UNIVERSITY OF EDUCATION, WINNEBA

A LEXICO-STYLISTIC ANALYSIS OF SELECTED POLITICAL

SPEECHES OF JOHN MAHAMA

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DECLARATION

STUDENT'S DECLARATION

I, Peter Mwinwelle, declare that this Thesis, with the exception of quotations and references contained in published works which have all been identified and duly acknowledged, is entirely my own original work, and it has not been submitted, either in part or whole, for another degree elsewhere.

SIGNATURE: ……………………………………

DATE: ……………………………………………

SUPERVISOR'S DECLARATION

I hereby declare that the preparation and presentation of this work was supervised in accordance with the guidelines for supervision of Thesis as laid down by the University of Education, Winneba.

NAME OF SUPERVISOR: Dr. Amma Abrafi Adjei

SIGNATURE: ……………………………………

DATE: ……………………………………………

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DEDICATION

I dedicate this work to my beloved siblings, Susana Mwinwelle, Rudolf Mwinwelle,

Marcelline Mwinwelle and Rainer Mwinwelle who were with me in times of difficulty.

I also dedicate this work to all and sundry who supported me spiritually and financially.

TABLE OF CONTENTS

LIST OF TABLES

ABSTRACT

The study examines how the English language has been used by President John Dramani Mahama in three of his political speeches. The main focus of the study is to analyse the use of lexical items and the functions they play in political discourse from the stylistic perspective. The Linguistic and Stylistic Categories by Leech & Short (2007) and the Ideational metafunction in the Systemic Functional Grammar Theory by Halliday and Matthiessen (2014) are applied as theoretical frameworks. A purely descriptive and interpretative approach is used in analysing the lexical items in terms of their frequency and meaning making. The study finds out that nouns are predominantly used to refer to various concrete and abstract plans and policies that the government wishes to carry out, while verbs, adjectives and adverbs are used respectively to indicate the kind of positive actions that are required to accomplish the plans and policies, give in-depth description of these plans and policies in order to make them comprehensive and to indicate the manner in which the government wishes to carry out these plans and policies. The study also reveals that Mahama uses simple vocabulary in order to reach his audience from different levels and backgrounds whereas the cognitive domains analysis reveals Mahama's background as a historian who believes in the political ideologies of Nkrumah.

CHAPTER ONE

INTRODUCTION

1.0   Introduction

This chapter presents the introduction to the study which outlines the general context for the study. It discusses the background of the study, the statement of the research problem, the purpose of the study, the research questions, objectives of the study, significance of the study, delimitation of the study, and concludes with the chapter summary.

1.1   Background to the Study

Language is intrinsically an important part of man which serves as a medium for all human interactions. It functions as a vehicle of communication which maintains and establishes relationships with other people. It helps in the accomplishments of the goals of information exchange through the multiple functions it performs. Humans therefore use language in their daily lives for different communicative purposes.

The English language has developed into multiple varieties throughout the world. These varieties include the versions of English spoken in Anglophone countries such as the United Kingdom (native speakers), United States, Canada, Australia, New Zealand, and South Africa as well as local varieties in regions of the world such as India, Africa, and the Caribbean. English speakers can be roughly divided into three groups: native speakers, speakers of English as a second language, and speakers of English as a foreign language.

Kachru (1994, p. 137) coined the terms "Inner circle", "Outer circle", and "Expanding circle" to categorise the three concentric circle of English use. The inner circle represents the native speakers of English such as those who speak the British, American and Australian English as their native language. The outer circle represents

1

the group of people who speak English as their second language. The groups that constitute the outer circle are countries that had contact with the British especially in the colonial days such as Ghana, Nigeria, Liberia, Sierra Leone and the likes. The expanding circle encompasses the groups of people who use English as a second language mostly in countries such as Brazil, China, Korea, Japan, and the likes. English has become part of the lives of millions of people and the multiple crucial roles it now fulfils affects the society at all levels.

The power of the English language is seen in the political, economic, and educational spheres of the global stage. Politically, English functions as the official language of most international political gatherings throughout the world. An official language is defined as one or more languages that a country utilizes as a formal form of communication in education, government, or commerce. Negash (2011) says that twenty-six (26) countries in sub-Saharan Africa use English either as an official language exclusively (like Nigeria and Ghana) or as an official language alongside another African language (like in Kenya and South Africa). Presidents of countries that use English as their official language employ the English language in the delivery of their speeches thereby making the English language an important component in the practice of politics in such countries.

1.1.1   Political speeches

According to Bayley (2008), political discourse is a wide and diverse set of discourses or genres or registers, such as: policy papers, ministerial speeches, government press releases or press conferences, parliamentary discourse, party manifestoes (or platforms), electoral speeches, and so forth. Political speeches are used as a medium to connect with the electorate who give power to the politicians who deliver such speeches. Adjei, Ewusis-Mensah & Okoh (2015, p. 23) also define political

discourse or speeches as "speeches characterized by the fact that they are spoken or written by (or for) primary political actors-members of government or the opposition, members of parliament, leaders of political parties, candidates for office". Politics therefore becomes an important theme that arises in the discussion of political speeches.

The categorisation of speeches as political has generally been associated with its actors or authors who are basically politicians and more so by the discursive properties inherent in such speeches. According to Van Dijk (1996), political speeches cannot be defined without touching on the notion of politics. Anderson (2014) expatiates the views of Van Dijk when he says that politics does not only include official and unofficial political actors, events, encounters, settings, actions, and discourses but more abstractly, political processes, political systems (democracy, communism etc.) political ideologies (liberalism) and political relations (such as power, inequality, hegemony, and oppression). Time, place and circumstance, as well as the participants and their actions constitute an essential component of context of politics. The categorisation of speeches as political therefore needs a systematic contextual definition in terms of relevant systems, organisations, actors, settings, and cognitions, among others. Elucidating on context, political speeches are basically about politics.

1.1.2 Presidential speeches

Presidential speeches constitute one of the genres of political speeches in general. One basic characteristic of presidential speeches is that they are delivered by presidents of various countries. Akmal (2010) considers presidential speeches as a part of the political state of affairs. He further opines that presidential speeches reflect the philosophy, values, and beliefs of a particular party, organisation, community and society. This implies that when a president delivers a speech, though he does so as an individual, he actually speaks on behalf of his government specifically and the entire

3

nation generally. Making or giving speeches is one of the fundamental duties of a president which allows the society to speak through him. These speeches also serve as a medium through which presidents reach out to those they rule.

According to Adetunji (2006, p. 234), "presidential speeches represent institutional voices because presidents are considered the most eligible representatives of their countries, whose words therefore bear a semantic load of their nations' ethos and soul". The importance and dignity attached to presidents are transferred to their speeches thereby making their speeches as important as the office they occupy. Balogun (2015) opines that because of the vital role performed by presidential speeches, every country has an archive of its presidents' political speeches and this has led to series of linguistic studies into presidential political speeches.

1.1.3 Genres of presidential speeches

Presidential speeches cover a wide range of speeches delivered by presidents on various occasions. Presidents of countries have come to be known as common fathers of their citizens, burdened with the care of their children (citizens) (Hinckley, 1990). They deliver their speeches on special occasions in order to communicate with their people. Among these speeches are inaugural speeches, victory speeches, independence speeches, and other speeches.

Presidential inaugural speeches are delivered by presidents at their inaugural ceremonies which formally mark the beginning of their tenure of office (Larner, 2009). From the point of view of Aristotle's genres of rhetoric, presidential inaugural addresses are epideitic (ceremonial) speeches delivered by presidents on their inauguration days (Cambell and Jamieson, 2008). Inaugural speeches are post-election speeches delivered on occasion of the official inauguration of a president elect which are constitutionally

4

mandated. According to Strachan (2010, p. 21), "presidential speeches delivered at the occasion of inauguration and acceptance serve as public rituals where the newly elected typically celebrate the democratic processes that empower them". Inaugural speeches therefore help a country celebrate its shared values in a process that explicitly describes the relationship between the executive arm of government and the people. In these speeches, leaders express appreciation to the people and vow to be committed to the course of transforming and taking responsibility for their nations. Because of the celebratory nature of inaugurals, presidents attempt to accomplish many tasks with these speeches. In Ghana, inaugural speeches are delivered every four years whenever a president wins elections.

Victory speeches just like inaugural speeches are post-election speeches delivered by presidents after they have been declared winners of elections. Victory speeches usually precede inaugural speeches in terms of their time of delivery. Whereas inaugural speeches mark the formal beginning of the tenure of office of presidents, victory speeches mark the informal beginning of office. This is so because victory speeches are usually delivered right after the final declaration of election results to thank the electorate and generally present a general overview of the president-elect's plans.

Independence days mark the official breaking of bonds of colonies from their colonial masters. The specific day and year for the attainment of independence in countries that were once colonies to other countries are considered as very important dates and occasions for such countries. Due to the importance attached to these days, celebrations are held annually to mark specific dates for the attainment of independence. According to Mensah (2014, p. 78) "Independence declaration is a momentous political and a psychological activity in the life of any nation". Ghana

attained its independence on the 6th of March 1957 marked by the powerful extemporaneous oration by Kwame Nkrumah, the first president. March 6th is annually set aside to mark Ghana's attainment of independence where the president presents a speech to the nation called the independence speech.

1.1.4 Language and politics

Language serves as a medium of communication. According to Fairclough (2001, p. 16) "language is a form of social practice". This makes language an obligatory tool in society. Politics is an important fabric in society which uses language for its practice. Charteris-Black (2005, p. 1) says that "within all types of political systems, from autocratic, through oligarchic, to democratic, leaders have relied on the spoken word to convince others of the benefits that arise from their leadership". Language is primarily used in politics to make communication possible. Taiwo (2009, p. 192) describes "politics as the struggle for and control of resources, values, norms, behavior of a social group". Language serves a powerful tool which helps in the attainment of political power.

The practice of politics is mainly anchored on speeches delivered by seekers of political power and directed at their supporters and society as a whole. These speeches which form a major component of politics are composed based on the selection of linguistic items at various levels of language to suit the context of the delivery. The selection of such linguistic items in the presentation of political speeches is carried out in order to appeal to supporters or society as a whole. The choice of every linguistic resource in speeches in general and political speeches in particular comes with a conscious or unconscious effect. The linguistic items selected by politicians form part of the language repertoire available for selection in political speeches. Political speakers have access to the entire language repertoire yet they select some over others.

6

Politicians' selection of a particular set of linguistic items is based on their choice which is influenced by their political goals for delivering such speeches. They ensure that the selection of linguistic items in their speeches fall in tune with their political goals in order to appeal to their audience.

Opeibi (2009) refers to the relationship between language and politics as symbiotic. This implies that both politics and language have a rippling effects on each other. Political actors achieve their goals in their speeches through the avenue created by the facilities of language. Language therefore becomes a major tool for achieving political success.

According to Ayeomoni & Akinkuolere (2012, p. 461) "language is essential in the implementation of successful democratic rule in any country". This draws a strong tie between politics and language in any system of government. The system of democracy deals with dialogue in governance and the use of language makes this dialogue possible. Taiwo (2007) says that language is a heavily loaded vehicle and that our words are never neutral, transparent or innocent. Words always carry the power and ideologies that reflect the interest of those who speak and write them. This implies that the choice of certain words over others may reflect conscious or unconscious ideologies held by those who produce them. In simple terms, the use of language reveals who we are, what we think about and wish to pass on to others. The analysis of political speeches therefore helps us understand how language is used by politicians.

1.2   Statement of the Problem

Presidents serve as fathers of their respective countries who speak to their children (the people in their respective countries) through speeches. These speeches need to be understood in order to know what presidents intend to present. One basic object of linguistic analysis is the use of lexical items. The inability to identify how

lexical items are used in a speech makes it difficult for one to vividly understand the message that the speaker intends to present to his audience through his speech. Lexical items are stylistically used to present messages in political speeches (Ardriyati, 2011; Sari, 2014; Prastiwi, 2016). Ardriyati (2011) avers that the use of lexical items such as adjectives, nouns and verbs in speeches create a vivid visualization for the listeners. The most related study to this work is a study conducted by Prastiwi (2016) who carried out a stylistic analysis of a speech delivered by the Indonesian president, at Harvard University in 2009. His study looked at the stylistic use of diction and how the diction of the speech fits into the six aspects of a good speech. His study finds out that the speech fits into the six aspects of a good speech which are coherence, fresh, repetition, suspense, humour and purpose. This current study differs from Prastiwi's study in that it looks at the use of lexical items and their cognitive relationships in the Ghanaian political context.

In the area of political speeches in general, Prastiwi (2016) states that the lexical level has not received much attention and as such some more studies need to be carried out to enrich literature on the analysis of lexical items in speeches by either presidents or popular persons in the world.

Specifically in the Ghanaian political context, attention is given to the grammatical category (Anderson, 2014; Boakye, 2014; Adjei, Ewusi-Mensah and Okoh, 2015; Botchwey, 2015; Adjei and Ewusi-Mensah, 2016 and Dadugblor, 2016) and the figures of speech category (Adjei-Fobi, 2011; Anim-Ayeko, 2012; Djabatey, 2013; Mensah, 2014) and in the context and cohesion category (Akoto, 2016). Surprisingly, none of these studies in the Ghanaian political context has applied the lexical category in the Linguistic and Stylistic Categories Framework in analysing Ghanaian political speeches.

This study is predicated on this background and therefore focuses on lexical features that are stylistically significant in information packaging. It also analyses the cognitive relationships and meanings among lexical items, and how these contribute to meaning making and comprehension.

1.3   Objectives of the Study

The objectives of the study are to:

1. Identify the predominant types of lexical items used in the selected speeches of John Mahama;

2. Analyse the cognitive relationships that exist among the lexical items used in the selected speeches;

3. Examine the stylistic effect of the lexical items and their contribution to the overall comprehension of the selected speeches.

1.4   Research Questions

The study basically finds answers to the following research questions:

1. What types of lexical items are predominantly used in the selected speeches of John Mahama?

2.   What cognitive relationships exist among the lexical items used in the selected speeches?

3. How do the stylistic effects of the use of lexical items employed contribute to the comprehension of the selected speeches?

1.5   Significance of the Study

The study when completed will help identify the stylistic effect of the use of lexical items in the selected speeches of John Mahama. The findings of the study will enrich the ways of thinking about language in African political discourse in general and

Ghanaian political speeches in particular. This will also contribute to the growing explorations on the interface between language and politics, exposing the connotative meanings of words in political discourse.

The findings of the study will also have theoretical significance to the two frameworks used. For the Systemic Functional Grammar Theory, the study will make an extension of the use of the ideational metafunction by applying it to the lexical level to indicate that when lexical items are grouped and analysed in cognitive domains, they can indicate various thoughts and experiences of speakers. This will add a different dimension to the use of the ideational metafunction. The study also has a theoretical significance to the Linguistic and Stylistic Categories Framework in that, it explores the methods in the framework to make it more comprehensive to future researchers who would wish to use the lexical category in the framework.

Finally, the study will contribute to literature on political speeches by serving as good source of reference for researchers who wish to find out the role of various lexical items in speeches in general and political speeches in particular since studies on the use of lexical items in political speeches are not abound.

1.6   Delimitation of the Study

The study conducts a lexico-stylistic analysis on three selected speeches of John Mahama. It employs the Linguistic and Stylistic Categories by Leech & Short (2007) and the Systemic Functional Grammar Theory by Halliday and Matthiessen (2014) as frameworks for the analysis of the data.

The study employs only the lexical category in the Linguistic and Stylistic Categories Framework in analysing the stylistic effect in the use of lexical items in the selected speeches. The study does not cover the grammatical, figures of speech and cohesion and context categories. Within the lexical category, the study does not include

the morphological and phonological properties of the lexical items used. Functional words are also left out in the analysis.

The study also employs only the ideational metafunction in the Systemic Functional Grammar Theory by Halliday and Matthiessen (2014) for the cognitive domain analysis of the lexical items used in the selected speeches. The study excludes the textual and the interpersonal metafunctions from the analysis.

1.7   Summary of Chapter

This introductory chapter has provided a general context for the study. It discussed the background of the study, the statement of the research problem, the research objectives, the research questions, significance of the study and delimitations of the study. The next chapter will review related literature on the topic of study and discuss in detail the theoretical frameworks for the study.

CHAPTER TWO

LITERATURE REVIEW AND THEORETICAL FRAMEWORKS

2.0   Introduction

This chapter reviews related literature on the topic of the study. The chapter reviews literature on some thematic areas of stylistics and studies that have applied the stylistic analysis in analysing discourse, especially political discourse. The chapter also discusses the frameworks of the study, which consist of the Linguistic and Stylistic Categories by Leech and Short (2007) and the ideational metafunction in the Systemic Functional Grammar theory by Halliday and Matthiessen (2014).

2.1   Historical Background and Methods of Stylistics

Anderson (2014) avers that the development of stylistics dates back to antiquity and coincides with the development of the thought about the use of language. According to him, in ancient Greece for instance, the use of language was considered primarily as an effort to create speeches. The art of creating speeches called Rhetoric (techne rhetorike) was taught as a subject with the aim of training speakers to create effective and attractive speeches. Aside the creation of speeches, language was further used amongst the Greeks for the creation of poetic works. This field dubbed "Poetics", studied a piece of art and focused on the challenges of expressing the ideas before the actual moment of utterance.

The final field of the use of language amongst the Greeks was the art of creating a dialogue known as "Dialectics". This was the study of creating and guiding a dialogue, talk or discussion, as well as the study of methods of persuasion. Anderson (2014) posits that stylistics specifically emerged from elocutio; which is the selection of style for an appropriate effect. In this regard, Greek rhetoricians, for example,

expressed interest in the devices and tropes that were used by orators for effective argument and persuasion.

Simpson (2004) posits that one particular field of academic inquiry that made a more direct and lasting impact on the methods of contemporary stylistics is the interrelated movements dubbed Russian Formalism and the Prague School of Structuralism. The theoretical contributions of these two schools are the concept of foregrounding and the notion of the poetic function in language respectively. Simpson (2004) lays the foundation on the historical background of contemporary stylistics when he refers to the damning critique of the aims, methods and rationale of contemporary stylistics by the well-known linguist Jean-Jacques Lecercle.

> Nobody has ever really known what the term 'stylistics' means, and in any case, hardly anyone seems to care. Stylistics is 'ailing'; it is 'on the wane'; and its heyday, alongside that of structuralism, has faded to but a distant memory. More alarming again, few university students were ready to declare an intention to do research in stylistics. (Lecercle 1993, p. 14).

Simpson (2004) comments that, by this account, the death knell of stylistics had been sounded and it looked as though the end of the twentieth century would be accompanied by the inevitable passing of that faltering, moribund discipline as presumed by Lecercle. Lecercle actually meant that no one cared about stylistics. Simpson (2004) counters this assumption by Lecercle by indicating how in the 21st century, stylistics is waxing stronger, and witnessing a proliferation of sub-disciplines that utilise its methods. According to Simpson (2004), stylistics has developed into aspects such as feminist stylistics, cognitive stylistics and discourse stylistics.

Stylistics as a discipline has received various criticisms and defences over the years in relation to its methods, operations and goals. Most scholars of stylistics are divided along two schools of thought. The first school of thought considers stylistics from the linguistic perspective whereas the second school of thought considers stylistics

from the literary perspective. Some scholars of stylistics consider literary stylistics and linguistic stylistics as different phases of stylistics with different methods of operation. Literary stylistics operates on values and aesthetics while Linguistic stylistics presents a scientific analysis, working with such tools as grammatical, syntactic and phonological components of the language.

With the application of linguistic standards to literary works, the literary critic felt "threatened" and some stoutly "fought" to resist the "encroachment". With this linguistic invasion of the field of literature came a "war of words" among scholars – those who identified with linguistic stylistics and those who thought that literary stylistics alone could do the job of explication of a literary text.

To resolve the "war of words" between the fields of literary stylistics and linguistic stylistics, Short and Candlin (1989) aver that stylistics is a linguistic approach to the study of literary texts. This presents linguistic stylistics as a complement to literary stylistics since the methods of linguistic stylistics only serve as linking technique to analyse a literary text. In general terms, stylistics employs both linguistic and literary resources in its operation. It is palpable that, every good stylistic analysis employs both linguistic and literary resources since language does not stand in isolation but rather comes with some aesthetic effect. Therefore, Batool et al (2014) consider stylistics as the study which touches on both literary criticism as well as linguistics.

With regards to the goals of stylistics, many have described the stylistician as an old dull grammarian whose main interest is to investigate and count the number of nouns, adjectives or verbs in a sentence. Verdonk (2002) buttresses this assertion when he describes stylistics as too mechanistic and reductive since it avoids evaluation for the most part of the analysis in the interest of naive objectivity and also claiming too much for interpretations that are at best merely text-immanent. Zyngier (2001)

comments that statements such as that of Verdonk (2002) suffer from anachronism since they do not take into consideration new developments that have taken place in contemporary stylistics. According to Simpson (2004), contemporary stylistics does not just identify linguistic items in a text but rather identifies the value of the choice of the linguistic items in a text. This helps in the identification of hidden meaning in a text which would not have been identified through an ordinary reading of such texts. The methods of contemporary stylistics therefore dismisses the criticism that stylistics is too mechanistic and reductive.

Moreover, stylistics is interested in language as a function of texts in context, and it acknowledges that utterances (literary or otherwise) are produced in a time, a place, and in a cultural and cognitive context. These extra-linguistic parameters are inextricably tied up in the meaning of a text. The more complete and context- sensitive the description of language is, the fuller the stylistic analysis that accrues.

Simpson (2004) postulates that contemporary stylistics is not restricted to only some of the stratifications of language but has a purview which encapsulates all levels of language ranging from orthography, phonology, syntax, lexicology, semantics, pragmatics etc. He goes further to propound that a stylistic analysis of a text must be context based with full recognition of all the prevailing extra linguistic factors which help in the attainment of meaning. A good overview and exploration of these dynamics will lead to an adequate stylistic analysis.

