Using Hallidayan systemic functional linguistic approach to analyse the linguistic gyration of royal speeches in Ghana

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Abstract

This paper investigates the relationship that exists in the linguistic gyration of the annual speeches delivered by Otumfo Osei Tutu and Osagyefo Amoatia Ofori Panyin, who are both paramount Ghanaian royal chiefs of the Ashanti Kingdom and the Akyem Abuakwa Kingdom respectively. Although these prominent chiefs have delivered several speeches on several times and occasions and at different places and settings, this study paid particular attention to and selected only speeches that they delivered in academic environments, specifically, in universities in Ghana. These annual speeches used for the study were therefore those that were delivered at the University of Professional Studies and University of Education, Winneba campuses respectively. The analysis of the data was done based on the Hallidayan's Systemic Functional Linguistic approach. The analysis reveals the incorporation of the ideology and power in the language of the royal speeches of the two paramount chiefs in Ghana and its influence on the university administrations and communities. Subsequently, the modality meta-function showed that the chiefs selected modal verbs to affirm and fulfill the tasks given them. From the data, it is evident that the traditional rulers can use language to communicate their strength, capabilities on the political administration and education spheres on the university communities.

Keywords: Discourse Community; Applied linguistics; Modality; Transitive forms; Metafiction

1. Introduction

Analysing speech in a widest sense in face-to-face talk offers ways of investigating meaning in a given discourse community. The analysis is done in what the linguists refer to as Discourse Analysis (DA). Analysing discourse is one of the broader categories in linguistics which is related to using language contextually. There are different theoretical and methodological approaches for investigating discourse. Examples are anthropological, philosophical, sociological approach among others. The demands of the people and the function for which language will be used are very essential to every society (Sharififar and Rahimi, 2015). The demand is what language represents for the people and the function is the cultural role that language plays. This is what Halliday (1978:8) refers to the system of the grammar of a language takes a structure that is closely related to the social benefits of the people and their personal needs that every language serves (Sharififar and Rahimi, 2015). This implies that one of the features of the DA is related to the internal forms of the texts. One of the new evolutions

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against the internal structure of the text is the Halliday's systemic functional linguistics. According to Sharififar and Rahimi (2015), a text must encode personal and social processes (Halliday, 1978). What they imply is based on the proposition that a text must be generated, decoded and used in a social context, thus, the text must be exposed to both micro and macro level so the linguistic and the social evolution of the text is very important. Discourse is a communicative event since discourse between people convey messages beyond the reality. The relevance of every message is the social information that is embedded in the message and that which is transferred to the audience allusively.

Critical Discourse Analysis (CDA) has remained one of the important domains of research in the field of linguistics from the 1970s till date. Van Dijk (1998:13-15) deftness "CDA as that which is concerned with studying and analysing written and spoken texts to reveal the discursive bases of power, dominance, inequality and bias. It examines how these discursive sources are maintained and reproduced within specific social, political and historical backgrounds". This approach tries to examine the way the power of the society is misappropriated, show how both written and unwritten texts depict authority, reveal how text and talk reciprocate, demonstrate how text and talk resist dominance, and portray the equality and imbalanced social, political and academic context today. Fairclough (1992) propounded a three-dimensional framework which aims at analysing language encoded texts. These three dimensions emphasise a text production; text delivery and text assimilation. The critical discourse analysis focuses on analysing speeches of any kind advertisement such as newspaper, official documents and many others. It further examines the connection between language of the text, ideology, power and makes an attempt at finding out the exploitation and assessment of language of dominance in the texts (Goddard 1982). Additionally, the linguistic theories that correlate with the CD approach is Halliday's systemic functional grammar. Many scholars analyse discourse in text using systemic functional grammar because this plan an important role in interpreting and understanding linguistic expressions critically (Bee, 2001; Chouliaraki and Fairclough, 1999; Fairclough, 1995 and Kress, 1985). In this essay, the linguistic functional Grammar model is applied as a tool for analysing the annual speech delivered at the University of Professional Studies, Accra and the University of Education, Winneba. In this paper, we analyse the speeches using the transitive forms and the modal rules to show the way royals in the Ghanaian setting use language during speech delivery to incorporate both ideology and power. It further investigates how they powerfully influence the people, exert their authority, competences, politics and rules in speeches. In furtherance of these, the royal and the superiority of these speeches could not easily be identified by the audience. As a result, this study interprets the speeches to draw the common people's attention to the meaning embedded in these annual speeches. In furtherance, this paper sets out to analyse the annual speeches delivered in our university communities and identify the ideology and power embedded in the annual speeches.

