CHAPTER ONE

INTRODUCTION

1.0   Introduction

The current study is an investigation into the linguistic choices of a memoir, *Tuesdays with Morrie: An old man, a young man, and life's greatest lesson* written by Mitch Albom and first published in 1997. The linguistic tool chosen to analyse the text is Systemic Functional Linguistics. Section 1.1 describes the research area, Section 1.2 reviews the purpose of the study, Section 1.3 provides the research questions, Section 1.4 explains the rationale of the study, Section 1.5 discusses the significance of the study, Section 1.6 explains the delimitation of the study, Section 1.7 provides the organisation of the study and Section 1.8 concludes the chapter.

1.1   Statement of research area

This study has selected the bestseller memoir, *Tuesdays with Morrie: An old man, a young man, and life's greatest lesson* written by Mitch Albom as the data. According to Oxford Dictionary, a memoir is defined as "a historical account or biography written from personal knowledge" or "an essay on a learned subject". Although memoirs have existed since the 15th century in France, there were very few popular memoirs written by Malaysians, especially in English. In fact, the memoirs that made their way into publication are written generally by politicians. While a memoir is an account of true events that happened to someone or something, it is important to investigate the linguistic choices used in a memoir to extract the real meaning in the text. In order to reveal the linguistic choices used in the data, the current study applies the framework from Systemic Functional

Linguistics (henceforth referred to as SFL), which was founded by M.A.K. Halliday.

Briefly, there are three metafunctions in SFL which are the Interpersonal, the Textual and the Ideational. The Interpersonal metafunction describes how language is used to establish and maintain social relationship with others, the Textual metafunction describes how meanings are constructed in the texts and the cohesiveness of the texts and the Ideational metafunction describes how language is used to construe experiences. Among the three, the Experiential meaning in the Ideational metafunction is chosen to examine the linguistic tools used in the data.

The Experiential meaning in a text is extracted through the System of Transitivity. The System of Transitivity has three components which are the Process Types, Participants and Circumstances. While most previous studies focused on the Process types and Participants, studies on Circumstances are scarce. Therefore, this study will employ the System of Circumstantiation, as expounded in Halliday and Matthiessen (2004) to reveal the linguistic choices in the data. The System of Circumstantiation covers the concept of Enhancing (Extent, Location, Manner, Cause and Contingency), Extending (Accompaniment), Elaborating (Role) and Projection (Matter and Angle).

1.2 Aims of the study

The purpose of this study is to identify the Circumstantial elements from the SFL point of view in *Tuesdays with Morrie*, which has made its way internationally as an all-time bestseller and has been translated into 41 languages. By using the

System of Circumstantiation as a tool to analyse the data, Circumstantial elements which cover the concept of Enhancing, Extending, Elaborating and Projection will show how they affect the memoir.

1.3   Research questions

The research questions that would be answered in this study are:

1) What are the predominant Circumstantial elements used in the text?

2) How does the text fulfill its social purpose of recounting through the resources of Circumstantial elements (Extent, Location, Manner, Cause, Contingency, Accompaniment, Role, Matter and Angle)?

1.4   Rationale of the study

The choice of data from previous studies are on journalistic writing (Ma; 2003), media discourse news report (Manan; 2001, Sim; 2008), books (Breem, 2005; Babai & Ansary; 2005, and Tan; 2007), poems (Lin, 2005), speeches (Palaniandy, 2001; Joyce, 2010) and scientific texts (Sriniwass, 2003). There is lack of research on memoirs, especially those carried out by deploying the System of Circumstantiation. Thus, this study hopes to fill the gap and contribute to the field of linguistics on the genre of memoirs.

 The book *Tuesdays with Morrie: An old man, a young man, and life's greatest lesson* by Mitch Albom is chosen because it has become an inspirational memoir and motivates people from diverse backgrounds across the globe. As noted by Thomas Larson (2007: 53), Albom's writing is "direct and easily followed". It was on the paperback best-seller list for two hundred and fifty-seven weeks.

The System of Circumstantiation is deployed in this study to highlight the environment of the author, what the author saw and how he interpreted his experience into the text. It also reveals how the text is enriched through the use of Circumstantial elements which enable readers to visualise what the author actually experienced.

The fact that the memoir touched the hearts of millions of readers across the globe from diverse social and cultural backgrounds indicates that language is a powerful key to human emotions. By studying the Circumstantial elements of *Tuesdays with Morrie*, this study attempts to reveal the linguistic choices namely the Circumstantiation choices chosen by Albom to express his deepest thoughts and experiences.

1.5   Significance of the study

This study hopes to contribute to the linguistic field in the genre of memoirs. The findings will lead local writers in uncovering the linguistic choices used in the genre of memoirs and how they could use the same in their own writings. Besides, this study may also benefit teachers and students in helping them to understand the genre of memoirs and how Systemic Functional Linguistics could help them to write better.

1.6   Delimitations of the study

This study limits itself to the first three Tuesdays of *Tuesdays with Morrie*. The author, Albom, wrote the first three Tuesdays in a way that divided each chapter into two parts. The first part was Albom's visit to his dying professor. The second

part of the same chapter was the recollection of Albom's college years with his professor. The reason for focusing on only the first three Tuesdays is to provide a manageable and detailed analysis. It is suggested that research can be conducted on other chapters of the same book to contribute to the present findings. Besides, the same framework also can be used to conduct research on other memoirs.

The current study will limit itself in finding out how the memoir is enriched by the choices of Circumstantial elements through the System of Circumstantiation. As such, future research on the interaction between the author and his professor can be investigated through the System of MOOD in the Interpersonal metafunction. Besides, the organisation of the text can also be investigated through the System of Thematisation in the Textual metafunction.

1.7   Organisation of the study

The overall structure of the study is organised in five chapters, including this introductory chapter. The titles of the chapters in sequence are Introduction, Literature Review, Theoretical Framework, Findings and Conclusion. Chapter One introduces the statement of the research area, the purpose of the study, the research questions, the rationale of the study and the significance of the study. Chapter Two begins by giving a brief historical account of Systemic Functional Linguistics and explains the background of the data in use, the genre of memoir. It also looks at relevant past studies and the how the current study is able to fill the research gap. The third chapter is concerned with the methodology and research design used for the current study. Chapter Four presents the qualitative findings of the research and provides quantitative distributions of the Circumstantial elements. It also reveals the

patterns across the data and how the Circumstantial elements used affected the memoir. Samples of analysis and interpretations are provided in the chapter. Finally, the Conclusion chapter gives a brief summary of the findings and includes implication of the findings and areas for further research.

1.8   Conclusion

This chapter provides an overview on the statement of research and the aim of the research. Besides, it also listed the research questions and provides the rationale and the significance of the study. In addition, it also outlines the organisation of the research. Chapter Two proceeds to discuss the relevant literature for the current study.

CHAPTER TWO

LITERATURE REVIEW

2.0   Introduction

The current chapter reviews the literature related to the study. Section 2.1 introduces the memoir, which is the data in the current study. Section 2.2 provides a brief historical account on the development of Systemic Functional Linguistics, the three metafunctions and the system in use for the current study, the System of Circumstantiation. Section 2.3 reviews previous studies on Transitivity and Circumstantial elements, Section 2.4 reviews previous studies on memoirs and Section 2.5 concludes the chapter.

2.1   Memoir and its nature

The current study uses memoir as data to investigate the use of Circumstantial elements as a resource to recount the experience of the author. A memoir, according to Britannica Concise Encyclopaedia, is a "history or record composed from personal observation and experience." Oxford Dictionary defines the memoir as "a historical account or biography written from personal knowledge" or "an essay on a learned subject". The first memoir originates from France in the 15th century and means "memorandum or record". Thesaurus shows that the memoir is related to words such as *historical account, journal, record, chronicle, essay* and *narrative.*

A memoir is closely related to an autobiography but it differs from it. An autobiography is the writing of one's life chronologically while a memoir is a piece

of writing focusing on a certain period of time in a person's life. Zinsser (1998: 15) suggests that "unlike autobiography, which moves in a dutiful line from birth to fame, memoir narrows the lens, focusing on a time in the writer's life that was unusually vivid, such as childhood or adolescene, or that was framed by war or travel or public service or some other special circumstance." In short, a memoir is part of an autobiography. Larson (2007: 15) in his book, *Memoir and the Memoirist: Reading and Writing Personal Narrative*, describes memoirs as "short and midlength books," and that the "author chose a particular life experience to focus on." In a memoir, a memoirist links "experience to one's persona, one's culture, one's ideas and uses dramatic narrative and reflective analysis to bridge the details and the expanse of what he's unleashed" (Ibid, p.22).

Memoirs are written mostly by politicians or military leaders to make known to the public their accomplishment, exploitation, deeds and realisation. Examples of popular memoirs are *My Life* (2004) by Bill Clinton*, The Singapore Story: Memoirs of Lee Kuan Yew* (1999) by Lee Kuan Yew*, Dreams from My Father: A Story of Race and Inheritance* (1995) by Barack Obama and the recently published memoir by our former Prime Minister Tun Dr. Mahathir Mohamad, *A Doctor in the home: The memoirs of Tun Dr. Mahathir Mohamad* (2011). As memoirs are gaining much popularity, US celebrities are following the bandwagon in writing their own memoirs. Examples of memoirs written by celebrities are *The Other Side of Me* (2005) by Sydney Sheldon and *Down Came the Rain: My Journey through Postpartum Depression* (2005) by Brooke Shields.

White's study (as cited in Smith, 2011: 1) claims that the popularity of autobiography is due to the realisation of the "powerful healing effect" it can have "on an author as well as the readers" (2004: 107). Myers (2010: xvi) claims that writing her own story allowed her "a greater and deeper healing" than she would have thought.

The public are buying into the idea of memoirs by the politicians and celebrities because the memoirs offer an insight into the thoughts or glimpse of the authors' personal affairs. In fact, the public is fascinated with the thought of discovering certain 'secrets' being kept from them for years. Besides, memoirs written by politicians also help the current or future generation to understand history, the cause and effect of a decision and mistakes which should not be repeated. It is beneficial to read memoirs and learn from others as the Latin proverb goes, "A wise man learns by the mistakes of others, a fool by his own."

Memoirs are also written by some to inspire or transform how society views something. For example, in the writing of the memoir *Tuesdays with Morrie*, Mitch Albom wanted to inspire society to be more loving and to reveal how he came to realise important values in life.

Hence, a memoir is written to give an impact to the readers. It tells a real story of a person who underwent certain difficulties or struggles and how he or she overcame hardship. It also tells of the author's realisation or understanding on a certain issue. As such it has the objective to inspire and prompt readers to take action on

something as well as to change the mindset of the readers on how they view the world.

Smith's findings in her study entitled *An Analysis of the Memoir or Autobiography Genre through Four Autobiographies* show how the narrators defined and established their identity in their community. Besides describing their experiences, the narrators of the autobiographies are also encouraging the readers to move to a higher level of authority along with the narrators (Smith, 2011). She concludes that "despite the differences in background and the variety of subjects and life experience portrayed in these four autobiographies, the function of each is essentially the same" (Smith, 2011: 2). In other words, the function of an autobiography is to showcase an ideology and invite readers to achieve it, thus, producing a standard in the community (Ibid). Smith's work helps the current study in understanding that a memoir is created with the intention of inviting readers to participate in the ideologies presented in the memoir.

2.2   A brief account on the development of Systemic Functional Linguistics

The current section is dedicated to give a brief historical background on the theory of Systemic Functional Linguistics (henceforth referred to as SFL) and the three metafunctions.

2.2.1 Historical Background of the Theory

The theory of Systemic Functional Linguistics (henceforth as SFL) was first formulated in the 1960s by M.A.K. Halliday and his colleagues, namely Huddleston, Hudson, Hasan, Mohan and Turner based on the work of J.R. Firth. Besides, "it also draws on American anthropological linguistics, and on traditional and modern linguistics as developed in China" [Halliday M.A.K. as cited in E.F.K Koerner & R.E. Asher (Eds.), 1995: 272].

The theory has since developed and expanded in various disciplines such as in artificial intelligence, child language development, discourse analysis and stylistics, and language education (Ibid). Besides different fields of research, it is also applied on other languages particularly Chinese, Indonesian, Tagalog, Japanese, German, French and Dutch.

2.2.2 The Three Metafunctions

According to Eggins (2004: 135) Systemic Functional Linguistics "develops three sets of functional labels to describe clause structure in order to reveal how the clause is a simultaneous realisation of Ideational, Interpersonal and Textual meanings". To put it simply, Halliday and Matthiessen (2004: 29-30) summed up the three metafunctions as a way of "construing human experience" (Ideational) and "enacting social relationships" (Interpersonal) within a "construction of text" (Textual).

In the Interpersonal metafunction, the grammar used is organised "as an interactive event involving speaker, or writer, and audience" (Halliday and Matthiessen, 2004: 106). Broadly, it is a two-way interaction between participants. Thompson (2004: 47) summarises it into "four basic speech roles: giving information; demanding information; giving goods-and-services; and demanding goods-and-services" and the labels used for the functions are Statement, Question, Offer, and Command respectively.

This is shown in Table 2.1 as drawn from Halliday and Matthiessen (2004: 107).

Table 2.1   Role in exchange in Interpersonal metafunction

Role in Exchange	Commodity exchanged	
	(a) goods-and-services	(b) information
(i) giving	'offer' Would you like this teapot?	'statement' He's giving her the teapot
(ii) demanding	'command' Give me that teapot!	'question' What is he giving her?

The Textual metafunction is about the construction of information in the text. Following Halliday, Thompson (2004) identifies three main ways by which textual meanings are constructed in a text: repetition, conjunction and thematisation.

Repetition is defined as the "repetition of the same word or a synonym" while Conjunction "works primarily between two or more clauses" (Thompson, 2004: 141-142). Thematisation relates to the "structuring of the clause itself" (Ibid.). Theme is the starting point of a clause while Rheme is the rest of the clause.

The Ideational metafunction is classified into two categories: the Experiential and the Logical. The Experiential metafunction is the "representation of the processes themselves" while the Logical metafunction is the "representation of the relation between one process and another" (Halliday and Matthiessen, 1999: 511).

As mentioned earlier, language expresses three kinds of meaning simultaneously. Below is an example extracted from the analysis (Appendix A1, clause 1aS1) to demonstrate how the different meanings are realised through the three different metafunctions.

Table 2.2   The three metafunctions and the materialisation of their meanings simultaneously

Type of Structure:	Connie	Opened	the door
Experiential	Actor	Process	Goal
Interpersonal	Subject	Finite	
Textual	Theme	Rheme	

In Table 2.2, *Connie* fulfilled the role of 'Actor' in the Experiential metafunction; it also realised the Interpersonal and Textual meaning as Subject and Theme respectively. Hence, a language presents the experience of someone while maintaining the social relationship with the others through text organisation.

2.2.3   The Experiential meanings

The Experiential metafunction is realised through the System of Transitivity. The System of Transitivity as described by Kress (1976: 159) as "the representation in language of PROCESSES, the PARTICIPANTS therein, and the

CIRCUMSTANCES features associated with them." In other words, the System of Transitivity involves "encoding of experiential meanings: meanings about the world, about experience, about how we perceive and experience what is going on" into Process types, Participants and Circumstances (Eggins, 2004: 249).

There are six Process types namely Material, Relational, Mental, Verbal, Behavioural and Existential. Each of this Process types is associated with certain Participants. Table 2.3 presents the Process types and their nuclear Participants.