Anderson (2014) says that the final area of stylistic analysis which has also suffered from immense criticisms is the methods employed by stylisticians to carry out their analysis. According to Crystal & Davy (1969), the first step to any stylistic analysis is an intuitive one which requires an appreciable linguistic competence. Due to this, many linguistic experts such as Lecercle (1993) describe stylistics as a

15

subjective venture bedevilled with impressionist comments and full of a disorganized sequence. Simpson (2004) in his bid to address this criticism expresses that, stylistic analysis must conform to three basic principles which he casts mnemonically as the three 'Rs'. The principle of the three R's stipulates that all stylistic analyses should be rigorous, retrievable and replicable. A stylistic method becomes rigorous when it is based on an explicit framework of analysis, retrievable when it is organised through explicit terms and criteria and replicable when its methods are sufficiently transparent as to allow other stylisticians to verify them, either by testing them on the same text or by applying them beyond that text.

Despite the criticisms raised against the methods of stylistics, it is still one of the contemporary linguistic fields of study that has received a great deal of attention, ranging from articles to thesis from the undergraduate and post graduate levels. Simpson (2004)

2.1.1 Style and Stylistics

It is very important to define style since it is the root word from which the word *Stylistics* originated. The word *Style* is derived from the Latin word *stylus* which means a pointed object. The comparison of style to this pointed object meant that this pointed object could be used for unique and specific inscriptions or writings that could easily lead to the identification of the person who used this object because that was the earliest form of communication and identification. It was from this that the word style was transferred from the object used to the uniqueness created by the use of the object. Style has been defined by some scholars from different perspectives in relation to the use of language. Lawal (1997) describes style as an aspect of language that deals with choices of diction, phrases, sentences and linguistic materials that are consistent and harmonious with the subject matter. Oloruntoba-Oju (1999) takes Lawal's description

16

of style a step further by referring to style as the manner of expression which differs according to context. Leech and Short (2007, p. 9) also aver that style is "the way in which language is used in a given context, by a given person, for a given purpose.

One common denominator that runs through the definition of style is uniqueness based on context of language usage. Choice of language and context which are involved appear to be obligatory facets that make up the description of style. In a nutshell, style refers to the elements of writing that can be identified with a particular person or a group of people in a particular context.

There exists a strong relationship between style and stylistics which can be expressed basically through the morphological structure of the word "stylistics". The morphological structure of the word therefore presents the "style" component and the "istics" component which add up to form the word stylistics. These morphological components have a semantic relation which establishes the basic definition of stylistics. Anidi (2013) establishes that the morpheme "istics" means a study and the blend of the word "style" with "istics" therefore expresses the notion that stylistics is the study of style. Style therefore serves as the object of study in stylistics.

Premised on the morphological make of the word "stylistics", linguists have given a plethora of definitions for stylistics. Leech and Short (2007) define stylistics as the use of language in given context, for a given purpose by a given person. Their definition identifies context, purpose and personality as the main elements in the study of stylistics. Emike (2014) also defines stylistics as the registration of a writer's artistry prowess in the communication of themes which is achieved through the manipulation of linguistic repertoire at the disposal of the writer. In this regard, every writer makes his own choices on language which he wants to use as well as the manner he wishes to

17

use them. Therefore, studying the linguistic choices and manner of a writer or speaker is in the domain of stylistics.

Stylistics serves as a tool that can be used to determine the style (selection of language by speakers or writers from their linguistic repertoire to create an effect/achieve a particular purpose) of a text. It also aims to analyse language habits with the main purpose of identifying from the general mass of linguistic features that make a given text unique. This study falls in line with stylistics because it analyses the use of language in the context of political speeches by a given person in the person of John Mahama for the purpose of identifying the communicative implications encoded in his use of language. Stylistics is a linguistic field of study that investigates and supplies adequate information regarding language use in a particular context and the significance accompanying the use of language in such context.

2.2   Theoretical Frameworks for the Study

Analysing text or discourse presents researchers with numerous theoretical possibilities, however, two theoretical frameworks underpin the analysis of data in this study. These frameworks are the Linguistic and Stylistic Categories Framework by Leech and Short (2007) and the Systemic Functional Grammar theory by Halliday and Matthiessen (2014). The lexical category is employed in the Stylistic and Linguistic Categories Framework while the ideational metafunction is used in the Systemic Functional Grammar Theory respectively for the analysis.

2.2.1   The Linguistic and Stylistic Categories Framework

The study employs the Linguistic and Stylistic Categories Framework by Leech and Short (2007) as one of its frameworks. The Linguistic and Stylistic Categories Framework is a textual analytical framework that identifies and stratifies linguistic

18

items into their respective levels in order to analyse and identify their functions and effects in texts. At each level, the framework studies one aspect of the way in which language is organized. It is heuristic in nature because it enables researchers to collect data on a fairly systematic basis.

The categories in the framework are placed under four general headings: lexical category, grammatical category, figures of speech category, and cohesion and context category. Leech and Short (2007) posit that the semantic category is not listed separately, since it is easier to arrive at it through other categories; for example, the lexical category can be analysed to find out the stylistic effect of the choice of words.

Leech & Short (2007) say that since the purpose of the checklist is heuristic, there is no harm in mixing categories because these categories overlap such that the same feature may well be noted under different headings. These categories are common to those who have a basic familiarity with the workings of the English language and linguistic descriptions, whether in literary or non-literary contexts.

Every analysis of style attempts to find the artistic principles underlying a writer's choice of language. These principles underlying a writer's choice of language reveal the significance of the use of certain linguistic elements over others in a text. Stylistic analysis is based on the principle that all writers, and for that matter, all texts, have individual qualities. These individual qualities are realised in the form of unique usage of linguistic items in a text which distinguish one text from the other. Therefore, the features which call themselves to researchers' attention in one text will not necessarily be important in another text by the same or a different author. For this reason, there exist no infallible technique for selecting what is significant.

2.2.1.1 Grammatical Category

The grammatical category is a category in the checklist of Linguistic and Stylistic Categories proposed by Leech and Short (2007) that accounts for the syntactic component in the framework. Chan (2007) indicates that the grammatical category is the largest category among the four categories since it is the only category with nine subheadings which cover different areas of distinguishing sentential features. These subheadings include sentence types, sentence complexity, clause types, clause structure, noun phrases, verb phrases, other phrase types of word classes and general component. In applying this category to a text, the principle of selectivity is employed to analyse only the available subheadings in the category that are present in a text while the absent subheadings are left out. This category does not form part of the study.

2.2.1.2 Figures of Speech Category

The figures of speech category is one of the categories in the Linguistic and Stylistic Categories Framework by Leech and Short (2007) which deals with foregrounded features in a text that have departed from the norms of communication by means of language code. The use of figures of speech in a text makes the meaning in a text non-literal for the creation of rhetorical effects. They are used as writing devices to create emphasis, conciseness, clarity, rhythm, novelty, peculiarity and style. According to Leech and Short (2007), the figures of speech are further organised into three sub-categories. These sub-categories are grammatical and lexical schemes, phonological schemes and tropes.

Grammatical and lexical schemes refer to the formal and structural repetitions such as anaphora and parallelism or of mirror-image patterns. Phonological schemes deal with the use of sound devices in a text and their stylistic effect in the said text. Leech and Short (2007) postulate that the phonological patterns in phonological

20

schemes interact with meaning by foregrounding and reinforcing such meanings through the use of sound. Tropes turn the meaning of a sentence in a different way by the use of a word(s). Leech and Short (2007) describe tropes as forms of artful variation from the typical or expected way a word or idea is expressed.

2.2.1.3 Cohesion and Context

The context and cohesion category basically looks at the concepts of cohesion and context and the stylistic value they carry in text(s). Cohesion deals with the ways in which the components of a text are connected while context refers to the circumstances surrounding the use of language.

Leech and Short identify substitution, ellipsis, repetition and reference as types of cohesion in texts. In the analysis of cohesion in texts, the linguistic features which help link words, phrases, clauses and sentences in texts are identified and analysed in order to indicate their significance in texts. When the stylistic value of these cohesive devices are identified, it helps to boost the meaning of a text since cohesion aids in the semantic interpretation of some linguistic elements in discourse which depend on other linguistic elements.

Context generally refers to the significant changes of style according to who is speaking, who is being spoken to and where the speech is taking place. Context reveals the relationship between an addresser and an addressee in a text. In the analysis of the context of a text, cognisance is given to the time, place, audience, the mode of presentation and other paralinguistic factors.

To sum up on the Linguistic and Stylistic Categories Framework, it presents a general checklist for conducting stylistic analysis at various levels of language usage. The framework aids in the analysis of various types of text from the stylistic perspective. The lexical component in the framework aids in analysing the use of lexical

items in texts predicated on their general usage in terms of complexity and the specific use of nouns, verbs, adjectives and adverbs. The analysis of the lexical category therefore aids in identifying the stylistic value of lexical items in texts.

2.2.1.4 Lexical Category

The lexical category is the first of the four categories under the Linguistic and Stylistic Framework proposed by Leech & Short (2007). Chan (2007) says that Leech and Short who proposed the Linguistic and Stylistic Categories Framework did not provide a definition for the term *lexical* because they assume a basic familiarity with the working of the English language, whether in literary or non-literary contexts. In stylistic studies, the term *lexical* is understood as features concerning vocabulary usage in general.

The lexical category looks at the general use of lexical items and their stylistic value in texts. Quagie (2009, p. 14) says that lexical items are called content words because "their meaning can be derived from the context in which they are used". They are also called open-class group because new members can be added to the group every now and then. Lexical items are made of nouns, verbs, adjectives and adverbs.

Leech and Short (2007) say that the lexical category can be analysed based on five main elements: general, nouns, adjectives, verbs and adverbs components. Chan (2007) adds that the questions under each subheading in the lexical category are basically regarding their frequency, functions and other typical associations of these lexical items. The analyses of various lexical items in this study employ the use of the frequency and percentages of lexical items as well as the contextual function of such lexical items to determine their stylistic value or the communicative implications encoded in selected speeches of John Mahama. Leech and Short (2007) propose that the use of qualitative data in the form of the frequency of lexical items in stylistic

22

analysis serves as hard evidence. This implies that the rough indication of frequency is therefore needed to check affective observations in stylistic analysis.

2.2.1.4.1 General

The framework identifies the component called *Genera*l as the first element to consider in the analysis of lexical items because it gives information about general use of lexical items which establishes a background on which the specific functions of lexical items is analysed. The general use of vocabulary or lexical items is considered based on certain parameters. These parameters include word complexity, emotive and referential meaning of words, register and the special use of any morphological endings in lexical items.

The complexity of words is determined based on certain linguistic criteria. Leech & Short (2007) identify the morphemic complexity and syllabic complexity as the two criteria for the identification of word complexity. The morphemic complexity criterion is used for the identification of word complexity through the counting of the number of morphemes contained in a word whereas the syllabic complexity identifies word complexity by counting the number of syllables contained in the word.

According to Leech and Short (2007, p. 65), the morphemic complexity and syllabic complexity criteria are "reasonably equivalent; but are not necessarily equivalent for individual words; for example, *six-th-s* contains three morphemes, but only one syllable; *establish*, on the other hand, contains only one morpheme, but three syllables". The morphemic complexity criterion is constrained in determining the complexity of some lexical items especially foreign and classical words while the syllabic complexity criterion is able to determine the complexity of all words including foreign and classical words hence the choice of the syllabic complexity criterion over the morphemic criterion. The study therefore uses the syllabic criterion to analyse the

23

complexity of lexical items in the selected speeches. The syllabic criteria is chosen over the morphemic criterion because the morphemic criterion falls short in stratifying foreign words into morphemes. Leech and Short (2007) say that, the syllabic criterion is able to identify the syllables in foreign words hence its advantage over the morphemic criterion. According to the framework, complex words are usually polysyllabic whereas simple words are mono and disyllabic in nature. Here is an example of the analysis of the complexity of vocabulary in the poem *Night.*

Table 2.1: Syllabic Classification of Lexical Items in the Poem Night by William Blake

Monosyllabic	Disyllabic	Polysyllabic
sun, west, star, birds, nest, moon, fields, groves, flock, smiles, green, sits, seek, high, Lamb, angels, beast, head, bed, tigers, wolves, prey, sheep, fields, sits, worlds, lions, eyes, guard, shine, health, gold, washed, graze, think, bore, flow, rush, howl, pour, look, moves, took, bright.	evening, flower, ruddy, tender, delight, blossom, angels, ceasing, bleating, happy, pitying, seeking, heaven, silent, receive, driven, walking.	descending, inherit, thoughtfulness.

(Adapted from Khan, Batool, Sandhu, Ahmed and Batool, 2014, p. 20)

From the example above, monosyllabic lexical items in the poem are predominant. In this regard, the vocabulary usage in the poem is simple. Khan, et al (2014) indicate that, the use of simple vocabulary in the poem *Night* reflects in the predominant use of monosyllabic lexical items which refer to elements of nature such as the heavenly bodies and animals which are usually affected by the negative activities of man as presented in the table above.

2.2.1.4.2 Nouns

Nouns are the most common class of lexical items that name places, people, things, ideas and emotions. Leech and Short (2007) postulate that nouns can be analysed

based on how they are used in texts. They can generally be analysed based on their proper or common nature. Basically, proper nouns are considered to represent specific entities and common nouns represent general entities.

According to Quagie (2009), proper nouns usually name specific persons, places, things and concepts. They include names of towns, names of the months of the year, names of the days of the week, names of some geographical locations, names of firms and institutions and names of historical landmarks. Leech and Short (2007) say that the use of proper nouns can be analysed in order to identify the stylistic value they carry in a text in relation to their frequency. Adane (2012) in his stylistic analysis of the *The Beautiful Things That Heaven Bears* identifies the proper nouns below.

Sepha, Joe, Ken, Judith, Noami, Ethiopia, America and Logan Circle

(Adapted from Adane 2012, p. 25)

Adane (2012) establishes that the nouns *Sepha, Joe, Ken, Judith* and *Noami* refer to the major and minor characters because of the major roles these five character play in the story while the nouns *Ethiopia, America and Logan Circle* refer to places which indicate the sub-settings in the story in relation to place.

Common nouns also form a unit of analysis under nouns in the lexical categories. They name a general class of people, places, things and concepts. Common nouns are usually analysed by sub-categorising them into abstract and concrete nouns. Abstract nouns form a class of common nouns that have no physical realisation while concrete nouns are a class of common nouns that have physical realisation. According to Thorne (1997) abstract nouns dominate political speeches to indicate decisions of politicians which are often theoretical even though they may be directly linked to a proposed plan of action.

25

Ardriyati (2011) in his analysis of a selected speech of Dr. H. Susilo, president of Indonesia also adds that abstract nouns are dominantly used in the speech to refer to various events. The use of abstract nouns therefore becomes very necessary because they help visualise issues that cannot be physically realized.

2.2.1.4.3 Verbs

Verbs are considered as the third sub-section in the lexical categories. Quagie (2012) defines verbs as a class of lexical items which are used to indicate action, possession or a state of being. Adane (2012) indicates that verbs carry an important part of the meaning majorly showing actions instead of states. The stylistic value of the use of verbs can be analysed generally and specifically. The general stylistic value of verbs is analysed by comparing the usage of verbs to other lexical items. The use of verbs can be said to be dominant if the verbs in the text outnumber the other lexical items in the text. The stylistic significance on the general use of verbs in relation to other lexical items varies from one text to the other. For instance, Leech and Short (2007) in their lexical analysis of *Odour of Chrysanthemums* by D.H. Lawrence indicate that verbs are predominantly used in the text to indicate action in the form of movement through the use of verbs such *came*, *clanking*, *flickered*, *licking*, *trailing*, *claw*, *grew* etc. Verbs in a text can further be analysed based on the sub-classes they belong. This study categorises verbs into past, present, progressive and auxiliary verbs.

2.2.1.4.4 Adjectives

Adjectives form the fourth unit of analysis in the lexical category. Adjectives form a class of lexical items that are used to express the quality or quantity of entities. Adjectives help in giving more details about nouns by further describing them. Leech and Short (2007) aver that in analysing the stylistic value of adjectives in a text,

26

cognisance must be given to the kind of attributes adjectives refer to in a text. Adjectives can refer to physical, psychological, visual, auditory, colour, referential, emotive or evaluative attributes in texts.

To illustrate and explicate the stylistic value of adjectives, Leech and Short (2007) in their book *Style in Fiction*, analyse the use of adjectives in Conrad's *The Secret Sharer*. Their analysis reveal that the occurrence of adjectives expresses strangeness or lack of definition through Conrad's use of adjective expressing negative qualities such as *half-submerged*, *mysterious*, *incomprehensible*, *unmarked*, *devious* e.t.c. Chan (2007) also says that adjectives provide visual and non-visual details to things, events and characters. The descriptive function of adjectives makes them semantically relevant in texts because they help define and identify uniqueness of different entities in order to boost understanding. This makes adjectives a lexical category worth analysing in order to identify the role they play in different texts and especially in political discourse.

2.2.1.4.5 Adverbs

Adverbs constitute the last of the five components in the lexical category. Adverbs are lexical items that modify verbs, adjectives as well as other adverbs. Leech and Short (2007) posit that the stylistic value of adverbs is indicated through the semantic function of adverbs in texts. Adverbs carry communicative implications such as referring to time, manner, place, direction or degree. Adverbs form part of the least used lexical items in texts. The semantic function of adverbs serves as a yardstick for sub-categorising them in texts.

2.2.2 The Systemic Functional Grammar Theory

Halliday's Systemic Functional Grammar (SFG) is a linguistic theory that was developed by Halliday and Matthiessen in 2004 and later in 2014. The theory is rooted in Halliday's Introduction to Functional Grammar in 1985 which explains how individuals appropriate the alternative choices available for them to produce linguistic utterances and texts. This framework treats language beyond its formal structures and considers the context of culture and the context of situation in language use (Halliday 1985, 1994; Matthiessen, 1995). It has two components: Systemic Grammar and Functional Grammar. They are two inseparable parts for an integral framework of linguistic theory.

This framework is termed as systemic because it is establishes that language users have choices in language in relation to a given context. The theory uses systems in language as tools to discern the hidden meanings of a text. The system works as a network which integrates the notion of choice in language through grammar to offer language users a variety of options and choices. The meaning of the text is therefore dependent upon the choices made by the speaker from the options available in the language system. The theory is also termed functional in the sense that language performs limitless practical functions in a variety of situations. The limitless practical functions performed by language may be generalized into a set of highly coded and abstract functions which are inherent in every language.

The systemic functional grammar is in contrast with traditional grammar which asserts that language is a system of rules which stifles creativity in speech. According to Halliday & Matthiessen (2014), language mainly serves three main functions which he refers to as three metafunctions: the ideational metafunction, concerned with the representation of reality; the interpersonal metafunction, concerned with establishing

and maintaining the interaction between the speaker and the hearer; and the textual metafunction, concerned with presentation of ideational and interpersonal meanings as text. The three metafunctions in turn give rise to three strands of meaning in a clause as follows i) clause as representation, ii) clause as exchange, and iii) clause as message (Wang, 2008).

2.2.2.1 Interpersonal Metafunction

The interpersonal metafunction considers the clause as an exchange. This indicates that language is used by the speakers as a means of showcasing their idiosyncrasies in order to establish relationships with others. Bloor & Bloor (2004) say that, in the interpersonal metafunction, language is used to enable people to participate in communicative acts with other people, to take on roles and to express and understand feelings, attitudes and judgments. Anderson (2014) also establishes that the interpersonal metafunction is composed of speaker or writer, social distance and relative social status. These form key elements in the analysis of the interpersonal metafunction.

Adjei, Ewusi-Mensah and Okoh (2015) say that modality and mood are often used to express interpersonal function. Mood shows what role the speaker selects in the speech situation and what role he assigns to the addressee whereas modality refers to an intermediate range between extreme positive and negative. The interpersonal meaning therefore expresses judgments, assessments, gives guidelines, deals with relationships between people, the relationship between texts and readers/viewers and various relationships within texts.

29

2.2.2.2 Textual Metafunction

The textual metafunction is concerned with presentation of ideational and interpersonal meanings in texts. The textual meaning creates links between features of the text with elements in the context of situation and refers to the manner in which a text is organized. In other words, the textual meaning comes from the clause as message. Koutchade (2015, p. 25) posits that "language is used in the textual metafunction to relate what is said (or written) to the rest of the text and to other linguistic events". As a matter of fact, these strands of meanings are all interwoven in the fabric of the discourse.

The clause gets its meaning/massage from its thematic structure. Halliday and Matthiessen (2014) define the theme of clause as a starting point of the message: it is what the clause is going to be about. Through the combination of resources at different textual levels, the textual metafunction allows ideas and attitudes about themes, actions and events to be expressed. This implies that though two sentences may have exactly the same ideational and interpersonal functions, they may be different in terms of textual coherence due the difference in linguistic composition.

2.2.2.3 Ideational Metafunction

The ideational metafunction considers the clause as a representation of reality (Halliday and Matthiessen, 2014). This means that the speaker or writer embodies in language his experience of the phenomena relating to the real world. This metafunction focuses on 'ideation' which refers to the grammatical resources for constructing our experience of the world around and inside us. It is based on experience and it expresses ideas, actions, events and states.

The ideational metafunction helps a speaker or writer to encode in language his/her experience of the phenomena of the real world as well as "his experience of the

30

internal world of his own consciousness: his reactions, cognitions and perceptions, and also his linguistic acts of speaking and understanding" (Halliday, 1971, p. 106). Language is therefore used as an instrument of thought to conceptualise the experiential world to ourselves, including the inner world of our own consciousness.