1.1. General Aim of the Study

Generally, this study reveals the anatomy of royal speeches in the modern university community. It reveals the authenticity in text and the tête-à-têtes role of speech in the higher institutions using the three dimensions (DA, CDA and the SFL).

1.2 Objective of the Study

The general objective of the text is to generate, comprehend speeches that are delivered at the university communities. Specifically, the study sets out to:

* Evaluate the concern DA has with the authenticity of the internal structure of annual royal texts (speeches) in the university community.

* Reveal the extent to which Applied linguists use HSFL in a new evolution in interpreting deep structure.

* Identify the role of the SHG in critical interpretation of linguistic expression of the two speeches from Ghana.

* Evaluate the extent to which royal language dominance exploit public/royal speech.

1.3 Research Questions

* What concern has DA in the authenticity of the internal structure of annual royal texts (speeches) in the university community.?

* How did the Applied linguists use HSFL in a new evolution in interpreting deep structure?

* What is the role of the SHG in critical interpretation of linguistic expression of the two speeches from Ghana?

* How does which royal language dominance exploit public/royal speech?

2. Literature Review

The literature review Systemic Functional Approach which indicates how language is considered as an interlock or a grid of systems for generating the comprehensibility of thought. Halliday based his assumption on the grammatical description of the linguistic items embedded in the text. In his analysis, functional linguistics foregrounds linguistic choices because the functional linguistics deals with structures that build on the opinions and assumptions developed by understanding the grammar rules. Huzhunglin (1988:3) indicates that functional language is one of the tools for interacting with the ideology of the language forms that are obviously interpreted in the roles language plays in speech. Additionally, Halliday and Hassan (1989:10) posit that every text in the broad sense is a purposeful language in that oral and written language may convey social meaning in the real situation and in a specific situation. This implies that for Halliday, the combination of words, phrases and clauses in a text serves as meaning of that text rather than a mere unity between the grammatical items because the text is the product of the linguistic items that forms the composition.

Invariantly, the text is also a process in terms of its semantic component. Every grammatical structure of enables participants identify the basis for deducing several meanings of varied kinds of messages embedded in the text. The basic assumption is that language is established in a meta-functional manner (Chouliaraki and Fairclough, 1999). This is the reason why Halliday (1998) considers the function of language as meta functional. He identified trio semantic units in the meta-function as "ideational function, the interpersonal function and the textual function", (Halliday 1981:328).

First, the meta-function helps us interpret the human experiences as the means of pointing to the truth (Halliday, 1994). The function therefore reveals information that are new and the elements that are unknown to the listener. The functions of the real and the intuitive world now is represented in the experience and the events in which these experiences occur. Again, deducing from the Hallidayan assumption, the function is both logical and experiential. The coming together of different grammatical units to form complex structure could be referred to as logical while the grammatical options that will enable the listener to create meaning of the community in which the speech is delivered causing language to be developed along the process.

Analysing texts based on the ideational function involves the use of the transitive verbs and the power of the speech of the text. No doubt, Huzhunglin (1988:312) remarks that the functions determine the openness of many options that could be derived from texts in addition to the nature of

all structural meanings that could be seen in the text. Ideological function in grammar is presented in the six transitivity schemes. These six systems are material process which is the physical world, rational processes, that is expressing the possession, equivalence, attribute, and qualities; metal process which involves the cognitive mind, affection and discernment. The fourth one is the verbal process, thus, the communicative function, the behavioral that includes material and mental process and the existential process which is simply the process of existence.

