up, thus, etc.) and non-verbal (changing the direction of the gaze, smiling, nodding, raising or increasing intonation, etc.) [10, p. 36].

Public speaking is a special form of speech activity in conditions of direct communication, a speech addressed to a certain audience. A public speech is made with the aim of informing recipients and exerting the desired influence on them. Being the source of language material, media content «TED Talks» fully reflects and symbolizes the nature of public speaking. Metatext elements are parts of public speaking, directly influencing every step of preparing a speech, its structuring, and presentation to the audience, improvisation and success. They help the speaker organize his speech and conduct a dialogue with the audience.

A qualitative analysis of using metatext elements in public speaking, namely in TED Talks, is conducted. The emphasis is focused on public speeches in the field of modern technology. Some examples are presented in Table 1.

Table 1 – The qualitative analysis of metatext elements in public speaking

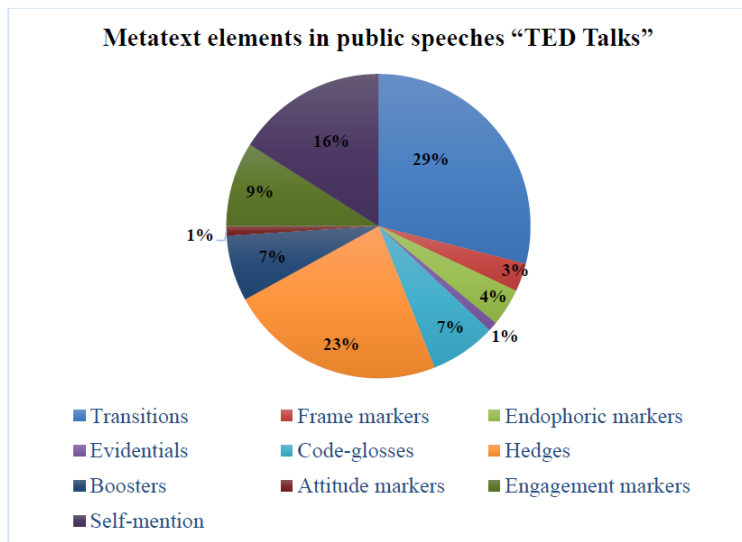
Source language	Target language	The category of the metatext element and its role for the listener (recipient)
I'm 13 years old, a student in a public school and a passionate football fan. <i>In addition</i> to that, I'm a kid with a disability.	Мне 13 лет, я учусь в государственной школе и страстный футбольный болельщик. В <i>дополнение</i> к этому, я ребенок с ограниченными возможностями.	The metatext element of the transitions: <i>in addition</i> . Allows the listener to avoid a semantic break.

So by October of 2020, we had run hundreds of tests, some with these extremely handsome mannequins that you <i>see here</i> .	Итак, к октябрю 2020 года мы провели сотни тестов, некоторые с этими чрезвычайно красивыми манекенами, которые вы <i>видите здесь</i> .	Metatext element of endophoric markers: <i>see here</i> . Allows the author to indicate the additional details of his speech.
I think <i>we all agree</i> that these are problems that are worth solving and we have the tools at our disposal right now to solve them.	Я думаю, <i>мы все согласны</i> с тем, что эти проблемы заслуживают решения, и прямо сейчас в нашем распоряжении есть инструменты для их решения.	Metatext element of the booster: <i>we all agree</i> . Allows the speaker to emphasize confidence in what is said.
Smart EVs can also receive alerts about unexpected situations, <i>such as</i> nearby construction sites, accidents, traffic jams or emergency vehicles.	Умные электромобили также могут получать оповещения о <i>непредвиденных</i> ситуациях, <i>таких как</i> близлежащие строительные площадки, аварии, пробки на дорогах или аварийные транспортные средства.	Metatext code-glosses element: <i>such as</i> . Allows the listener to understand more specifically what kind of situations are being discussed.
Actually, by engineering biology, we could theoretically grow anything that <i>might</i> come from plants or animals from cells instead.	На самом деле, с помощью инженерной биологии мы теоретически <i>могли бы</i> вырастить из клеток все, что может быть получено из растений или животных.	The metatext element of the hedges: <i>might</i> . Allows the author to assume certain events.
Imagine you're planning a trip up the coast, <i>but</i> instead of driving, you decide to hop into a vehicle shaped like a giant aluminum can.	Представьте, что вы планируете поездку по побережью, <i>но</i> вместо того, чтобы сесть за руль, вы решаете сесть в транспортное средство, имеющее форму гигантской алюминиевой банки.	The metatext element of the transitions: <i>but</i> . Allows the listener to avoid a semantic break.

As you're thinking about right and wrong, I want you to <i>consider</i> three ideas.	Пока вы размышляете о правильном и неправильном, я хочу, чтобы вы <i>обдумали</i> три идеи.	The metatext element of the engagement markers: <i>consider</i> . Allows the author to build contact with listeners.
When you judge the past, your ancestors, your forefathers, do so with a little bit more humility, because <i>perhaps</i> if you'd been educated in that time, if you'd lived in that time, you would've done a lot of things wrong.	Когда вы судите о прошлом, о своих предках, делайте это с немного большим смирением, потому что, <i>возможно</i> , если бы вы получили образование в то время, если бы вы жили в то время, вы бы многое сделали неправильно.	Metatext element of the hedges: <i>perhaps</i> . Allows the author to assume certain events.
<i>In fact</i> , in the United States, the transportation industry is the single largest contributor to greenhouse gas emissions.	<i>Фактически</i> , в Соединенных Штатах транспортная отрасль является крупнейшим источником выбросов парниковых газов.	Metatext element of the booster: <i>in fact</i> . Allows the speaker to emphasize confidence in what is said.
But for each «no» we heard, we dove deeper and deeper into the science and the engineering and showed that it was in fact <i>possible</i> , but it was going to be no easy feat for us to build something that had never existed.	Но с каждым услышанным «нет» мы все глубже и глубже погружались в науку и инженерное дело и показывали, что это действительно <i>возможно</i> , но нам будет нелегко построить то, чего никогда не существовало.	Metatext element of the hedges: <i>possible</i> . Allows the author to assume certain events.