Table 2.3   **The Process types and nuclear Participants. [Examples as summarised from Eggins (2004)].**

No.	Process Types	Participants	Examples (Processes are in bold and Participants in Italic)
1.	Material	Actor, Goal	*Diana* **gave** *some blood.*
2.	Mental	Senser, Phenomenon	*She* **believed** *his excuses.*
3.	Relational:		
	Attributive	Carrier, Attribute	*The operation* **lasted** *one hour*.
	Identifying	Token, Value	*Diana* **is** *a blood donor.*
4.	Behavioural	Behaver, Behavioural	*Diana* **sighed**.
5.	Verbal	Sayer, Receiver	*I* **asked** *him* a question.
6.	Existential	Existent	There **were** *these two wonderful Swiss men.*

While Process types and the Participants have been the centre of attention in past research in the System of Transitivity, research in Circumstances are often left out. Therefore, this study hopes to fill the gap by giving prominence to the Circumstantial elements in text analysis through the System of Circumstantiation. Table 2.4 shows the types and sub-types of Circumstantial elements as adapted from Halliday and Matthiessen (2004: 262-263).

Table 2.4   Types of Circumstantial Elements drawn from Halliday and Matthiessen (2004)

Ways of Expanding a text	Types	Sub-types	Item in question
Enhancing	1. Extent	Distance	How far?
		Duration	How long?
		Frequency	How many times?
	2. Location	Place	Where?
		Time	When?
	3. Manner	Means	How?
		Quality	How?
		Comparison	How? What like?
		Degree	How much?
	4. Cause	Reason	Why?
		Purpose	Why? What for?
		Behalf	Who for?
	5. Contingency	Condition	Why?
		Default	-
		Concession	-
Extending	6. Accompaniment	Comitative	Who/what with?
		Additive	And who/what else?
Elaborating	7. Role	Guise	What as?
		Product	What into?
Projection	8. Matter	-	What about?
	9. Angle	Source	-
		Viewpoint	-

Table 2.4 shows the ways of expanding a text and the Circumstantial elements involved. A text, as posited by Halliday and Matthiessen (2004), can be expanded through four ways which are Enhancing, Extending, Elaborating and Projection. These four ways of expansion can be achieved by applying the Circumstantial elements. In other words, a clause can be given additional meaning with the use of Circumstantial elements.

Enhancing Circumstantial elements has five main types which are Circumstance of Extent, Location, Manner, Cause and Contingency. Each of the main types is further broken down into fifteen sub-types as those listed in Table 2.4 from Circumstance of Distance to Concession.

Extending Circumstantial element has one main type which is Accompaniment. Circumstance of Accompaniment has two sub-types which are Comitative and Additive.

Elaborating Circumstantial element has one main type which is Role. Circumstance of Role is further broken down into two sub-types which are Guise and Product.

Projection Circumstantial element has two main types which are Matter and Angle. Circumstance of Matter does not have any sub-types while Circumstance of Angle is broken into two sub-types which are Source and Viewpoint.

The System of Circumstantiation as expounded by Halliday and Matthiessen (2004) will be discussed elaborately in Chapter 3.

2.3   Review of research on Experiential meanings

One of the earliest Transitivity analyses was carried out by Halliday in 1971 on the novel *The Inheritors,* which was written by William Goldings. By observing the various transitive and intransitive patterns in three passages from the novel, Halliday demonstrates the relationship between grammar and meaning (Brooks, 2009). His findings show that the intransitivity in the passages reveals the helplessness of Lok, a character in the novel. Halliday's findings have since inspired linguists and researchers to employ Transitivity on literary and non-literary texts.

The current study reviews works in Transitivity accomplished by Manan (2001), Teo (2002), Sriniwass (2003), Chen (2005), Gallardo (2006), Tan (2007) and Siow (2008).

One of the most researched genres is media texts, where Transitivity is used to analyse the social and ideological systems presented in the media. Manan (2001) carried out lexical and transitivity analysis on news write-ups on the allegations against the former deputy prime minister of Malaysia, Anwar Ibrahim, and the formation of the *Reformasi movement*. Although at the time of the allegations no concrete proof was provided, the newspaper was found to be judgmental towards Anwar by using language which depicted him as an Agent/Sayer who could affect others negatively. Manan (2001) suggests that such findings could not have been generated through content analysis, which focuses on the occurrences of certain words or concepts only.

Such manipulative strategies were also uncovered in an analysis of a corpus of 50 news texts from the UK Times newspaper by Chen (2005). Chen refines the verbal process of Halliday's system of Transitivity and analyses the use of negative verbal processes which reveals the linguistics strategies used by journalists to manipulate the perception of readers.

In his article, *Mandarinising Singapore: a critical analysis of slogans in Singapore's 'Speak Mandarin Campaign'*, Teo (2002) reveals the insensitivity of the government of Singapore towards the non-Chinese community. He uses Transitivity to analyse the campaign slogans from 1979 to 2000 and finds that the

slogans have marginalised the minority races. For example, the slogan *Mandarin is Chinese,* which is an Identifying clause, shows that one who speaks Mandarin is a Chinese and that a Chinese should speak in Mandarin. Such falsifiable generalisations are seen as insensitive to the non-Chinese.

The three studies mentioned above show how the System of Transitivity is able to reveal the ideologies or hidden agendas in the texts. The studies shed light on the current study in suggesting how the genre of memoirs may have hidden ideologies and how the linguistic tools of Transitivity and Circumstantiation are able to bring them out.

By deploying Transitivity, Sriniwass (2003) conducted a comparative text analysis on the genre of chemistry textbooks. Generally, both the expository and procedural texts appeared to be similar and discussed the topic of chromatography. Through the analysis, Sriniwass shows how the texts approached the same topic in different ways: the expository text had more Relational processes and the procedural text had more Material processes. Sriniwass (2003: 164) reveals the internal patterns of the texts and validates Halliday's idea that "language and its social context of use are interrelated." Although Sriniwass' study was on science texts, the relevance of the findings is in showing the relationship between text and social context.

A Transitivity analysis of a play, *Pygmalion (Bernard Shaw, 1913),* by Gallardo (2006) reveals the stereotyping of females as the weaker gender. For example, the occurrences of Mental processes by the female character showed that she had vulnerable feelings and worries while the males were depicted as being practical.

Gallardo (2006) claims that the Material, Mental and Relational processes used in the play show who the dominant participant is and how he achieved such power. Gallardo's analysis helps the current study in understanding how language is used to portray the dominant participant in the memoir and how it affects the readers.

The System of Transitivity remains favoured in unpublished dissertations such as Tan (2007) and Siow (2008). These theses shed light on the current study on how the System of Transitivity may be used to reveal ideologies hidden in the memoir. Tan (2007) explores the theme of punishment in the nursery tale genre by applying the System of Transitivity. Her study shows that the Material process is dominant in the text as it represents punishment. Besides, her study also shows how Transitivity helped in revealing the expressions of sexism and violence in punishment in the genre of the nursery tale. The findings caution teachers and parents to choose books wisely for young children.

Siow (2008) reveals the differences in abridged and unabridged versions of the novel *The Pearl*. Siow's study showed that Material and Relational processes are dominant in the narratives while the Circumstantial elements of Location and Manner, also play important roles in the narratives. As the novel, *The Pearl,* is made compulsory in Literature classes in secondary government schools, Siow's study proved to be invaluable for teachers and parents to choose books suitable for different age groups of children.

Although the system of Transitivity has been used widely, little attention has been paid to the choices of Circumstances used in particular types of data, in this case -

the memoir. The study of Circumstances is important as well as the Process Types because they make the construed experience complete.

2.4   Review of relevant research

The term, Circumstantial elements, is used commonly in Systemic Functional Linguistics (SFL). In Traditional Grammar (TG), the term, Adverbials are used instead. Therefore, it is essential for the current study to look into previous studies on Adverbials as well as Circumstantial elements.

2.4.1   Review of Research on Adverbials

Povolna (1998) analyses three conversation texts with the framework in *A Comprehensive Grammar of the English Language.* She focuses on four main criteria of adverbials such as the realisation type, grammatical function, positions and semantic role. Her analysis shows that most of the adverbials are realised in the form of prepositional phrases and that the adverbials are mostly positioned at the ending of a clause.

Unlike Povolna, Hasselgard (retrieved on February, 2012) focuses on the frequency of time and space adjuncts in different genres namely personal letters, fiction, news, sports commentary and conversation in her article *Temporal and Spatial Adjuncts as Elements of Texture.* Her analysis shows that Place adjuncts have higher frequency than Time adjuncts in the genre of fiction, sports commentaries and conversation. Hasselgard suggests that "temporal and spatial adjuncts play various roles as elements of texture. They can contribute to lexical cohesion as part of lexical chains, creating a unity of Place and/ or Time" (Ibid: 9) The study also

shows that it is unlikely for the temporal or spatial adjuncts to gain thematic status and when they occur as Theme, "they can be part of a global text strategy that prevails throughout a text" or "serve as an instruction to the hearer at a local level to adjust his/her spatial or temporal frame of reference or to prepare for a change of topic" (Ibid: 9). Hasselgard also asserts that "adjuncts of Manner and Degree are far less important in the creation of texture than spatial and temporal adjuncts." Hasselgard's analysis has proven that there is a link between the high frequency of certain adverbials and their importance in certain genres.

The studies by Povolna (1998) and Hasselgard (retrieved on February, 2012) contribute to the current study in terms of the relationships between genre and the positions and frequency of the Circumstantial elements.

2.4.2 Review of research on Circumstantial meaning

Although Transitivity has been made popular in text analyses since 1971, most of the analyses carried out were to demonstrate the effect of the Process types on the Participants and the relationship between the two. The current study observed that very little attention has been paid to the use of Circumstantial elements although they do affect the construction of a text as a whole.

In her book, *An Introduction to Systemic Functional Linguistics* (2004), Eggins provides three texts entitled Crying Baby (1), Crying Baby (2) and Crying Baby (3) to demonstrate the relationship between language and context. Later in the book, she exemplifies the use of Transitivity on the three texts and stresses that Circumstantial elements "function to increase the Experiential content of the text, as

they add specificity to the information given" (Ibid, 337). In fact, with the detail of distribution of the Circumstantial elements, Eggins (2004: 337) suggests that the frequency "contributes to boosting the Experiential density of the text, and complements other strategies used to make the text very written in mode". Eggins' findings show the necessity for the current study on Circumstantial elements as Circumstantial elements contribute to the Experiential meaning in a text but are constantly neglected.

In analysing, *The Growing Absurdity of the South African Apartheid: Transitivity in Christopher Van Wyk's 'In Detention'*, Brooks shifts his focus from the Processes to the Circumstantial elements related to the Processes. He claims that "the Circumstantial elements of each of the transitive and intransitive clauses highlighted another important part of the message construction of the poem as a whole" (2009: 29). By deploying the model of Transitivity proposed by Simpson in *Language, Ideology and Point of View* (1993), Brooks (2009: 31) concludes that Transitivity and Circumstances in the clauses reveal "the consciousness of construction within the poem" and the meta-poetic techniques which is "a common feature of postcolonial literature." Brooks' analysis helps the current study in understanding that Circumstantial elements may be constructed consciously. Thus, Circumstantial elements may exist in the current data, the memoir, with conscious rationale on their existence.

A study found focusing solely on the Circumstantial elements is carried out by Dreyfus and Jones (2011). Their study furthers the view of Matthiessen (1998) that Circumstance of Place is the most frequent Circumstantial element added to a

clause. Based on the System of Circumstantiation, Dreyfus and Jones explored the meaning of Location: Place. Dreyfus and Jones (2011: 5-6) stressed that "as many circumstances of place contain nominal groups, it is useful to examine the treatment of nominal elements in the theory" and "thus, place is regarded here as capable of construing more meanings than just the concrete physical environment; it also construes a rich and diverse range of meanings that get expressed as place and in place." In their study, Dreyfus and Jones (2011: 7) argued that Place does not only construe a physical location but also "a series of events with consequences" as in "Soldiers go *to war*" and "The soldiers wanted to get involved *in all the excitement attached to this tragic war*." Therefore, they classified the Circumstance of Place into eight categories namely physical (geographical, locational, general), physiological, meteorological, occupational, socio-cultural (spiritual, institutional, communal, familial), mental (cognitive, perceptive, emotive, desiderative), ideological and metaphorical which are listed in the cline from Concrete to Abstract places. The cline with the named categories of places, as proposed by Dreyfus and Jones (2011), is reproduced as in Figure 2.2.
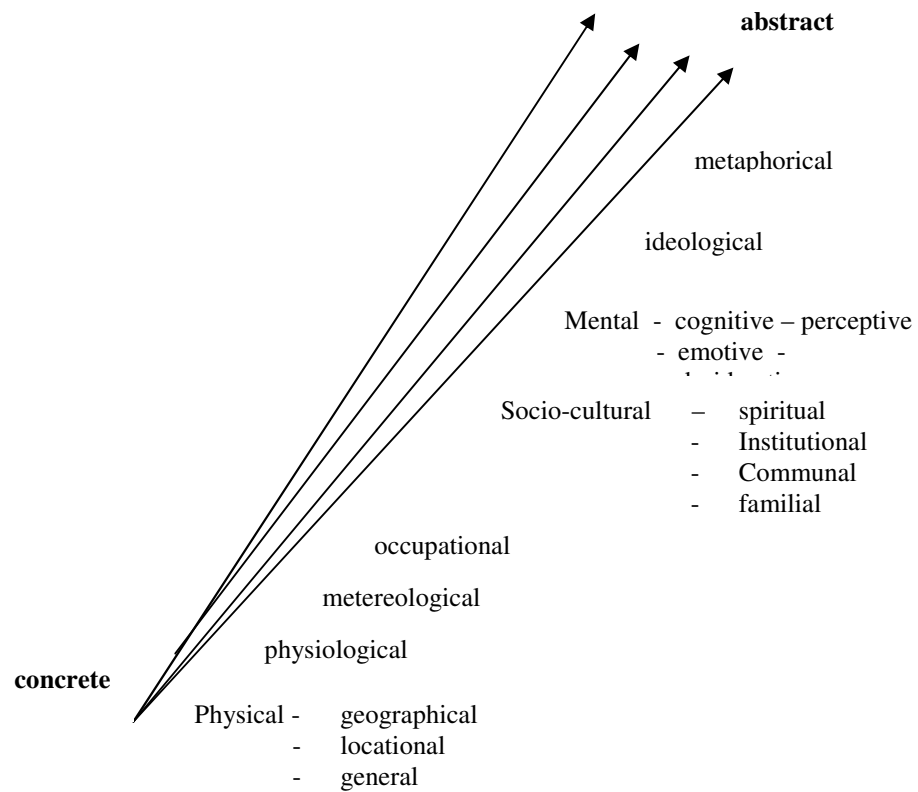
Figure 2.2   Map of Circumstances of Place as drawn from Dreyfus and Jones (2011: 11)

From the proposed Cline of Circumstance of Place, Dreyfus and Jones proceeded to analyse the children's picture books and politicians' speeches. Their studies revealed that "concrete physical place is the dominant setting selected" in the children's picture books while the speeches are construed in "abstract worlds of ideas and values" (Dreyfus and Jones, 2011: 17 and 22). Dreyfus and Jones (2011) concluded that to capture the different meanings of places construed in a text, a more detailed classification of Places in the System of Circumstantiation is needed. Dreyfus and Jones' study reaffirms that the current study is much needed in contributing to the exploration of the System of Circumstantiation.