The second function worth discussing is Huzhuaglin's (1988:313) "interpersonal function which embodies the uses of language to express social and personal relations". That is the different ways in which a speaker uses speech situation to perform the speech acts. The interpersonal metafiction includes the tenor or interactivity aspect of a text. The tenor comprises three components as well. These components are "the speaker, writer or persona, the social distance and the relative social status", (O' Halloran, 2006:15). In this study, these are applicable to the spoken text. Other scholars argue that these are applicable to the written text as well (Coffin, 2006: 22-23). The speaker is related to neutral attitude; positive or negative and personalization and place of the speaker. The social status finds out if the speakers share something in common or not. Coffin (2006:22, 23) discusses the social distance as the closeness the speakers share with his audience. For example, in the if the speakers use nicknames, then the degree of their relations may be intimate or may reveal distance. Where a relative social status exists, one may find the speakers using the same supremacy over the subordinate. In this case, a student and a lecturer would be regarded as not the same due to their level of knowledge. A speaker uses language to demonstrate the degree of relationship between him and the hearer, the speaker uses the language to inform, to question, greet, persuade and to like others. Huzhunglin (1988) mentions that modality is used to extend the two sides of social communication while the disposition of the speaker plays the role that the speaker demonstrates the speech situation and the role attributed to the listener.

Finally, Sheyholislami (2000:12) and O'Halloran (2006:3) find textual metafunction as a mode which is "the internal organization and communicative nature of a text" while Coffin (2006:245) identifies it as textual interactivity, spontaneity and community distance. Depth of vocabulary, the use of complex grammar, conjunctions and nominalization determines spontaneity. The objective of distance in communication is to explore cohesion in text and the ability to combine and use mental language.

3. Methodology

The approach adopted is both quantitative and qualitative method of descriptive research design. This design employed allows gathering, describing and explain the data of shared value. Creswell (2014) explains that the qualitative approach examines several texts that have shared experiences and tries to describe the essence of the shared phenomenon. However, Creswell (2014) reveals that a quantitative design is a type of design which allows the comparing of two or more groups in terms of cause or independent variables that has already occurred. The variables are the text that is independent and other clausal elements and particles are dependent on the speech. The key variables are the grammatical items such as nominal: phrases and clauses, pronouns and verbs. The speech in totality is the independent variable, the grammatical items were the dependent variables.

3.1. Sample/participants

The accessible population considered are two separate groups; the speakers and the university communities made up of lecturers, students and administrators. The population has the same

demographic characteristics; people in academic community, thus, the University of Education, Winneba and the University of Professional Studies, Accra, both in Ghana.

3.2. Instruments

The instrument for this paper is text that is manually collected, and the clipboard of the computer tool bar was used for the counting of the structural items for accurate data to be collected.

3.3. Data collection and Analysis

Data were collected from speeches and the data collection procedure that was used was purposive and convenient sampling techniques. Thus, some grammatical items; pronouns, verbs, noun phrases and noun clauses were purposively selected for the analysis. The pronouns that reveal the narrative styles were also selected; the nominal items that reflect the identity of the narrator were highlighted and selected all manually. The nouns correspond with their appropriate verbs. To ensure validity and reliability, the speeches were read using the reading pane on a laptop. Each structural item was highlighted such that no one item was selected more than once or left out. Data were analysed manually by counting and numbering the items and putting data in a table to ensure that each item is selected once. Data were presented in tables and diagrammes.

4. Results and Discussion

The table 1, below shows Otumfo's Speech includes 6,986 words in 716 sentences of 94 paragraphs. Osagyefo's speech includes 695 words in 46 sentences of 10 paragraphs. Consequently, Otumfo has used more literary and artistic language in order to make his writing more inventive, natural and culturally appealing and inculcating himself into the university community but still presenting neutrality. On the other hand, Osagyefo demonstrates wittiness in less language, yet with more difficult words. Both presenters used language that is formal and relating every bit of their language to their royal status.