The ideational metafunction is basically composed of transitivity and voice. This current study makes a different and extended use of the ideational metafunction by applying it in the analysis of the cognitive domains of lexical items. The study employs the ideational metafunction in analysing the cognitive domains of lexical items used in the selected speeches. Just like the clauses, lexical items can be put into various groups based on the mental images they represent to indicate ideation or the experience of the writer. For instance, words such as walk, hop, run and fly can be put into a cognitive domain of movement based on the similar mental images they share. When lexical items are put into such groups and analysed, they tend to reveal certain thoughts or experiences of the writer/speaker. The ideational metafunction is therefore employed to analyse lexical items under their various cognitive domains which helps indicate the thoughts or experiences of the political actor.

Cognitive domains indicate the link between the human mind and the process of reading where words are put into various groups. These domains are general groups of cognitively related lexical items that share a similar mental feature. The relationship within and between these domains reveal textual meaning. Simpson (2004, p. 40) says "these domains of knowledge are also accompanied by conceptual slots for the things that routinely accompany the mental representation". These cognitive domains represent the various aspects of the thoughts of the writer/speaker of a text/speech.

2.3   Review of Related Studies

2.3.1   Stylistics and Political Discourse

Stylistics is a broad analytical perspective which has been employed by many researchers in analysing literary texts and other discourses from varying fields (Abuya, 2012). Political discourse is one form of data which has received ample studies from the stylistic view point especially in Africa.

Balogun (2011) conducts a stylistic analysis of a selected election campaign speech of President Goodluck Jonathan. Her study looks at the use of words and utterances and their effect in the speech from the lexical, figure of speech and cohesion and context categories using the Linguistic and Stylistic categories by Leech and Short (2007). The analysis of the use of lexical items in the speech indicates that Goodluck expresses his grieve for the deceased predecessor and promises a brighter future if he is voted into power as the President of the country.

Ardriyati (2011) conducts a stylistic analysis of the speech of Indonesian President, Dr. H. Susilo Bambang Yudhoyono using the Stylistic and Linguistic Categories by Leech and Short (2007) as framework. Findings on the analysis of lexical items reveal and conclude that that the use of adjectives, nouns and verbs in speeches create a vivid visualization for the listeners.

Adjei-Fobi (2011) and Mensah (2014) investigate the role of metaphor in selected Ghanaian political speeches. Adjei-Fobi (2011) examines political speeches by Nkrumah and Rawlings using Aristotle's Rhetorical theory, Burke's theory of Dramatism and Lakoff's theory of Metaphor as frameworks. His study reveals that Nkrumah uses militant and confrontational metaphors whereas Rawlings opts for violent and militaristic ones. The study concludes that Nkrumah and Rawlings' long reigns could be attributed to their oratory, to some extent.

32

Ubong and Sifonde (2012) examine the first Inaugural addresses of two presidents: Nigeria's Goodluck Ebele Jonathan and America's Barrack Obama. Their study considers the illocutionary forces in the speeches as well as the face-threatening and face-saving acts respectively, with the aim of identifying the similarities and differences in the speeches. The results show that the speeches are relatively alike because the speakers speak for their entire nation, regardless of their political party, and both speeches show a preponderance of representatives and commissives. However, while President Jonathan's commissives show predominance in the use of modal verbs to express intention, President Obama's commissives consist of modal verbs and infinitive clauses to project volition and intention.

Djabatey Nyako (2013) analyses the power relations, ideologies and persuasive techniques employed by Nana Akufo-Addo and John Mahama during the 2012 general elections. The Critical Discourse Analysis (CDA) fashion with other related frameworks serving as associations such as (Fairclough (1989, 1992); Halliday (1978); Wodak (1996) were used as frameworks. The findings reveal that the selected candidates develop power relations, and use persuasive strategies that are ideologically motivated in presenting their ideas to the audience. The study concludes that these persuasive strategies and power relations have an ultimate aim of persuading the audience to endorse their bid for the position of president.

Sarfo and Krampa (2013) analyse speeches of Bush and Obama on terrorism using six speeches from Bush and Obama. The findings of their study reveal that Bush and Obama project terrorism negatively while they projected anti-terrorism positively by carefully selecting emotionally charged vocabulary and expressions. The study concludes that power as mind control and context control are common features of Bush and Obama's speeches.

33

Mensah (2014) conducts a rhetorical examination of Kwame Nkrumah's political speeches using Olbrechts-Tyteca (1969) framework on Argument and Lloyd Bitzer (1968) on Situation. The findings of his study show that Nkrumah employs a nonviolent protest rhetoric which forms a necessary ingredient to break through, if not entirely, the formidable walls of colonialism in the Gold Coast. The study concludes that Nkrumah repeatedly uses his messages to address composite audiences both immediate and remote.

Boakye (2014) in a study which employs the Speech Act theories rooted in Austin (1962) and Searle (1969) to analyse the use of assertives in five presidential inaugural addresses delivered by presidents of Ghana from 1993 to 2009. The findings of his study indicate that Ghanaian presidents usually paint the past of Ghana as murky, the present as encouraging and the future as promising. The assertives are thus employed by the presidents to inspire the confidence of the populace in their respective governments. The study concludes that the presidents of Ghana mainly employ assertives to contextualise the country in terms of its past, present and future circumstances.

Anderson (2014) carries out a stylistic analysis of selected political speeches by John Evans Atta Mills. The study employs the ideational metafunction in Halliday's Systemic Functional Linguistics (1994) and Onah's Concept of Peace (2006) as perceived in the African Traditional culture as its frameworks. Findings of the study reveal that Mills uses stylistic features such as repetition, code switching, biblical allusions, historical allusions, a fatherly imagery and the imagery of a preacher in his speeches in line with the underlying socio-political, socio-cultural and religious situation of the country to project himself as a Man of Peace.

Marzuki (2014) conducts an analysis of the use of adverbs in Obama's second Inaugural speech. The object of his study was to identify the types of adverbs and how they are used in the speech. His study revealed that eight types of adverbs were identified in the speech to indicate the manner in which Obama hopes to carry out verbal actions in his speech.

Sari (2014) employs a descriptive qualitative approach to analyse the diction used in Obama's inaugural speech in 2009. Her study looked at how diction is used and its effect in the speech. Her study reveals that Obama uses rich diction such as denotative and connotative words, figurative language and metaphor to enrich his speech thereby making is catchy.

Sharndama and Mgbemena (2015) examine the language of political discourse with focus on the linguistic features of two important political speeches made by two presidential aspirants in Nigeria – Dr Goodluck Ebele Jonathan and General Mohammadu Buhari employing the linguistic descriptive and discursive approach to language analysis by Crystal and Davy (1985). The study highlights the strategies employed by the speakers to communicate their ideologies and achieve effective persuasion at lexical and syntactic levels.

Prastiwi (2016) also conducts a stylistic analysis of Indonesian president, Susilo Bambang Yudhoyono speech at Harvard University in 2009. His study looks at the stylistic use of diction and how the diction of the speech fit into the nine aspects of a good speech. His study indicates that the use of lexical items in political speeches has not received much attention in research. He therefore establishes that, the study of the use of lexical items in political will help in unearthing certain meanings. He concludes that the speech fulfils the six aspects of a good speech which are coherence, fresh, repetition, surprising, contains humor and purpose.

Last but not least, Akoto (2016) employs a descriptive qualitative approach to analyse lexical cohesive devices in inaugural speeches of President Kufuor and Mills using Enkvist 1973 checklist for lexical cohesive categories as framework. Her study finds out that repetition and synonymy are dominantly used to make the speeches lyrical which creates rhythm to draw the attention of listeners to make the speeches memorable. Her study concludes that applying Enkvist's 1973 model, will enable language users to do both grammatical and stylistic analysis of language since the model is grammatical at the same time stylistic in nature.

The studies by (Ardriyati, 2011; Sari, 2014; Marzuki, 2014; Prastiwi, 2016) are related to this study because they analyse the use of lexical items in political speeches although they look at speeches of other presidents. The other studies (Balogun, 2011; Adjei-Fobi, 2011; Ubong and Sifonde, 2012; Djabatey Nyako, 2013; Sarfo and Krampa, 2013; Mensah, 2014; Boakye, 2014; Anderson, 2014; Sharndama and Mgbemena, 2015; Akoto, 2016) differ in that they employ the grammatical and figures of speech categories in the analysis of political speeches.

2.3.2 Stylistics and Language in Media Studies

Widyanti (2013) examines the use of figurative language in *Harper's Bazaar Magazine* advertisements using the figures of speech categories in Linguistic and Stylistic categories by Leech and Short (2007). The study identifies the types of figurative language which include simile, metaphor, metonymy, synecdoche, personification and hyperbole. The findings of the study show that the copywriter of the magazine uses metaphor because it helps to suggest the right kind of emotive associations for the product. The study concludes that the copywriter tends to put figurative language in the headline of ads since the headline is the theme of advertisement.

Adamu Soye, Shuaibu and Sharndama (2013) conduct an analysis of the lexical features of the language used by various columnists in Nigerian Newspapers to find out how the columnists select words to meet the needs of the mass audience. The result of the analysis shows that columnists do not use technical vocabulary in their articles. The results further show that columnists select nouns that are emotive in order to work on the emotions of the reader and thereby prompt action. The study concludes that the selection of lexemes by the columnists depends on the subject matter and individual writer's experience.

Sharndama and Mohammed (2013) analyse selected campaign posters in Yola Metropolis of Adamawa State of Nigeria using Crystal and Davy's (1985) Linguistic stylistic model of analysis. The results show at the graphological level that campaign posters are of different shapes and sizes and are beautifully designed to attract the attention of the electorate or passers-by with descriptive and emotive vocabulary to entice and influence change or acceptance of a political candidate. The study concludes that political campaign posters are essential visual communication means that the political candidates use in canvassing for votes.

Yeboah (2015) examines the style of the Editorials of the Daily Guide in the Ghanaian media using the Linguistic and Stylistic Categories Framework by Leech and Short (2007). Her study reveals that lexical items such nouns, verbs, adverbs and adjectives are used to present various issues in the editorials while figures of speech are used to create aesthetic value in the use of language. The study concludes that the editorials make use of various linguistic resources in an aesthetic manner so as to make reading interesting and captivating. The study confirms that the Linguistic and Stylistic Categories Framework is a heuristic model that can be used as a checklist for a wide

range of linguistic elements in analysis of language use in texts in general and media texts specifically.

Agu (2015) examines the language of newspaper reportage using the linguistic-stylistic approach predicated on Crystal and Davy's (1985) and Leech and Short model (1981) on the graphological, lexical and syntactic levels with the semantic implication of each level highlighted. His study reveals that journalists report objectively, distancing themselves from the stories while some bring personal biases and emotions into their stories. The study confirms that journalists are trained professionals who can use language to assume different roles.

Yeboah (2015) study is related to this study since it uses the lexical category in the Linguistic and Stylistic Categories Framework by Leech and Short (2007) to analyse the use of lexical items in the editorials. The other studies (Widyanti, 2013; Adamu Soye, Shuaibu and Sharndama, 2013; Sharndama and Mohammed, 2013; Agu, 2015) employ the grammatical and figures of speech categories.

2.3.3 Stylistics and Literary Works

Igboanusi (2006) investigates the significant stylistic devices, which arise from the influence or interference of the Igbo language and culture. The findings of the study reveal that writing transfers the oral style into the written tradition, and this way, it captures the Igbo worldview in English. The study concludes that, a proper interpretation and understanding of Igbo English works help non-African readers to understand the traditions, which give rise to such texts and also the contexts in which such adaptations are used.

Chan (2007) examines the relationship between style and literary aesthetics in *The God of Small Things* by studying the stylistic patterns behind Roy's resonating poetic prose. The study is based on the list of style markers rendered by Leech and

38

Short (1981). The findings of the study indicate that the unity achieved in the text is only a virtual one since it is done forcefully and artificially by breaking grammar rules for stylistic effect. The study concludes that when intuitive response and statistical proof are combined in detecting a stylistic characteristic in any empirical stylistic study, it produces more reliable results rather than just employing one.

Shenli (2009) studies the style of the novel *Miss Brill* in order to provide an integrative, systematic stylistic analysis of the novel, deriving its underlying theories from a method of prose text analysis proposed by Leech & Short (2007). The findings of the study indicate that the author is a faithful agent of the character's minds' voices, sobbing out their sobs, wailing out their wails which make her alternatively slip into and then out of the minds of her main characters, in a most stealthy way. The study concludes that the novelist is sensitive, delicate, poetic, seemingly impersonal yet actually the most emotional in terms of her style.

Agemo (2011) carries out a stylistic analysis of some of Wole Soyinka's poems. The lexico-syntactic patterns and choices, the phonological, morphological and graphological devices are the main stylistic elements used to prove the findings of the study. The findings of the study reveal that the writer makes use of unusual or inverted word order in the form of Anastrophe and Parenthesis in a way that interrupts the normal syntactical flow of the sentence to secure emphasis and focus on the readers' attention. The study concludes that these elements employed in the analysis trigger and play important roles in passing the intention of the writer across.

Bilal and Cheema (2012) employ an analysis of stylistic techniques and methods that are used in Wordsworth's poem *Early Spring*. The analysis is made under the aspects of graphological, syntactical, semantical and phonological patterns. The analysis reveals that the poem *Early Spring* describes the beauty and charm of natur*e*

through the beauty of his style by the variations in rhythm, the stressed patterns and his play on words. The study is therefore helpful in understanding the basic concept of the poem that is the contrast between the harmony of the nature and disharmony of the mankind.

Anidi (2013) examines the Nigeria-Biafra War novels from the stylistic-linguistic perspective using the checklist of Linguistic and Stylistic categories adapted from Leech and Short (2007). The findings of Andi's study indicate that the Nigeria-Biafra War novels are mainly satires made up of history and storytelling which have military register and formulaic usages. The study confirms that stylistic-linguistics is a useful tool in the interpretation of literary texts and by extension a requirement in the composition of original texts.

Batool, Khan, Iqbal, Ali and Rafiq (2014) analyse Robert Frost's poem *The Road Not Taken* from the stylistic perspective. The study finds out that the poet uses simple words and phrases to make the poem understandable and to clarify his intentions. The study concludes that stylistic devices give deeper meaning to any literary piece of writing since stylistic analysis helps to dig out hidden meaning.

Patil (2014) adopts the cognitive stylistic approach to analyse the poem *Daffodils* by William Wordsworth. The findings of the study indicate that the alchemy of the poet with which he works wonders in the poem makes the readers feel the poem as if it is a `film camera', taking close-up shots after shots. The study concludes that since a good poem provokes many interpretations, it therefore considers the findings of the study as open-ended.

Hua and Jian (2015) conduct a stylistic analysis of the use of lexical items in the novel *To Room Nineteen* using the Linguistic and Stylistic Categories by Leech and Short (2007). The findings of their analysis reveal that a careful stylistic analysis on

lexical features helps readers understand and evaluate a literary work's theme which provides evidence to illustrate why the culprit of Susan's suicide is the patriarchal society, rather than the so-called failure in intelligence. The study concludes that, Susan in *To Room Nineteen* is a well-educated intelligent woman from an affluent family who can be considered as an epitome of millions of other women who suffer from patriarchal control.

Among the stylistic studies on literary works, Hua and Jian (2015) is most related to the present study since they analyse the use of lexical items even though the discourse type is different. The remaining studies (Igboanusi, 2006; Chan, 2007; Shenli, 2009) Agemo, 2011; Bilal and Cheema, 2012; Anidi, 2013; Batool, Khan, Iqbal, Ali and Rafiq 2014) touch on the other levels of language usage such as the figures of speech, grammatical and context and cohesion levels.

2.4   Summary of Chapter

This chapter discussed the concept of stylistics and the Linguistic and Stylistic Categories by Leech and Short (2007) and the ideational metafunction in Halliday's Systemic Functional Grammar theory (2014) as frameworks for the study as well as a review of previous studies on stylistics. A review of previous studies on stylistics has also been provided in terms of relevant research topics and research methods used in those studies. The review showed that stylistics analysis can be applied in almost all aspects of research, key amongst them are political discourse, language in media studies and literary works, to mention but a few. The review has also exposed a gap that exists in literature in the context of Ghana as far as lexico-stylistic analysis of lexical items is concerned.

CHAPTER THREE

METHODOLOGY

3.0   Introduction

Research methodology is a way to systematically solve the research problem. It may be understood as a science of studying how research is done scientifically. This section of the study looks at the various steps employed in undertaking the study. The methodology used in the study is stratified into six parts: research design, research approach, population and sample size, sampling procedure, methods and tools for data collection, and treatment of data.

3.1   Research Approach

The qualitative research approach is employed for the present study. The goal of the qualitative approach is to understand in depth the description of various elements in the data. It does not claim to be generalizable, rather, it claims only to represent the data studied. This assertion presents qualitative research as a descriptive and a non-generalizable research approach.

According to Creswell (2007, p. 36), "qualitative research is interpretative and naturalistic in its approach". This means that data for qualitative research is collected under natural settings. The natural settings in this study refer to the social or political occasions that necessitate the delivery of the selected speeches. For instance, the data sampled for this study was presented in natural social and political settings to mark various occasions such as presidential inauguration, electoral victory and independence days.

The relevance of the choice of qualitative approach to this study is premised on the relationship between qualitative research and stylistics in terms of their description of language. Leech and Short (2007, p. 13) deepen the ties between stylistics and

42

qualitative research when they aver that "stylistics is simply an exercise in describing what use is made of language". The line of convergence between stylistics and qualitative research is based on the parameter of descriptiveness of language in its natural setting of occurrence.

3.2   Research Design

The study employs the textual analysis design. Vanderstoep and Johnston (2009) say that textual analysis involves the identification and interpretation of a set of verbal or nonverbal signs. The researcher becomes the interpreter of the selected text or texts. According to the assumptions of textual analysis, there are infinite number of possible interpretations that can be achieved from textual analysis and each interpretation is equally valid to the extent that it reflects the meanings attributed to the text by the interpreter. The researcher's interpretation is, therefore considered as only one of many possible valid interpretations of the selected texts. In textual analysis, the researcher seldom seeks the interpretations of others; the researcher's own interpretation is salient.

Textual analysis is conducted wherever a text is found. Any object in the form of verbal or visual text that carries symbolic meaning is a source for textual analysis. In this sense, a film, a speech, an advertisement, a magazine, a book, a television show, a statue or memorial, a landscape, or a music video are all texts that carry interpretive meaning and can therefore be analysed.

The choice of the textual analysis design is appropriate for this study because the study is based on the analysis of texts, specifically on selected speeches of John Mahama which is in sync with the main focus of the textual analysis design. In the analysis, the text is given all the attention. This study is based on stylistic analysis, which, according to Achoeah and Adelodun (2013), investigates both linguistic and

literary properties of texts of various kinds. This makes the text assume a central place in the analysis. The study dwells on the analysis of texts from the stylistic view point to interpret the meaning which the selected texts seek to present.

3.3   Population and Sample Size

All the items under consideration in any field of inquiry constitute a universe or population. A complete enumeration of all the items in the population is known as a census inquiry. It can be presumed that in a population where all the items are covered, no element of chance is left and the highest accuracy is obtained. According to Kusi (2012), researchers find it difficult to study the entire population due to many constraints relating to time and resources. The population of the study is made up of all the speeches delivered by John Mahama as president of Ghana from 2012-2016. These speeches include New Year messages, Independence day speeches, State of the Nation addresses, May day speech, international speeches at the United Nations' General Assembly meetings, victory speech, inaugural speech other speeches delivered at various functions.

Kusi (2012, p. 80) defines the sample as a 'sub-group of the entire population studied'. The process of selecting the sample population or sub-group is called sampling. Kusi (2012) continues to posit that, it is possible to determine aspect(s) of the population to be involved in a study and justify the choice of the selected sample size. The sample size constitutes three (3) out of all the political speeches delivered by President John Mahama. The sample is made up of only post-election speeches of John Mahama. The sampled speeches include John Mahama's victory speech in 2012, his inaugural speech in 2013 and his Independence Day speech in 2013.

3.4 **Sampling Procedure**

Sampling strategies or procedures available to researchers can be categorized into probability, non-probability and purposive sampling techniques. Creswell (2005) posits that each sampling strategy has a different intention depending on the research problem and questions that it seeks to answer. For the objective of this study, the purposive sampling strategy is employed.

Creswell (2008) indicates that purposive sampling deals with data that is rich in the phenomenon sought for. The use of the purposive sampling technique promotes efficiency by ensuring that the data chosen is useful to the objectives and the questions of the study.

The multiplicity of available political speeches delivered by President John Mahama therefore requires that a sampling technique be used to help select a sample. The purposive sampling technique becomes the obvious technique for the study since it posits amongst other things that previous knowledge of data is required by the researcher in order to sample data that contains the attributes the study seeks to analyse.

Through the use of the purposive sampling technique, the researcher sets a range for the definition of lengthy and short speeches in the population. The lengthy speeches are ranged between a minimum of sixteen (16) pages to a maximum of hundred (100) pages whereas short speeches are ranged between a minimum of one (1) page to a maximum of ten (10) pages. The lengthy speeches are distinguished from the short ones thereby helping the researcher refrain from sampling lengthy speeches since a manual lexical analysis is conducted and the choice of lengthy speeches may interfere with the analysis.

The State of the Nation addresses and other lengthy speeches are not included in the sample because of their voluminous sizes. In all, three short speeches were

45

purposefully sampled for the study. The researcher purposively sampled three speeches to represent post-election speeches delivered once in presidents' tenure of office and the ones delivered annually. For the speeches delivered once in a president's tenure of office, the inaugural and victory speeches were sampled while the Independence Day speech was also sampled to represent the speeches delivered annually. Presidents spend much attention in preparing their inaugural and victory speeches since these speeches are delivered once in their tenure of office which influenced the researcher's selection of such speeches while one annual speech was sampled. The three speeches are also sampled due to the fact that, a manual lexical analysis is conducted on the speeches and if more speeches are sampled, it might result in superficial results due to the voluminous nature of the data in terms of analysis. The overall ability of a researcher to provide an in-depth picture diminishes with the addition of each new data, as such, a fixed sample size is required in every study.