Besides Dreyfus and Jones' study, studies on the System of Circumstantiation are scarce. Thus, the focus of the study will be on the Circumstances used in the book, *Tuesdays with Morrie*, to reveal how the memoir is enriched by the System of Circumstantiation.

References on the use of Systemic Functional Linguistics in the genre of memoirs are also scarce although a memoir could have much influence on a society. Thus, the current study attempts to fill the gap by revealing the meaning in the memoir, *Tuesdays with Morrie*, by deploying the System of Circumstantiation.

2.5   Conclusion

The present chapter reviews literature related to the study. Through the review of relevant analyses, the current chapter found that studies accomplished by deploying the System of Circumstantiation are scarce. Thus, this study aims to fill the gap as well as to contribute to studies in SFL. Chapter Three proceeds to discuss the Theoretical Framework and Research Methodology, the System of Circumstantiation, which is deployed in the current study in more detail.

CHAPTER THREE

THEORETICAL FRAMEWORK AND RESEARCH METHODOLOGY

3.0   Introduction

This chapter gives a general overview of the theoretical framework and the research
design deployed in this study. Section 3.1 outlines the Theoretical Framework of the
study, Section 3.2 discusses the System of Circumstantiation and its components,
Section 3.3 presents the Methodology, Section 3.4 covers the Research Design of
the study and Section 3.5 concludes the chapter by giving an overall summary.
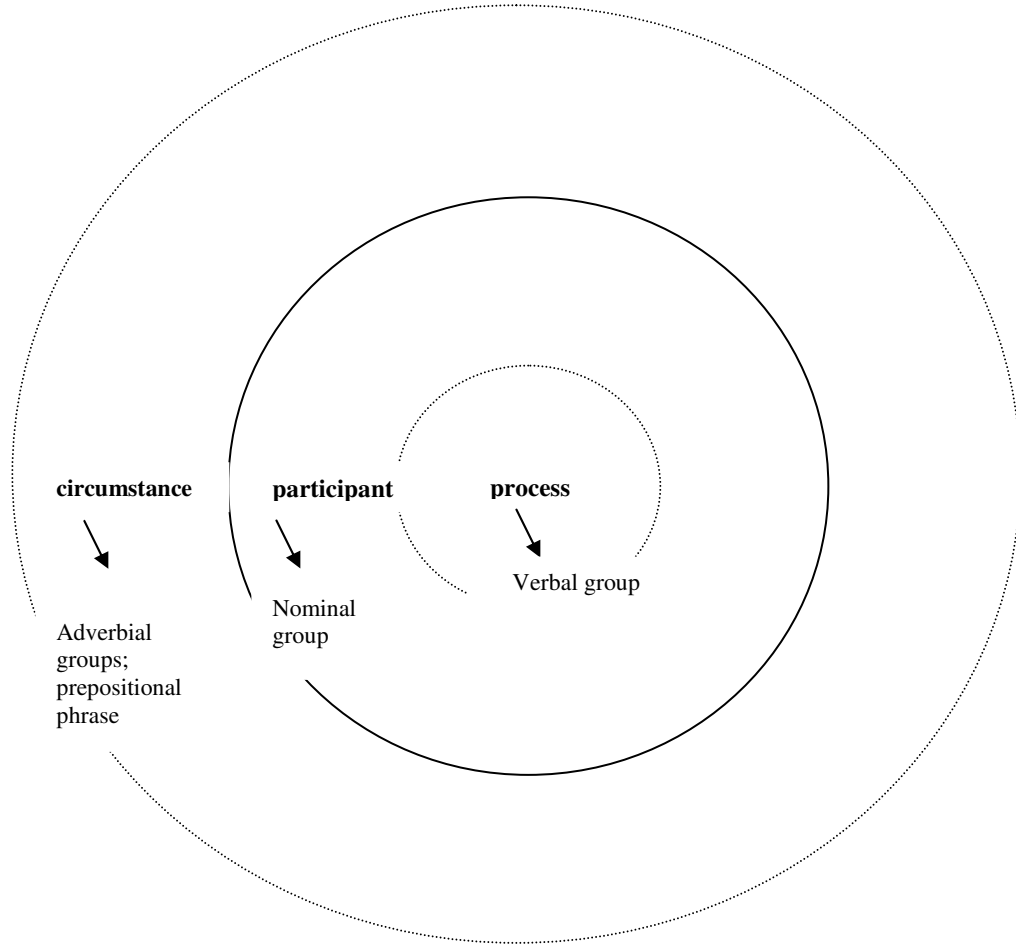
3.1   Theoretical Framework of Systemic Functional Linguistics

This study employs the theoretical framework of Systemic Functional Linguistics
(henceforth SFL) as expounded in Halliday and Matthiessen (2004). The study also
draws on descriptions of SFL provided by Thompson (2004) and Eggins (2004).

In SFL, there are three metafunctions namely the Interpersonal, Textual and
Ideational. The Interpersonal metafunction enacts personal and social interactions,
the Textual metafunction conveys the organization or the construction of texts, and
the Ideational metafunction construes events or activities. Among the three, the
Ideational metafunction is chosen to be explored in this study.

The Ideational metafunction consists of two components which are the Experiential
and the Logical. This study focuses on the Experiential function which uses the
System of Transitivity as a tool to analyse the data. The System of Transitivity is an

analysis of the Process Types, Participants and Circumstantial elements in the clause. Figure 3.1 shows the relationship between the Process Types, Participants and Circumstantial elements as adapted from Halliday and Matthiessen (2004: 176).

circumstance   **participant**   **process**

Verbal group

Adverbial   Nominal
groups;   group
prepositional
phrase

Figure 3.1   The relationship between the Process Types, Participants and Circumstances as drawn from Halliday and Matthiessen (204: 176).

As shown in Figure 3.1, Process is the focus in an Experiential clause and is accompanied by Participants and Circumstantial elements. Typically, Process is realised by Verbal group, Participant by Nominal group and Circumstance by Adverbial group or Prepositional Phrases.

As already reviewed in Chapter Two, there are six Process Types: Material, Relational, Mental, Verbal, Behavioural and Existential. Each of the Process types is associated with certain Participants. For example, a typical Material Process will have Actor and Goal as its Participants while a Mental Process will have Senser and Phenomenon.

As this study focuses on the System of Circumstantiation, Section 3.2 will discuss it in greater detail. Drawing from the System of Circumstantiation, the current study will analyse the Circumstantial elements in the bestseller memoir, *Tuesdays with Morrie: An old man, a young man, and life's greatest lesson* by Mitch Albom.

3.2   The System of Circumstantiation

3.2.1   General Description of Circumstantial Elements

Circumstantial elements as described by Halliday and Matthiessen (2004: 175) are "are almost always optional augmentations of the clause rather than obligatory components". Circumstances complement Processes and they are realised by Adverbial groups or Prepositional phrases.

The System of Circumstantiation comprises nine types of Circumstantial elements. Each of the Circumstantial elements and its sub-types are discussed in this section.

Table 3.1 shows an overview of the types of Circumstantial elements following Halliday and Matthiessen's (2004) model.

**Table 3.1   Types of Circumstantial Elements as drawn from Halliday and Matthiessen (2004: 262-263)**

	Types	Sub-types	Item in question
Enhancing	1. Extent	Distance	How far?
		Duration	How long?
		Frequency	How many times?
	2. Location	Place	Where?
		Time	When?
	3. Manner	Means	How?
		Quality	How?
		Comparison	How? What like?
		Degree	How much?
	4. Cause	Reason	Why?
		Purpose	Why? What for?
		Behalf	Who for?
	5. Contingency	Condition	Why?
		Default	-
		Concession	-
Extending	6. Accompaniment	Comitative	Who/what with?
		Additive	And who/what else?
Elaborating	7. Role	Guise	What as?
		Product	What into?
Projection	8. Matter	-	What about?
	9. Angle	Source	-
		Viewpoint	-

As shown in Table 3.1, the System of Circumstantiation enhances, extends, elaborates and projects a text with nine main types of Circumstantial elements. Each of the main types and sub-types are discussed in Section 3.2.2 to Section 3.2.4.2.

3.2.2   Types of Circumstantial Elements

3.2.2.1   Enhancing

A text can be enhanced with five main types of Circumstantial elements which are Extent, Location, Manner, Cause and Contingency. The five types of Enhancing Circumstantial elements and their sub-types are discussed in detail as follows. (Refer to Figure 3.2)
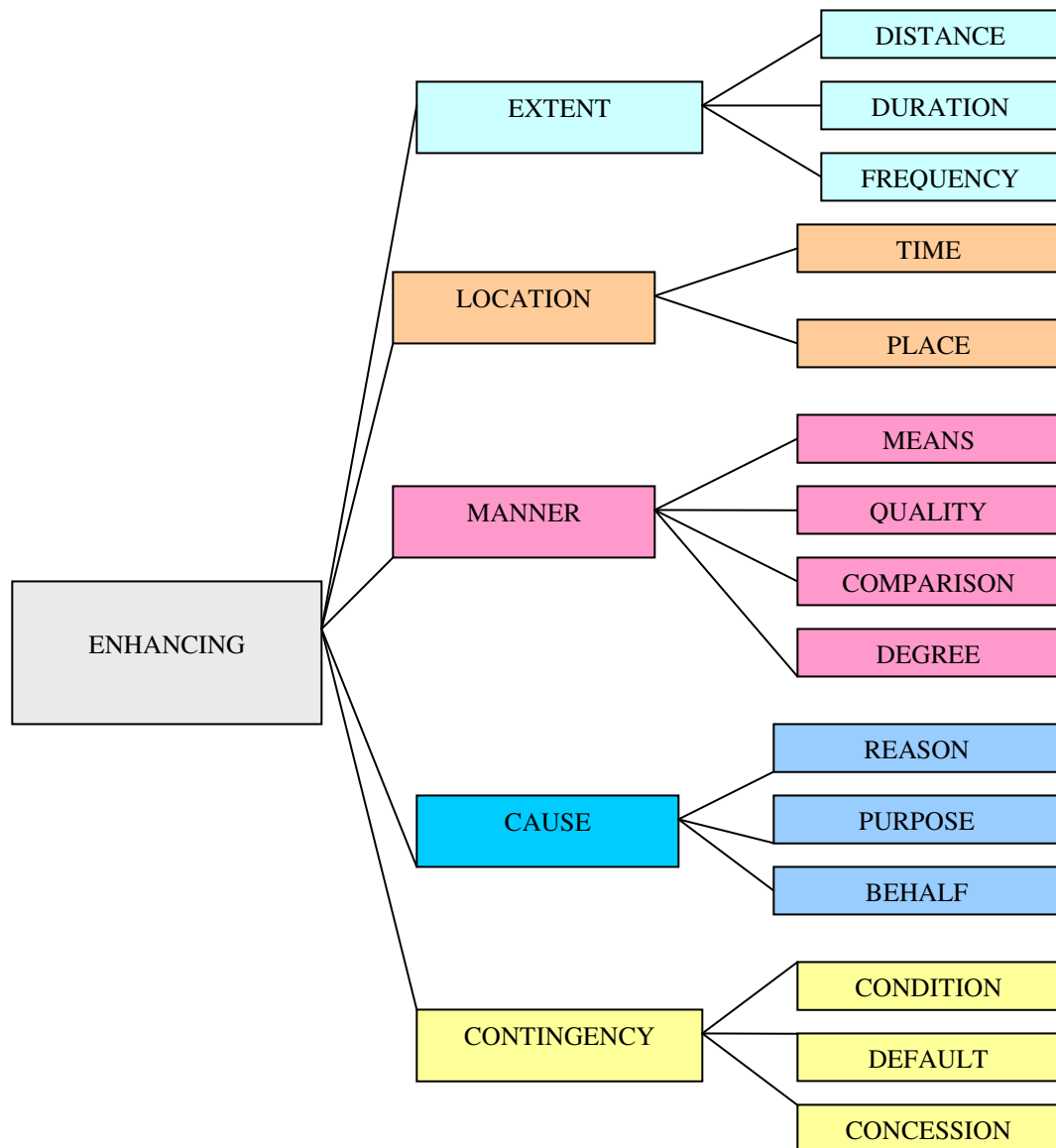
Figure 3.2   The types and sub-types of Enhancing Circumstances

3.2.2.1a Circumstance of Extent

Circumstance of Extent is concerned with time and space as the process unfolds.

Extent is probed by asking *how far?* (Distance), *how long?* (Duration), and *how many times?* (Frequency). As noted by Halliday and Matthiessen (2004: 264), the typical structure of Extent is "a nominal group with quantifier". The quantifiers can be either definite as in *seven hundred miles* or indefinite as in *many miles*. It may occur with or without a preposition and the commonly used preposition is *for*. Table 3.2 shows the use of definite and indefinite quantifier in Circumstance of Extent as drawn from Halliday and Matthiessen (2004).

Table 3.2 Examples of Definite and Indefinite Quantifier of Circumstance of Extent as drawn from Halliday and Matthiessen (2004: 265-266)

		Spatial	Temporal
Extent	definite	**Distance** Walk (for) seven miles Stop every ten yards	**Duration** Stay (for) two hours Pause every ten minutes **Frequency** Knock three times
	indefinite	A long way	A long time

3.2.2.1.b Circumstance of Location

Similar to Extent, Circumstance of Location informs readers the place and time the process takes place and it can be definite or indefinite. Location is probed by the questions *when?* (Time) and *where?* (Place). The common expression for Location is the adverbial group or prepositional phrase.

Table 3.3 shows examples of definite and indefinite location as drawn from Halliday and Matthiessen (2004).

Table 3.3 Examples of Definite and Indefinite of Circumstance of Location as drawn from Halliday and Matthiessen (2004: 264-265)

		Spatial	Temporal
Location	Definite	**Place** Work in the kitchen	**Time** Get up at six o'clock
	Indefinite	Near	Soon

3.2.2.1.c Circumstance of Manner

Halliday and Matthiessen (2004: 267) define Manner as a Circumstantial element that "construes the way in which the process is actualised".

Manner comprises four sub-types: Means, Quality, Comparison and Degree. Table 3.4 shows the four sub-types of Manner with their respective WH-form and examples as drawn from Halliday and Matthiessen (2004).

Table 3.4 The Sub-types of Circumstance of Manner as drawn from Halliday and Matthieseen (2004: 269)

Sub-Types	WH-form	Examples
Means	How? What with?	mend it **with a fuse wire**
Quality	How?	they sat there **in complete silence**
Comparison	What like?	he signs his name **differently**
Degree	How much?	they all love her **deeply**

Means denotes a way in which the process occurs. It usually occurs with the preposition *by* or *with*. Quality, on the other hand, commonly appears in the form of an adverbial with "-ly adverb as Head" (Halliday and Matthiessen, 2004, p. 268). Comparison is commonly expressed with a prepositional phrase in the manner of *like* or *unlike*. In contrast, Degree seldom occurs through prepositional phrases but in the form of adverbial groups such as *much , a good*

deal and *a lot.* Degree is defined as "the extent of actualisation of process and they often occur immediately before or immediately after the process" (Ibid, p. 269) as in Table 3.5.

Table 3.5 Examples of the use of Circumstance of Degree as drawn from Halliday and Matthiessen (2004: 269)

No.	Examples of Circumstance of Degree
1.	As a writer of short-stories for adults, she has worked **a great deal** with these themes.
2.	Their seams didn't show **at all**.
3.	He built a giant campaign war chest, advertised **heavily**, and quickly climbed in the polls.