4.1 Statistical Data of the Two Speeches

Table 1. Statistical Data of the Two Speeches

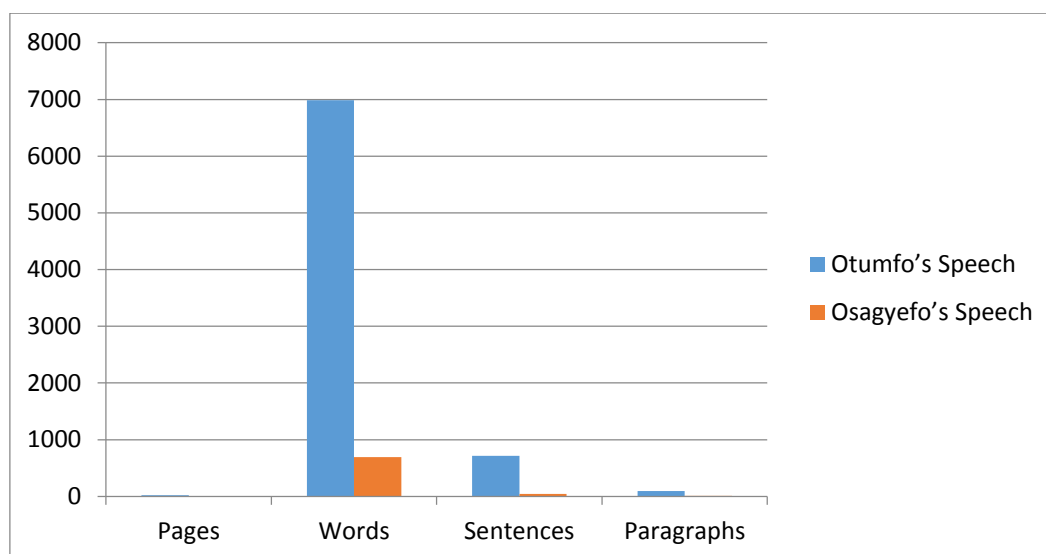| Statistical Items	Otumfo's Speech	Osagyefo's Speech
Pages	19	2
Words	6,986	695
Sentences	716	46
Paragraphs	94	10

Figure 1. Statistical Data of the Two Speeches

4.1.1 Transitivity Analysis

Transitivity involves components which are all concerned with the effectiveness of the telicity of the verb, the mindfulness activity shown in the agentive (Thompson and Hopper, 1980). The transitive verbs are used to demonstrate the system for explaining the whole clausal system than a single verb and its object (Thompson, 1996:78). Halliday indicates, that "a clause consists of three components: process, participant and circumstances". He identified different processes as relational, mental, behavioural. The table below demonstrates frequency and percentages of the process that provides a grading for the clausal system in the two speeches.

4.2 Otumfo and Osagyefo Speeches Process Type

Table 2. Otumfo and Osagyefo Speeches Process Type

Process Types	Otumfo's Speech Process Types		Osagyefo's Speech Process Types	
	Frequency	**Percentage**	**Frequency**	**Percentage**
1 Material	224	44	52	36
2 Relational	91	27	49	25
3 Mental	59	14	11	8
4 Behavioural	2	0	4	4
5 Verbal	15	3	13	10
6 Existential	6	2	5	4

Table 2 indicates leading percentage as 52% and 36% frequency. Relational process carries 27% and 25% frequency, while the mental process takes 59% and 8%. The least are 0 and 4%, 3% and 10% respectively. Finally, 2% and 4% existentially.

4.3   Material Process

These processes are events, activities and occasions that are in the external world (Saragih, 2010:7). Therefore, material process can be said to be "happening" or "doing". This is an indication of the Goal and the Actor, where the Actor refers to the one who does the action whereas the Goal is the one who is affected by the action; concrete or abstract.

Table 3. Transitivity Analysis of the Material Process of Otumfo's Speech

Actor	Process	Goal
I, his, we, our, Satirist, Brexit, Prof Fukuyama,	Exposing, reforms, persuaded, makes, appointed, barred	'our able-bodied men and women, needless death, gruesome journeys, desperate quest, greener pastures, themselves' Vice-Chancellor and **his** team, President John Agyekum Kuffuor.

4.4   Transitive Form Use of the Material Process of Osagyefo's Speech

Table 4. Transitive Form Use of the Material Process of Osagyefo's Speech

Actor	Process	Goal
I, you, we, the nation, quality education, Paramount Chief, Osagyefo,	Rapidly changing, achieving, constantly upgrading, fastest growing, have been prioritized and undertaken, was attended, achieve, meet, provide	Science and technology, sustainable development, quality education, people's lives, young people in Africa, every child

Table 3and 4 project and indicate the material process of administrative activities of the universities. What the Vice Chancellors have done, will do, would have done and should be done for the university community and the country. In table 3, the performers in Otumfo's speech are; 'I, we**,** our, Satirist, Brexit, and Prof Fukuyama': These prompt the realization that Otumfo is an action leader, very meticulous who has identified the wrong doings in the society. He pointed out some action leaders that are worth emulating. He warned that it is important not to visit our military juntas anymore and not to abort the civilian rule the society has established. He satirized our actions in the past and our inability to grow among the many talents of professionalism to meet the growing world. He encouraged the building of architects of our institutions. But Osagyefo's speech pointed out to persuade the university community the need for quality education, sustainable development the need to improve science and technology and a holistic development of every life and every child.