3.5 Methods and Tools for Data Collection

Dornyei (2002) says that qualitative research involves data collection procedures that result primarily in open-ended, non-numerical data which is then analysed primarily by non-statistical methods. Qualitative research though purely non-statistical in nature sometimes employs statistical approaches to offer concrete factual evidence to support descriptive interpretations. Vanderstoep and Johnston (2009) also add that the first method for data collection is defining the context of the study. This is done by considering the nature of the study and research questions with cognizance on the implications of each of these areas on the data plan. Documentation is used as the data collection tool to collect data for the study. The choice of documentation as a data collection tool is predicated on the fact that the sampled speeches delivered by the political actor are sourced from written texts.

46

The reason for the choice of political speeches delivered by President John Mahama as data for this study is based on some factors. The researcher could have equally sampled political speeches delivered by presidents of other countries for the analysis without any political prejudice. The currency of the political speeches of John Mahama was also considered as a yardstick for selection of his speeches based on his position as the president of Ghana at the time of the commencement of the study.

3.6   Treatment of Data

To contextualize and systematise the analysis, the selected speeches are identified and coded into sentences using fullstops as sentence boundaries to demarcate and number the sentences using the qualitative manual coding technique. The inaugural speech is identified as Speech 1 made up seventy-seven (77) sentences, victory speech as Speech 2 made up sixty-eight (68) sentences and the independence speech as Speech 3 made up ninety-one (91) sentences. The treatment of data is carried out based on the two theoretical frameworks: the lexical categories in the Linguistic and Stylistic Categories by Leech & Short (2007) and the ideational metafunction in the Systemic Functional Grammar Theory by Halliday & Matthiessen (2014).

The selection of the lexical categories for the analysis is premised on the fact that they form a basic object of linguistic analysis. The inability to identify how lexical items are used in a speech makes it difficult for one to vividly understand the message that the speaker intends to present to his audience hence the choice of the lexical categories. The lexical categories are made up of five components: general, nouns, verbs, adjectives and adverbs components. The lexical items are carefully coded into their respective classes and further coded into sub-categories. In the coding process, every lexical item present in the speech is coded and counted once and its repetitions

47

ignored since the study does not look at lexical density. The frequency and percentage of the lexical items are used as hard evidence to back the analysis and discussion.

The analysis of the sampled speeches is carried out in three main aspects. The first aspect looks at the use of lexical items which deal with the use of nouns, verbs, adjectives and adverbs in the selected speeches and the communicative implications they carry. The second aspect analyses the complexity of vocabulary. The complexity of the vocabulary used is determined by the number of syllables contained in the lexical items used. The ones that constitute only one syllable are grouped under monosyllabic words, those with two syllables are grouped under disyllabic and the ones with three or more syllables are considered as polysyllabic words. The vocabulary usage is described as simple if the mono and disyllabic words dominate but considered as complex in cases where the polysyllabic words dominate the speech.

The last aspect uses the ideational metafunction as a framework to analyse lexical items in their cognitive domains to reveal the deeper meaning of the selected speeches. In conducting the cognitive domain analysis, the lexical items are put in their various cognitive domains within each class of lexical items. These lexical items are then analysed in their cognitive domains by looking at the various aspects of the speaker's thoughts they represent. This helps reveal some aspects of the thoughts and experiences of the speaker.

3.7   Summary of Chapter

This chapter has described the research design, research approach, population and sample size, sampling procedure, methods and tools for data collection, and treatment of data together with explanations that influence their selection for the study.

The next chapter will present and discuss the results from the analysis of the selected speeches by John Mahama.

CHAPTER FOUR

DATA ANALYSIS AND DISCUSSIONS

4.0   Introduction

This chapter presents the results from the analysis of the three selected speeches by Mahama. The analysis is structured in three sections. The first section looks at the analysis of the use of lexical items in the selected speeches, the second deals with the complexity in the use of lexical items while the last part looks at the cognitive domain analysis of the lexical items used. To contextualise and systematise the analysis, the selected speeches are identified and coded into sentences using fullstops as sentence boundaries to demarcate and number the sentences in the selected speeches. The inaugural speech is identified as *Speech 1,* victory speech as *Speech 2* and the independence speech as *Speech 3* while the sentences in each of these speeches are numbered using the code *No.* as prefix followed by the sentence numbers.

4.1   Analysis of Lexical Items

The lexical items used in the speeches are classified into nouns, verbs, adjectives and adverbs. These lexical items and their frequency distributions are analysed and discussed. The table below presents the list of lexical items, their frequency and percentage in the selected speeches.

Table 4.1 Summary of Frequency and Percentage Distribution of Lexical Items

Selected Speeches	Nouns	Verbs	Adjectives	Adverbs
Speech 1	259	135	68	10
Speech 2	162	138	32	12
Speech 3	263	160	76	14
Total	**684**	**433**	**176**	**36**
Percentage	**51.5%**	**32.6%**	**13.2%**	**2.7%**

As can be seen from table 4.1 above, the total number of lexical items used in selected speeches is one thousand, three hundred and twenty nine (1329). The lexical items used predominantly are nouns with a frequency of six hundred and eighty-four (684) representing 51.5%. The second most frequently used are verbs with a frequency of four hundred and thirty-three (433) representing 32.6% and the third frequently used are adjectives with a frequency of one-hundred and seventy-six (176) representing a percentage of 13.2% while adverbs follow with an insignificant frequency of thirty-six (36) representing 2.7%. The results indicate that nouns also dominate political speeches since decisions of politicians are often theoretical even though they may be directly linked to a proposed plan of action. The results of analysis of each class of lexical items and their communicative implications are discussed in detail below.

4.1.1 Analysis of Nouns

The predominant use of nouns in the selected speeches indicates a plethora of issues and plans which Mahama hopes to carry out as president. The nouns used are classified under three sub groups: proper nouns, concrete nouns and abstract nouns. The classification of the use of nouns in the speech and their analyses are carried out below.

Table 4.2 Frequency Distribution of the Classifications of Nouns

Selected Speeches	Proper Nouns	Abstract Nouns	Concrete Nouns

Speech 1	30	162	60
Speech 2	7	105	50
Speech 3	19	126	125
Total	**56**	**393**	**235**
Percentage	**8.2%**	**57.5%**	**34.3%**

From table 4.2, the total number of nouns used in the selected speeches is six hundred and eighty-four (684). The speech is dominated by abstract nouns that appear to be used predominantly with a frequency of three hundred and ninety-three (393) representing 57.5% of the data analysed. Concrete nouns are the second frequently used with a frequency of two hundred and thirty-five (235) representing 34.3%. Proper nouns are the least with a frequency of fifty-six (56) representing a percentage of 8.2%. The analysis affirms that abstract nouns dominate political speeches since decisions of politicians are often theoretical even though they may be directly linked to a proposed plan of action (Thorne, 1997). The analysis of each of the classifications of nouns is discussed in detail below.

4.1.1.1 Proper Nouns

Proper nouns are generally used to refer to the offices of the dignitaries present, names of ex-presidents and some national heroes who have made significant contributions to the growth of various facets of the nation, some towns and countries as well God in the selected speeches. The italicised and bolded nouns indicate the various proper nouns used in the selected speeches. The various proper nouns are illustrated in the following sentences and analysed as used in the selected speeches.

*1. Rt. Hon. **Speaker of Parliament**, His Excellency the **Vice President**, Her Ladyship the **Chief Justice**, Your Excellencies our dear former **Presidents,** Your Excellencies*

*Visiting **Heads of State** and **Heads of Delegations**, Hon. **Members of Parliament**, **Members of the Diplomatic Corps**, **Nananom**…[Speech 1 No. 1]*

In *Speech 1 No. 1,* proper nouns are used to acknowledge the immediate audience such as *Speaker of Parliament, Vice President, Chief Justice, former presidents, Visiting Heads of State, Heads of Delegations, Members of Parliament, Members of the Diplomatic Corps* and *Nananom*. The acknowledgement of these sessions of the audience is holistic since it includes political and traditional leaders as well as the ordinary citizens. The acknowledgement of the dignitaries present may appear on the surface as a simple gesture but has some stylistic value encoded in it. Through the acknowledgement, recognition is shown to these dignitaries since they are considered as a key section of the audience. In his introduction of these dignitaries, Mahama code-mixes by using the word *Nananom,* an Akan word which means *chiefs*. His use of the word *Nananom* indicates the recognition of the chiefs and his acknowledgement of tradition through the use of the local language.

1. *People like **Nana Yaa Asantewaa, Naa Gbewaa, Dr. Kwame Nkrumah and Dr. J.B. Danquah. People like Efua Sutherland, Dr. James Kwegyir Aggrey, Dr. Esther Afua Ocloo** and **Dr. Ephraim Koku Amu**. [Speech 1 No. 8]*

2. *I have seen the work and accomplishments of my predecessors, **President Jerry John Rawlings**, **President John Agyekum Kufuor** and, of course, the **late President John Evans Atta Mills**. [Speech 1 No. 61]*

3. *It … we were struck by the blow of another death, that of our **former Vice President Alhaji Ali Mahama**. [Speech 2 No. 50]*

4. *…, I wish to dedicate this Victory to memory of **Prof. John Evan Atta Mills.** [Speech 2 No. 65]*

5. *…., I want to echo the words spoken by our founding **father Osageyfo Dr. Kwame Nkrumah**,... [Speech 2 No. 59]*

53

6. Today we honour the leadership of **Osagyefo Dr. Kwame Nkrumah [App Speech 3 No. 2]**.

7. "And even today, significant parts of the national infrastructure we still enjoy are as a result of the vision of **Osagyefo Dr Kwame Nkrumah**." *[Speech 3 No. 4]*

8. "Our first president, **Osagyefo Dr Kwame Nkrumah**, *was well aware of this. ..."* **[Speech 3 No. 24]**

In *Speech 1 No. 8* above, the use of the names Nana Yaa Asantewaa *and Naa Gbewaa* to indicate the politico-traditional contributions they made to give the nation traditional independence. *Efua Sutherland* and *Dr. James Kwegyir Aggrey* made academic contributions to the development of education in the nation. *Ephraim Koku Amu* made contributions to the development of music, *Dr. Esther Efua Ocloo* made contributions to the development of entrepreneurship skills in the nation, *Dr. J.B. Danquah* and *Dr. Kwame Nkrumah* made political contributions and *Tetteh Quarshie* made a great contribution to the agricultural sector of the nation. These historical heroes therefore made memorable contributions in the areas of politics, tradition, music, entrepreneurship, agriculture and education in the nation.

In addition, the nouns *Jerry John Rawlings, John Agyekum Kufuor* and *John Evans Atta Mills* are used to refer to the ex-presidents of Ghana in the fourth republic who contributed their quota to the development of the nation. The use of these names show the recognition and appreciation of the contributions made by them to the development of the country. Mahama therefore recognises the fact that it is the efforts of these past presidents that have sustained the nation and brought it that far. In *Speech 2 No. 50 and 65,* Mahama mentions the names of *John Evans Atta Mills* and *Alhaji Ali Mahama* as the two leaders of the country who died some few months to the 2012 elections. He acknowledges the death of the former vice-president Alhaji Ali Mahama as a statesman whose death has left a vacuum in the nation as a whole and not only in

54

the opposition party, the New Patriotic Party (N.P.P). He also pays homage to the late president under whom he served as vice-president through the use of the proper noun *John Evans Atta Mills*. The magnitude of the homage Mahama pays to late President John Evans Atta Mills is made explicit in the fact that he dedicates his victory to the memory of John Evans Atta Mills. The use of the names of the two late ex-presidents indicate the turbulent times the nation has gone through by losing these two great leaders from both ruling and opposition parties.

The noun *Osagyefo Dr. Kwame Nkrumah* is used in *Speech 2 No. 59 and Speech 3 No. 2, 4 and 24* to identify Nkrumah as the first leader of the nation whose leadership deserves to be honoured. A greater portion of the nation's infrastructure is attributed to the leadership efforts of Nkrumah. Mahama's' recognition of the pivotal role played by Nkrumah as the founding father of Ghana reveals the association and solidarity he tries to create with Nkrumah since Nkrumah is held in high esteem by the people in relation to the country's political history.

*1. Mention the name Tetteh Quarshie, for instance, and you will learn the story of an ordinary man, a blacksmith, the son of a farmer from **Teshie**. [Speech 1 No. 17]*

*2. In 1870, Tetteh Quarshie travelled to **Fernando Po**, an island that belongs to the nation of **Equatorial Guinea** and is now called **Bioko**. [Speech 1 No. 18]*

*3. He planted those seeds on his property in **Mampong-Akwapim** to see if they would grow. Speech 1 No. 19]*

*4. ... I thank **God** for the life of each and every **Ghanaian**. [Speech 2 No. 66]*

*5. May **God** bless you and may **God** ... our beloved **Ghana**. [Speech 2 No. 67]*

*6. And we thank **God** for the lives of each and every individual who took a stand and made a difference in this country. [Speech 3 No. 13]*

*7. ... the millions of brave men and women who fought and died to give birth to this country, and indeed all **Africans**, freedom from colonial domination and repression. [Speech 3 No. 7]*

*8. I have already visited **Aboadze, Bui, Daboase, Kpong**, and **Weija** to inspect and ascertain the progress of ongoing projects aimed at increasing our electricity and water supplies. **[Speech 3 No. 38]***

*9. All across **Africa**, and indeed the world, **Ghana** occupies a high place of respect and admiration among the comity of nations ... **[Speech 3 No. 44]***

*10. The reason **Ghana** is seen the world over as Africa's shining star...**[Speech 3 No. 48]***

Names of the towns *Teshie, Fernanda Po, Boiko, Mampong-Akwapim* are used in *Speech 1 No. 17, 18 and 19* to indicate the historical relationship and contributions made by these towns in relation to Ghana's production of cocoa. The town *Fernando Po* which is now called *Boiko* is used in *No. 18* to indicate the origin of cocoa into Ghana and the town *Teshie* as used in sentence *No. 17* refers to Tetteh Quarshie's hometown and *Mampong-Akwapim* as used in *No. 19* indicates the first place where Tetteh Quarshie cultivated the cocoa seeds he brought to Ghana. The mention of the countries *Ghana* and *Equitorial Guinea* draws a general historical link between the two countries and the use of the towns *Teshie, Fernando Po, Boiko, Mampong-Akwapim* draws specific links between some parts of Ghana and a part of Equitorial Guinea in terms of agriculture. The efforts of Tetteh Quarshie are recognised and appreciated by his enormous contribution to Ghana's success story as one of the leading producers of cocoa in the world. By this gesture, Mahama sought to encourage Ghanaians especially farmers to contribute their respective quotas to the development of various aspects of the economy as done by Tetteh Quarshie to boost agriculture in general and cocoa production specifically in Ghana.

God is used in *Speech 2 No. 66, 67 and Speech 3 No. 13* to acknowledge God's protection, guidance and blessings over the forefathers who fought to attain independence for the country and the current generation of Ghanaians. The acknowledgement of God as the source of protection, guidance and blessings helps

Mahama present himself as a religious and trust-worthy person thereby helping create solidarity with various groups of people who believe in the existence of God and his ability to protect, bless and provide to boost the nation's progress. Mahama's use of God in his selected speeches confirm that politicians often use biblical allusion at the beginning and end of their speeches to acknowledge that there is an almighty being more powerful than themselves and therefore call upon him to guide and protect their nations (Akoto, 2016).

Africa and *Africans* as used in *Speech 3 No. 7 and 47* refer to the extended audience and setting of the selected speeches while *Ghana and Ghanaians* in *Speech 2 No. 66 and Speech 3 No. 48* represent the specific country and people who represent the immediate audience of the speeches. The use of *Africa* and *Africans* indicate the general location and people among which Ghana finds itself in order to establish the positive effect of Ghana's attainment of independence on the continent of Africa and its people as a whole. Ghana's democracy led to the liberation of other African nations and has further made Africans gain recognition in the world. Ghana and its people are presented as a unique nation and group of people in Africa who have made and is still making Africa proud and popular through its contribution to the holistic attainment of independence on the African continent hence called *Africa's shining* star as seen in *Speech 3 No. 48*. *Ghana* is also used to specify the boundary of Mahama's presidency and the people he superintends over.

The towns *Aboadze, Bui, Daboase, Kpong and Weija* refer to places where projects are set up to improve Ghana's water and electricity supply system as seen in *Speech 3 No. 38*. The country in 2013 experienced a major electricity challenge which culminated into the term *Dumsor* as well as shortages of water supply. The mention of these towns as seen in *Speech 3 No. 38* above indicates Mahama's plans to reduce if

57

not solve the water and electricity crises faced by the country. By the indication of his plans to improve the supply of water and electricity through the projects ongoing in these towns, he presents himself as having the spirit of the founding fathers and other past leaders of the nation who worked assiduously to help in the progress of the nation such as the celebrated hero, Osagyefo Dr. Kwame Nkrumah.

4.1.1.2 Concrete Nouns

Concrete nouns are used in the selected speeches to refer to various groups of people, establish solidarity with the Ghanaian people and also to present some of the concrete projects he hopes to carry out as president of Ghana. The sentences below present instances of the use of various concrete nouns in the selected speeches.

1. They were not so different from most Ghanaians, like those assembled here or those going about the events of their day in the **homes, churches, mosques**, *and* **offices** *across the country. .* **[Speech 1 No. 14]**

2. Mention the name Tetteh Quarshie, for instance, and you will learn the **story** *of an ordinary man, a blacksmith, the son of a farmer from Teshie.* **[Speech 1 No. 17]**

3. In 1870, Tetteh Quarshie travelled to Fernando Po, an **island** *that belongs to the nation of Equatorial Guinea and is now called Bioko.* **[Speech 1 No. 18]**

4. At the end of that fateful **trip**, *Tetteh Quarshie returned home with several cocoa seeds.* **[Speech 1 No. 19]**

5. He planted those **seeds** *on his* **property** *in Mampong-Akwapim to see if they would grow.* **[Speech 1 No. 20]**

6. So well suited was this **crop** *to the* **soil** *and* **climate** *that it grew abundantly.* **[Speech 1 No. 21]**

7. More **jobs** *must be created.* **[Speech 1 No. 31]**

8. More **roads, bridges, schools** *and* **hospitals** *must be built.* **[Speech 1 No. 32]**

58

The nouns *country, story, island, trip, seed, cocoa, property, soil* and *climate* are used in *Speech 1 No. 17, 18, 19 20 and 21* above to present some important concrete elements in Tetteh Quarshie's success story on his cocoa cultivation. These concrete nouns indicate that Tetteh Quarshie single-handedly took a personal effort to transport the cocoa seeds from Fernando Po which he planted on his own piece of land. Mahama's interest in agriculture makes him present Tetteh Quarshie's success story on cocoa cultivation in detail in order to encourage farmers to also contribute their personal best to developing Ghana's agricultural sector.

Secondly, the noun *homes* represent a place for social training, *mosque* and *church* as places for religious training and *offices* also represent a place for work as presented in *Speech 1 No. 14*. These places are presented as very important aspects of human life such that every person has an affiliation to them. *Home* represents the origin or root of human living and a source of social training to equip one to be able to cope with societal life. *Mosque* and *church* are also presented as the main places for religious meetings where people build up the religious or spiritual life while *offices* are used to represent a place for the practice of various occupations. The use of these nouns indicate that three basic affiliations which are the religious, family and occupational affiliations make individuals distinct one from another especially in Ghana.

Moreover, *Jobs, roads, bridges, schools* and *hospitals* are used in *Speech 1 No. 31* and *32* to indicate the basic social needs that can grant the Ghanaians relief from the challenges they face. The use of *jobs* represent financial development, *schools* for educational training and *hospitals* for healthcare improvement while *roads* and *bridges* represent the development of transportation. The use of these nouns indicates Mahama's recognition of the vital roles these institutions play and his plans to boost

59

the development of social, financial, health, educational and transportation aspects of the economy of Ghana.

*1. I wish to thank the entire **Electoral Commission** and all of the **Security service personnel** who helped maintain order at the polling stations, **the external election observers** who came to watch Ghanaians reaffirm their commitment to their constitution and to free and fair elections. [Speech 2 No. 25]*
2. *Most importantly I wish to thank the **voters** who turned out in record numbers to exercise their right of choice. **[Speech 2 No. 26]***
3. *"I must thank my **wife** and **family members** for their unwavering support; my **campaign team** for their hard-work and commitment to our cause; the **traditional leaders** who welcomed me warmly into their **palaces, religious leaders, community elders** and the many **citizens** who welcomed me into their **cities, towns and villages** and made me feel at home." **[Speech 2 No. 27]***

*4. Thank Party **Executives Council of Elders, Founder, Activists** and **Cadres** celebrities etc. **[Speech 2 No. 28]***
 *5. I would like to acknowledge my fellow **candidates**, all of whom proved themselves to be worthy **opponents**. **[Speech 2 No. 32]***

The nouns *candidates, commission, chiefs, personnel, observer, voters, people* and *opponents* are used in *Speech 2 No. 25, 26 and 32* to refer to other non-partisan people who were involved in the electoral process. He uses these nouns to holistically thank all manner of people who were not necessarily his party members but played various roles in the elections right from the international observers to the personnel of the electoral commission, chiefs, voters and even his opponents. He also uses the word *family* and *wife* as seen in *Speech 2 No. 27* above to indicate the general support given him by his family which eventually contributed to his victory. *Wife* is used specifically to indicate the distinct and unique role played by his wife during the campaign period where she virtually accompanied Mahama wherever he went. The separate mention of the noun *wife* from the noun *family* therefore indicates Mahama's high level of gratitude

he expresses to his wife for her unflinching support especially in his campaigns before and during the 2012 elections. The nouns *villages, cities, homes, palaces* and *towns* are also used in *Speech 2 No. 27* to represent some specific places in the country where the president was warmly received during his campaigns. He uses these nouns to capture the abode of every citizen in his offer of thanks since every person in the country lives in at least one of these places of abode. This makes his offer of thanks holistic.