3.2.2.1d   Circumstance of Cause

The fourth Circumstantial element is Cause. Cause refers to the reason the process took place. Cause is divided into three sub-types which are Reason, Purpose and Behalf.

Reason commonly appears in prepositional phrases or complex prepositional phrases. Similarly, Behalf does appear in those forms too. While Behalf is very close to Client in a Material clause, Client is treated as a Participant and expressed without a preposition. Besides, Client may be a Subject in the passive. Purpose refers to the purpose of the occurrence of the process. Purpose is expressed by prepositional phrases. Table 3.6 shows the three sub-types of Cause and their respective WH-form with examples drawn from Halliday and Matthiessen (2004).

Table 3.6 The Sub-types of Circumstance of Cause as drawn from Halliday and Matthiessen (2004: 271)

Sub-Types	WH-form	Examples
Reason	Why? How?	they left **because of the draught**
Purpose	What for?	it's all done **with a view of promotion**
Behalf	Who for?	put in a word **on my behalf**

3.2.2.1e   Circumstance of Contingency

Contingency refers to the "element on which the actualisation of the process depends" (Halliday and Matthiessen, 2004, p. 271). Contingency comprises three sub-types, namely, Condition, Concession and Default.

These three sub-types are expressed via prepositional phrases. Condition, as defined by Halliday and Matthiessen (2004: 271) is the "circumstances that have to obtain in order for the process to be actualised" while Concession denotes "frustrated cause with the sense of 'although'" (Ibid, p. 272). Default construes the negative condition with the sense of 'unless'. Table 3.7 shows the occurrence of the three sub-types of Contingency.

Table 3.7 The Sub-types of Circumstance of Contingency as drawn from Halliday and Matthiessen (2004: 271-272)

Sub-Types	Examples
Condition	**In the event of a typhoon**, open all windows
Concession	**In spite of its beacon**, many ships have been wrecked on this rocky coast during storms or in dense fog
Default	**In the absence of any prior agreement between the parties as to the rate of salvage payable,** the amount is assessed, as a rule, by the Admiralty Court

3.2.2.2.   Extending

Another way to add value to a text is through Extending Circumstantial elements. A text can be extended through the Circumstance of Accompaniment. Circumstance of Accompaniment, as shown in Figure 3.3, has two sub-types which are Comitative and Additive.

Figure 3.3   The type and sub-types of Extending Circumstances

3.2.2.2a   Circumstance of Accompaniment

Accompaniment informs readers the joint participation in the process and can be probed with *who* or *what else?*. Circumstance of Accompaniment falls under the category of Extending Circumstantial elements. It has two sub-types, Comitative and Additive. Each of the sub-types has a positive and negative aspect.

Table 3.8 shows the positive and negative aspects of Comitative and Additive Circumstantial elements.

Table 3.8   The Positive and Negative aspects of Circumstance of Accompaniment as drawn from Halliday and Matthiessen (2004: 273)

	WH-form	Examples
Comitative, positive: 'accompanied by'	Who/what with? and Who/what else?	Fred came **with Tom** Jane set out **with her umbrella**
Comitative, negative: 'not accompanied by;	But not who/what?	Fred came **without Tom** I came **without my key**
Additive, positive: 'in addition to'	And who/what else?	Fred came **as well as Tom**
Additive, negative: 'as alternative to'	And not who/what?	Fred came **instead of Tom**

3.2.2.3   Elaborating

The Circumstance of Role is a way to elaborate a text. As shown in Figure 3.4, it comprises two sub-types which are Guise and Product.
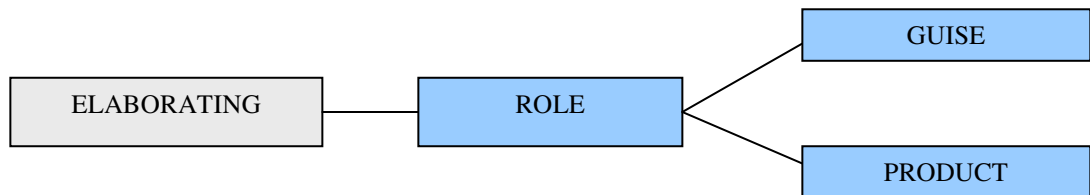
Figure 3.4   The type and sub-types of Elaborating circumstances

3.2.2.3a   Circumstance of Role

According to Halliday and Matthiessen (2004: 274), the Circumstance of Role construes "the meaning of 'be' and 'become' Circumstantially". Circumstance of Role is elaborated via two sub-types which are Guise and Product.

Guise can be probed with *what as*? and occurs with the preposition *as* while Product can be probed with *what into?* and occurs with the preposition *into*. Table 3.9 shows the sub-types of Circumstance of Role as drawn from Thompson (2004).

Table 3.9   The Sub-types of Circumstance of Role as drawn from Thompson (2004: 111)

Sub-types	Examples
Guise	I asked him for the name of his tutor **as a referee**.
Product	They've turned the drill hall **into a fitness centre.**

3.2.2.4   Projection

Circumstance of Matter and Angle are used to project a text. As shown in Figure 3.5, Circumstance of Matter does not have any sub-types while Circumstance of Angle has two sub-types namely Source and Viewpoint.
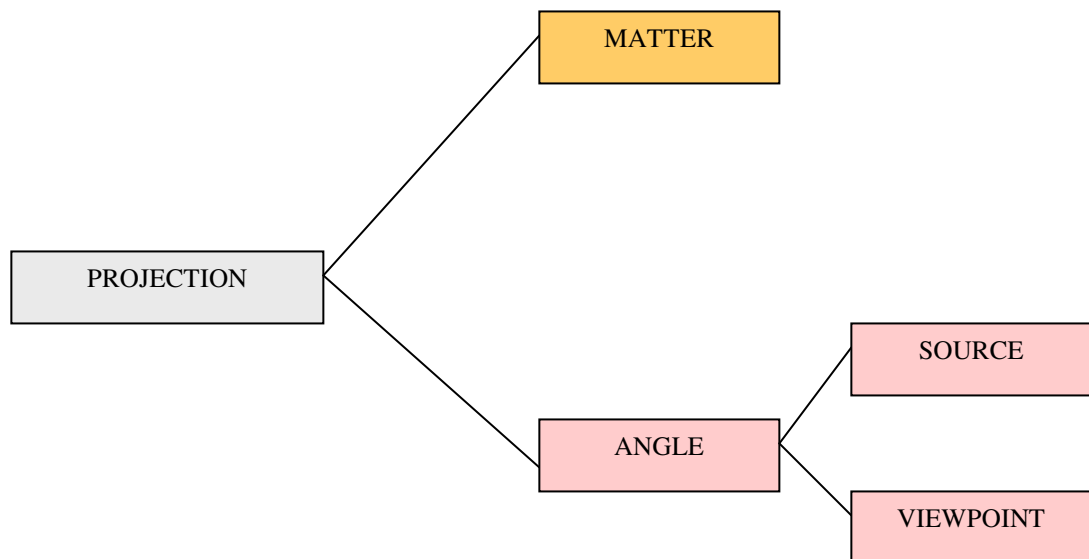
Figure 3.5   The types and sub-types of Projection circumstances

3.2.2.4.a Circumstance of Matter

Circumstance of Matter is the projection of what is said or thought and is closely related to the Verbal process as it is considered as the "Circumstantial equivalent of the Verbiage, 'that which is described, referred to, narrated, etc,'" (Halliday and Matthiessen, 2004, p. 276). Table 3.10 is drawn from Halliday and Matthiessen (Ibid) to illustrate the Circumstance of Matter.

Table 3.10 Examples of the use of Circumstance of Matter as drawn from Halliday and Matthiessen (2004: 276)

No.	Circumstance of Matter
1.	Tell me **about the Paris Review**.
2.	We generally talk **of Africa** as one because that's the way Europe looks at Africa.

3.2.2.4b Circumstance of Angle

Angle has two sub-types which are Source and Viewpoint. Source is related to the Sayer in Verbal clauses. It usually occurs with complex prepositions such as *according to* and *in the words of* (Halliday and Matthiessen, 2004). Viewpoint is related to the Senser in Mental clauses. It may be expressed via prepositions, either in the simple or complex forms.

Examples of the use of Source and Viewpoint are drawn from Halliday and Matthiessen (2004) and shown in Table 3.11.

Table 3.11   **The Sub-types of Circumstance of Angle as drawn from Halliday and Matthiessen (2004: 177)**

Sub-Types	Examples
Source	**According to the phlogistic theory**, (the part remaining after a substance was burned was simply original substance deprived of phlogiston)
Viewpoint	(Everyone's tall) **to me**

The preceding section has presented the theoretical framework used for the analysis. The next section discusses the research methodology.

3.3   Research Methodology

3.3.1   Research Design

The current study is a theory grounded qualitative research design. It is grounded in the theory of Systemic Functional Linguistics focusing in the System of Circumstantiation by Halliday and Matthiessen (2004). The discourse is the text Tuesdays with Morrie and the analysis is the System of Circumstantiation in the text.

3.3.1.1 Data Selection

Data for the study comes from the chapters of the first three Tuesdays of a memoir entitled *Tuesdays with Morrie: An old man, a young man, and life's greatest lesson.* The book recounts the last five months of Morrie Schwartz with Mitch Albom. It tells Morrie's story, a sociology lecturer who had Lou Gehrig's disease.

The decision to select this inspirational book is due to a combination of reasons. First, the book had been a bestseller and is readily available in all major bookstores. According to the free online encyclopedia, Wikipedia, *Tuesdays with Morrie* was

on the New York Times Bestseller List for 205 consecutive weeks (four years) after the book was first published in 1997 and became the bestseller of all time with over 14 million copies sold. Consequently, the story was adapted into a television movie featuring Hank Azaria and Jack Lemmon, which was aired on 5 December 1999 in the United States of America and won four Emmy awards.

Secondly, the book was translated into 41 languages, which implies that it has its intrinsic value in attracting people from around the world from diverse backgrounds to read the book. Hence, the book reflects the preferences on reading material of the people around the world.

Further to that, in *Tuesdays with Morrie*, Albom displayed the 'authority' over his readers. Being a memoirist, Albom not only able to recount his past, but he was also able to attract and retain the attachment of his readers to his writing. Toolan (2001: 3) stated that "narrators assert their authority to tell, to take up role of knower, or entertainer, or producer, in relation to the addressees' adopted role of learner or consumer." Albom's writing is the tool to captivate the readers and maintain the attachment. Albom's writing is commented by Thomas Larson (2007: 53) as "direct and easily followed".

Hence, it is worthwhile to study how Albom recounted his experience with his lecturer which touched the hearts of millions of readers across the globe although they came from diverse social and cultural backgrounds. This indicates that language is a powerful key to understanding and expressing human emotions.

3.3.1.2 Data Description

The first three Tuesdays in the book are chosen to be analysed in the current study. The first three Tuesdays have two parts. The first part is the author's (hereafter Albom) visit with his professor, Morrie, and the second part is Albom's reflection on the experience he had with Morrie twenty years before. Table 3.12 shows the breakdown of the three Tuesdays.
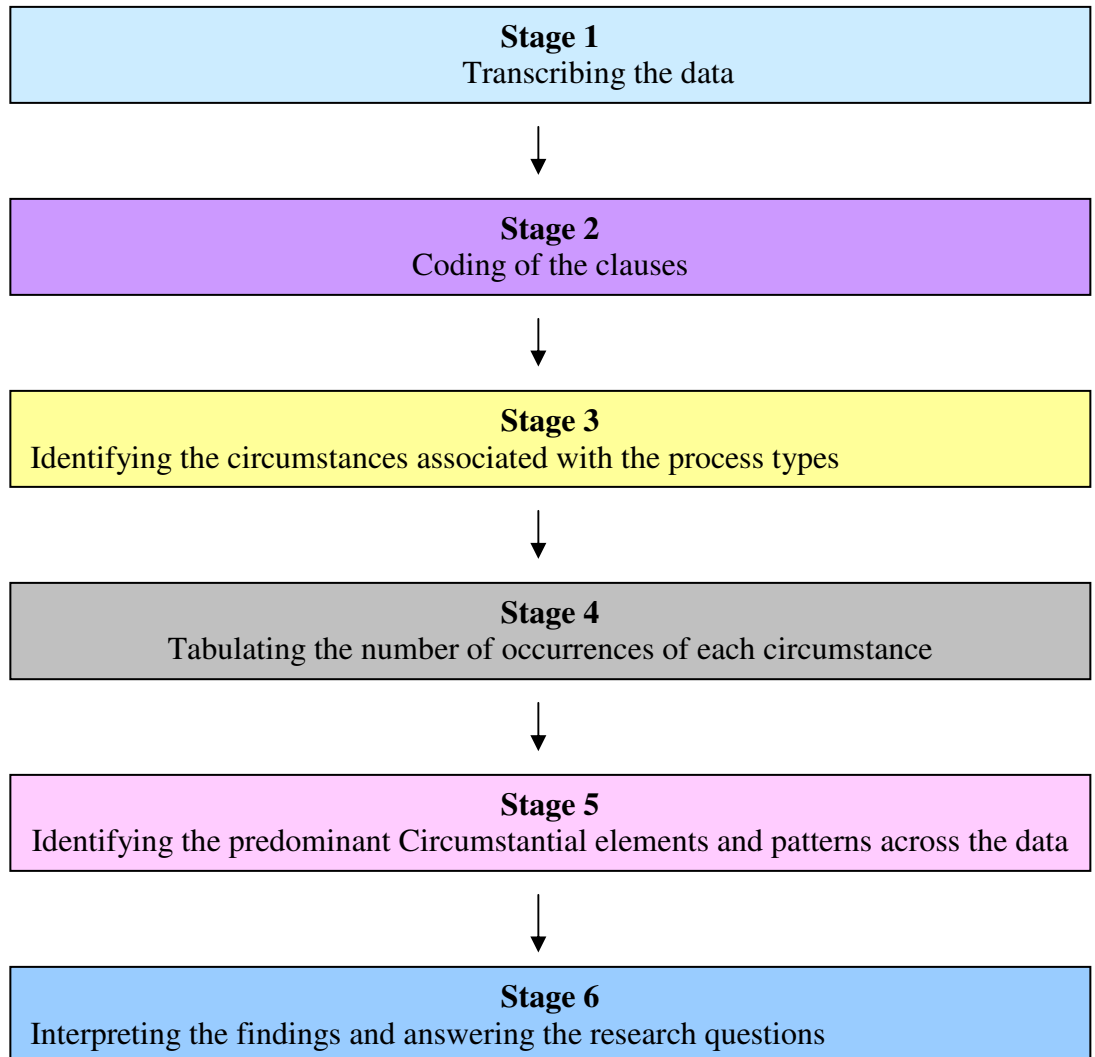
Table 3.12   The breakdown of the three Tuesdays in terms of size of sample and number of pages

Source	Data	Size of sample	Number of pages
Tuesdays with	First Tuesday	1053 words (103 clauses)	5
Morrie	Second Tuesday	939 words (65 clauses)	5
	Third Tuesday	905 words (78 clauses)	5
	First Reflection	247 words (23 clauses)	2
	Second Reflection	285 words (22 clauses)	2
	Third Reflection	265 words (22 clauses)	2

The first Tuesday consists of 103 clauses compared to the other two Tuesdays which only have 65 and 78 clauses. As for the reflections of the past, each of it consists of between 22 to 23 clauses. The huge difference in the first and second part of the chapters in terms of the number of clauses is probably due to the depth of the content. Nevertheless, the length of the parts will not affect the analysis as the occurrences of each of the Circumstantial elements in the two parts will be summed up as one.