4.5   Part of Otumfo's Speech

"We (actor) have operated (material process) this system for nearly two decades and I (actor) (material process) think we (actor) are due (material process) an evaluation (goal), to find out whether it is delivering what is best for the nation (goal) or whether a rethink of the system may be in order (goal). There must be many who (actor) have had doubts (material process) whether the system has not put any constraints on the Parliament's exercise of their legislative functions (material process) and who (actor) wonder whether a clearer separation would not allow (material process) for the two branches of government to function more effectively (goal). Would it not be preferable for the President (actor) to have the freedom to choose (material process) his cabinet from the wider community (goal) without the present constraint of choosing (material process) the majority from Parliament and for the legislature too to apply itself to the legitimate oversight of the executive

functions and making laws for the state without the constraint of being part of the executive. Would this not give us a stronger Parliament (actor) able to hold (material process) the executive to account (goal)"? (retrieve from upsa.edu.gh.com)

4.6   *Part of Osagyefo's Speech*

You (actor) know, 25 years; I (actor) just have to say (material process) congratulations to the leadership of this University (goal) for what they have done (material process) from start to here (time); from 200 students to 85,000. What a successful story!" he remarked. Today (time), we (actor) can all communicate (material process) in real time over any kind of distance (goal / time). We (actor) have overcome (material process) the restraints of time and distance with technology (goal). Now (actor / time) is the time for us to make (process) this vast resource of science and technology (goal) available to young people in Africa (goal) otherwise your generation (actor) cannot compete (material process) at the world stage (goal). We (actor) can create (process) a nation (goal) where every child (actor) can seek knowledge to enrich (material process) his or her mind (goal) and to enlighten their God given talent (goal) right here in Ghana. Quality Education (actor) can only be possible (process) when conducive classrooms (actor) are provided (material process), when curriculum (actor) is constantly upgraded to meet (material process) world class standards (goal). It (actor) can only be achieved (material process) when a nation (actor) will see the urgency of paying (material process) qualified teachers (goal) well and respecting (material process) the profession (goal). That (actor) is the only way we can find (material process) quality education (goal).

4.7   *Relational Processes*

According to Saragih, (2010:8) identifies the rational process as that which occurs through identification, attribution, and possession. There are two modes of identification as relational and attributive processes. The rational or the interpersonal process means using one entity to represent the whole of another entity. For example, the verb 'be' am, are, is, was, were and intensive verbs like seem, appear, look; demonstrate such processes. The attributive process shows when a unit or group has some characteristics attributed to it (Halliday 1994:120). Examples of such verbs are; apply, choose, identify point.

4.7.1. TTransitivity Analysis of the Relational Process of Otumfo's and Osagyefo's Speeches

Table 5. Transitivity Analysis of the Relational Process of Otumfo's and Osagyefo's Speeches

Attributive relational process	**Identifying relational process**
Otumfo's Attributive relational process 'Ghana opted for a hybrid in which an elected President is obliged to choose the majority of his cabinet from Members of Parliament'. (Retrieved from upsa.sedu.gh.com)	**Otumfo's Identification of relational process** 'There must be … doubts whether the system has not put some constraints on Parliament's exercise of their legislative functions? who wonder … a clearer separation would not allow for the two branches of government to function more effectively? Would it not be preferable for the President to have the freedom to choose his cabinet from the wider community and would the legislature to apply itself to the legitimate oversight of the executive functions'? Can't we make laws for the state without the constraint? 'Would this not give us a stronger Parliament able to

	hold the executive to account'? {Retrieved from upsa.sedu.gh.com}
Osagyefo's Attributive relational process You know, 25 years; I just have to say congratulations to the leadership of this University for what they have done from start to here; from 200 students to 85,000. What a successful story?	**Osagyefo's Identification relational process** What you have done from the "start to here" … pointing to extended University development, progress is a sole business of group of talents than only one leader. Let me place on record that UEW has come a long way and made lots of progress over the last quarter of a century. Lots of infrastructural and human resource developments have been prioritised and undertaken in our University. Today, as we stand at crossroads (state of confusion, dividedness, indecisiveness, doubts), we can proudly say that not only is our University the leading Teacher Education Institution in the country. we are also the fastest growing and most populous University in Ghana. It is a long-term progress and not an individual progress

The modes that are attributive enable the participants to be seen as carrier and attributive. The attributive clauses are not passivized.