In addition, in *Speech 2 No. 28*, the use of the nouns *elders, founder, activists, members, cadres,* and *celebrities* refer to various groups of people within the National Democratic Congress (NDC) who supported Mahama to win victory in the elections. He uses these nouns to express his thanks to his party members in a hierarchical manner starting from the elders of the party to the founder, activists, cadres, members and celebrities who affiliated themselves with the party and for the diverse ways they contributed to his victory.

1. *But the people that made up those millions, those men and women were our* **grandfathers** *and* **grandmothers***, our* **uncles** *and* **aunts***, our* **mothers** *and* **fathers***, our* **sisters** *and* **brothers***. [Speech 3 No. 10]*
2. *We praise* **the ex-servicemen, the miners, the factory workers, the civil servants, the artisans, the market women, the farmers and the students** *who dared to believe that a better world was not only possible but that it was within reach and worth fighting for. [Speech 3 No. 14]*
3. *Our* **forefathers** *and* **foremothers** *fought to build one united nation of Ghanaians out of our various ethnic* **cleavages, clans, religions** *and* **professions***. [Speech 3 No. 15]*
4. *…I wish to make a personal and passionate appeal to you my* **countrymen** *and* **women** *…[Speech 3 No. 40]*

Concrete nouns are used in *Speech 3 No. 10, 15 and 40* to establish solidarity among all the people of Ghana by referring to the distant past citizens as grandparents

who supposedly begot the current generation of Ghanaians. The nouns *fathers* and *mothers* also narrow down the kinship ties to those who came after the distant past citizens and as parents to the current generation of Ghanaians. The kinship ties are further narrowed and strengthen by indicating a direct blood relationship among the current generation of Ghanaians by referring to them as *grandchildren* of the distant past generation who are therefore *sisters, brothers, children, uncles* and *aunts* to one another. The use of these nouns therefore unite Ghanaians as one family with common ancestry. *Cleavages, clans, religions* and *professions* are used to indicate that although Ghanaians belong to different cleavages, clans, religions and professions, they still have one common ancestry. The concrete nouns *countrymen and women* are also used to establish national solidarity among Ghanaians. Mahama uses these concrete nouns to create a strong bond of unity from the kinship and national perspectives in order to pull Ghanaians together to work towards the progress of the nation. The use of concrete nouns to create solidarity confirms that presidents acknowledge the limits of their power and seek the solidarity of their people since they cannot succeed without their people (Akoto, 2016).

In addition, the nouns in *Speech 3 No. 14* are used to praise all Ghanaians in relation to the contributions they have made to the development of the nation through their respective professions. The professional groups presented above represent a holistic composition of the workers in Ghana because it presents groups of workers from both the government and private sectors. Mahama uses these nouns to indicate that the progress of the nation was not facilitated by just an individual or a certain group of individuals but by the entire citizenry of the nation right from various workers to students.

62

4.1.1.3 Abstract Nouns

Abstract nouns are used to refer to various challenges faced by the nation and positive qualities exhibited by the past heroes and founding fathers. Instances of the use of these abstract nouns are presented in order to establish the various roles they play in the selected speeches.

1. *Complacency* and *frustration* *can entice us into believing that we are insignificant players ...* *[Speech 1 No. 25]*

2 .... every young country goes through its share of *instability* *and* *difficulty* *as it struggles to find the direction toward permanence.* *[Speech 1 No. 28]*

3.... I will lead us over the *hurdles* *and past the* *obstacles* *that might threaten to keep us from meeting our goals. .* *[Speech 1 No. 40]*

6. We have ... to weigh ourselves down with *pettiness, intolerance* *and* *negativity*. *[Speech 2 No. 43]*

7. This year, we have experienced *pain* *and* *loss*. *[Speech 2 No. 45]*

8. We have suffered the unusual *tragedy* *...* *[Speech 2 No. 46]*

9. The sudden and untimely *death* *of our sitting President, Professor John Evans Atta Mills, ...* *[Speech 2 No. 47]*

10. ... we were able to both express and ease our *grief*. *[Speech 2 No. 49]*

11. Our forefathers and mothers felt that political independence held the key to unlock the challenges that were being imposed by *ignorance, disease, illiteracy* *and* *poverty*. *[Speech 3 No. 31]*

12. ... people cannot pay and collect *bribes* *and hope that somehow public services will automatically improve; ...* *[Speech 3 No. 65]*

13. We cannot waste away any more time and energy in petty political *squabbles* *and* *insult* *and expect that our country will somehow magically prosper.* *[Speech 3 No. 52]*

Abstract nouns are used in *Speech 1 No. 25, 28 and 40* to refer the challenges faced by the current generation of Ghanaians that impede the development of the nation. The use of *Complacency* and *frustration* refer to the negative mindsets that hamper the growth of the nation. *Instability* and *difficulty* are used to indicate that Ghana's state as

63

a developing country is making it struggle to maintain a balance in terms of its development while the use of *hurdles* and *obstacles* refer to general challenges that serve as an obstruction on Ghana's way to developing. The use of these abstract nouns indicates Mahama's recognition of the fact that the country is facing some challenges which need to be dealt with in order to ease the path of progress.

Again, the nouns *grief, loss, pain, tragedy, death* as used in *Speech 2 No. 45, 46* and *47* and *49* indicate the effect caused by the death of President Mills and Vice-President Ali Mahama on the nation during the pre-election period whereas the nouns *pettiness, adversity, tensions, hurdles* refer to the challenges faced during the election period. The use of these nouns indicates that despite the free and fair state of the elections, there were some challenges faced during the process. *Ignorance, disease, illiteracy,* and *poverty* are used in *Speech 3 No. 31, 52* and *65* as the pre-independence challenges faced by the Gold Coast. The founding fathers therefore considered the attainment of independence as a panacea to these challenges. The use of these nouns indicates that the attainment of independence was not achieved on a silver platter but through sacrifice and perseverance. The nouns *bribes, squabbles and insults* show the challenges faced by the current generation of Ghanaians which are impeding the progress of the nation. The collection of bribes impede economic progress while squabbles and insults break down unity which eventually leads to the decline in the social development of the nation.

*1. Ghana's past is filled with one example after the other of **courage, sacrifice** and **perseverance**. . [Speech 1 No. 4]*

*2. ..., I would like to acknowledge them for their **morale** and **fair-mindedness**, for their drive and their **determination** to place the good of the nation above all else. [Speech 1 No. 66]*

*3. ... the **determination** and the **commitment** to succeed ... [Speech 2 No. 6]*

64

*4. We … to instill the **respect** for democratic governance … **[Speech 2 No. 23]***

*5. "… demonstrating our political **maturity** and our clear commitment to the path of peace." **[Speech 2 No.22]***

*6. Today, we celebrate the **vision, perseverance**, and **legacy** of a generation of heroic Ghanaians. **[Speech 3 No. 1]***

*7. We appeal to your **patriotism** … **[Speech 3 No. 42]***

Abstract nouns are used to refer to the good qualities employed by the past national heroes that helped in chalking various achievements for the nation as presented in *Speech 1 No. 4 and 66*. The nouns *courage, sacrifice* and *perseverance* are used to refer to the positive attitudes that have been established by the past national heroes which are worth emulating by the current and future generations of Ghanaians. *Morale, fair-mindedness* and *determination* are used to reveal the positive qualities that helped the past national heroes to excel in various fields despite the challenges they faced. The use of these nouns reveal the positive qualities that helped the past national heroes to succeed which can equally be employed by the current generation of Ghanaians to help in the growth of the nation. The positive qualities as used in *Speech 2 No. 6* and *23* such as *determination, commitment* and *respect* serve as a panacea to counter the various challenges faced during the elections and after the elections. *Vision, perseverance, legacy and patriotism are used in Speech 3 No. 1* and *42* to refer to some other positive attitudes employed by the past and founding fathers of the nations and the results of these qualities on the current and future generations of Ghanaians. Their vision, perseverance and patriotism paid off by leaving a legacy in terms of the attainment of independence, infrastructure and many others for the nation Ghana. The noun *maturity* is also used in *Speech 2 No.22* to indicate that Ghana is politically mature in terms of its the practice of democracy since it has been able to go through six successful

consecutive free and fair elections. *Peace* is also used to identify Ghana as a peaceful

nation which is reflected in the peaceful manner in which the elections are conducted.

4.1.2   Analysis of Verbs

The verbs in Mahama's inaugural speech are the second predominantly used

lexical items. The use of verbs are classified by tense inflection under four sub-

categories namely present tense verbs, past tense verbs, progressive verbs and modal

auxiliaries. The frequency and percentages for the classification of verbs are presented

and analysed below.

Table 4.3 Frequency Distribution of the Classifications of Verbs

Selected Speeches	Present Tense	Past Tense	Progressive	Modal Auxiliaries
Speech 1	72	45	11	7
Speech 2	70	45	17	5
Speech 3	87	45	21	7
Total	**229**	**135**	**50**	**19**
Percentage	**53.0%**	**31.1%**	**11.5%**	**4.4%**

4.1.2.1 Present Tense Verbs

Two-hundred and twenty-nine (229) present tense verbs which represent 53.0%

of total number of verbs are used. The predominant use of the present tense verbs

indicates that much attention is given to the sort of present action needed to carry out

his plans for the nation in order to achieve his promises based on which he was voted

for. The sentences below illustrate the use of present tense verbs in the selected

speeches.

SPEECH 1

66

*1. We can **look** within ourselves and **choose** to **see** the lie of our powerlessness or we can **see** the unlimited horizon of our own potential. **[Speech 1 No. 48]***

*2. It is the responsibility that we have to **take** charge of our lives, and in so doing to **determine** the course of Ghana's future. **[Speech 1 No. 71]***

*4. I will **give** my best, and I will **ensure** that my actions **make** a positive difference in the lives of Ghanaians. **[Speech 1 No. 79]***

*5. I will **work** to **ensure** that our society is less polarised and weighted down by the pressures of political differences. **[Speech 1 No. 80]***

The verbs *look, choose and see* are used in *Speech 1 No. 48* to refer to actions that should be employed by Ghanaians to self-assess themselves to identify their special potentials. The assessment comes in a physical form by using the eyes to look and in a mental form by using the mind to think in order to see the results of their assessment. This assessment will help Ghanaians know the implications of their actions even before embarking on them. *Take* and *determine* are used in *Speech 1 No. 71* to indicate the individual responsibilities of the people that can culminate into determining the future state of the country. The verbs *give, ensure, make* and *work* are used in *Speech 1 No. 79* and *80* to indicate his assurance to the people about his plans of carrying out various policies and programmes under his administration to ensure the betterment of the country.

SPEECH 2

1. "*...Ghanaians **reaffirm** their commitment to their constitution and to free and fair elections.*" [**Speech 2 No. 25**]

2. "*... the right to **choose** our leaders and **hold** them accountable,...*" [**Speech 2 No. 8**]

3. "*... faith in our ability to **rise** above adversity and **overcome** the challenges that face us, that has brought us this far.*" [**Speech 2 No. 20**]

4. "*And I **know** that ..., we will **determine** and **direct** our own destiny.*" [**Speech 2 No. 57**]

5. *Every time we **empower** ourselves individually and collectively – to **play** an active role ..., we can all **claim** Victory.* [**Speech 2 No. 17**]

Present tense verbs such *as choose, empower, rise, overcome, arrive, maintain, reaffirm, determine, dedicate* are used in *Speech 2 No. 8, 17, 20 25 and 57* in order to relegate the past actions and foreground various present actions that can boost the progress of the nation. Mahama considers his victory in the elections as a ground for reformation and transformation regarding the past negative attitudes of Ghanaians. These present tense verbs are used in his victory speech as a wake-up call on Ghanaians to rally behind his government to form a formidable force that can make the country better as stipulated in his "Better Ghana Agenda".

SPEECH 3

1. *I wish to invite you once more to **join** me in this venture of nation building by also pledging to **believe** in, to **sacrifice** and to **work** for the betterment of this nation - our nation.* [**Speech 3 No. 29**]

2. *We **appeal** to your patriotism and we **urge** everyone to **demonstrate** a commitment to collective responsibility.* [**Speech 3 No. 42**]

3. *If we **speak** of success, we **envision** success, and we **work** toward realising that vision, we will **speak** of success of that vision, we will **achieve** it.* [**Speech 3 No. 60**]

Join is used in *Speech 3 No. 29* to indicate the contribution of Ghanaians in the development process of the nation by uniting with the president while *believe, sacrifice* and *work* are used to indicate the physical and psychological actions that he hopes to employ as president in order to achieve his better Ghana agenda. The use of these verbs indicates the respective roles that should be played by the president with the support of the people in achieving the better Ghana agenda. *Appeal* and *urge* are used in *Speech 3 No. 42* to indicate the collective role of the Mahama led government to convince the people to rally behind them to make Ghana a better place while *demonstrate* indicates that the people should not just support mentally but rather put in some actions to make the progress of the nation visible. The verbs *speak, envision, work* and *achieve* are used in sentence 60 to indicate the gradual collective responsibility of the country to transmogrify its efforts from mere speech into action which will help produce the anticipated results for the country.

4.1.2.2 Past Tense Verbs

One hundred and thirty-five (135) past tense verbs which represent 31.1% of the total number of verbs used. These past tense verbs indicate the past actions carried out by the past leaders and founding fathers of the nation and their effect on the nation currently as seen in the sentences below.

SPEECH 1

*1. We rightfully memorialise the names of the many, many individuals whose singular contributions have **elevated** the profile of this nation and **enriched** the lives of its citizens. [Speech 1 No. 10]*

*2. The infrastructure that we already have must be **expanded, strengthened,** and **made** better to withstand the increased usage. . [Speech 1 No. 33]*

The verbs *elevated* and *enriched* are used in *Speech 1 No. 10* to indicate the positive effect of the actions of the past leaders which has boosted the standard of the nation and as well given its citizens better lives. The use of these verbs show that the past national leaders and founding fathers carried out positive actions which are currently benefiting the nation. The verbs *expanded, strengthened* and *made* are used in *Speech 1 No. 33* to indicate Mahama's wish of improving the infrastructure that was put up by the past leaders. The use of these verbs indicate that, the current generation of Ghanaians have benefited greatly from the efforts and the sacrifices made by past leaders especially in terms of infrastructure which needs to be improved by the current generation of Ghanaians in order to help future generations.

SPEECH 2

1. "... *when we were **struck** by the blow of another death, that of our former Vice President Alhaji Aliu Mahama.*" **[Speech 2 No. 50]**
2. "*Once again, we supported one another as we **mourned** their loss.*" **[Speech 2 No. 51]**
3. "*The sudden and untimely death of our sitting President, Professor John Evans Atta Mills, left us **shaken**.*" **[Speech 2 No. 47]**
4. "*..., we have ultimately **avoided** violence ...*" **[Speech 2 No. 22]**
5. "*... every single person who **queued** in line patiently and then cast a vote.*" **[Speech 2 No. 14]**
6. "*It does not matter whom you **voted** for.*" **[Speech 2 No. 15]**

The past tense verb *struck* is used in *Speech 2 No. 50* to concretize the effect of the death of Alhaji Ali Mahama. The use of the verb *struck* captures the effect of the death in profound manner such that its effect is felt physically. The verb *mourned* is also used in *Speech 2 No. 51* to present the reaction of the entire nation to the death of the two leaders (John Evans Atta Mills and Ahaji Ali Mahama). Although these leaders belonged to different political parties, their death was reacted to without any political

70

bias but with collective and unified grief which indicates that the effect of their deaths went beyond political boundaries. The use of the verb *shaken* also indicates that the death of president Mills greatly affected the whole nation such that its physical effect is felt by the visual image of displacement it creates. The effect of Mills' death so shook the nation because he died as a sitting president and that was the first time of such a tragedy in the history of Ghana.

The past tense verb *avoided* is used in *Speech 2 No. 22* to appreciate the efforts of the people to ensure a peaceful election by eschewing violence while the verbs *queued* and *voted* as used in *Speech 2 No. 14 and 15* also present the physical efforts made by the electorate by queuing in order to vote which also contributed to the success of the elections. The use of these verbs indicates Mahama's recognition and appreciation of the role played by the electorate to make the elections peaceful and successful.

SPEECH 3

1. Today, we remember those millions, all of the founding fathers and mothers who **organised** *and* **sacrificed***; the millions of brave men and women who* **fought** *and* **died** *to give birth to this country, and indeed all Africans, freedom from colonial domination and repression.* **[Speech 3 No. 7]**

2. It would be simple enough to acknowledge on this day of celebration that they **bequeathed** *to us this lovely country and in so doing, also* **offered** *us an important place in world history.* **[Speech 3 No. 18]**

3. They wanted Ghana to succeed, and I am all but certain, they **prayed** *that we would make it a nation whose place of greatness in the world ….* **[Speech 3 No. 21]**

The verbs *organized, sacrificed, fought* and *died* as used in *Speech 3 No. 7* to indicate the unity that existed among the founding fathers which aided them in organizing themselves in order to sacrifice their time and energy to fight the colonial

masters through demonstrations and other forms of agitations which eventually led to the death of some of them. The use of these verbs reveal the unreserved efforts employed by the founding fathers and past leaders of the nation to attain independence and further develop the country after independence. *Bequeathed* and *offered* are used in *Speech 3 No. 18* to show that the past leaders of the country fought to redeem the country from colonial domination in order to entrust it in the care of the current generation of Ghanaians and feature generations to come. *Prayed* is also used in *Speech 3 No. 21* to show that the past leaders did not just employ verbal and physical means to fight for the country's independence but also sought spiritual help from God through prayers. The use of these past tense verbs show that the efforts of the past national heroes and leaders were complemented by spiritual support from the almighty God. This identifies the vital place given to God regarding the achievements made by the nation.

4.1.2.3 Progressive Verbs

Fifty (50) progressive verbs are used which represent 11.5% of the total number of verbs used. The use of progressive verbs indicate the continual actions which are carried out by both the citizens and the government to improve the current state of the nation as presented in the selected speeches below.

SPEECH 1

*1. They were not so different from most Ghanaians, like those assembled here or those **going** about the events of their day in the homes, churches, mosques, and offices across the country... **[Speech 1 No. 14]***

*2. We are **moving** forward at a rapid pace... **[Speech 1 No. 50]***

*3. We must all do our part, every single day, whether it is by **reducing** the amount of plastic waste that is in our environment, by **driving** responsibly and courteously to*

*ensure that our roads are safe, or by **sharing** kindness with a stranger or someone less fortunate. [Speech 1 No. 74]*

The verb *going* is used to indicate that Ghanaians are hardworking people who do their work in their respective work places. The verb *moving* is used to show that Ghana is collectively making progress in terms of its development while the verbs *reducing, driving* and *sharing* indicate that every Ghanaian can carry out a particular process of action to better some aspects of the economy such as transportation, sanitation and social relationship. The use of these progressive verbs in the speech therefore indicates that Ghanaians should yearn to make progress in different facets of the nation where efforts can yield positive effects on the development of the nation.

SPEECH 2

*1. "..., but we have created our success by **ensuring** that we keep **walking,** and **moving** forward, step after step **believing** in the promise that this country's future. [Speech 2 No. 18]*
*2. "...so I welcome you to join me now as partners in the project of nation-building, **creating** a Better Ghana". [Speech 2 No. 35]*
*3. "..., **celebrating** the Victory and **offering** a reminder ... so too did the responsibility of **working** together to maintain it." [Speech 2 No. 60]*

The verbs *walking, moving* and *ensuring* are used in *Speech 2 No. 18* to indicate some form of progressive actions which indicate the country's quest to progress. The verb *believing* is also used to indicate a mental consciousness which backs the physical actions in order to make it complete. The verb *creating* and *working* are used in *Speech 2 No. 35 and 60* respectively to indicate the gradual steps which he seeks to employ in order to achieve his "Better Ghana Agenda". The general use of progressive verbs in the inaugural speech indicates Mahama's desire for the country's progress.

73

SPEECH 3

*1. I wish to invite you once more to join me in this venture of nation building by also **pledging** to believe,... [**Speech 3 No. 29**]*

*2...., I wish to make a personal and passionate appeal to you my countrymen and women to demonstrate a high sense of individual responsibility by **taking** a stand against the abuse and misuse of water, electricity and other public services. [**Speech 3 No. 40**]*

*3. We are **working** hard to bring this crisis to an end, and every bit of assistance will take us one step closer to that goal. [**Speech 3 No. 43**]*

*4. All across Africa, and indeed the world, Ghana occupies a high place of respect and admiration among the comity of nations for its role in the liberation of the continent from colonial rule, as well as for its continuing influence in **shaping** the processes of world peace. [**Speech 3 No. 44**]*

*5. We realise that putting Ghana first, **wanting** the best for Ghana, will ultimately mean **having** the best for ourselves and for our families. [**Speech 3 No. 47**]*

Pledging and *taking* are used in *Speech 3 No. 29 and 43* respectively to indicate a continuous collective decision to support the agenda of the government. The use of these verbs reveals the government's wish for the people to be consistent in their stance to help the nation progress. The verbs *working* and *shaping* as used in *Speech 3 No. 43 and 44* to present the possible effect of the government's plan to curtail various forms of internal crisis in the country in order to improve world peace. This reveals that the efforts of the government are tailored to improve not only Ghana but the world at large. *Wanting* and *having* are used in *Speech 3 No. 47* to show that whatever actions are employed go a long way to affect the people in the nation. Therefore if the people seek good things, they will have good lives but if they seek bad things they will suffer as a result.