3.3.1.3 Research stages

The research design for the current study is as summarised in Figure 3.6.

Stage 1
Transcribing the data

↓

Stage 2
Coding of the clauses

↓

Stage 3
Identifying the circumstances associated with the process types

↓

Stage 4
Tabulating the number of occurrences of each circumstance

↓

Stage 5
Identifying the predominant Circumstantial elements and patterns across the data

↓

Stage 6
Interpreting the findings and answering the research questions

Figure 3.6   Summary of the stages of the research

3.3.1.3 (i) Stage 1

In Stage 1, the raw data (Figure 3.7) are transcribed into table form as shown in
Figure 3.8.

Figure 3.7 below shows an extract from the raw data, *Tuesdays with Morrie*.

Connie opened the door and let me in. Morrie was in his wheelchair by the kitchen table wearing a
loose cotton shirt and even looser black sweatpants. They were loose because his legs had atrophied
beyond normal clothing size– you could get two hands around his thighs and have your fingers touched.
Had he been able to stand he'd have been no more than five feet tall, and he'd probably have fit
into a sixth grader's jeans.

"I got you something," I announced, holding up a brown paper bag. I had stopped on my way from
airport at a nearby supermarket and purchased some turkey, potato salad, macaroni salad, and bagels.
I knew there was plenty of food at the house, but I wanted to contribute something. I was so powerless
to help Morrie otherwise. And I remembered his fondness for eating.

"Ah, so much food!" he sang.

Figure 3.7 An extract of the first ten clauses from the original text (Raw data)

The raw data is retyped in the second left column. Each row consists of one clause
only.

	FIRST TUESDAY							
	Connie opened the door and let me in.							
	Morrie was in his wheelchair by the kitchen table wearing a loose cotton shirt and even looser black sweatpants.							
	They were loose because his legs had atrophied beyond normal clothing size– you could get two hands around his thighs and have your fingers touched.							

Figure 3.8   An extract of the transcribed data on the First Tuesday

3.3.1.3 (ii) Stage 2

In Stage 2, the clauses are coded accordingly. For example, the first clause are numbered as S1, the second clause as S2 and so on. An extract of the coded clauses is shown in Figure 3.9 below.

	FIRST TUESDAY							
S1	Connie opened the door and let me in.							
S2	Morrie was in his wheelchair by the kitchen table wearing a loose cotton shirt and even looser black sweatpants.							
S3	They were loose because his legs had atrophied beyond normal clothing size– you could get two hands around his thighs and have your fingers touched.							

Figure 3.9   An extract of the coded clauses on the First Tuesday

After the coding of the clauses, the current study proceeds to label the text with number one (1) to six (6). The First Tuesday, Second Tuesday and Third Tuesday are labelled as text 1, 2 and 3 while the reflections of the author after his visits on the three Tuesdays are labelled as 4, 5 and 6 respectively. The code of 'a' or 'b' is attached to each of the text to represent the category/ies that the text would be analysed for. Code 'a' represents Enhancing while code 'b' represents Extending, Elaborating and Projection. For example, in Appendix A1, the text (First Tuesday) appears in text 1a and 1b. Text 1a represents the analysis of the Circumstantial elements of Enhancement while text 1b represents the analysis of the Circumstantial elements of Extension, Elaboration and Projection. Table 3.13 shows how the texts are coded.

Table 3.13   Coding of the texts and types of analysis carried out

Appendix	Text	Transcribed from	Types of analysis carried out
A1	1a	First Tuesday	Enhancing
A1	1b	First Tuesday	Extending, Elaborating and Projection
A2	2a	Second Tuesday	Enhancing
A2	2b	Second Tuesday	Extending, Elaborating and Projection
A3	3a	Third Tuesday	Enhancing
A3	3b	Third Tuesday	Extending, Elaborating and Projection
A4	4a	Reflection of past after the First Tuesday	Enhancing
A4	4b	Reflection of past after the First Tuesday	Extending, Elaborating and Projection
A5	5a	Reflection of past after the Second Tuesday	Enhancing
A5	5b	Reflection of past after the Second Tuesday	Extending, Elaborating and Projection
A6	6a	Reflection of past after the Third Tuesday	Enhancing
A6	6b	Reflection of past after the Third Tuesday	Extending, Elaborating and Projection

Figure 3.10 below shows an extract of the coded data.

APPENDIX A1

TEXT 1a

	FIRST TUESDAY	Extent			Location		Manner	
		Distance	Duration	Frequency	Place	Time	Means	Quality
1aS1	Connie opened the door and let me in.				In			
1aS2	Morrie was in his wheelchair by the kitchen table wearing a loose cotton shirt and even looser black sweatpants.							
1aS3	They were loose because his legs had atrophied beyond normal clothing size– you could get two							

Figure 3.10   An extract of the coded Appendix, text and clauses

3.3.1.3 (iii) Stage 3

After the coding process, the data is analysed based on the System of Circumstantiation as provided by Halliday and Matthiessen (2004). An extract of the analysed data is shown as in Figure 3.11.

APPENDIX A4

Text 4a

	Reflection of the Past No. 1	Extent			Location		Manner			
		Distance	Duration	Frequency	Place	Time	Means	Quality	Comparison	Deg
4aS1	He enters the classroom, sits down, doesn't say anything.									
4aS2	He looks at us, we look at him.									
4aS3	At first, there are a few giggles, but Morrie only shrugs, and eventually a deep silence falls and we begin to notice the smallest sounds, the radiator humming in the corner of the room, the nasal breathing of one of the fat students.									
4aS4	Some of us are agitated.									
4aS5	When is he going to say something?									
4aS6	We squirm, check our watches.									
4aS7	A few students look out the window, trying to be above it all.				out the window					
4aS8	This goes on a good fifteen minutes, before Morrie finally breaks in with a whisper						with a whisper			
4aS9	"What's happening here?" he asks.				here					
4aS10	And slowly a discussion begins – as Morrie has wanted all along – about the effect of silence on human relations							slowly		
4aS11	Why are we embarrassed by silence?									
4aS12	What comfort do we find in all the noise?						in all the noise			
4aS13	I am not bothered by the silence.									
	Total				2		2	1		

Figure 3.11   An extract of the sample analysis

Figure 3.11 above shows an extract of the analysis from Appendix A4. The far left column shows the coding for the clauses such as 4aS1, 4aS2 and so on while the second column shows the clauses. Whenever there are Circumstantial elements in the clauses, they will be underlined and reprinted in their respective columns. For example, in 4aS7, the phrase 'out the window' is underlined and reprinted in the column Circumstance of Location: Place. In 4aS8, the phrase "with a whisper" is underlined and reprinted in the column Circumstance of Manner: Means. The last row of the table shows the total occurrences of the Circumstantial elements in that particular page.

3.3.1.3 (iv) Stage 4

After the analysis, the total occurrences of the Circumstantial elements from each pages are tabulated in a table, which then produce a total for that particular text. An extract from the last page of Text 4a is shown in Figure 3.12.

Figure 3.12   An extract showing the tabulation of the grand total of Circumstantial elements in Text 4a.

TEXT 4a										
Pages	Clauses	Extent			Location		Manner			
		Distance	Duration	Frequency	Place	Time	Means	Quality	Comparison	Degr
1.	4aS1 – 4aS13				2		2	1		
2.	1. 4aS 14 – 4aS 23		1		2	1		1		1
	TOTAL	**0**	**1**	**0**	**4**	**1**	**2**	**2**	**0**	**1**

Figure 3.12 shows an extract of how the grand total for Text 4a is arrived at. The first column from the left shows the page number while the second column shows the number of clauses in that particular page. The columns in the right show the

number of occurrences of the Circumstantial elements. The number of occurrences

in each column is totalled and tabulated at the last row of the table.

Then, the total from each text will be tabulated in a table as shown in Table 3.14.

Table 3.14   Quantitative distribution for all the Circumstantial elements under the category of Enhancing Circumstantial elements

Text	Extent			Location		Manner				Cause			Contingency		
	Dis.	Dur.	Freq.	Place	Time	Means	Qual.	Comp.	Deg.	Reason	Purp	Behf.	Cond.	Def.	Conc.
1a	0	0	3	15	5	1	6	1	0	1	0	0	0	0	0
2a	1	2	0	16	4	3	2	3	0	1	1	0	0	0	0
3a	0	1	1	14	4	1	6	2	0	0	0	0	0	0	0
4a	0	1	0	4	1	2	2	0	1	0	0	0	0	0	0
5a	1	1	1	5	3	0	2	1	0	0	0	0	0	0	0
6a	0	1	0	1	2	1	3	0	0	0	1	0	1	0	0
Total	2	6	5	55	19	8	21	7	1	2	2	0	1	0	0
%	1.36	4.08	3.41	37.41	12.93	5.44	14.29	4.76	0.68	1.36	1.36	0	0.68	0	0

Table 3.14 shows the quantitative distribution for Enhancing Circumstantial elements which are Circumstance of Extent (Distance, Duration and Frequency), Circumstance of Location (Place and Time), Circumstance of Manner (Means, Quality, Comparison and Degree), Circumstance of Cause (Reason, Purpose and Behalf) and Circumstance of Contingency (Condition, Default and Concession). The far left column of the table shows the name of the text and the rest of the columns in the right show the occurrences of the Circumstantial elements in that particular text. For example, text 1a has zero occurrences of Circumstance of Extent: Distance and Duration while it has three (3) occurrences for Frequency. The occurrences of the Circumstantial elements for each text are then totalled as shown in the second last row. The last row of the table shows the occurrences in percentage (%) after taking into account the occurrences of the Circumstantial elements in the other three categories which are Extending, Elaborating and Projection. The number of occurrences are converted into percentages in order to remove the effect of the text length.

The formula for the calculation of the percentage of occurrences of the Circumstantial elements are shown as below.

Percentage (%) =   Total of occurrences of the sub-type
                       Total of occurrences of all the sub-types   X   100%

Example 3 below shows how the percentage for the Circumstance of Extent: Distance is arrived at.

Example 3

Percentage (%)=   Total of occurrences for Extent: Distance
                    Total of occurrences of all the sub-types   X   100%

          = $\dfrac{2}{147}$ X   100%

          =   1.36%

The calculation of the Circumstantial elements will be presented in greater detail in Chapter Four.

3.3.1.3 (v) Stage 5

Based on the percentage of occurrences of the different types of Circumstantial elements, the study will identify the predominant Circumstantial elements in the text as well as the patterns made across the data.

3.3.1.3 (vi) Stage 6

Finally, this study will provide an interpretation of how the Circumstantial elements fulfill the texts social meaning of recounting based on the favoured Circumstantial elements.

There are two instances which need to be highlighted here. The first is that only the Circumstantial elements materialised in the form of prepositional phrases or adverbial groups will be taken into account. Circumstantial elements can appear in two environments. They can appear in the form of a prepositional phrase or adverbial group or materialised as a clause.

Example 4
<u>Before my third visit</u>, I stopped at a market called Bread and Circus.

Example 5
"I want to tell you <u>before I can't tell you anymore</u>"

In Example 4, "Before" is Circumstance of Time while "before I can't tell you anymore" in Example 5 is not. "before I can't tell you anymore" in Example 5 is a subordinate Circumstantial clause and hence, not considered as a Circumstantial element from the SFL point of view.

Further to that, fragments as underlined in Example 6 are also left unanalysed because they are not considered as clauses.

Example 6
But it was also becoming clear to me – through his courage, his humour, his patience, and his openness – that Morrie was looking at life from some very different place than anyone else I knew. <u>A healthier place. A more sensible place.</u> (3aS32 – 3aS34)

3.3   Conclusion

This study employs the System of Circumstantiation as expounded by Halliday and Matthiessen (2004). The System of Circumstantiation is a system which enhances, extends elaborates and projects a text. The system comprises nine main types of Circumstantial elements which are Extent, Location, Manner, Cause, Contingency, Accompaniment, Role, Matter and Angle and as elaborated in Section 3.2. This study employs the theoretical framework and the research design as discussed on the first three Tuesdays in *Tuesdays with Morrie* by Mitch Albom. Chapter Four will present the findings in detail to answer the research questions of the study.

CHAPTER FOUR

FINDINGS AND DISCUSSION

4.0   **Introduction**

This chapter presents the findings based on the application of the Theoretical Framework and Research Design as discussed in Chapter Three. The research questions will be answered based on the findings. The research questions, which are stated in Chapter One: Introduction, are reproduced as below:

1) What are the predominant Circumstantial elements used in the text?

2) How does the text fulfill its social purpose of recounting through the resources of Circumstantial Elements (Extent, Location, Manner, Cause, Contingency, Accompaniment, Role, Matter and Angle)?

Section 4.1 proceeds to answer question Number One with examples from the data analysis. Section 4.2 provides a qualitative distribution of the Circumstantial elements and thence discusses how the text fulfills its field of recounting through Circumstantial elements. The chapter will conclude with Section 4.3 with an overall summary of the findings.

4.1   **Circumstances used in the text**

As explained in Chapter Three, there are nine main types of Circumstantial elements. These nine main types of Circumstantial elements are summed up into four categories which are Enhancing, Extending, Elaborating and Projection. These four categories are ways of Expansion of a text.

4.1.1 Enhancing

Enhancing Circumstantial elements comprises five main types of Circumstances and they are Extent, Location, Manner, Cause and Contingency. Each of the main type and its sub-types of Circumstances will be discussed in the following sub-sections.

4.1.1.1 Circumstance of Extent

Circumstance of Extent consists of Distance, Duration and Frequency. The descriptions below are the accounts of the Circumstantial elements and how they are materialised in the text.

4.1.1.1a Circumstance of Distance

Distance answers the question *how far*? and its usage is shown in Example 1 and Example 2.

Example 1
I looked forward to these visits more than one would think, considering I was flying <u>seven hundred miles</u> to sit alongside a dying man. (2aS3)

Example 2
Most of us are uncomfortable with this, and we cannot let go <u>for more than a few inches</u> before stopping ourselves. (5aS10)

In Example 1, Circumstance of Distance is used to tell the readers that Albom was willing to fly seven hundred miles every Tuesday only to meet up with his sick professor. His willingness to travel such a long distance indicates that Morrie was important to Albom.

Example 2 is about an experiment Morrie gave to his students to test their trust in each other. The students were to find a partner, then with the back facing the partner, he/she had to close the eyes, cross the arms and fall backward, and the partner would try to catch him/her. Circumstance of Distance in this example reveals that the classmates had little confidence towards each other. Most of Albom's classmates dared not let go of themselves *more than a few inches* because they were afraid of falling and also they did not have trust in their partners.

4.1.1.1b   Circumstance of Duration

Circumstance of Duration answers the question *how long?*. Examples 3 and 4 discuss on the usage of Circumstance of Duration.

Example 3
He was spending <u>less and less</u> time in the kitchen or living room and <u>more</u> in his study, where he had a large reclining chair set up with pillows, blankets, and specially cut pieces of foam rubber that held his feet and gave support to his withered legs. (2aS18)

Example 4
I could sit in the quiet <u>for hours </u>if that is what the class demanded. (4aS15)

Example 3 shows that Circumstance of Duration is used to emphasise the length of time Morrie spent in the kitchen and living room and his study. Albom was trying to tell the readers how weak Morrie had become and was not able to spend time sitting up anymore.

Circumstance of Duration in Example 4 reveals to us the personality of Albom - a quiet person – for he was able to sit in quiet for hours.