In table 5, "the first royal speaker" is satirical and the second speaker a "hauler", uses a narrative style which is represented through the verb 'be'. The process identifies the participants in a symbolic community and give them value. We see the clauses in the language forms undergo a passive form and rhetoric. In the above table "ruling" is hybrid process and "the politically dominant issue" is of much value. The relation is regarded as the reality. Ideologically, the ruler and their subordinate roles show that every rulers' purpose is a unifying person whose reason is natural, unconsciously and required sacrifice (Lodhi, et al., 2018).

4.7.1 Mental Process

This process involves verbs of desire, affection, cognition and perception. Some of the verbs are, please, hate, like, see, hear, feel, think in demonstrating critic and cue taking. There is sensor, a phenomenon which is felt in Osagyefo and Otumfo's speech. The sense that is involved in this process expressed by human beings are of conscious entity. Humans are able to express their inner feeling in order to arouse the sense of others. For example, the two chiefs use the mental verbs such as feel, know, think… to express their taste, thought, and opinion that connect their political beliefs with the expectations of the people.

4.7.2 Modality Analysis

Modality remains one of the significant factors that plays important roles in undertaking the interpersonal metafunction. Modality represents the extent to which the proposition is suitable. The following explains the propositions.

1) It must also be measured by our ability to resolve internal conflict.

2) The society will not grow if leadership is too much of partisan and autocratic.

3) We all can manage our differences.

4.8. Modal Verbs

Table 6. Modal Verb Analyses from Osagyefo and Otumfo

	Low Politeness	Median Politeness	High Politeness
POSITIVE	Can, may, could, might, dare Positive	Will, would, should, shall	Must, ought to, need, has/had to
NEGATIVE	Needn't, doesn't/didn't, need to, have to	Won't, wouldn't, shouldn't, isn't/wasn't to	Mustn't, oughtn't, can't, couldn't, mayn't, mightn't hasn't/hadn't to

4.8.1 Modality Analysis of Otumfo and Osagyefo

Table 7. Modality Analysis of Otumfo and Osagyefo

Sample speech	Total number	Low Politeness		Median Politeness		High Politeness	
		No	%	No	%	No	%
Otumfo	672	52	96%	59	1.6%	26	50%
Osagyefo	368	8	20%	24	1.1%	7	23%

In table 7, both speeches show median politeness ranked as 1/26 percent. The most frequent modal verbs in both speeches are 'verb 'be'. The next are the use of 'can' and 'could'. These two chiefs have used 'be' in their speeches more than other verbs to show will power and enthusiasm, wish, togetherness, collaborative attitude and recognition for one another.

4.9 Tense

According to Halliday (1994:35) the term tense means past, present, and future of the moment of speaking. The figures demonstrate the spontaneous differences in the delivery of the two chiefs.

Table 8. Tense of Sentences

Sample speeches		Total number	Present		Past		Future	
			Simple	Perfect	Simple	Perfect	Simple	Perfect
Otumfo	**No**	366	143	57	95	45	66	16
	%		44/4	10/76	26/2	1/81	12/2	1/76
Osagyefo	**No**	94	44	18	16	1	14	1
	%		45	17/4	15/2	1/03	13/07	1/05

In the table above, the simple present tense in the two speeches is the most frequency occurring verb; with approximately 44% and 45%. Tense is 26% and 15% and the future tense is 12% and 13% scores. Since the speeches are natural, the present situation with the present audience is revealed in the speech. Secondly the presence of the present simple tense depicts the factual message that is being delivered. The two chiefs try to focus on and draw the attention of their audiences to the current happening in leadership and society. The use of the simple past is simply to make reference to some past activities and how these past activities influence lives in the communities. For example, in Otumfo's use of simple past or past perfect represents activities of partisan danger and spectacles of able-bodied men and women needless exposed gruesome political journey in a desperate quest for favouritism. He makes reference to other leader's activities in the past which are worth emulating. Both chiefs encourage the audience to strive unity and tolerance to build a university community with modern taste. They used the future tense sparingly since they cannot express the actions that are yet to

occur. Moreover, the important features of future tense are that when it is uttered by respected characters, it tends to arouse people's motivation, belief, hope and anticipation for a positive future event.