74

4.1.2.4 Modal Auxiliary Verbs

Mahama uses Nineteen (19) modal auxiliary verbs which represent 4.4% of total number of verbs. These modal auxiliaries are used to perform a plethora of functions as exemplified in the speeches below.

SPEECH 1

*1. I **would** also like to extend my gratitude and appreciation to my transition team for their time, their service and their tireless efforts. **[Speech 1 No. 65]***

*2. More than anything, I **would** like to acknowledge them for their morale and fair-mindedness, for their drive and their determination to place the good of the nation above all else. **[Speech 1 No. 66]***

*3. As president, I **will** take to heart those very words that I have just extended to you. **[Speech 1 No. 77]***

*4. I **will** do and be my best. **[Speech 1 No. 78]***

*5. More jobs **must** be created. **[Speech 1 No. 31]***

*6. More roads, bridges, schools and hospitals **must** be built. **[Speech 1 No. 32]***

*7. Ghana **should**, and will, be a place where economic opportunities are available to everyone. . **[Speech 1 No. 82]***

*8. That torch is the tradition of optimism and hope that we **must** carry on. **[Speech 1 No. 70]**.*

*9. We **must** all do our part, every single day,... **[Speech 1 No. 74]**.*

*10. We **can** look within ourselves and choose to see the lie of our powerlessness or we **can** see the unlimited horizon of our own potential. **[Speech 1 No. 48]**.*

*11. The opportunities posed by these gains **could** result in a self-sufficiency that was always imagined and desired, but was never a realistic occurrence in the foreseeable future, not in the way it is right now. **[Speech 1 No. 52]**.*

*12. **May** God bless you, and **may** God continue to bless our homeland, Ghana. **[Speech 1 No. 89]**.*

The verbs *will* and *would* are used in *Speech 1 No. 65 and 66* indicate Mahama's intention to carry out certain acts in the speech. He uses the verb *would* which indicates the personal acknowledgement of the work done by the transition committee which eventually led to the success of the inauguration programme while *will* is used to pledge commitment and desire to contribute his best to the progress of Ghana.

The verb *should* is used in *Speech 1 No. 82* to indicate that Ghana needs to be a place where economic opportunities abound for everyone while the verb *must* is used in *Speech 1 No. 31, 32 and 74* to indicate an obligation on the part of the current generation of Ghanaians to continue with the good works started by the past leaders and the obligation on the part of the government to provide social amenities such as roads, schools and hospitals. The use of the verbs *should* and *must* therefore indicate that Ghanaians are obliged to succeed because the foundation for success had been laid down already by the past national leaders.

The verb *can* is used in *Speech 1 No. 48* to show a collective ability on the part of Ghanaians to identify the potentials of the country in order to help develop the nation while *could* is used in *Speech 1 No. 52* to indicate a possibility of the benefits enjoyed from the sacrifices of the past leaders resulting in making the nation self-sufficient. *May* is also used in *Speech 1 No. 89* to acknowledge God as the ultimate source of blessing for the nation and thereby asking God's blessings and protection for the nation.

SPEECH 2

1. *"...we **should** congratulate ourselves for demonstrating our political maturity."* [Speech 2 No. 22]

2. *"I **would** also like to thank the volunteers who worked so hard on my behalf..."* [Speech 2 No. 29]

3. *"... I **will** work hard for and on behalf of every Ghanaian."* [Speech 2 No. 39]

4. *"..., we **can** change this country. We **can**-and we **will**-make it better.* [Speech 2 No. 58]

The verb *should* is used in *Speech 2 No. 22* to express necessity for Ghanaians to congratulate themselves for their display of political maturity which is realized in the successful conduct of the elections. The verbs *would* and *will* are used in *Speech 2 No. 29 and 39* to respectively indicate his wish to thank all those who contributed to his victory and unveil his promise to put up his best of service for the nation as president. The verb *can* is used in *Speech 2 No. 58* to indicate the collective ability of the nation to progress under his administration.

SPEECH 3

1. *Even after a goal has been established by a designated leader, it takes the dedication, focus and work of millions before movement and progress **can** take place.* [Speech 3 No. 6]

2. *It **would** be simple enough to acknowledge ...* [Speech 3 No. 18]

3. *..., they prayed that we **would** make it a nation whose place of greatness in the world **would** be timeless and meaningful, not temporary and mediocre.* [Speech 3 No. 21]

4. *Government **can**, and **will** provide the necessary social infrastructure and incentives,...* [Speech 3 No. 57]

5. *We **must** work together as a team.* [Speech 3 No. 58]

6. *We **must** remember that the words we speak matter.* [Speech 3 No. 59]

7. *It **might** just be a little change in your attitude to work; it **might** be an offer of help, however small, to others who need it.* [Speech 3 No. 76]

77

8. It **might** be the act of mobilising for community action or volunteering at a hospital or clinic. **[Speech 3 No. 77]**

Can is used in *Speech 3 No. 6* and *57* to indicate possibility and ability respectively. The use of *can* in *Speech 3 No. 6* indicates that movement and progress will be possible if the people are dedicated and focused to their work while the use of can in *Speech 3 No. 57* shows the ability of the government to provide infrastructure and other incentives for the people. *Could* is used in *Speech 3 No. 5* to indicate possibility of an individual's vision coming into fruition when supported by others. The use of *could* therefore indicates the possibility of success in unity. *Must* is used in *Speech 3 No. 58* and *59* to emphasis the necessity for the country to be united and positive minded. *Would* is used in *Speech 3 No. 18* and *21* to indicate the possibility for Ghana to become a great nation in the world such that it will draw attention in the world at large. *Might* is used in *Speech 3 No. 76* and *77* to indicate a high probability of individual contributions making great impacts on the nation's development.

4.1.3 Analysis of Adjectives

The adjectives in selected speeches are the third predominantly used lexical items. The use of adjectives are classified under two sub-categories namely adjectives of quantity and adjectives of quality. The frequency and percentages for the classification of adjectives are presented in the table below and analysed.

Table 4.4 Frequency Distribution of the Classifications of Adjectives

Selected Speeches	Adjectives of Quantity	Adjectives of Quality
Speech 1	5	63
Speech 2	4	28
Speech 3	5	71
Total	**14**	**162**
Percentage	**8.0%**	**92.0%**

78

Table 4.4 presents the use of adjectives in the selected speeches. The total number of adjectives used is one hundred and seventy-six (176). Fourteen (14) adjectives of quantity which represent 8.0% and one hundred and sixty-two (162) adjectives of quality which represent 92.0% are used. The predominant use of adjectives of quality indicates that the speech is laced with in-depth description of the intended plans and policies in order to give a better understanding of what Mahama hopes to carry out as president of Ghana.

4.1.3.1 Adjectives of Quantity

Fourteen (14) adjectives of quantity which represent 8.0% are used in the selected speeches. They are used to indicate the quantity of various entities discussed in the speeches. The low use of these adjectives indicate that the proposed plans and policies presented in the speeches are given much qualitative descriptions than numerical description. The use of these adjectives are presented in the sentences below.

SPEECH 1

*1. These are but a **few** of the names of people who were fearless enough to fulfill their dreams, or to fight for the liberation of their people, or to envision change and then manifest it. **[Speech 1 No. 9]**.*

*2. We rightfully memorialise the names of the **many, many** individuals whose **singular** contributions have elevated the profile of this nation and enriched the lives of its citizens. **[Speech 1 No. 10]**.*

*3. At the end of that fateful trip, Tetteh Quarshie returned home with **several** cocoa seeds. **[Speech 1 No. 19]**.*

*4. We can look within ourselves and choose to see the lie of our powerlessness or we can see the **unlimited** horizon of our own potential. **[Speech 1 No. 48]**.*

The adjective *few* and *many* are is used in *Speech 1 No. 9 and 10* to indicate that the names mentioned in the speech are just few of those many people who sacrificed

their lives for the well-being of the nation. *Singular* is used in *Speech 1 No. 10* to indicate that the past leaders made individual efforts which culminated into a collective one which has brought the nation this far. The adjective *several* refers to the quantity of cocoa seeds Tetteh Quarshie brought from Fernanado Po. The adjective *several* therefore presents Tetteh Quarshie as one who had the spirit of excellence and not mediocrity which made him bring several and not few cocoa seeds to Ghana from Fernanda Po. *Unlimited* is used in *Speech 1 No. 48* to show that Ghana abounds in potentials. These potentials when put to use will therefore help the country achieve its goals.

SPEECH 2

1. *"...we are* **one** *people united in our commitment to ensure that our country experiences peace, prosperity and great days ahead."* **[Speech 2 No. 7]**
2. *"This was the* **sixth** *of such elections and though tensions were at times high during the campaign period..."* **[Speech 2 No. 22]**
3. *"I must thank my wife and family and the* **many** *citizens who welcomed me into their cities, towns and villages ..."* **[Speech 2 No. 27]**
4. *"We have suffered the unusual tragedy of losing* **two** *of our leaders within months of each other."* **[Speech 2 No. 46]**

The adjective *one* is used in *Speech 2 No. 7* to indicate unity among the people of Ghana notwithstanding their political affiliations as a united front who want to ensure that peace, prosperity and greatness become the hallmark of the future. *Two* is used in *Speech 2 No. 46* to refer to the number of leaders who died just before the elections. These are in the person late president John Evans Atta Mills and late former vice-president Alhaji Ali Mahama. The use of the adjectives *one* and *two* indicate that although the people of Ghana are divided along the lines of partisanship but when the

two leaders each belonging to each of the major political parties died, the people despite their partisan divide became united as one people.

The adjective *many* is used in *Speech 2 No. 27* to refer to the indefinite quantity of the people who took part in the voting process. The use of the adjective *many* therefore eschews the mention of the definite number but rather creates the impression that the number is high. *Sixth* is used to refer to the number of times the country has been to the polls since it adopted the democratic system of governance in 1992. The elections were conducted in 1992, 1996, 2000, 2004, 2008, and in 2012 as the sixth time. The adjectives *many* and *sixth* therefore indicate the democratic maturity in Ghana's political system seen in the number of successful elections organised coupled with the increased number of voters in the 2012 elections.

SPEECH 3

*1. Independence brought with it **many** prospects and opportunities. [Speech 3 No. 22]*
*2. But it also brought with it **many** responsibilities. [Speech 3 No. 23]*
*3. We cannot waste away any **more** time and energy in petty political squabbles and insult and expect that our country will somehow magically prosper. [Speech 3 No. 52]*
*4. And then, there will always be those who want miraculous change; they want everything to be perfect by tomorrow and when it is not, they decide they are already bored with the **whole** process and want no part of it. [Speech 3 No. 68]*
*5. It might just be a **little** change in your attitude to work; it might be an offer of help, however small, to others who need it. [Speech 3 No. 76]*
*6. No **single** individual is too big or too small to be part of this process. [Speech 3 No. 80]*

Many is used in *Speech 3 No. 22* and *23* to indicate the high number of advantages gained from the attainment of independence which are equivalent to the responsibilities that accompany it. This indicates that Ghanaians must accept and carry

out the responsibilities that come with the attainment of independence just as they accept its benefits. *More* is used in *Speech 3 No. 52* to indicate that Ghanaians should desist from spending a greater portion of their time on negative things since these things would not contribute in any way to the progress of the nation. *Whole* is used in *Speech 3 No. 68* to present all the activities carried out for the development of the nation as one since all these activities are geared towards the progress of Ghana. The use of adjective *whole* encourages the citizens not to be totally discouraged when their expectations are not met but rather contribute to other aspects of the nation's development where their efforts are needed. *Little* and *single* are used in *Speech 3 No. 76* and *80* to acknowledge the value and importance of all the contributions made by the individual Ghanaians since these contributions no matter their value have an impact on the nation's progress. The use of these adjectives invites all and sundry to contribute their quota as their strength can bear to help Ghana progress.

4.1.3.2 Adjectives of Quality

Adjectives of quality are preponderantly used in the speech to describe the positive qualities of the past leaders juxtaposed with some of the bad qualities of the current generation of Ghanaians which are impeding the progress of the nation. The use of these adjectives are presented and discussed in the sentences below.

SPEECH 1

*1. Indeed, we have inherited a **powerful** legacy, beneficiaries of a **mighty** history. [Speech 1 No. 6].*

*2. These are but a few of the names of people who were **fearless** enough to fulfill their dreams, or to fight for the liberation of their people, or to envision change and then manifest it. . [Speech 1 No. 9].*

*3. The majority of individuals who have had the greatest impact on this country came from **humble** beginnings. [Speech 1 No. 13].*

*4. I would also like to extend my gratitude and appreciation to my transition team for their time, their service and their **tireless** efforts. [Speech 1 No. 65].*

*5. We must continue to invest in our agricultural sector, and grow our economy so that it lifts the bulk of our most **crippling** financial burdens, especially among the **poorest** of the population. [Speech 1 No. 36].*

*6. It is as **fragile** and as **irreplaceable** as any family treasure. [Speech 1 No. 68]*

Powerful and *mighty* are used in *Speech 1 No.* 6 to qualify the legacy made by the past leaders of the country. The powerful nature of the legacy is seen in the fact that it has had a great positive impact on the current generation of Ghanaians. The adjective *fearless* is used in *Speech 1 No. 9* to indicate how bold the past leaders were such that they had to fight to the point that they lost their lives just to free the country from various challenges it faced such as colonialism. H*umble* is also used in *Speech 1 No. 13* to reveal the background of the past national heroes. These heroes were not from famous families, yet they were able to achieve great things for the country. The adjective *tireless* is used in *Speech 1 No. 65* to qualify the efforts made by these past heroes of the country. They persevered in their efforts to redeem the country from colonial rule which finally was attained. *Fragile* and *irreplaceable* are used to refer to the legacy left behind by the past leaders as very important such that there cannot be any substitute for it. The use of these adjectives indicates that the successes of the past heroes were based on the good and positive qualities they exhibited. In contrast, *crippling* is used in *Speech*

83

1 No. 36 to show that the country is facing continuous financial challenges which worsen as the days go by. These financial crises therefore affect the development of the country. P*oorest* is also used to refer to a section of the country's population who are financially handicapped. This presents poverty as one of the challenges faced by the country.

SPEECH 2

*1. This victory is not a **partisan** victory; it is a moment of achievement for the people of Ghana. **[Speech 2 No. 4]***

*2. Since our return to **constitutional** rule, we have held six **consecutive** elections that have been **peaceful**. **[Speech 2 No. 21]***

*3. I wish to thank the **entire** Electoral Commission …, the **external** election observers who came to watch Ghanaians reaffirm their commitment to their constitution and to **free** and **fair** elections. **[Speech 2 No. 25]***

*4. I must thank my wife and family members for their **unwavering** support;…the **traditional** leaders who welcomed me warmly into their palaces, **religious** leaders, community elders and the many citizens who welcomed me into their cities, ... **[Speech 2 No. 27]***

*5. A **progressive** society thrives on the promotion of **vigorous** debate and a **respectful** exchange of ideas. **[Speech 2 No. 34]***

*6. They cross lines of **political** affiliation, **religious** and **ethnic** background, **social** class, and **regional** location. **[Speech 2 No. 39]***

The adjective *partisan* is used in *Speech 2 No. 4* to indicate the universality of his victory. He extends the definition of his victory beyond his wining of the election to the success in the general conduct of the elections. The adjectives *constitutional, consecutive, peaceful, free and fair* are used in *Speech 2 No. 21* and *25* define the democratic qualities that characterized the elections in that it was very successful. The adjectives *political, religious, ethnic, social, regional, entire and external* as used in *Speech 2 No. 25* and *39* to indicate the holistic nature of the expression of thanks which

84

extends to different people from different backgrounds and locations. *Progressive, vigorous* and *respectful* are used to indicate the qualities he expects Ghanaians to exhibit in order to further boost the nation's democracy and development.

SPEECH 3

1. *... and legacy of a generation of* **heroic** *Ghanaians.* **[Speech 3 No. 1]**

2. *A leadership that was both* **committed** *and* **compassionate**, *one that extended beyond words and into action.* **[Speech 3 No. 3]**

3. *Today, we remember those millions, all of the* **founding** *fathers and mothers who organised and sacrificed; the millions of* **brave** *men and women who fought and died to give birth to this country, and indeed all Africans, freedom from* **colonial** *domination and repression.* **[Speech 3 No. 7]**

4. *..., on this occasion, the celebration of Ghana's 56th year as an* **independent** *nation.* **[Speech 3 No. 11]**

5. *It would be* **simple** *enough to acknowledge on this day of celebration that they bequeathed to us this* **lovely** *country and in so doing, also offered us an* **important** *place in world history.* **[Speech 3 No. 18]**

6. *Each and every one of us has a responsibility to make* **meaningful** *and* **constructive** *contributions towards the growth and betterment of this nation.* **[Speech 3 No. 54]**

7. *Government can, and will provide the necessary* **social** *infrastructure and incentives, but unless we take* **collective** *ownership of challenges that face us; unless we demonstrate a* **strong** *desire and* **unflinching** *commitment to be part of the solution,...*[**Speech 3 No. 57]**

8. *All those who abuse our utility supplies, either through* **unauthorised** *connection or through other misuse, create problems for everyone else*. **[Speech 3 No. 41]**

9. *We cannot throw plastic waste into our drainage systems ...and hope that ours will be a society free of* **vehicular** *accidents; ...; we cannot create markets for the purchase of* **stolen** *items and expect that crime in our society will cease by itself.* **[Speech 3 No. 65]**

85

The Adjective *heroic* is used in *Speech 3 No. 1* to describe the founding fathers and past leaders since they were able to fight against colonialism to attain independence for Ghana. They were therefore heroes over colonialism which was their main challenge or force to reckon with. *Committed* and *compassionate* are used in *Speech 3 No. 3* to spell out a unique quality possessed by the founding fathers and the past leaders of the nation that made them not to give up on their fight against colonialism which eventually led to Ghana's attainment of independence. *Founding* and *brave* also describe the fathers of the nation as people who liberated the nation from colonialism thereby establishing a new nation by name *Ghana* through their bravery. The adjectives *independent* and *lovely* are used in *Speech 3 No. 11* and *18* respectively to define Ghana's status as a country that is autonomous from any foreign domination which has made it a pleasant place to live in.

In addition, the adjectives *meaningful* and *constructive* are used in *Speech 3 No. 54* to indicate that the people should desire to make the kind of contributions that would help the nation progress. *Collective* is used in *Speech 3 No. 57* to indicate the united manner in which Ghanaians should approach the problems that face the country in order to find solutions to them while *strong* and *unflinching* are also used to indicate the perseverant manner in which Ghanaians ought to be committed in their quest to help the nation progress.

Last but not least, The adjective *unauthorized* is used in *Speech 3 No. 41* to refer to the illegal use of utilities which makes the nation lose a lot of money which could be used in developing some sectors while the adjectives *vehicular* and *stolen* are used to identify road accidents and stealing as two incidents that deprive the nation of its expected progress. Vehicular accidents lead to loss of precious human resource while stealing leads to the loss of individual and national property or money. He uses these

86

adjectives in general to caution Ghanaians against their bad activities that hamper the development of the nation.

4.1.4   Analysis of Adverbs

The adverbs in the selected speeches are the least used lexical items with a frequency of thirty-six (36) representing 2.6%. The adverbs used are classified under four sub-categories namely adverbs of time, place, manner and frequency. The frequency distribution of adverb types are presented and analysed in the table below.

Table 4.5 Frequency Distribution of the Classification of Adverbs

Selected Speeches	Manner	Place	Time	Frequency
Speech 1	6	1	1	2
Speech 2	7	1	2	2
Speech 3	9	1	3	1
Total	**22**	**3**	**6**	**5**
Percentage	**61.1%**	**8.3%**	**16.7%**	**13.9%**

4.1.4.1 Adverbs of Manner

From the categorisation of adverbs, adverbs of manner are used predominantly with a frequency of twenty-two (22) representing 61.1%. These adverbs are used to indicate the manner in which the actions and achievements of the past national heroes are considered by the current generation of Ghanaians and the manner in which Mahama hopes to carry out his plans together with the help of Ghanaians as seen in the sentences below.

SPEECH 1

*1. The names of our forefathers and foremothers are **firmly** etched in the world's memory … [Speech1 No. 7]*

*2. We **respectfully** extol their virtues and hold them in high esteem. [Speech 1 No. 11]*

*3. …,by driving **responsibly** and **courteously** to ensure that our roads are safe, …[Speech 1 No. 74]*

The adverb *firmly* is used in *Speech 1 No. 7* to indicate the unforgettable manner in which the forefathers of the country are considered in the world's history. The use of the adverb *firmly* indicates that the contributions of the nation's forefathers are so great that they are almost impossible to be forgotten. The adverb *respectfully* is used in *Speech 1 No. 11* to indicate manner in which the forefathers of the nation are highly esteemed by the current generation of Ghanaians. The adverbs *responsibly* and *courteously* are used in *Speech 1 No. 74* to indicate the decent manner in which Ghanaians should drive in order to prevent road accidents.