4.1.1.1c   Circumstance of Frequency

Circumstance of Frequency answers the question *how many times?* something happens. Examples 5, 6 and 7 show the materialisation of Circumstance of Frequency.

Example 5
Each time he came back (from the toilet), he looked tired. (1aS19)

Example 6
"After all, I get to be a baby one more time." (1aS32)

Example 7
Each week we study the ways in which the students in the group interact with one another, how they respond to anger, jealousy, attention. (5aS3)

The use of Circumstance of Frequency in Example 5 shows that a simple activity, such as going to the toilet, had become an exhausting task for Morrie. Albom pitied his old professor yet there was nothing he could do to reduce Morrie's pain or suffering.

Circumstance of Frequency in Example 6 tells us that Morrie was being optimistic and he even joked about his condition of being a baby once again.

Example 7 tells the readers the frequency Albom was meeting Morrie during his college years. The meeting was discontinued after Albom graduated. When Albom realised Morrie was dying, he continued the frequency of meeting Morrie every week, which was on Tuesdays.

4.1.1.2   Circumstance of Location

Circumstance of Location comprises Place and Time. Both Place and Time

could be concrete or abstract. The usage of Circumstance of Place and Time are

shown and explained as below.

4.1.1.2a   Circumstance of Place

Circumstance of Place answers the question *where?* Examples 8, 9 and 10

discuss the usage of Circumstance of Place.

Example 8
Connie would wheel him to the toilet, then lift him from the chair and support him as he
urinated into the beaker. (1aS18)

Example 9
So it seemed only fitting that we were back together on a Tuesday, here in the house with the
Japanese maple out front. (1aS83)

Example 10
I grin as he leafs through it, and I glance around his office. (6aS13)

Circumstance of Place used in Example 8 shows the path and destination of

movement. It tells the readers that Morrie was so weak that he was unable to go

to the toilet by himself and that he had to urinate into a beaker instead of the

toilet bowl.

Example 9 shows how vividly Albom remembered Morrie's house and his fond

memories with his professor.

Example 10 shows Albom's recollection of his college years. Compared to his recent meetings with his professor in his house, Albom used to meet his professor in his office during his college years.

4.1.1.2b   Circumstance of Time

Circumstance of Time tells the time an event takes place. It answers the question *when?* Examples 11, 12 and 13 show the usage of Circumstance of Time.

Example 11
We laughed because he used to say the same thing <u>nearly twenty years earlier.</u> (1aS79)

Example 12
(a) I came back <u>the next Tuesday</u>. (2aS1)
(b) The<u> next Tuesday</u>, I arrived with the normal bags of food – pasta with corn, potato salad, apple cobbler – and something else: a Sony tape recorder. (3aS1)

Example 13
It is my junior year, <u>1978, when disco and Rocky movies are the cultural rage.</u> (5aS1)

Circumstance of Time used in Example 11 reveals that Albom could remember vividly what Morrie had said even though it was some twenty years before.

Examples 12(a) and 12(b) carry the same meaning. Albom used Circumstance of Time in both to remind the readers that he was meeting Morrie on Tuesdays, specifically, the *next* Tuesday and not any later.

Example 13 shows precisely the year that Albom was in during his junior years. It also tells the readers the year that Albom actually got to know Morrie more closely.

4.1.1.3 Circumstance of Manner

Circumstance of Manner comprises four sub-types which are Means, Quality, Comparison and Degree. A discussion of the sub-types of Circumstance of Manner is provided with examples as below.

4.1.1.3a Circumstance of Means

Circumstance of Means can be probed with *'how?'* or *what with?* and is usually materialised through preposition *by* or *with*. Example 14, 15 and 16 shows the usage of Circumstance of Means.

Example 14
But can I tell you the thing I'm learning most with this disease? (1aS89)

Example 15
But it was also becoming clear to me – through his courage, his patience, and his openness – that Morrie was looking at life from some very different place than anyone else I knew. (3aS32)

Example 16
And, with his help, by spring I have a 112-page thesis, researched, footnoted, documented, and neatly bound in black leather. (6aS10)

Example 14 and 15 show the readers Morrie's thoughts through the use of Circumstance of Means. The former tells the readers that Morrie had a strong will because he did not see his illness as a reason to lament. Instead, he learned through his sickness and proved to others that one can be optimistic though facing difficulties or sickness. The latter reveals Morrie's personality. By means

of Morrie's courage, patience and openness, he was seen to be different from the people that Albom knew.

In Example 16, Albom used Circumstance of Means to give credit to Morrie for the successful completion of his thesis.

4.1.1.3b   Circumstance of Quality

Circumstance of Quality enhances the Process in the System of Transitivity through adverbial groups or prepositional phrases. It is commonly materialised in the texts with adverbs in the form of *'–ly'*. Discussion on the usage of Circumstance of Quality can be seen as follows.

Example 17
This time, without the need to make up sixteen years of information, we slid quickly into the familiar waters of our old college dialogue ,Morrie asking questions, listening to my replies, stopping like a chef to sprinkle in something I'd forgotten or hadn't realised. (1aS14)

Example 18
I show it to Morrie with the pride of a Little Leaguer rounding the bases on his first home run. (6aS11)

Albom used Circumstance of Quality in Example 17 to convey how Morrie and he could spark up interesting topics *quickly*. Indirectly, it shows the close bonding Albom had with Morrie.

In Example 18, Albom was trying to convey the way he presented his thesis to Morrie. By the use of metaphors in the example, the readers could sense Albom's pride and how thankful he was to Morrie for helping him in completing his thesis.

4.1.1.3c   Circumstance of Comparison

Circumstance of Comparison is used to show the similarity or difference between one thing and another by using prepositions such as *like* or *unlike*. Examples 19 and 20 show the materialisation of Circumstance of Comparison.

Example 19
I nodded, <u>like a good student</u> and he exhaled weakly. (1aS99)

Example 20
He was mostly dead weight, and I felt his head bounce softly on my shoulder and his body sag against me <u>like a big damp loaf.</u> (2aS61)

In Example 19, Albom compared himself to a good student and considered himself a student of Morrie even after twenty years of graduating from the school.

Circumstance of Comparison is used in Example 20 as Albom described Morrie's body as being like a damp loaf of bread, being weighty and unable to control his own movement.

4.1.1.3d   Circumstance of Degree

Circumstance of Degree answers the question *how much*? There is only one instance of Circumstance of Degree in the chosen text as shown in Example 21.

Example 21
"I think you have <u>a lot </u>to add. (4aS20)

Example 21 shows the degree of understanding Morrie has towards Albom. Morrie knew Albom as someone who had much thought to share yet dared not voice them out. In some way, it tells the readers that Morrie understood Albom and was confident that Albom had much to add to the conversation.

4.1.1.4   Circumstance of Cause

Circumstance of Cause comprises three sub-types and they are Reason, Purpose and Behalf. Each of the sub-types will be discussed with examples in the following sub-sections.

4.1.1.4a   Circumstance of Reason

Circumstance of Reason has the sense of 'because'. Hence, it usually occurs with the preposition *through, from and for* or through complex preposition *because of*. The use of Circumstance of Reason and its interpretation are shown as below.

Example 22
Morrie, <u>for the suffering of people half a world away</u>, was weeping. (1aS67)

Example 23
<u>In light of this</u>, my visits with Morrie felt like a cleansing rinse of human kindness. (2aS9)

In Example 22, Albom used Circumstance of Reason to tell readers that Morrie cried not for himself but because of the suffering of strangers. This implied that Morrie was a sentimental person who would cry for others which very few people would do.

In Example 23, Circumstance of Reason was used here to justify that Albom's visits with Morrie had a good cause.

4.1.1.4b   Circumstance of Purpose

Circumstance of Purpose has the sense of 'in order that' and answers the question *what for*?. Example 24 discusses the usage of Circumstance of Purpose.

Example 24
I no longer rented a cellular phone <u>for the rides from the airport. (2aS5)</u>

Circumstance of Purpose in Example 24 shows that Albom had become a changed person for he finally learned to let go of his work load while he was on his trip to visit Morrie.

4.1.1.4c   Circumstance of Behalf

Circumstance of Behalf answers the question *who is it for?* and usually materialises through complex prepositions such as *for the sake of, in favour of* and *on behalf of*.

There is no instance of Circumstance of Behalf in the chosen text. Section 4.2.1 will discuss the Circumstantial elements which are not used in the chosen text.

4.1.1.5   Circumstance of Contingency

There are three sub-types of Circumstantial elements in this category. They are

Condition, Default and Concession and they will be discussed with examples in

the following sub-sections.

4.1.1.5a   Circumstance of Condition

Circumstance of Condition has the sense of *if* and occurs in the form of complex

prepositions such as *in case of, in the event of* and *on condition of*.

Example 25
"I don't know, Mitch," Morrie muses, adjusting his glasses as he reads, "<u>with work like this</u>, we may have to get you back here for grad school."

Example 25 shows the use of Circumstance of Condition. Circumstance of

Condition is used to convey that Morrie made an assumption on the outcome of

Albom's work. *With work like this* can also be replaced with *if this is the work*

you're handing.

4.1.1.5b   Circumstance of Default

Circumstance of Default is the contrary of Condition. It has the sense of *if not* or

unless and materialises with the complex preposition *in the absence of* and *in*

default of.

Circumstance of Default was not found in the analysed text and will be

discussed in detailed in Section 4.2.1

4.1.1.5c   Circumstance of Concession

Circumstance of Concession has the sense of *although* and materialises either through prepositions such as *despite* and *notwithstanding* or through complex prepositions like *in spite of* and *regardless of.*

Circumstance of Contingency did not materialise throughout the chosen texts. This will be explained in further detail in Section 4.2.1.

4.1.2   Extending

The Extending Circumstantial element comprises only one category which is Circumstance of Accompaniment.

4.1.2.1   Circumstance of Accompaniment

Circumstance of Accompaniment has two sub-types which are Comitative and Additive. These two sub-types will be discussed as follows.

4.1.2.1a   Circumstance of Comitative

The Comitative element is commonly materialised through prepositional phrases such as *with* or *without*.

Example 26, 27 and 28 show the usage of Comitative elements.

Example 26
"Now you have to eat it with me." (1aS12)

Example 27
And if Morrie could do it ,with such a horrible disease…(2aS41)

Example 28
The next Tuesday, I arrived <u>with the normal bags of food – pasta with corn, potato salad, apple cobbler – and something else: a Sony tape recorder.</u> (3bS1)

Comitative element in Example 26 shows Morrie inviting Albom to dine with him.

Example 27 shows Morrie's optimism. Albom was trying to convey that Morrie, as the Actor in the Material Process, "could do" something although burdened with a disease.

Comitative element in Example 28 tells the readers that Albom always visited Morrie with bags of food as he did not want to visit Morrie empty handed.

4.1.2.1b   Circumstance of Additive

Additive element may be materialised through prepositional phrases *as well as* or *instead of*.

There are no instances of occurrence of Additive element in the chosen text. This will be discussed in Section 4.2.1.

4.1.3   Elaborating

Elaborating Circumstantial element has one main type which is Role. The following sub-sections will give a brief detail on Circumstance of Role and its sub-types: Guise and Product and their usages in the text.

4.1.3.1   Circumstance of Role

Circumstance of Role comprises two sub-types which are Guise and Product.

4.1.3.1a   Circumstance of Guise

Circumstance of Guise usually relates to the identity of the participant in the clause and materialises through the preposition *as* or complex preposition *in the role* or *by way of*.

Circumstance of Guise is not found in the analysis. This will be discussed in further detail in Section 4.2.1

4.1.3.1b   Circumstance of Product

Circumstance of Product answers the question *what into.* It tells the readers what the Participant in the clause is turning into. Example 29 shows the usage of Circumstance of Product.

Example 29
His voice dropped <u>to a whisper.</u> (1aS92 and 3aS23)

Circumstance of Product was used twice in exactly the same manner as shown above. Albom uses Circumstance of Product to show that Morrie was weak and that his voice usually dropped to a whisper, the after-effect of saying long sentences.

4.1.4   Projection

Projection has two main types of elements and they are Circumstance of Matter and Angle. They are commonly materialised through two Process types which are Mental and Verbal. Below are brief descriptions on Circumstance of Matter and Angle and their usage in the analysis.

4.1.4.1   Circumstance of Matter

Circumstance of Matter refers to the matter the participant in the clause is thinking or speaking of. It occurs with the prepositions *about, concerning* or *of.*

Example 30
We talked about life and we talked about love. (2bS10)

Example 31
We talked about one of Morrie's favourite subjects, compassion and why our society had such a shortage of it. (2bS11)

Example 32
I want to tell you about my life (3bS21)

Example 30 and 31 reveal the topics that Albom and Morrie shared. As common as they may seem, the topics of life, love and compassion are probably what draws readers from across the globe and diverse background to the reading of the memoir.

In Example 32, Circumstance of Matter was used to reveal that Morrie had much to tell and there was obviously something interesting about his life that he wanted to share.

4.1.4.2   Circumstance of Angle

Circumstance of Angle comprises two sub-types which are Source and Viewpoint. The usage of the two sub-types of Circumstantial elements will be discussed as follows.

4.1.4.2a   Circumstance of Source

Circumstance of Source is materialised through the complex prepositions *according to* and *in the words of*. Example 33 shows how the Circumstance of Source is materialised in the text.

Example 33
Following her instructions, I leaned over, locked my forearms under Morrie's armpits and hooked him toward me, as if lifting a large log from underneath (2bS58).

In Example 33, Circumstance of Source is used to shows that Albom followed exactly the instructions given on how to lift up Morrie.

4.1.4.2b   Circumstance of Viewpoint

Circumstance of Viewpoint is materialised through the preposition *to* or complex preposition *in the view of* or *in the opinion of*. Example 34 shows the usage of Circumstance of Viewpoint.

Example 34
"This is okay with you, isn't it? (1bS71)

Circumstance of Viewpoint is used in the above as Morrie wanted to know what was on Albom's mind on seeing him cry.

4.2 Quantitative distribution of the Circumstantial elements

Table 1 below tabulates the occurrences of Enhancing Circumstantial elements while Table 2 provides the occurrences of Extending, Elaborating and Projection Circumstantial elements.

Table 1   **Quantitative distribution of Enhancing with its main and sub-types of Circumstantial elements**

Text	Enhancing														
	Extent			Location		Manner				Cause			Contingency		
	Dis.	Dur.	Freq.	Place	Time	Means	Qual.	Comp.	Deg.	Reason	Purp	Behf.	Cond.	Def.	Conc.
1a	0	0	3	15	5	1	6	1	0	1	0	0	0	0	0
2a	1	2	0	16	4	3	2	3	0	1	1	0	0	0	0
3a	0	1	1	14	4	1	6	2	0	0	0	0	0	0	0
4a	0	1	0	4	1	2	2	0	1	0	0	0	0	0	0
5a	1	1	1	5	3	0	2	1	0	0	0	0	0	0	0
6a	0	1	0	1	2	1	3	0	0	0	1	0	1	0	0
Total	2	6	5	55	19	8	21	7	1	2	2	0	1	0	0
%	1.36	4.08	3.41	37.41	12.93	5.44	14.29	4.76	0.68	1.36	1.36	0	0.68	0	0
T1%	8.85			50.34		25.17				2.72			0.68		
T2%	87.76														

Table 2   **Quantitative distribution of Extending, Elaborating and Projection with their main and sub- types of Circumstantial elements**

Text	Extending		Elaborating		Projection		
	Accompaniment		Role		Matter	Angle	
	Comitative	Additive	Guise	Product		Source	Viewpoint
1b	2	0	0	1	2	0	1
2b	1	0	0	0	3	1	0
3b	1	0	0	1	3	0	1
4b	0	0	0	0	1	0	0
5b	0	0	0	0	0	0	0
6b	0	0	0	0	0	0	0
Total	4	0	0	2	9	1	2
%	2.72	0	0	1.36	6.12	0.68	1.36
T1%	2.72		1.36		6.12	2.04	
T2%	2.72		1.36		8.16		

The total number of occurrences of all Circumstantial elements in the texts (1a, 1b, 2a, 2b, 3a, 3b, 4a, 4b, 5a, 5b, 6a and 6b) is 147. The percentage (%) in Table 1 and 2 are based on the calculation of each of the sub-types over the total occurrences. T1% represents the total percentage for each of the main types of Circumstantial elements while T2% represents the total percentage for each of the categories. Calculation 1, 2 and 3 show how the percentage, T1% and T2% are arrived at.