4.10 Pronouns and Nominals

According to Li (2002:4) the roles of pronouns and nouns are the interpersonal role they play in discourse and how they are able to make the kind of connection between the speaker and the listener in a speech event.

Table 9. Pronouns and Nouns Interpersonal Role

Personal Pronoun	Simple Speeches	
	Otumfo's Speech	Osagyefo's Speech
First Person		
I, we	45	24
The Satarist,	2	0
Second Person		
You	5	2
Third Person		
It, the nation, every child, his team	**26**	**0**
Possessive	**Otumfo's Speech**	**Otumfo's Speech**
Us, Ours	10	4
Nation's	3	0
Demonstrative		
This	0	1
Nominals		
Franklin Roosevelt to General Dwight Eisenhower, British satirical magazine, people, lives, Africa, President John Agyekum Kuffuor	10	3

Table 9 indicates inclusiveness in Otumfo's speech since he is alumnus of the university. The use of the pronoun, 'we' suggests shortening distance between the Otumfo's and the audience and tend to create a feeling of common purpose, belongingness, mutual relationship. In another circumstance, it demonstrates a sense of authority by the speaker and his audience. He made reference to some authorities in a nominal form to exemplify the situation.

4.11 Textual Analysis

Meta functionally, a text must be coherent, organised, logical and accurate enough to be able to persuade the audience (Wang, 2010, Jones-Mensah & Tabiri, 2020). Otumfo delivered organized texts that includes respect for audience, introducing some characters such as Franklin Roosevelt, General Dwight Eisenhower, to serve as a focus for his speech and maintain the theme of development., identify different settings; British, Africa for easy comparism but Osagyefo refers to the era of modernity by making reference to the importance of technology and the need to work for our children to compute with the rest of the growing world.

From the foregoing analysis, it has been found that the use of modals in public speeches restore the frequent time bound and frequent acts in annual speeches and helps to persuade the audience attention to concentrate on the ability and the difficulties that their systems could predict in the future. A prominent factor that is eminent in chiefs' speech are humour and intimacy with their audience. Otumfo in furtherance increased humour and called himself a satirist.

The present, past and future tenses were used to show that the events as well as activities demonstrate leaders' objectives and lure the audience to identify the core purpose of their speeches and at the same time, they displayed the national irony that extends from political, cultural, educational and technological fields at present day administrations in Ghanaian universities.

5. Recommendations

Based on the results analysis of findings, the following recommendations were made that:

1. The speakers should take into consideration the socio-cultural environment of the speeches delivered.

2. The focus of speeches should be both youth (students) and adult (lecturers and administrative staffs) centered so that the speech will have the potential of reflecting the receiving audience.

3. The inclusion of the use of colloquial language will make it flexible to be understandable to the masses than only a section of the audience.

4. There should be the inclusion of the Vice Chancellors' activities to reveal what have been done, what they have to do in future and possible occurrences that promote university growth, retardation or failure.

6. Conclusion

In this study some features revealed by the two addressers are, first, Otumfo shows strong language, full of institutional satire but understandable to different people. But Osagyefo sounded very strict but formal and stressed the need for a good presidency. Additionally, the speeches revealed transitivity analysis, which were based on different processes, the speakers' speeches enabled them to demonstrate material processes as a process of 'change', 'growth' 'doing' and "happening" more than other processes. This is especially prevalent to both speeches. The notable functions of this process revealed political activities that have taken over our university communities. It identified what achievements the two universities have made so far and hopes to achieve in future. Subsequently, the modality meta-function, showed that the chiefs selected modal verbs to firm and fulfill the tasks given them. Indeed, the speeches revealed a close distance between (the chiefs) participants and the audience (the university community which is also the subordinate.

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