SPEECH 2

*1. What we are celebrating tonight is a Victory that belongs **rightfully** to you, the good people of Ghana. [Speech 2 No. 13]*

*2. The applause and the congratulations, they belong to every single person who queued in line **patiently** and then cast a vote. [Speech 2 No. 14]*

*3. Every time we empower ourselves **individually** and **collectively** – to play an active role in the shaping of this country's future, … [Speech 2 No. 17]*

*4. … we have **ultimately** avoided violence … [Speech 2 No. 22]*

*5. Most **importantly** I wish to thank the voters who turned out in record numbers to exercise their right of choice. [Speech 2 No. 26]*

*6. … the traditional leaders who welcomed me **warmly** into their palaces, … [Speech 2 No. 27]*

88

The adverb *rightfully* is used in *Speech 2 No. 13* to indicate that Mahama's electoral victory does not belong to only his party but to all the people of Ghana. He extends the understanding of his victory to mean the peaceful and successful conduct of the elections. *Patiently, warmly* and *ultimately* are used in *Speech 2 No. 14, 22* and *27* to indicate the diverse positive manners employed by the electorate during the elections. The adjective *patiently* indicates how long the people waited without any form of violence for the declaration of the election results. *Warmly* also indicates the good reception received from the electorate during his campaigns while *ultimately* indicates the electorates' high value for peace hence their avoidance of violence before, during and after the elections. *Individually* and *collectively* are used in *Speech 2 No. 17* to indicate that the development of the country must begin at the individual level and then culminate into a collective one. This indicates that the individual and collective contributions aid in a systematic growth in the state of the nation. *Importantly* is used in *Speech 2 No. 26* to indicate the centrality of the voters in the electoral process hence Mahama's attribution of the most important part of his thanks to them.

SPEECH 3

*1. They held **firmly** the belief that these challenges were affecting the productive capacity of the citizenry, and the socio-economic transformation of the society. ...* **[Speech 3 No. 32]**

*2. We cannot throw plastic waste into our drainage systems and expect not to be confronted with floods when it rains; we cannot continue to drive **recklessly** on our roads, and hope that ours will be a society free of vehicular accidents; people cannot pay and collect bribes and hope that somehow public services will **automatically** improve; ...* **[Speech 3 No. 65]**

*3. His favour is upon us and he will **surely** lead us to the land he has promised.* **[Speech 3 No. 89]**

*4. We realise that putting Ghana first, wanting the best for Ghana, will **ultimately** mean having the best for ourselves and for our families.* **[Speech 3 No. 47]**

*5. Yet the liberation of an entire nation cannot rest **solely** on the shoulders of a single individual. **[Speech 3 No. 7]***

*6. We cannot waste away any more time and energy in petty political squabbles and insult and expect that our country will somehow **magically** prosper. **[Speech 3 No. 52]***

The adverbs *firmly, surely, ultimately, solely, likely* are used to indicate positive manners in which the founding fathers of the country carried out their actions and the adverbs *magically* and *recklessly* also used in *Speech 3 No. 52 and 65* indicate the negative manner in which some Ghanaians carry out their actions which result in various challenges. The use of these adverbs of manner establish a sharp contrast between the positive manner in which the past national heroes carried out their actions compared to some of the negative manners in which the current group of Ghanaians carry out their actions.

4.1.4.2 Adverbs of Place

From the categorisation of adverbs, adverbs of place are used predominantly with a frequency of three (3) representing 8.1%. The adverb *here* is used in the selected speeches to indicate the respective general specific settings of the speeches as seen in the sentences below.

*1. They were not so different from most Ghanaians, like those assembled **here** or those going about the events of their day in the homes, churches, mosques, and offices across the country. **[Speech 1 No. 14]***

*2. Now as we gather **here** today,…**[Speech 2 No. 7]***

*3. It is because of the courage, self-determination and dignity they displayed that we stand **here** today, on this occasion, the celebration of Ghana's 56th year as an independent nation. **[Speech 3 No. 11]***

The use of the adverb *here* in *Speech 1 No. 14* to refer to Ghana as the general place and the independence square as the specific place where the speech is delivered.

The use of the adverb indicates that Mahama speaks to those present at the independence square directly and those absent indirectly through television and radio transmissions. The adverb *here* is also used in *Speech 2 No. 7* to indicate both the general and specific place where the speech is delivered. The general setting of the speech is Ghana whereas the specific setting is the forecourt of the National Democratic Congress (NDC) headquarters. The general setting indicates that the victory generally belongs to Ghana as a nation and the specific setting indicates that the victory specifically belongs to the National Democratic Congress (NDC). *Here* is used in *Speech 3 No. 11* to refer to the specific place where the speech is delivered and that is the independence square. The relevance of the use of the adverb points to the independence square as the place where the maiden independence speech was delivered to mark the outcome of the sacrifices made by the forefathers of the nation.

4.1.4.3 Adverbs of Time

Six (6) adverbs of time are used in the speeches which represent 16.7% of the total number of adverbs used. The adverbs of time are used to refer to past, present and future time as seen in the sentences below.

*1. It has been said that what is past is prologue, a mere introduction of all that is **yet** to come. **[Speech 1 No. 2]***

*2. We are **now** the keepers of that flame. **[Speech 1 No. 72]***

*3. **Now** as we gather here **today**, ... **[Speech 2 No. 7]***

*4. What we are celebrating **tonight** is a Victory that belongs rightfully to you, the good people of Ghana. **[Speech 2 No. 13]***

*5. Ghana has never cut its own nose to spite its face; Ghanaians have always been able to see that **tomorrow** is not the only day the future holds for us. **[Speech 3 No. 11]***

*6. This is why we cannot go back to **yesterday** and tread ground that has already been covered. **[Speech 3 No. 50]***

*7. **Today** is a day to celebrate Ghana, and to celebrate ourselves as Ghanaians. **[Speech 3 No. 70]***

*8. I have **already** visited Aboadze, Bui, Daboase, Kpong, and Weija to inspect and ascertain the progress of ongoing projects aimed at increasing our electricity and water supplies. **[Speech 3 No. 38]***

N*ow* is used in *Speech 1 No. 72* to refer to the specific time of the delivery of the speech and the present time in general while the adverb *yet* is used in *Speech 1 No. 2* to indicate future time. The use of the adverbs *yet* shows the value attached to past time and its effects on the future. This indicates that the sacrifices of the past leaders and heroes have led to the current state of the country as an independent country and will continue to have an impact on the country even in the future. The adverb *now* is used to identify the current generation of Ghanaians as the ones who hold the country's destiny and their actions will either cause the country to progress or retrogress.

The adverb *today* is used in *Speech 2 No. 7* to indicate the specific day, *tonight* in *Speech 2 No. 13* refers to the particular time of the day and *now* in *Speech 2 No. 7* refers to the specific moment of the delivery of the speech. These adverbs of time indicate various divisions of time in a hierarchical manner. The adverb *today* indicates the broad representation of the time of the delivery of the speech which represents the particular day, *tonight* indicates a part of the day whereas *now* refers to the specific hour, minute and second of the delivery of the speech. The use of these adverbs shows the universal importance Mahama attaches to his victory in the history of the Ghana such that he wants to ingrain it in the minds of the people.

He uses the adverb *today* in *Speech 3 No. 70* to indicate present time, *yesterday* and *already* are used in *Speech 3 No. 38* and *50* to refer to past time and *tomorrow* is used in *Speech 3 No. 11* to refer to future time. He uses *already* to show that he has taken measures to improve energy supply which is one of the main challenges faced by

92

the people while *yesterday* also shows that the past citizens of the country achieved some successes for the country. *Today* refers to the specific day indicating the 56th independence anniversary of the country which calls for celebration to show the importance associated with the independent status of the nation. These adverbs of time are generally used to show Mahama's recognition of the effects of the efforts made by the past and present generations on future generations and his belief that the future generation also has its quota to contribute to the development of the nation.

4.1.4.4 Adverbs of Frequency

Adverbs of manner are used with a frequency of five (5) representing 13.9% of the total number of adverbs used. The adverbs *always* and *often* are used to indicate the frequency of failures that came the way of the forefathers of the nation and their resilience which helped them overcome such failures as seen in the sentences below.

*1. ... we **often** overlook entirely the reality that these heroes, these men and women, were as human as you and I, ... **[Speech 1 No. 12]***
*2. Nelson Mandela once said, "It **always** seems impossible until it is done." **[Speech 1 No. 58]***
*3. Our journey as a free nation that we began on March 6th, 1957, has not **always** been on roads that were smooth, ... **[Speech 2 No. 18]***
*3. This is because Ghanaians have **always** wanted the best for Ghana. **[Speech 3 No. 46]***

The adverb *always* as used in *Speech 1 No. 58* indicates the frequency of failures that came the way of the past national heroes who fought to have things accomplished while *often* is used in *Speech 1 No. 12* to indicate the negligence in thought by the current Ghanaians who sometimes regard the past leaders of the country as super humans. The adverb *always* shows that the forefathers of the nation went through frequent failures before they finally achieved their goals and the adverb *often* shows

93

how Ghanaians usually forget about the humanity of the forefathers of the nation which makes them lose sight of the sacrifices made by these past leaders.

The adverb *always* is used in *Speech 2 No. 18* to indicate the countless number of times that the past leaders of the nation made efforts to help the nation progress despite the challenges they faced. The use of the adverb indicates the resilience and perseverance on the part of the past leaders of the nation which helped them attain independence for the country despite the constant challenges they faced such as opposition from the colonial masters.

The use of the adverb *always* as seen in *Speech 3 No. 46* above indicates the continual desire on the part of Ghanaians to contribute their quota for the country in midst of various challenges. Mahama uses the adverb *always* to indicate and recognise the persevering nature of the current Ghanaians to progress as a country despite the challenges they are facing.

4.2   Analysis of the Complexity of Lexical Items

The general complexity of vocabulary in the speech is based on the number of syllables contained in each lexical item. The predominant use of polysyllabic words indicates complexity in vocabulary while the dominant use of mono and disyllabic words indicates simplicity in vocabulary. The lexical items in the speech are classified into monosyllabic, disyllabic and polysyllabic in order to illustrate their complexity. The table below presents the frequency distribution of the monosyllabic, disyllabic and polysyllabic lexical items used in the selected speeches.

Table 4.6 Summary of Syllabic Classification of Lexical Items

Selected Speeches	Monosyllabic	Disyllabic	Polysyllabic

Inaugural Speech	167	190	137
Victory Speech	132	123	131
Independence Speech	160	192	174
Total	**459**	**505**	**442**
Percentage	**32.6%**	**35.9%**	**31.5%**

From table 4.10, the total number of lexical items used in the selected speeches is one-thousand four hundred and six (1406). Disyllabic lexical items appear to be used predominantly with a frequency of five hundred and five (505) representing 35.9%. The second most frequently used are monosyllabic lexical items with a frequency of four hundred and fifty-nine (459) representing 32.6% while the least used lexical items are the polysyllabic with a frequency of four hundred and forty-two (442) representing 31.5%.

The dominant use of disyllabic and monosyllabic lexical items in the speech indicates that the speeches have a simple vocabulary. Mahama uses simple lexical items in order to reach different groups of people from different backgrounds who form part of his audience. The simplicity in the vocabulary used is not absolutely simple because polysyllabic words also represent a significant percentage of 31.5%. The percentage represented by polysyllabic words indicates that the speeches are delivered on formal occasions thus contained standard use of language which adds some amount of complexity to the simple vocabulary used. The variegated audiences in the speeches are presented in the introduction and acknowledgement aspects of the speeches as presented in the sentences below.

*1. Her Ladyship the **Chief Justice**, Your Excellencies our dear **former Presidents**, Your Excellencies **Visiting Heads of State** and **Heads of Delegations**, Hon. **Members of Parliament**, **Members of the Diplomatic Corps**, **Nananom**, Distinguished **Guests**. **[Speech 1 No. 1]***

95

2. *"I wish to thank the entire **Electoral Commission** and all of the **Security service personnel** ..., **the external election observers**..." [**Speech 2 No. 25**]*

3. *"... I wish to thank the **voters** ..." [**Speech 2 No. 26**]*

4. *"I must thank my **wife** and **family** ...; the **traditional leaders** ..., **religious leaders**, **community elders** and the many **citizens** ..." [**Speech 2 No. 27**]*

5. *"Thank Party Executives Council of **Elders, Founder, Activists** and **Cadres** celebrities etc." [**Speech 2 No. 28**]*

6. *I would also like to thank the **volunteers** ..., the millions of **voters** who placed their trust in me. [**Speech 2 No. 29**]*

7. *...Religious and Traditional **Leaders**, Members of the **Security Services**, Contingents of **School Children** on parade, **Fellow citizen** [**Speech 3 No. 1**]*

The sentences above present the varied audience addressed in the speeches who range from diverse groups of Ghanaians to diverse group of foreigners. The diverse group of foreigners *Visiting Heads of State, Heads of Delegations, Members of the Diplomatic Corps* other *Guests*. These group of foreign audience are made of nationals from various countries. The diverse group of Ghanaian audience also include members of the ruling party (National Democratic Congress), leaders in the organogram of governance, tradition and religious leaders, school children and Ghanaian citizens in general. The multi-faceted nature of the Ghanaian and foreign audience therefore require the use of lexical items that are simple in nature and can be comprehended by all and sundry hence the simplicity in vocabulary usage.

4.3 Cognitive Domain Analysis of Lexical items

The cognitive domain analysis of the lexical items deals with the analysis of the various domains which the lexical items can be grouped into. This looks at the cognitive implications encoded in the use of the lexical items in their respective lexical categories. The various cognitive domains are tabulated and further analysed.

96

Table 4.7 Cognitive Domains of Nouns

Places	Dignitaries and Heroes	Amenities	Challenges	Positive Qualities	Fraternity
Teshie, Fernando Po, Equitorial Guinea, Boiko, Mampong-Akwapim Ghana, homes, churches, offices, mosques .	Speaker of Parliament, Vice President, Chief Justice, Former Presidents, Heads of States, Heads of Delegations, Members of Parliament, Members of the Diplomatic Corps, Nananom, Nana Yaa Asantewaa, Naa Gbewaa, Dr. Kwame Nkrumah, Dr. J.B. Danquah, Efua Sutherland, Dr. James Kwagyir Aggrey, Dr. Esther Efua Ocloo, Dr. Ephraim Koku Amu, Tetteh Quarshie, Nelson Mandela, God, Jerry John Rawlings, John Evans Atta Mills.	roads, bridges, schools, hospitals.	frustration, failure, instability, difficulty, hurdles, obstacles adversity, waste, ethnicity, complacency.	truth, faith, trust, effort, potential, opportunities, vision, wisdom, virtues, optimism, hope, responsibility kindness, support, courage.	countrymen, women, family, friends, citizens, grandfathers, grandmothers, uncles, mothers, fathers, sisters, brothers, forefathers, foremothers, cleavages, clans, religions, professions.

97
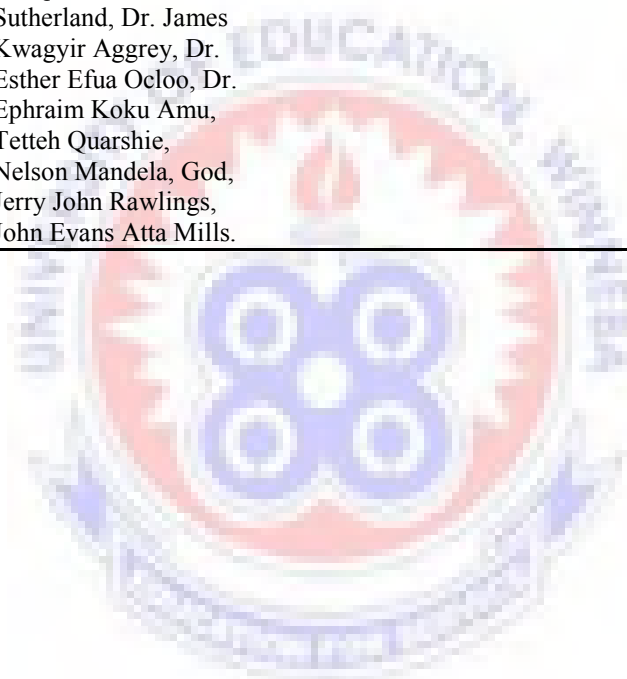
4.3.1. Nouns

To begin with, the nouns in the cognitive domain of places as presented in the table above are used to indicate setting in the selected speeches. These nouns represent three forms of setting which are territorial setting, religious setting and occupational setting. Regarding the use of territorial setting, the general setting of the selected speeches is *Ghana* but the setting changes to other sub-settings based on the place of occurrence of some of the issues presented in the speeches. In making reference to Tetteh Quarshie success story in cocoa production, the main setting shifts to Equitorial Guinea, where Tetteh Quarshie travels to. The indication of the specific town he visits in Equitorial Guinea which is Fernando Po (Boiko) indicates the sub-setting of his journey. The setting changes again to the main setting which is Ghana to indicate a swift return to the audience addressed. He therefore uses *Ghana* and *Equitorial Guinea* to establish two main settings and the relationship between them and the use of specific towns in these countries to establish sub-settings and the specific relationship among them. The change in setting from Ghana to Equitorial Guinea indicates that Mahama presents new information while the smooth connection establish between Tetteh Quarshie's movement from Equitorial Guinea to Ghana indicates the relationship between these two countries regarding cocoa production in Ghana. Mahama's ability to smoothly link past settings to present settings reveals his experience as a historian who is able to integrate the past into the present in order to establish logical information. The nouns *mosque* and *church* are as well used to indicate the two main religious settings in Ghana. The use of church indicates the religious setting for Christians while mosque also indicates the religious setting for Muslims. Offices is also used to establish formal occupational settings. The use of the tripartite setting indicates his expectation

98

of Ghanaians to contribute their quota to the development of the country notwithstanding their territorial location, religious or occupational affiliations.

Secondly, nouns are used in the dignitaries and heroes cognitive domain to acknowledge the presence of government officials such as *Speaker of Parliament, Vice President, Chief Justice Members of Parliament*, invited guests such as *Heads of State* and *heads of delegations*. Nouns such as *Dr. Kwame Nkrumah, Jerry John Rawlings, John Agyekum Kufuor* and *John Evans Atta Mills* are also used to acknowledge the work done by his predessessors and past national heroes such as *Nana Yaa Asantewaa, Naa Gbewaa, Dr. J.B. Danquah, Efua Sutherland, Dr. James Kwagyir Aggrey, Dr. Esther Efua Ocloo, Dr. Ephraim Koku Amu, Tetteh Quarshie*. Mahama uses nouns in this domain to acknowledge the presence of his invited guests, government officials and the sacrifices made by his predecessors and past national heroes. Mahama's acknowledgement of the work of his predecessors and past national heroes indicates that he hopes to build his government on the foundations laid by his predecessors.

In addition, the cognitive domain of amenities presents nouns that indicate the infrastructural development that Mahama hopes to carry out and the relationship among these infrastructure. The use of the nouns *bridges*, *roads, schools* and *hospitals* indicate the three sectors which Mahama hopes to direct his attention in order to boost the country's infrastructural development. The use of *roads* and *bridges* represent the transportation sector, *schools* represent the educational sector, whereas *hospitals* represent the health sector. This reveals the three sectors considered most important and therefore need expansion and development under the Mahama led government. There exists an intricate relationship among these sectors of the economy. The building of schools will train up personnel who would be qualified enough to run the various

99

hospitals while the construction of roads and bridges will also make these schools and hospitals accessible.

Again, the cognitive domain of challenges indicates some general and specific problems faced by the country. These challenges indicate the problems retrogressing Ghana's development which need to be given attention. The general challenges include *difficulty, adversity, hurdles* and *obstacles* which do not specify but present the challenges of the country as a major contribution to the lack of development. The specific challenges include *frustration, failure, instability, waste, ethnicity* and *complacency.* Frustration sets in on the part of both the government and the people when the country fails in meeting its proposed or expected achievements in various aspects of the economy. Instability especially in the finances of the economy is identified as one of the challenges while *waste, ethnicity* and *complacency* are identified as challenges that have to do with the attitudes of the various individuals in the country. The specific challenges therefore present various challenges caused by the government and the ones caused by the citizens. The presence of these challenges indicate that the government is met with challenges which its needs to resolve or minimise in order to reach its projected goals.

Moreover, the cognitive domain of positive qualities indicate some good qualities that helped the past generation and which equally can help the current generation of Ghanaians to succeed. Considering the challenges faced by the country, these positive qualities serve as a panacea. *Truth* will help both the government and the people to do what is right. *Vision, wisdom, virtues, optimism, kindness* and *courage* are qualities that will help the government together with the people to plan with the attitude of resilience towards achieving such plans.

Last but not least, the nouns in the cognitive domain of fraternity are used to establish solidarity between Mahama, his government and the people. These nouns establish kinship and national unity. The use of the nouns *stranger* and *guests* limits Mahama's solidarity to Ghanaians alone excluding the invited guests from other countries. *Cleavages, clans, religions, professions* are used to indicate the various parameters that divide the people and the nouns such as *family, grandfathers, grandmothers, uncles, mothers, fathers, sisters, brothers, forefathers* and *foremothers* are used to indicate that despite the various divisions among the people, they still share a common ancestry as a people. Mahama therefore uses the common ancestry to establish kinship ties with the people of the country by uniting the whole nation as a family such that he considers them as *sisters* and *brothers*. The nouns *countrymen, women, friends* and *citizens* are also to establish national solidarity by collectively considering the people of Ghana countrymen and women who are all citizens of the same country Ghana. This creates the spirit of national unity among Ghanaians so that they can support him to attain his plans for the nation as presented in his Better Ghana Agenda.

Table 4.8 Cognitive Domains of Verbs

Sight	Speech	Physical Action	Movement	Psychological Action
see, find, appear, seen, look.	complain talk, extol, called, said, tell, answered, acknowledge.	brought, grew, implemented, made, built, expanded, extended, fetched, formed, created, planted, led, etched, strengthened, made, chosen, queued, voted, supported, renewed, helped, shaken, mourned, struck, divided, facing, suffered, restrained, losing.	goes, going, driving, stand, returned follow, travelled, continue, moving, led.	devote, assure, ensure, determine, maintain, rest, invest, change, overlook, intend, extend, desired, choose, withstand, imagined, enriched, defined, reinforce, believing, realised recognised, believed, prayed, honour, remember.