Calculation 1

Percentage (%) =   Total of occurrences of the sub-type
                      Total of occurrences of all the sub-types   X   100%

        =   Total of occurrences for Extent: Distance
              Total of occurrences of all the sub-types   X   100%

        = $\dfrac{2}{147}$ X   100%

        =   1.36%

Calculation 2

T1%   =   Total % for that particular main type of Circumstantial elements

T1% (Extent) =   Distance (Dis.) + Duration (Dur.) + Frequency (Freq.)

              =   1.36 + 4.08 + 3.41

              =   8.85%

Calculation 3

T2%   = Total % for that particular main form of Extension

T2% for Enhancing = Extent + Location + Manner + Cause + Contingency

                     = 87.76%
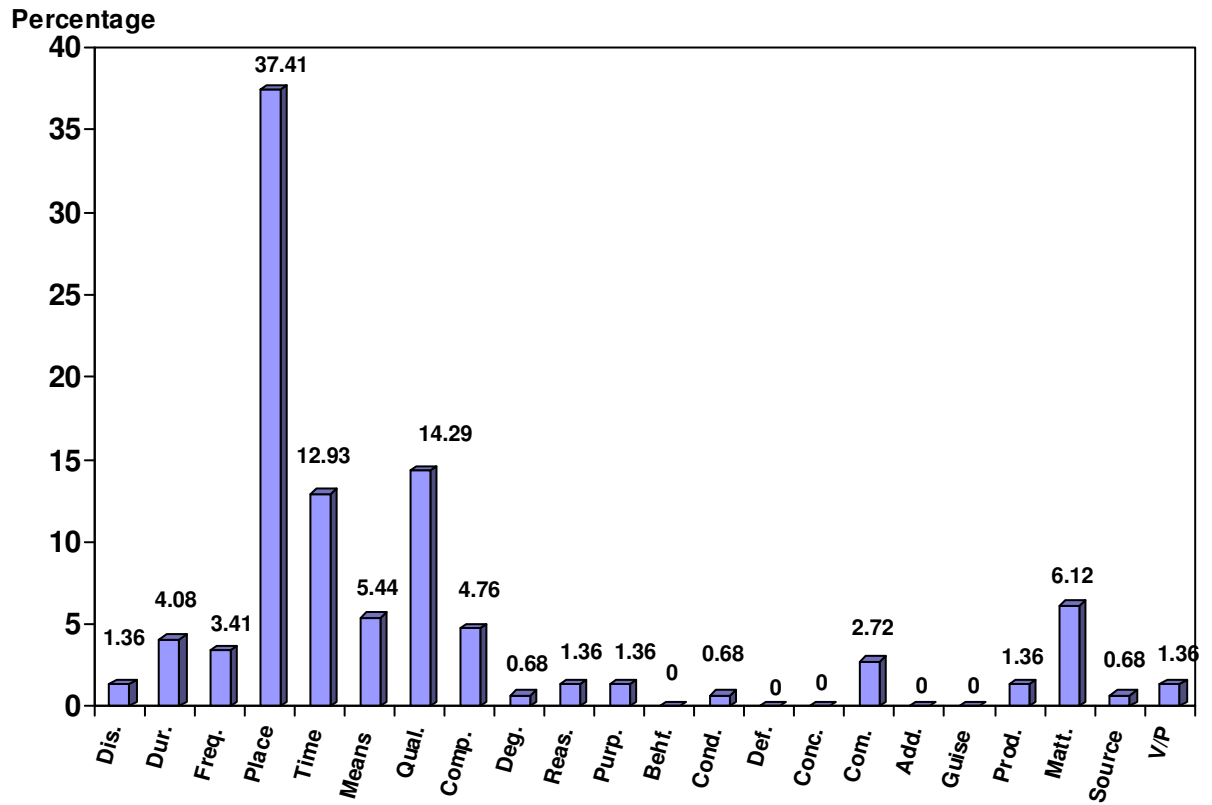
Figure 1   Distribution of all the Circumstantial elements in the data

Figure 1 shows that among the twenty-two Circumstantial elements, Circumstance of Place has the highest frequency amounting to 37.41%. This follows by Circumstance of Quality amounting to 14.29%, Circumstance of Time, 12.93%, and Circumstance of Matter, 6.12%.

Circumstance of Means and Comparison are used moderately with the frequencies amounting to 5.44% in the former and 4.76% in the latter. Circumstance of Duration, Frequency and Comitative are also used moderately with each of them having the frequencies amounting to 4.08%, 3.41% and 2.72% respectively.

The five Circumstantial elements: Circumstance of Distance, Reason, Purpose, Product and Viewpoint - each occurred only twice throughout the texts. Each of the circumstances has a frequency of 1.36%.

The least used Circumstantial elements are Circumstance of Degree, Condition and Source. Each of the Circumstantial elements has the frequency amounting to 0.68% only. Finally, there are five Circumstantial elements which are not used in the study. They are Circumstance of Behalf, Default, Concession, Additive and Guise.

Section 4.2.1 will discuss in further detail on the materialisation of the Circumstantial elements and how they fulfill the field of recounting. It will also discuss the reasons for the insignificant use of certain Circumstantial elements.

4.2.1 Materialisation of the Circumstantial Elements and how they fulfil the field of recounting

Table 3 below provides the percentage of occurrences of the Circumstantial elements according to their main types while Figure 2 presents the data graphically.

Table 3 **The main types of Circumstantial elements and their frequency in percentage**

Circumstantial Elements	Extent	Location	Manner	Cause	Contingency	Accompaniment	Role	Matter	Angle
% of occurrences	8.85	50.34	25.17	2.72	0.68	2.72	1.36	6.12	2.04
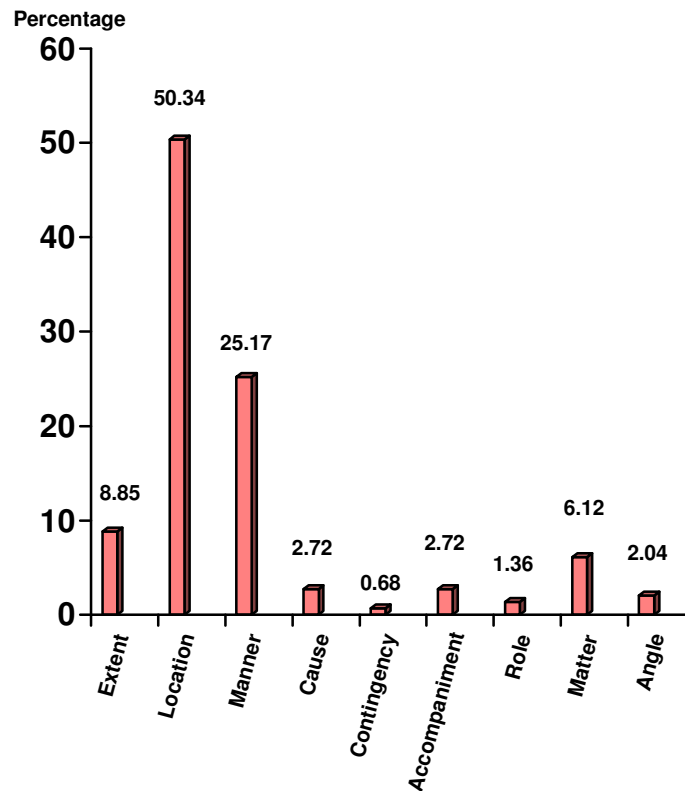
Figure 2 **The occurrences of the main types of Circumstantial elements in percentage**

From Figure 2, Circumstance of Location is used more than any other Circumstantial elements. This reveals that the author of the memoir (hereafter

Albom) wanted to let the readers know the exact Place and Time the events took place. This projects the importance of answering the *WH-* questions of *where* and *when* something happened. By providing the Place and Time, Albom was able to make the readers feel closer to the participants as the readers are able to visualise the settings involved in the memoir.

By describing the Place and Time vividly, Albom was also trying to invite the readers into his thoughts. For example, in 1aS101, *And then, although it is not really like me, I kissed him <u>on the cheek</u>.* Albom wanted his readers to know where he kissed Morrie and he admitted that it was not like him to kiss Morrie, especially on Morrie's cheek. Indirectly, the use of Circumstance of Place tells the readers that Morrie was important to Albom.

Contrary to Asian adults who seldom express love by kissing, Western adults generally express love by hugs and kisses. Kissing, for Asians, is meant for those who are extremely close to us such as our parents or children, especially when one mentions about kissing *on the cheek.*

As such, Circumstance of Place tells the readers more than just the location or place something takes place but some other meanings which are fused into the circumstance. In the example given above, *on the cheek* as opposed to other 'places' such as the lips connotes love as an affection rather than a romantic love. Hence, *on the cheek* conveys Albom's love as well as respect for Morrie.

On the other hand, Circumstance of Time tells the readers *when* something happened. The repetition of *next Tuesday* in texts 1aS103, 2aS1 and 3aS1 conveys when Albom visited Morrie. Besides, it also tells the readers that Tuesday was not just any other day to Albom and Morrie. Tuesdays brought déjà vu and fond memories that both Albom and Morrie would like to cherish.

Therefore, Circumstance of Location: Place and Time are used to recount *when* and *where* something took place besides recounting the intrinsic details if one looks in term of the whole context.

The second major Circumstantial element used in recounting of the chosen data was Circumstance of Manner. This again can be reasoned that the author wished to satisfy the readers' curiosity on the *WH-* questions as this circumstance answers the question of *how* something is done.

With Circumstance of Manner, Albom recounted his experience by providing specific Quality to the participants. For instance, *weakly* in *he exhaled weakly* shows that Morrie was so weak that even taking a breath was a laborious task. Besides, the use of the Circumstance of Manner also shows how Morrie was like after he fell ill as in *like a big damp loaf*. The use of *like a big damp loaf* connotes the meaning of Morrie as being weighty and unable to control his movement.

Contrary to Circumstance of Manner which answers the question *how* something is done or what something is like, the Circumstance of Extent answers the questions of *how far, how long*, and *how many times* something happened. Take for example,

seven hundred miles as in *I looked forward to these visits more than one would think, considering I was flying <u>seven hundred miles</u> to sit alongside a dying man* relates Albom's willingness to travel every week in order to visit his dying professor. The specification Albom gave to the distance he travelled when blended with other participants in the clause give readers the impression that Morrie was important to Albom and that it was worthwhile to travel seven hundred miles for the visits.

Circumstance of Matter was used in the data to relate the topics that Albom and Morrie shared. As Morrie was a sociology professor, he wanted to share with others various topics related to life such as love and compassion. Such examples can be seen in Text 2bS10 *We talked <u>about life</u> and we talked <u>about love</u>* and Text 2bS11 *We talked <u>about one of Morrie's favourite subjects, compassion</u> and why our society had such a shortage of it.*

Circumstance of Cause answers the questions *why something happens, what it is for* and *for whom it is for.* Though Circumstance of Cause comprise Reason, Purpose and Behalf, there is no usage of Circumstance of Behalf found in the text. Alternatively, Circumstance of Reason is used twice while Circumstance of Purpose is used once in the text. The former is used to explain the reason Morrie cried as in 1aS67 *Morrie, <u>for the suffering of people half a world away,</u> was weeping* and 2aS9, *<u>In light of this,</u> my visits with Morrie felt like a cleansing rinse of human kindness.* Besides providing the reason that Morrie cried, 1aS67 also meant to let the readers know that Morrie was a compassionate person for he sympathised with people whom he did not know. In 2aS9, *In light of this* also has the meaning

because of this. It provides the readers that meeting with Morrie was a good experience due to the chaotic environment in Detroit back then. On the other hand, Circumstance of Purpose is used in 2aS5, *I no longer rented a cellular phone for the rides from the airport.* This circumstance is used to inform the readers that Albom was a changed person for he was able to let go off his work load whilst he went to visit Morrie.

Circumstance of Accompaniment is used in the text to portray that Morrie had company and his 'company' was not human but was his dying days and his deathly disease as in 1bS37, *But I can sit here with my dwindling days and look at what I think is important in life,* and 2aS41, *And if Morrie could do it, with such a horrible disease…* The use of non-human type of Circumstance of Accompaniment connotes the 'emptiness' and 'helplessness' that may be faced by Morrie at his dying days. It is clear that Morrie understood his only 'company' till his death would be his disease.

Circumstance of Cause, Accompaniment, Angle, Role and Contingency were used sparingly. Circumstance of Cause, which is about reason or purpose were few because most of the reasons utilised in the text were clauses of cause. Example 35 shows an extract of the clause of cause.

Example 35
They were loose because his legs had atrophied beyond normal clothing size– you could get two hands around his thighs and have your fingers touched. (1aS3)

Circumstantial elements which materialise in the form of clauses, which is explained in Section 3.3.3, are not taken into account for the current study as the current study will only focus on the Circumstantial elements actualised in the form of prepositional phrases or adverbial groups. This explains the reason for the insignificant use of the Circumstance of Cause: Reason in the memoir.

Circumstance of Accompaniment, which is about whether the participant has a company, is used briefly in the memoir because Albom was the best company for Morrie at that time and it was the same for Albom. This explains that the Circumstance of Accompaniment: Additive is not included in the memoir.

As for Circumstance of Angle, which is about the viewpoint of the participant, is used sparingly because a large part of the memoir is used in recounting what was exchanged between Albom and Morrie. In other words, the text was in dialogue form and expressions involving Circumstance of Angle was easily fused into the process type or the clause itself. Using Circumstance of Angle would be redundant because the clause itself was already an exchange of viewpoint and source between the participants.

Circumstance of Role, which is about disguising or turning into something, is also insignificant because Albom and Morrie did not take on any role or guise as it only seemed natural that they were themselves to be able to have a heart-to-heart talk. Although Circumstance of Role: Product is used twice, both the occurrences appear in the same style as in *His voice dropped to a whisper* (1aS92 and 3aS23). Besides this, there are no other occurrences of Circumstance of Role: Product and Guise.

Circumstance of Contingency, which has a sense of 'if', is used briefly because there was no such need to make assumptions on things as they need to face the facts of life such as Morrie's death and dying. This explains the reason that the memoir did not include Circumstance of Contingency: Default and Concession. Although Albom did make a few assumptions, those were clauses of contingency. Example 36 shows an extract of the clause of contingency.

Example 36
Selfishly, I wondered <u>if I were in his shoes, would I be consumed with sad thoughts of all that I had missed?</u> (3aS41)

The current study will only consider Circumstantial elements materialised through prepositional phrases or adverbial groups as proposed by Halliday and Matthiessen (2004). Thus, clauses of contingency are not included in the study.