Diagram 1 presents the detailed quantitative use of textual and interpersonal metatext elements in public speaking.

Diagram 1 – A quantitative analysis of metatext elements



Conclusion

Thus, the analysis of metatext elements in public speaking «TED Talks» based on the English and Russian languages is carried out. It is proved that the use of textual and interpersonal metatext elements in public speaking makes it more logical, having a positive impact on every step of preparing a speech, its structuring, and presentation to the audience, improvisation and success. As a result of qualitative analysis, 150 metatext elements are identified, of which 55 % are interpersonal and 45 % are textual. The function of each metatext element is analyzed and its role for the recipient is interpreted. In public speaking metatext elements play a very important role in establishing contact with the audience, maintaining contact and transferring information, getting out of contact.

According to the quantitative analysis, the textual and interpersonal metatext elements in public speeches «TED Talks» are used as follows: transitions – 29 %, frame markers – 3 %, endophoric markers – 4 %, evidentials – 1 %, code-glosses – 7 %, hedges – 23 %, boosters – 7 %, attitude markers – 1 %, engagement markers – 9 %, self-mention – 16 %. Transitions are used more frequently in public speaking among the other types. With transitions, speakers avoid a semantic break between sentences. Hedges are also most commonly used in speech. This is obvious, because many speakers often assume certain events and use metatext elements of hedges in their speech too. It should be noted that interpersonal metatext elements are used

more often than textual ones, as long as speakers usually try to build a contact with recipients and engage their attention. Being the source of language material, media content «TED Talks» fully reflects and symbolizes the nature of public speaking.

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«TED TALKS» КӨПШІЛІК АЛДЫНДА СӨЙЛЕУ СӨЗДЕРІНДЕ МЕТАМӘТІН ЭЛЕМЕНТТЕРІНІҢ ЕРЕКШЕЛІКТЕРІ

Бұл мақала «TED Talks» көпшілік алдында сөйлеу сөздерінде метамәтін элементтерді зерттеуге арналған. Әдетте, метамәтін негізгі мәтінді ұйымдастырады, құрылымдайды, негізгі ақпаратты түсінуге көмектеседі және шағылысу қасиетіне ие. Метамәтінің рефлексивтілігі оның негізгі мәтінге қайталануынан көрінеді. Тар мағынадағы метамәтінді қызметі көмекші болып табылатын метамәтін элементтер ретінде қарастыруға болады. Метамәтін элементтер ғылыми мәтінмен байланысып, оның элементтері арасында логикалық байланыс орнатады. А. Крисмор ұсынған типология негізінде метамәтін элементтері мәтіндік және тұлғааралық болып бөлінеді. Метамәтін элементтері көпшілік алдында сөйлеудің әрбір кезеңінде қолданылады. Қоғамдық TED сұхбаттарындағы 150 метамәтіндік элементтерді талдау олардың кіріспе, негізгі және қорытынды бөліктерін зерттеуден басталады. Заманауи технологиялар саласында шешендік өнерге баса назар аударылады. Талдау нәтижелері бойынша шешендік өнерде мәтіндік және тұлғааралық метамәтін элементтерді қолдану оны логикалық тұрғыдан күшейтетіні, сөйлеуді дайындаудың әрбір кезеңіне, құрылымдауға, аудиторияға ұсынуға, импровизацияға және сөйлеуге оң әсер ететіні дәлелденді.

Кілтті сөздер: метамәтін, метамәтін элементтері, көпшілік алдында сөз сөйлеу, типология, талдау, коммуникация.

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ОСОБЕННОСТИ МЕТАТЕКСТОВЫХ ЭЛЕМЕНТОВ В ПУБЛИЧНЫХ ВЫСТУПЛЕНИЯХ «TED TALKS»

Данная статья посвящена изучению метатекстовых элементов в публичных выступлениях «TED Talks». Как правило, метатекст организует основной текст, структурирует его, помогает понять основную информацию и обладает свойством отражения. Рефлексивность метатекста проявляется в его вторичности по отношению к основному тексту. Метатекст в узком смысле можно рассматривать как метатекстовые элементы, функция которых вспомогательная. Метатекстовые элементы связаны с научным текстом и устанавливают логическую связь между его элементами. На основе типологии, предложенной А. Крисмором, элементы метатекста подразделяются на текстовые и межличностные. Метатекстовые элементы используются на каждом этапе публичного выступления. Анализ 150 метатекстовых элементов в публичных выступлениях «TED talks» начинается с изучения их вводной, основной и заключительной частей. Акцент сделан на публичных выступлениях в сфере современных технологий. По результатам анализа доказано, что использование текстовых и межличностных метатекстовых элементов в публичном выступлении делает его более логичным, оказывая положительное влияние на каждый этап подготовки выступления, его структурирование, подачу перед аудиторией, импровизацию и успешность.

Ключевые слова: метатекст, метатекстовые элементы, публичные выступления, типология, анализ, коммуникация.

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