4.3.2. Verbs

Firstly, the verbs used in the cognitive domain of sight indicate various actions regarding the use of the eyes. L*ook* and *see* are used to indicate the use of the mind's eye to assess the potentials of the country while the verb *seen* is used to show that the ex-presidents in fourth republic carried out various concrete projects such as the building of schools, hospitals, roads and others which are visible to the eye. Mahama therefore considers the visible and the concrete projects carried out by the past presidents of Ghana as an integral part of the assessment of the work done in their respective tenure of offices.

Secondly, the cognitive domain of speech indicates various past verbal actions carried out by the past leaders of the nation and present verbal actions carried out by the current generation of Ghanaians. The verbs *talk* and *complain* indicate the negative verbal actions that do not help in the nation's progress. The use of these verbs indicate the negative attitude of Ghanaians spending their time and energy on unconstructive criticisms which do not benefit the nation in any way. A*nswered* is used to indicate that the forefathers of the nation begun their action through a verbal commitment to achieving their goals before progressing to use physical action. The verb *say, extol* and *acknowledge* are used to indicate Mahama's personal verbal recognition and appreciation of the efforts and sacrifices of the nation's forefathers.

Moreover, the cognitive domain of physical action refers to various physical actions employed that help the nation's forefathers and past leaders to improve various facets of the economy. The verb *planted* indicates the physical action employed by Tetteh Quarshie by planting the cocoa seeds which has eventually led to Ghana's state as the world's second largest producer of cocoa. *Created, built, expanded, made* and *strengthened* indicate the effect of various positive actions that were carried out by the

past national heroes and leaders who developed the country which eventually brought to the country its current state of existence. Verbs such as *chosen, queued, voted, supported, renewed* and *helped* refer to the various actions employed by the voters which eventually contributed to his victory and the total success of the elections. The verbs *queued* and *voted* indicate the physical actions employed by the electorate in the voting process through queuing and finally casting their votes which reveal their love for the practice of democracy and also their patriotism as Ghanaians. He also appreciates those who took various actions to contribute to his victory in the elections through the use of the verbs *chosen, supported, renewed* and *helped*. *Struck* is used to refer to the effect of the sudden death of President John Evans Atta Mills and Former Vice-president Alhaji Ali Mahama and the verb *shaken* indicates the magnitude of the effect of these deaths on the nation. He uses the verbs *losing* and *mourned* to indicate the reaction of the nation to the death of these leaders. The death of these leaders was considered as one of the difficult obstacles faced before the elections that affected the entire nation. He uses these verbs in the cognitive domain of past action to indicate his recognition and appreciation to the electorate for voting him president and recognition of the efforts of the past leaders and national heroes to develop the country as well as some challenges faced.

Furthermore, verbs are used in the cognitive domain of movement to indicate different forms of progress in various aspects of the nation. The verb *travelled* is used in sentence 18 to indicate the action of progress employed by Tetteh Quarshie in order to bring cocoa to Ghana. This action of progress ended up contributing enormously to the agricultural industry in Ghana. The verb *moving* is also used to show that the nation is not static in terms of development but is rather progressing at an appreciable level. The verb *continue* indicate the nation's obligation of investing in the agricultural sector

103

to improve food production. *Pleading* is used to indicate Mahama's quest to appeal to the general citizenry to support and rally behind him in order to collectively make Ghana a better place as planned in his Better Ghana Agenda. The verbs *tearing* and *scrambling* refer to some negative actions that were eschewed by the past leaders which helped them succeed in the development of various facets of the nation in unity.

Last but not least, verbs are used in the cognitive domain of psychological action to indicate various psychological actions that need to be employed by Ghanaians to complement their physical actions. The verbs *maintain, choose, determine* and *ensure* indicate psychological actions that are used to back various physical actions in order to boost the progress of the nation. These actions are more related to the use of the mental faculties which serve as a impetus to carry out physical actions. *Believed* and *prayed* refer to the spiritual action used which imply that the past leaders of the nation employed physical, psychological and spiritual forms of action which enabled them attain independence for the country Verbs such as *honour, acknowledge* and *remember* are used to recognize and celebrate the sacrifices made by the past leaders.

Table 4.9 Cognitive Domains of Adjectives

Positive Qualities	Negative Qualities	Aspects of Society	Honorifics
many, sixth, free, fair, democratic, partisan, constitutional, eventful, peaceful, consecutive. valuable, important, tireless, irreplaceable, humble, fearless, unwavering, good, active, respectful, heroic, committed, compassionate, significant, productive, passionate, meaningful, constructive, necessary, collective, unflinching, impressive, proud, special, brave, independent, united, lovely, shinning, designated, founding, royal.	plastic, vehicular, temporary, mediocre, stolen, petty, colonial, unauthorized. poorest, crippling, miraculous.	different, traditional, religious, grateful, ethnic, regional, social, entire, beloved, political, external, agricultural, economic, private.	Distinguished, Right Honourable, Honourable Excellency, Her Ladyship, Excellencies almighty, fellow, Osagyefo, beloved.

4.3.3. Adjectives

Firstly, adjectives are used in the cognitive domains of aspects of the nation to indicate various aspects of the nation which contributed to Mahama's victory. The use of the adjectives *different, traditional, religious, ethnic, regional, social, entire, political, external* is to identify various divide of people to whom Mahama expresses his thanks for their role in the elections. These groups of people made some contribution generally to the success of the elections which eventually led to his victory and the general success in the election. Various people from the traditional divide such as chiefs, religious (various religious leaders), political (political actors), external (the external observers) and entire (all people). The expression of thanks indicates the recognition given to these groups for their varied contributions to improving and growing Ghana's democracy. *Agricultural, economic, private* are also used to indicate some aspects of the economy that were greatly impacted by the efforts of the past national heroes. For instance, Tetteh Quarshie contributed greatly to the agricultural sector.

Secondly, adjectives are used in the domain of positive qualities to indicate various positive qualities in relation to the behavior of the past and current citizens of Ghana. *Good* and *respectful* refer to positive qualities that indicate the fact that the electorate possessed some positive qualities that played a key role in the successful conduct of the elections. *Many, sixth, free, fair, democratic, shinning, constitutional, peaceful, consecutive* are used to describe the elections as consecutively peaceful and free and fair in nature. The use of these adjectives shows that Ghana has currently developed in terms of the practice of democracy which therefore makes it shine among the countries in Africa. C*ommitted* and *compassionate* are used to refer to qualities that helped the past leaders succeed while *collective, strong* and *unflinching* are also used to indicate qualities that can help the current and future generations of Ghanaians succeed.

Moreover, the cognitive domain of negative qualities present some challenges faced by the current generation of Ghanaians that impede the progress of the nation. These negative qualities are presented through the use of the adjectives *unauthorized, plastic, vehicular* and *stolen* to indicate the misuse of energy, environmental mismanagement, road carnages and illegal economic activities as the challenges faced by the current generation of Ghanaians.

Last but not least, the domain of honorifics present various honorific words to distinguish various special sessions of his audience in the selected speeches. The adjectives *Excellency* and *Excellencies* establish equality in status between himself, his vice president and other visiting heads of state. This also establishes some distance between the group of presidents (*Excellencies)* and their respective citizens placing presidents as highly esteemed by their people. *Right Honourable, Her Ladyship, Honourable,* are used as honorifics for Speaker of Parliament, the Chief Justice and

Members of Parliament in a hierarchical manner which indicates a recognition and respect for the political strata in the governance system in the country. *Fellow* and *beloved* are used to identify with the people of Ghana thereby bridging the social distance that is created by country's political organogram. *Osagyefo* is used as an honorific title for the first president of the country to identify him as the founder of the nation Ghana. *Almighty* is used to distinguish God as supernatural being who possesses the power to control everything. The use of adjectives as honorific devices in the selected speeches therefore confirm that "honorific speech creates human relationships pertaining to status, demeanour, respect, deference, power, social distance and solidarity" (Yoon, 2004, p. 2001).

4.4 Summary of Chapter

This chapter has presented the results from the analysis of lexical items in the selected speeches. The analysis is carried out in three sections. The first section of the analysis examined the various classes of lexical items used. The second section looked at the complexity in the lexical items while a cognitive domain analysis was conducted in the last section. Through the analysis, the chapter also examined the communicative implications encoded in the use of lexical items in the selected speeches.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND

RECOMMENDATIONS

5.0   Introduction

This chapter of the study summarises the preceding chapters of the study and draws conclusions and implications from the findings of the study. The chapter is composed of a summary of the aims, methods and approaches adopted in the study and then proceeds to present the main findings of the study. The chapter ends with conclusions, implications and recommendations for further studies.

5.1   Summary of Aims and Methods

The overall objective of the study was to conduct a lexico-stylistic analysis of selected political speeches delivered by John Dramani Mahama with a specific focus on how lexical items are used and the stylistic value or effect they create in the selected speeches. To achieve these objectives, the study began by identifying and analysing the various lexical items, the complexity of the lexical items used and the cognitive relationships among these lexical items in order to reveal their stylistic value or effects in the selected speeches.

The study employed two theoretical frameworks, namely The Linguistic and Stylistic Categories Framework by Leech and Short (2007) and the ideational metafunction in The Systemic Functional Grammar Theory by Halliday and Matthiessen (2014). The Linguistic and Stylistic Categories Framework was generally used as a checklist to identify and analyse the lexical items in the selected speeches whereas the ideational metafunction was used to carry out the cognitive domain analysis of the lexical items identified.

The Linguistic and Stylistic Categories Framework views language as composed of various elements which are systematically organized into different categories. These categories are the lexical, grammatical, figures of speech, and context and cohesion categories. The lexical category deals with the use of lexical items in language. It is made up of five main components which include the general use of vocabulary, the use of nouns, verbs, adjectives and adverbs. Lexical items are usually selected in speeches in order to achieve certain goals which make the study seek to identify how lexical items are used and the effect they create in the selected speeches.

The ideational metafunction in Halliday's Systemic Functional Grammar basically considers the clause as a representation of reality. The ideational metafunction is the experiential function of language; through language a writer/speaker encodes his experience or perception of the real world as well as the experience of the internal world of his own consciousness (Halliday, 1971). This helps reveal the experiences of a writer or speaker encoded through the use of language.

Lexical items belong to various cognitive domains which represent reality or the thoughts of the speaker or writer. Simpson (2004, p. 40) says that 'domains of knowledge are accompanied by conceptual slots for the things that routinely accompany their mental representation'. These cognitive domains refer to the link between the human mind and the process of reading where words are put into various groups based on the kind of mental entities they represent. These domains relate in significant ways to reveal textual meaning. The ideational metafunction aids in grouping lexical items into various cognitive domains in order to represent the various aspects of the thoughts or experiences of the speaker.

The study adopted the qualitative research approach and the textual analysis research design due to the descriptive and exploratory nature of the study. The

qualitative research approach is interested in describing and interpreting data such as texts, pictures and/or observable behaviour which occur in natural forms. The study employed the textual analysis as the research design and stylistic analysis as the method used in analysing and interpreting the use of lexical items in the selected speeches. Stylistic analysis especially from the lexical category identifies and isolates various lexical items by categorising them into their respective classes based on the four classes of lexical items proposed by Leech and Short (2007). These lexical items were counted and their frequencies and percentages identified in order to support and check the affective observations in the analysis.

The study answered the research questions below in section 5.2 using the above mentioned procedures and methods. The research questions were three in number which are: "What types of lexical items are predominantly used in the selected speeches of John Mahama?", "What cognitive relationships exist among the lexical items used in the selected speeches?" and "How do the stylistic effects of the use of lexical items employed contribute to the comprehension of the selected speeches?". The data used for the study constituted three sampled speeches by John Mahama which included his victory speech in 2012, his inaugural speech in 2013, and his independence speech in 2013.

The first stage of the analysis sought to examine the stylistic effect of the use of lexical items in the selected speeches. This stage aimed to reveal the effect of the use of each class of lexical items in the selected speeches. The study employed a manual textual analytical approach in coding lexical items into their respective classes by quantifying these lexical items into frequencies and percentages to reflect the use of these lexical items in the selected speeches.

The second stage in the analysis of the data involved the identification and quantification of lexical items according to their syllabic composition. Under the syllabic composition, lexical items were grouped into mono, di and polysyllabic words in order to analyse their complexity.

The last stage of the analysis classified the lexical items used into various cognitive domains within their respective classes. This was done in order to identify the cognitive relationships among the various lexical items used.

5.2   Summary of Findings

The study employed the stylistic approach in conducting the textual analysis of the selected speeches. The summary of the lexical items analysed, their complexity, cognitive ties among them and their respective values or effects are discussed below.

- **What type of lexical items are predominantly used in the selected speeches of John Mahama?**

The lexical items used predominantly are nouns with a frequency of six hundred and eighty-four (684) representing 51.5%. The second frequently used are verbs with a frequency of four hundred and thirty-three (433) representing 32.6% and the third are adjectives with a frequency of one hundred and seventy-six (176) representing a percentage of 13.2% while adverbs follow with an insignificant frequency of thirty-six (36) representing 2.7%. Nouns are predominantly used to indicate the basic social amenities that can grant Ghanaians relief from the challenges they face. These social amenities come in the aspects of finance, health, education and transportation. The dominate use of nouns therefore confirms that nouns dominate political speeches since decisions of politicians are often theoretical even though they may be directly linked to a proposed plan of action (Thorne, 1997).

111

- **What cognitive relationships exist among the lexical items used in the selected speeches?**

The cognitive domain analysis indicates the various cognitive ties among the respective lexical items used. The cognitive domain analysis of nouns indicates that the nouns used belong to various cognitive domains such as cognitive domains of obstacles, positive qualities, dignitaries and past national heroes, amenities, fraternity and challenges which represent some units of thought that make up the subject matter of the selected speeches. The cognitive ties among the nouns used identify Mahama's background as a historian who spends time in his speeches to acknowledge the past leaders and heroes for their sacrifices rendered to the development of various facets of the nation.

The cognitive domain analysis of verbs indicates that verbs which belong to various cognitive domains such as the cognitive domains of sight, speech, physical action, movement and psychological action represent some units of thoughts that represent some sub-themes in selected speeches. The cognitive ties among the verbs used indicate the various forms of actions such speech, sight, physical and psychological action that are required by the government together with the people in order to help accomplish the government's proposed plans as presented in the "Better Ghana Agenda".

The cognitive domain analysis of adjectives indicates the use of adjectives which belong to various cognitive domains such as negative qualities, positive qualities, aspects of society and honorifics cognitive domains which also represent some sub-themes within the selected speeches. The cognitive ties among the use of adjectives show the various aspects of society which Mahama talks about in his selected speeches

112

and how he employs the use of honorifics to address different groups of his audience in relation to their status and social recognition.

- **How do the stylistic effects of the use of lexical items employed contribute to the comprehension of the selected speeches?**

Mahama uses nouns to refer to names of national heroes and various portfolios of his dignitaries, some important places, challenges of the nation, positive qualities that can help the nation's progress, the projects he hopes to carry out as president of Ghana and also to establish intimate solidarity with the people of the country. The nouns identified in the selected speeches were analysed along the lines of proper nouns, concrete nouns and abstract nouns. Proper nouns are used to refer to dignitaries which indicates his recognition of these dignitaries who form a special part of his audience thereby creating unity between them and his government. He also uses proper nouns to refer to national heroes which indicate his appreciation and recognition of the contributions they made in the development of various facets of the economy. Mahama uses the name of *Osagyefo Dr. Kwame Nkrumah* in all the selected speeches to indicate his belief in the ideologies of Nkrumah as the founding father of the nation. The proper noun *God* is used in closing parts of the selected speeches to indicate his belief in God as the source of the country's blessings and protection hence the call on Him to bless and protect the country. Lastly, proper nouns are used to refer to some names of towns to reveal the historical contributions these towns have made to the economy of Ghana in terms of agriculture. Abstract nouns on the other hand are used to refer to the challenges faced by the people, the positive qualities of the founding fathers of the nation and the projects his government hopes to carry out whereas his use of concrete nouns establish kinship and national solidarity with the people of Ghana.

Verbs are generally used to indicate the positive actions that can help the nation progress and the negative actions that impede the progress of the nation. The analysis of verbs was carried out along the categorisation of verbs based on the parameter of tense and aspect. Based on these parameters, verbs were categorized into present tense verbs, past tense verbs, progressive verbs and modal auxiliaries. The use of present tense verbs indicate immediate actions that can help Ghana overcome its challenges while the use of past tense verbs refer to the actions carried out by his predecessors, some national heroes and past generations of Ghanaians which contributed immensely to the development of various facets of the nation. Progressive verbs indicate the continual actions which need to be exhibited by the citizens of the nation whereas modal auxiliary verbs are used to perform a plethora of functions in his selected speeches such as indicate the ability of the people, some unforeseen uncertainties, certainty of Mahama's promises and the obligations of the people in relation to the achievement of the government's proposed plans of action.

Adjectives are generally used to quantify and qualify the proposed abstract and concrete plans in order to give in-depth description of the intended plans and policies of the government to give a better understanding of what they hope to achieve as well as the kind of support they expect the people to give to them. Adjectives of quantity are used in order to give a vivid quantification of various abstract and concrete entities while the adjectives of quality are used to indicate the good qualities of the people which aids in the development of the nation as well as their bad qualities which stifle the progress of the nation.

The use of adverbs indicate various manners, places, times, and the frequency in relation to past, present and envisaged future actions of Ghanaians. Adverbs of place are used to refer to the general and specific places where the selected speeches are

114

delivered which indicate an aspect of the setting of the speeches. The use of adverbs of time refers to specific and general times in the selected speeches which indicate the time aspect of the setting of the speeches. He uses the adverbs of frequency to indicate the frequency of failures that came the way of the past national heroes who still fought to attain various successes for the nation. Adverbs of manner are used to indicate the manner in which the past leaders and heroes of the nation carried out their actions as well as the positive and decent manner in which the government hopes to carry out actions leading to the accomplishment of its proposed plans.

The analysis of the general use of vocabulary indicates a dominant use of mono and disyllabic lexical items representing 32.6% and 35.9% respectively against polysyllabic lexical items representing 31.5%. The combination of mono and disyllabic lexical items represent 68.5% which indicates that the selected speeches employ the use of simple vocabulary. Simple lexical items are used in order to help Mahama reach his audience from different levels and backgrounds with his messages. The close percentage range among the use of mono, di and polysyllabic lexical items also indicates that the speeches are delivered on formal occasions thus contained standard use of language which adds some amount of complexity to the simple vocabulary used.

5.3   Implications of the Study

The first and foremost implication of the study confirms SFG's main claim that the use of language is influenced by systematic choices made from the systemic organisation of language to achieve desired meanings (Halliday & Matthiessen, 2014). In line with this claim, the study illustrates how Mahama has presented his desired plans for Ghana through the systematic choices he makes through his use of lexical items.

Another implication of the study is the contribution it makes to the scholarship on political discourse. The study has contributed to the growing explorations on the

115

relationship between language and politics. The study employs stylistics as a linguistic concept, to analyse how lexical items are used in information packing in political discourse. The knowledge, particularly, about stylistics and language use in such speeches will contribute to the on-going debate on the methods of stylistic analysis based on Leech and Short's Linguistic and Stylistic Categories Framework.

The findings of the study present knowledge about stylistics and its pedagogical implication on the teaching and learning of English Language. Most classroom interactions among teachers and students depend on the use of language with attention at the sentential level of language use but this study will impact positively on the teaching and learning of lexical items and how they represent thoughts of writers when put into various cognitive domains.

5.4   Conclusions of the Study

The study confirms that the choice of linguistic items especially lexical items in any discourse is motivated by certain reasons which indicate the stylistic effect of the use of such choices (Halliday and Matthiessen, 2004; Simpson, 2004; Ewusi-Mensah, 2014). For this reason, literary writers and politicians either consciously or unconsciously choose certain linguistic resources over others to represent experiences or events for stylistic effects. Due to the infinite number of linguistic items, there are several ways in which a writer can use them to express the same experience or event in a text.

The study also confirms that when intuitive response and statistical proof in the form of frequencies and percentages are combined in detecting a stylistic characteristic in any empirical stylistic study, it produces more reliable results rather than just employing only the intuitive response (Chan, 2007; Leech & Short, 2007). The use of

116

statistical proof therefore serves as hard evidence to support the description and interpretation of the data.

The study affirms that the Linguistic and Stylistic Categories is a heuristic checklist that aids in the analysis of language from different levels (Leech & Short, 2007). The checklist is considered as heuristic because it presents the various elements that are worth analysing in a text thereby making it easy for one to know which elements in a text are worth noting and which ones are not.

It can be concluded that, the stylistic analysis of lexical items enables the reader to know the various effects or communicative implications encoded in the use of such lexical items in a given text and the cognitive domain analysis of lexical items further helps reveal some thoughts or experiences of speech writers.

5.5   Recommendations for Further Research

This study was explicitly limited to the lexical categories in the linguistic and stylistic categories checklist. The analysis does not include the grammatical, figures of speech and cohesion and context categories. The study can influence further studies relating to the relationship between politics and language in these categories.

The study will help other researchers who are interested in the field of stylistics to further study the language of political discourse based on the other categories such as the grammatical, figures of speech, context and cohesion categories.

It would also be of immense importance for a comparative stylistic analysis to be carried out in order to compare the use of lexical items of two presidents from different political parties in Ghana or two presidents from different countries.

Since power influences and sometimes alters peoples' thoughts, a comparative stylistic analysis can be conducted on some speeches delivered by John Mahama when

117

he was not president and his presidential speeches to identify how he has been influenced by his position as president. Other studies can also be conducted on the stylistic use of functional words such as prepositions, conjunctions, interjections and pronouns in political speeches.

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APPENDICES