Figure 3 shows the usages of the Circumstances that are summed up into the four ways of Expansion which are Enhancing, Extending, Elaborating and Projection.
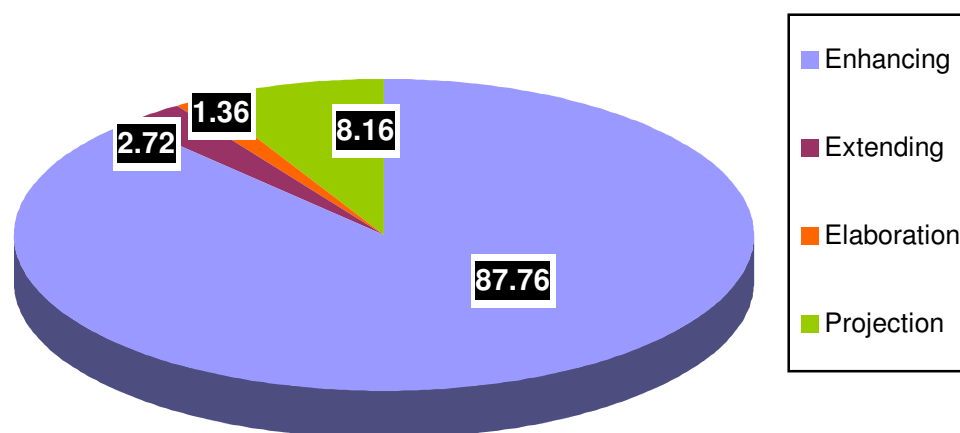
Figure 3   Percentage of occurrences of the four categories of Expansion

Figure 3 shows the occurrences of the Circumstances summed up into four main categories. It is apparent that Enhancing Circumstantial elements has the most occurrences in the text compared to the other three categories. This is because Enhancing Circumstantial elements comprise five main types of Circumstances with Circumstance of Location being the dominant one. This explains that in order to recount or relate an incident, it is vital to provide information such as Place and Time. Besides, it is also appropriate to provide adequate information on how something happened, in what manner it happened and what it is like which is explainable through Circumstance of Manner. Hence, Enhancing Circumstantial elements give readers a clear picture of *where, when, how, how far, how long* and *how many times* something happened. To sum this up, Enhancement is able to answer the *WH-* questions and is used generally to recount an experience.

Projection is the second most used category in the current study. This is clear because of the use of Circumstance of Matter which answers the question *what about*. As the current study is related to the experience of Albom with Morrie, Circumstance of Matter is used to project the idea or topics that they talked about.

4.3   Conclusion

The distribution of Circumstantial elements shows that Circumstance of Location (Place and Time) predominates the chosen texts with 50.34% confirming the common use of Place and Time to express a recount. Circumstance of Manner with 25.17% also holds an importance in recounting due to its nature in explaining *how* something takes place. Among the four types of Circumstances of Expansion, Enhancement plays a significant role in expanding a text as it predominates at

87.76%. This suggests that enhancing expressions of Extent, Location, Manner, Cause and Contingency play a significant role in recounting thus enriching the text. The other three types of Expansions are Extending, Elaborating and Projection which are not significant at only 2.72%, 1.36% and 8.16% respectively. The following chapter will conclude the whole study.

CHAPTER FIVE

CONCLUSION

5.0   Introduction

The current study aims to explore the meaning of Circumstantial elements in the bestseller memoir, *Tuesdays with Morrie: An old man, a young man, and life's greatest lesson* by Mitch Albom, which is conducted by deploying the System of Circumstantiation as expounded by Halliday and Matthiessen (2004). Section 5.1 provides the summary of the findings, Section 5.2 discusses the implication of the study, Section 5.3 provides suggestions for future research and Section 5.4 concludes the dissertation.

5.1   Summary of the findings pertaining to the Research Questions

Based on the System of Circumstantiation, the choice and meanings of Circumstantial elements are revealed in the chosen data, *Tuesdays with Morrie.* Research Questions corresponding to those presented in Chapter One are reproduced as below to provide a summary of this study.

Research Questions:

1) What are the predominant Circumstantial elements used in the text?

2) How does the text fulfill its social purpose of recounting through the resources of Circumstantial elements (Extent, Location, Manner, Cause, Contingency, Accompaniment, Role, Matter and Angle)?

5.1.1 Summary of findings pertaining to Research Question Number 1

As explained in Chapter Three, Halliday and Matthiessen's 2004 framework on the System of Circumstantiation comprises nine main types of Circumstantial elements which are Extent, Location, Manner, Cause, Contingency, Accompaniment, Role, Matter and Angle. These nine ones comprise twenty-two sub-types of Circumstantial elements.

The distribution of Circumstantial elements shows that Circumstance of Location (Place and Time) predominates the chosen texts with 50.34% confirming the common use of Place and Time to express a recount. Circumstance of Manner with 25.17% also holds an importance in recounting due to its nature in explaining *how* something took place. Circumstance of Extent (8.85%) explains the Distance, Duration and Frequency while Circumstance of Matter (6.12%) provides information on the topic involved. The preferred Circumstantial elements suggest that it is vital to provide information in relation to the *WH-* questions (*where, when, how, how far, how long, how many times* and *what about)* in recounting an experience.

Circumstance of Cause (2.72%), Accompaniment (2.72%), Angle (2.04%), Role (1.36%) and Contingency (0.68%) were used sparingly. Circumstance of Cause and Contingency were few because most of the reasons or conditions utilised in the text were stated in clauses of cause or contingency rather than in phrases. As mentioned in Chapter Three, Section 3.3.3, circumstances which materialise in the form of clauses will not be taken into account in the current study. Clauses of Cause or Contingency are analysed as clause complex relations from the SFL point of view,

which is not the goal of the current study. The current study will only consider Circumstantial elements materialised through prepositional phrases or adverbial groups as proposed by Halliday and Matthiessen (2004).

Circumstance of Accompaniment is used sparingly as it was the private meeting between Albom and Morrie and therefore, there was no other company. Circumstance of Angle is used sparingly because a large part of the memoir was in dialogue form and expressions involving Circumstance of Angle was easily fused into the process type or the clause itself. Circumstance of Role was also used briefly because it only seemed natural that Albom and Morrie were themselves to be able to have a heart-to-heart talk.

Among the four types of Circumstances of Expansion, Enhancing Circumstantial elements play a significant role in expanding a text as it predominates at 87.76%. This suggests that Enhancing Circumstantial elements which are Extent, Location, Manner, Cause and Contingency play a significant role in recounting thus enriching the text.   The other three types of Expansions are Extending, Elaborating and Projection Circumstantial elements which are not significant at only 2.72%, 1.36% and 8.16% respectively.

5.1.2   Summary of findings pertaining to Research Question Number 2

The three predominant Circumstantial elements used in the text are Circumstance of Place, Time and Quality as discussed in the previous subsection. This subsection proceeds to answer the question on how the Circumstantial elements help the text in fulfilling its social purpose of recounting.

To recount something suggests the provision of information to the questions of *where, when* and *how* something happened. The questions are answered with the Circumstance of Place, Time and Quality. Zinsser (1998: 5) states that "memoir is how we try to make sense of who we are, who we once were, and what values and heritage shaped us". Thus, the social purpose of recounting the memoir is to make known of the author's past, his present and what shaped him to be what he is today. In order to fulfill that, the text must involve a considerable amount of Circumstance of Place and Time. The present study validates the above as the analysis shows that Circumstance of Place and Time are predominant in the text. Besides, the findings also concur with the findings of Hasselgard (retrieved February, 2012), where Place and Time are the most important information in a text.

Circumstance of Time is used to alternate between Albom's present and past. As such the Circumstance of Time acts as the time machine, transporting readers to Albom's college years and back to his meeting with Morrie. Such examples can be seen in:

Example 1
I came back the next Tuesday. (2aS1)

Example 2
It is my junior year, 1978, when disco and Rocky movies are the cultural rage. (5aS1)

Example 3
The next Tuesday, I arrived with the normal bags of food – pasta with corn, potato salad, apple cobbler – and something else: a Sony tape recorder. (3aS1)

Example 4
By the start of my senior year, I have taken so many sociology classes, I am only a few credits shy of a degree. (6aS1)

In Example 2, Albom started with a Relational clause. The use of Circumstance of Time, 1978, provides additional information while the subclause that follows 'when disco and Rocky movies are the cultural rage' reveal how Albom ignited the 'deja vu' feelings in readers of that age, assuming that most of his readers could be from the same generation as his.

Although Circumstance of Time is used in the four examples above to show the different phases of time, there are times when Albom left the element of Time and started with a Material clause as an opening to a new chapter. In Example 5, Circumstance of Place, the classroom, is sufficient to inform the readers informed that Albom was going to talk about his college years.

Example 5
He enters the classroom, sits down, doesn't say anything. (4aS1)

Albom was successful in drawing a line between the two places: Morrie's house (to represent his Present time with Morrie) and classroom or office (to represent his college years). A mention of either one was sufficient to hint the readers to shift to a different phase of time.

Nevertheless, as proposed by Dreyfus and Jones (2011), a more delicate classification of the places is needed in order to analyse the meanings embedded in the Circumstance of Place. For example, the college brings back many fond memories to Albom which he wanted to retain as a place where he got to know Morrie, a place he graduated with flying colours and where he opened up his heart

to Morrie while Morrie's house was a place to synchronise Albom's view on the values of life and finding himself.

Besides Circumstance of Place and Time which provide concrete evidence of the incidents, other Circumstantial elements are also helpful in fulfilling the social purpose of recounting. Toolan (1988: 166) asserts that "to perform a story is to furnish one's addressees with a more vivid and involving experience of that story, while exploiting special performance features as resources for highlighting the story's main point." Toolan went on to provide Wolfson's performance features which include direct speech, asides, repetition, expressive sounds, sound effects, motions and gestures, conversational historic present (CHP), alternating with narrative past tense.

This study found that Circumstance of Quality contributed to the achievement of the performance features as mentioned above. The use of Circumstantial of Quality helps readers to envision an experience in the story and be immersed in it. As noted by Tobin (2006: 79), "reading is in fact immersive and that there is a level on which people are demonstrably simulating the experience of witnessing things from the domain of the narrative, sometimes even overriding their direct experience of their own surroundings and experience." Thus, the more information an author provides, the easier it will be for readers to envision and immerse into the domain of the narrative.

Besides providing additional information, Circumstance of Quality also gives an account of the narrator's feeling.

Compare Example 6 and 7.

Example 6
Sure, I said, <u>too quickly.</u> (1aS73).

Example 7
Sure, I said.

In Example 6, *too quickly* is the Circumstance of Quality. It informs the readers that the narrator answered a question quickly. Besides that it also hinted a sense of 'regret' from the narrator for answering in such a rush without giving a second thought. In Example 7, when *too quickly* is taken away, the effect of feeling regret does not appear as the narrator might be confident of his answer. Thus, Circumstance of Quality reveals the internal feelings or the viewpoints of the narrator.

Circumstantial elements such as Circumstance of Distance, Duration, Frequency, Means, Comparison, Degree, Reason, Purpose, Condition, Comitative, Product, Matter, Source and Viewpoint were included in the text but are insignificant. The rest of the Circumstantial elements such as Circumstance of Behalf, Default, Concession, Additive and Guise were not utilised at all. This study noticed that there are two reasons for the insignificant and the exclusion of the Circumstantial elements mentioned above. Firstly, the Circumstantial elements may have little impact on the text and thus, not applicable in the writing of the memoir. Secondly, Circumstantial elements that appear in the form of clauses are not taken into account. This study considered Circumstantial elements materialised through

prepositional phrases or adverbial groups only as proposed by Halliday and Matthiessen (2004).

5.2   Implications of the study

The current study explores the meaning of Circumstantial elements in the memoir, *Tuesdays with Morrie* by deploying the System of Circumstantiation. The findings reveal that Circumstance of Location (Place and Time) is dominant in the text and is followed by Circumstance of Manner and Matter. Circumstance of Location: Place is the most used Circumstantial element in the data and it denotes that Place is the most vital information in recounting an experience. As the current study involved the first three chapters of the memoir, most of the Places utilised were generally an introduction to the settings in Morrie's house and office. By giving detailed expression on the settings of Morrie's house and office, the readers are able to visualise the scenes in the memoir.   Besides, by providing a detailed setting of Morrie's house, one is able to reflect Morrie's personalities.   Wellek and Warren (1973: 221) stated that "A man's house is an extension of himself. Describe it and you have described him." In other words, a living place describes the person's personality. Thus, through the settings of Morrie's house, the readers know that Morrie was someone who liked maple trees.

Besides, a place according to Dreyfus and Jones (2011: 6) is "capable of construing more meanings than just the concrete physical environment; it also construes a rich diverse range of meanings that get expressed as *place* and *in place*." For example, a kiss on different places reveals different meanings. As discussed in Chapter Four, a

kiss on the cheek represented respect and affection in the context of Albom kissing Morrie's cheek.

This contributes to the idea that although Circumstantial elements are not obligatory, their existence in the memoir makes a great difference. In fact, Circumstantial elements help readers to understand the settings or environment of the memoir and the kind of relationship the participants are involved in.

In addition, the current study also implies that the System of Circumstantiation is significant in revealing how the text is enhanced, extended, elaborated and projected. By exposing teachers and students to the System of Circumstantiation, they will be able to understand the prepositional phrases and adverbial groups better and how the Circumstantial elements help in expanding their writings. Thus, it is hope that the System of Circumstantiation can be further exploited and its scope of investigation further extended to promote the interest in the Circumstantance of Place as well as other Circumstantial elements. This study also seeks to benefit writers in creating comprehensible and captivating scenes.

This study also implies that Circumstantial elements are crucial in enhancing the narration of an event which could lead the readers to be encased in it. As such, the readers were subject to the implanting of issues discussed in the writing. Such writing if written with good cause will be able to influence the future generation to be a better society.

5.3   Suggestions for future research

The current study suggests that further research in the System of Circumstantiation is apparent to contribute to the scarce resources in the field. Besides, further research may be added to prove validity and reliability of the present findings.

A further study on the connotations represented by Circumstance of Place is highly recommended in order to reveal the embedded meanings between the two main characters, Morrie and Albom.

As the current study has only examined the first three chapters of the memoir, Tuesdays with Morrie, a further research can be carried out by including more chapters of the memoir. Besides, it would also be interesting to assess the effects of the meaning of Circumstantial elements in the memoirs written by politicians or celebrities.

In addition, other framework such as the Interpersonal or Textual metafunctions, can be deployed to the current data to reveal the social interaction between Albom and Morrie and the organisation of the text in the memoir.

5.4   Conclusion

This study sets out to determine the usage of Circumstantial elements and how they help to fulfil the social purposes of recounting in the memoir, *Tuesdays with Morrie: An old man, a young man and life's greatest lessons.* The study has found that Circumstance of Location: Place is greatly utilised due to its diverse range of meanings. The results of the investigation also show that the most commonly used

Circumstantial elements are Circumstance of Location, Manner, Extent and Matter which are utilised due to their function in answering the *WH-* questions (*where, when, how, how far, how long, how many times and what about).* Besides answering the *WH-* questions, the current study also found that the Circumstantial elements used are able to express intrinsic meanings when looking at the whole context; thus, indicating further research in the System of Circumstantiation and on the genre of memoirs.

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